

Background

In Rocky View Schools, exclusion time-out and/or physical restraint should only be used when less restrictive interventions have not been successful, and must be systematically planned, delivered by trained personnel, supervised and evaluated to determine effectiveness. Seclusion is only to be used as a temporary emergency or safety procedure in exceptional situations for immediately preventing harm to self or others, when all other strategies have been exhausted.

This procedure aims to provide clarity on the use of time-out in schools by outlining expectations for their use, in order to minimize the inappropriate use of these procedures while ensuring that the safety, security and well-being of all members of the school community are maintained. It intends to clarify the meaning of these procedures within a school context and provide a common set of expectations on when and how they are to be used, in addition to evidence-informed practices.

Definitions

Behaviour Support Plan: A document designed to change the behaviour of adults with the expectation that if adult behaviour changes, the behaviour of the student will respond and change. Students with behaviour disabilities may respond to some universal strategies used in the school-wide positive behaviour support system; in addition, some students require additional targeted, intensive and individualized strategies and supports which need to be documented and communicated in a formal individual behaviour support plan based on a student's unique and individual characteristics. Behaviour Support plans need to include:

- Key understanding of student's strengths, talents, learning preferences
- Hypothesis of function of behaviour, conditions or antecedent events
- Continuum of supports and strategies designed to help student increase his, hers, their abilities
- Continuum of supports to diffuse a situation

**Functional Behaviour
Assessment:**

A required component of a Behaviour Support Plan, requiring specialized expertise and/or training to conduct and support the implementation of the functions of Behaviour Assessment.

**Non-violent Crisis
Intervention:**

Physical and non-physical methods to manage harmful and/or aggressive behaviours and maintain safety for children or students and others. Non-violent crisis intervention strategies are utilized as part of de-escalation and preventative strategies; in RVS, Mandt intervention methods are preferred.

Exclusion Time-out:

A time-out in a separate space outside of the classroom or instructional setting that involves removing the child or student to another fully or partially enclosed part of the immediate instructional setting or to another supervised location within the school. Examples of appropriate exclusion areas would

include the learning commons, the administrator's office, counsellor's office or another classroom. Exclusion time-out is only to be used after proactive positive behaviour supports have been implemented with fidelity over time and have been exhausted.

Non-exclusion Time-out: A time-out within the classroom or other instructional setting that does not involve the removal of the student from the learning environment or instructional setting. Examples of effective non-exclusion time-outs include sensory regulation spaces where students may select to use for the purpose of self-regulation. The main purpose of a self-regulating space is to support students' sensory or emotional needs and the practice and implementation of self-regulation strategies, independently or with supports. Such spaces may contain materials and activities to support a student in calming.

Physical restraint: Any method of using physical contact for the restricting or immobilizing of another person's freedom of movement, physical activity or normal access to their body. Physical contact for purposes such as moving a student away from danger or breaking up a fight is not considered physical restraint.

**Positive Behaviour
Supports:**

Positive Behaviour Intervention and Supports (PBIS) is an evidence-based Multi-Tiered System of Support (MTSS) framework that uses effective and explicit teaching to create safe, positive, predictable and inclusive school cultures. Key components related to positive behaviour supports in schools include, but are not limited to:

- building and nurturing positive relationships schoolwide
- differentiating instruction to intentionally make learning engaging, meaningful, effective and accessible for all students
- explicitly teaching social-emotional skills as part of curriculum and the routines, structures of the school
- setting and teaching clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum
- continuous positive acknowledgement, reinforcement through descriptive feedback of expected behaviours
- fair and predictable consequences, including clear and helpful feedback.

Seclusion: The involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from learning. This generally occurs in a room with a door that has a lock, or when the door is blocked or held shut.

Seclusion Room: A room, structure, or enclosure in a school for the primary purpose or use of involuntary confinement or isolation of a child or student where the child or

student is prevented or incapable of learning from the room, structure or enclosure without the assistance of another person because security measures are not under the student's control.

Wraparound Services: Wraparound is a process for planning and individualizing supports for children and adolescents with severe to profound emotional and behavioural disorders or other complex disorders and their caregivers, whose needs span an array of service providers.

Procedures

1. The Division

- 1.1. The Division designates the Associate Superintendent of Learning and the Director of Learning Supports as responsible for the oversight and training of the use of exclusion time-out, emergent seclusion and/or physical restraint in schools.
- 1.2. The Division will ensure school staff have access to appropriate specialized expertise and related professional learning in implementing positive and proactive behaviour strategies.
- 1.3. The Division permits the use of exclusion time-out when used as part of a continuum of positive, proactive and responsive strategies identified in a behaviour support plan.
- 1.4. The Division permits only staff currently trained in the establishment and implementation of the techniques of The Mandt System or other divisionally approved trainings and procedures to use physical restraint.
- 1.5. The Division recognizes physical restraint only as an emergency, safety or crisis management procedure in educational settings, not as a behaviour management procedure. All requirements as outlined in the Standards for Seclusion and Physical Restraint in Alberta Schools, Alberta Education November 2019, must be adhered to.
- 1.6. The Division prohibits the presence or use of seclusion rooms in any of its schools unless specifically approved by the Superintendent or designate.
- 1.7. The Division only permits the use of seclusion as a measure of last resort and only as an emergency, safety or crisis management procedure at school sites, not as a behaviour management strategy. All requirements as outlined in the Standards for Seclusion and Physical Restraint in Alberta Schools, Alberta Education November 2019, must be adhered to.

2. Principal Responsibilities

- 2.1. The Principal is responsible for meaningfully partnering with parents/guardians to build strong, positive home-school relationships to help foster an atmosphere of openness allowing for transparent sharing of information and perspectives that affect a child's/student's learning.

- 2.2. The Principal is responsible to ensure a continuum of positive behaviour supports are used school-wide to nurture welcoming, caring, respectful and safe learning environments. Comprehensive positive and proactive means of engaging a child or student are to be utilized before the use of exclusion time out and to prevent the use of physical restraint.
- 2.3. The Principal will ensure that school staff have access to ongoing training in OH&S procedures, Mandt or other divisionally approved training, Positive Behaviour Interventions and Supports and Functional Behaviour Assessments.
- 2.4. The Principal is responsible to ensure that a Behaviour Support Plan is developed in collaboration with parents and with a continuum of instructions, supports and services identified, implemented with fidelity and that efforts are made to ensure that a child or student with identified severe emotional or behavioural needs has access to appropriate mental health, wraparound, and therapeutic services.

3. Staff Responsibilities

- 3.1. Staff may not use an exclusion time-out as a behaviour reduction strategy for a child or student who displays challenging behaviour that negatively affects their learning or the learning of others on an on- going or recurrent basis.
- 3.2. The use of exclusionary time-out as an intervention must be accompanied by a behaviour support plan that includes positive proactive behaviour approaches designed to increase appropriate behaviour. As part of that plan staff will engage in collaborative problem solving and planning with divisional Learning Supports specialists and parents/guardians. The school will obtain informed written parental/guardian consent and document the consent in the child's or student's Behaviour Support Plan.
- 3.3. The use of physical restraint as an intervention must be accompanied by a behaviour support plan that includes positive proactive behaviour approaches designed to increase appropriate behaviour. As part of that plan staff will engage in collaborative problem solving and planning with divisional Learning Supports specialists and parents/guardians. The school will obtain informed written parental/guardian consent and document the consent in the child's or the student's Behaviour Support Plan.
- 3.4. When the use of physical restraint is required as an emergency or crisis measure it is expected school staff will notify parents the same day, complete Restraint/Seclusion Incident Report Form (AF341 -A) and enter the incident in RISC.
- 3.5. Staff shall report each incident of seclusion or a physical restraint to the school administration and document using Restraint/Seclusion Incident Report Form (AF341 -A). A copy of each incident reporting form, with Behaviour Support Plan and/or Safety Plan attached, will be sent to the Principal and to the Director of Learning Supports.

3.6. After each incident where there is use of seclusion or physical restraint, the Principal or designate will:

- 3.6.1. Debrief with the student and with parents/guardians following the incident.
- 3.6.2. Debrief with all involved staff within three days of the incident. The purpose of the debrief is to help determine the cause of the behaviour, and what preventative actions could be implemented in the future to avoid the use of seclusion or physical restraint.
- 3.6.3. Review the outcomes and strategies of the individual behaviour/safety plan, review the fidelity of implementation of the plan and strategies, update, document and implement to prevent and reduce recurrence.

References

- Leadership Quality Standard
- Ministerial Order No. 42-2019
- Teacher Quality Standard
- Standards for Special Education Alberta Education: Standards for the Provision of Early Childhood Special Education
- Section 18 and 33 Education Act
- Standards for Seclusion and Physical Restraint in Alberta Schools
- Guidelines for Timeout in Alberta Schools
- AF341 -A Student Incident Report