



## 203.3AP USE OF SECLUSION AND PHYSICAL RESTRAINT

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### LEGAL REFERENCE:

- *Education Act* Section 8,11,31,32,33,35.1,36,37,52,53,196,197,222,257
- Standards for Seclusion and Physical restraint in Alberta Schools (Ministerial Order #042/2019)
- Guidelines for Timeout in Alberta Schools

### CROSS REFERENCE:

- [401BP Welcoming, Caring, Respectful and Safe Workplace & Learning Environments](#)
- [202BP Students' Rights and Responsibilities](#)
- [202.2AP Student Responsibilities](#)

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### BACKGROUND:

Buffalo Trail Public Schools is committed to providing a welcoming, caring, respectful and safe inclusive learning environment that respects diversity and fosters a sense of belonging. Schools will have a positive, school-wide culture that promotes positive behavior students to reduce occurrences of challenging behaviors that negatively affect teaching and learning. There are a variety of strategies and approaches to promote and encourage positive and respectful behavior students. It is important that teachers, school/school authority leaders and parents/guardians have a common and shared understanding of these strategies and approaches, and work together collaboratively to contribute to safe, caring, and welcoming learning environments.

Parents and/or guardians have a responsibility to the success of the student in complying with *Education Act* Section 31 and 32 and to contribute to a welcoming, caring, respectful and safe learning environment by supporting the school in providing support and services.

The wellbeing and dignity of students and staff are paramount. On occasion, however, the Division acknowledges that behavioral intervention may be necessary. There will be students who, for a variety of reasons, present some challenges. In these situations, staff will intervene at a level commensurate with the presenting behavior while taking into account the student's age, maturity, individual circumstances and ensuring that support is provided to students who are impacted by

inappropriate behavior, as well as, to students who engage in inappropriate behavior. For the protection of staff and students in the Division and to prevent potentially violent behaviors, school staff may, in specific circumstances, be required to use reasonable measures to manage or subdue a student who is out of control or unresponsive to direction.

**DEFINITIONS:**

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 leaving. This generally occurs in a room with a door that has a lock. The lock may be engaged, or if not engaged, the door is otherwise blocked or held shut.

Seclusion room(s): Is defined as a room, structure, or enclosure in a school operated by a school authority, the primary purpose or use of which involves the involuntary confinement or isolation of a student where the student is prevented or incapable of evacuating from the room, structure or enclosure without the assistance of another person because security measures are not under the student's control. All seclusion environments are safe, humane and abide by all building, safety and fire codes, and free of items that may be harmful to students. They must be adequately lit, well-ventilated, and at a suitable temperature.

Sensory Rooms: These spaces in a school are where a student may select to move for the purposes of self-regulation. The main purpose of the sensory space is to support a student's sensory or emotional needs and the implementation of self-regulation strategies, so that the student is ready for learning. The sensory space may contain materials to assist a student in calming strategies or may contain materials and activities designed to offer opportunities for enhanced sensory input. Any student who utilizes a sensory space must be supervised by a staff member at all times.

Physical Restraint: Any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. Physical restraint is not physical escort which may involve temporarily touching or holding of the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is beginning to act out to walk to a safe location or temporary physical contact for purposes such as moving a student away from danger. Physical restraint does not include temporary physical contact for purposes such as moving a student away from danger, breaking up a fight or the prompting of a student when teaching a skill.

Time-Out: It is a behavioral intervention that involves reducing or limiting the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behavior.

Non-Exclusion Time-Out: Time-out within the classroom or other instructional setting. This is also referred to as inclusion time-out or inclusionary time-out. It does not involve the removal of the student from the learning environment or instructional setting.

Exclusion Time-Out: Time-out in a separate space outside of the classroom or instructional setting. It is also referred to as exclusionary time-out. It involves removing the student from the reinforcing activity to another fully or partially enclosed part of the immediate instructional setting or to another supervised location within the school. The student is not allowed to participate in or observe the reinforcing activity.

Non-Violent Crisis Intervention (NVC): is a behavior management system that teaches simple skills for assessing, managing and responding to risk behavior at work. The focus is on verbal de-escalation, prevention and early intervention. Safe physical intervention options are also taught, to be used only

as a last resort. This time-tested program provides an effective framework for decision making and problem solving. It also equips staff with the skills and confidence to champion a culture of care, welfare, safety, and security.

Supporting Individuals Through Valued Attachments (SIVA): is a holistic, relationship- based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with individuals with challenging behaviors and complex needs.

#### **PROCEDURES:**

1. Students shall conduct themselves in accordance with the code of conduct established in the *Education Act*. This requires reasonable compliance with the following:
  - 1.1 Diligence in pursuing studies.
  - 1.2 Regular and punctual school attendance.
  - 1.3 Full cooperation with those authorized by the Division to provide education programs and other services.
  - 1.4 Compliance with the rules of the school.
  - 1.5 Accountability to teachers for conduct.
  - 1.6 Respect for the rights of others.
2. The Principal or designate has the responsibility for and authority to establish and maintain appropriate procedures for the Non-Violent Crisis Intervention (NVCI) or Supporting Individuals through Valued Attachments (SIVA) program.
3. The Principal or designate will ensure that some individuals (including all those in specialized programs where students with severe emotional or behavioral needs are served) in all school sites have access to ongoing training in Non-Violent Crisis Intervention (NVCI) or Supporting Individuals through Valued Attachments (SIVA).
4. Specific identified students may require Individual Support Plans (ISP), Positive Behavior Support Plans (PBSP), and/or Safety Management Plans that incorporate the use of seclusion, physical restraint and/ or timeout. With such students; planned seclusion and/or physical restraint shall only be used in the best interests of the student and only when in “last resort” emergency or imminent danger, with clear and appropriate communication and collaboration between the student (as appropriate), their parent(s)/guardian(s), the student’s learning support team, and school staff.
5. Non-Violent Crisis Intervention (NVCI) or Supporting Individuals through Valued Attachment (SIVA) physical techniques and procedures are only used in the event of an emergency or imminent danger. The use of these techniques is limited to situations where the student is in danger of hurting themselves or others. Techniques may be used only in the following circumstances or situations:
  - 5.1 After all other available forms of non-physical intervention have been attempted.
  - 5.2 There is immediate danger of harming oneself or others in their immediate environment.
6. If seclusion, physical restraint, and/or exclusion time out is used, it is expected that:
  - 6.1 Seclusion room/exclusion timeout environments are safe, humane and abide by all building, safety and fire codes (see above Seclusion Room definition).
  - 6.2 Interventions and procedures are conducted in a manner that reduces harm to a student and others.
  - 6.3 There is continual visual and aural monitoring of any student throughout the period of seclusion or physical restraint or exclusion timeout.
  - 6.4 The use of seclusion, physical restraint, and/or exclusion time out to be used only for as

- long as necessary to support the student.
- 6.5 Seclusion or exclusion timeout is not used when a student is engaging in severe self-injurious behaviors.
- 6.6 School staff who are able to communicate with a student who is unable to adequately express themselves through speech alone are present at all times.
7. The Principal will be notified as soon as seclusion, physical restraint, and/or exclusion timeout is utilized for a student.
8. All uses of non-violent crisis interventions and procedures including seclusion, physical restraint, and exclusion timeout must be documented by school personnel immediately.
9. Each use of seclusion and/or physical restraint is to be reported to the Division designate for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention. Schools are required to submit an incident report.
10. After each incident where there is use of seclusion and/or physical restraint:
- 10.1 A debriefing session with all involved staff occurs after the event. The purpose is to help determine the cause of the behavior and what preventative actions could be implemented in the future to avoid the use of seclusion and/ or physical restraint. When possible, appropriate expertise should be involved in the debriefing session.
- 10.2 An opportunity to debrief with parents/guardians and the student, where appropriate, is provided as soon as possible after the incident.
- 10.3 A review of the individual Positive Behavior Support Plan and/or Safety Management Plan, where one has been previously created, occurs and the plan is updated to prevent and reduce recurrence.
11. Responsibilities
- 11.1 The Principal shall:
- 11.1.1 Provide opportunities for school staff to undertake training in implementing positive behavior interventions and supports.
- 11.1.2 Ensure that school staff who work with a student in situations where there is potential for imminent danger of serious harm to the student or others, complete training in prevention and de-escalation strategies and in the appropriate use of seclusion and/or physical restraint through Non-Violence Crisis Intervention (NVCI) or Supporting Individuals through Valued Attachments (SIVA). This includes in each school, a minimum of two school staff members who will complete the training and act as a school wide resource on the use of physical restraint in the school.
- 11.1.3 Ensure a Positive Behavior Support Plan(PBSP) is developed for any student that displays dangerous behavior, where preventative, de- escalation and safety measures are noted.
- 11.1.4 Consult with and facilitate access to the appropriate level of professional and/or specialized expertise to support managing problem behavior in schools and on general safety procedures prior to the use of seclusion or physical restraint.
- 11.1.5 Ensure procedures outlined in this administrative procedure are followed.
- 11.2 School staff shall where directed:
- 11.2.1 Participate in training on implementing positive behavior supports and function-based approaches to problem behavior, such as Non-Violence Crisis Intervention (NVCI) or Supporting Individuals through Valued Attachments (SIVA).
- 11.2.2 Complete relevant training on the appropriate use of seclusion and/or physical

restraint prior to implementing these procedures.

11.2.3 Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviors.

11.3 Parent and/or guardian involvement:

11.3.1 When the use of physical restraint is being considered for a student as a pre-planned safety, emergency, or crisis measure, it is required that parents and/or guardians are involved in the development of these plans and provide their informed consent. Where appropriate, students should also be involved.

11.3.2 Parents are to be informed as soon as possible after each incident involving the use of physical restraint with their student. Reasonable efforts to reach the parent and/or guardian are required to be made and documented before the end of the school day.

11.3.3 This consent may be terminated at any time upon submission of written notice by the parents and/or guardians.

11.3.4 In the event that parental consent is refused, it may be necessary to suspend or expel the student from school.