

Behavior Support, Restraint and Seclusion

Background

Peace River School Division (the “Division”) is committed to providing a welcoming, safe, and inclusive learning environment where students feel a sense of belonging. The well-being and dignity of students and staff are of utmost importance. There will be students who, for a variety of reasons, may present behavioral challenges, some of which will require interventions. In these situations, staff will intervene appropriately, considering the circumstances, and ensure support is provided to all students who may be impacted by the inappropriate behavior.

Definitions

Crisis/Critical Incident: When an individual poses significant danger to self or others.

Discipline: Any non-violent corrective action that attempts to limit undesirable behavior.

Crisis Management Plan: a component of the Behaviour Support Plan that must be completed for students displaying violent behaviors and/or other behaviors which present a safety concern.

Learning Support Team: The team of people who support the needs of a child. This would include at least three partners - the child/student, the parent/guardian, and the teacher. Many schools have Collaborative Response Teams that meet regularly to review the academic, behavioral, and social/emotional supports offered to the student.

Non-Violent Crisis Intervention (“NVCI”): a behavior management system that teaches skills for assessing, managing, and responding to risk behavior. The focus is on preventions and verbal de-escalation. Safe physical interventions are taught to be used as a last resort.

Positive Behavior Supports: A school-wide collaborative effort to design and implement strategies, practices, and interventions for promoting positive social and communication skills.

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.

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.

Time-Out: 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.

Procedures

1. The principal must ensure that a school-wide progressive discipline plan within a Positive Behavior Supports framework is established.

2. All teachers are required to develop classroom discipline plans. The principal will monitor teachers' classroom discipline plans ensuring they are in alignment with the school-wide plan.
3. Staff must monitor the severity and frequency of complex and serious behaviors, including acts of aggression, and address these situations within the school's discipline plan. Detailed anecdotal notes must be written in order to accurately and objectively document the behavior. Parents/legal guardians must be notified in a timely manner. Appendix.342.
4. Teachers, with the support of the Learning Support Team, will identify students who require Individualized Behavior Support Planning. A Behavior Support Plan (BSP) will be developed and implemented for students who demonstrate a higher level of need for intervention to respond to serious behaviours. The BSP must comply with the school's discipline plan, and provide strategies for those students on a designated bus route. The BSP must include:
 - 4.1. Key understandings of the student, including the nature of the problematic behaviours previously observed
 - 4.2. Antecedent
 - 4.3. Warning signs of Crisis behavior
 - 4.4. The Crisis Management Plan
 - 4.5. Detailed response to Crisis or unsafe behavior
 - 4.5.1. Includes restrictive procedures if necessary, such as:
 - Restraint
 - Seclusion

The BSP must be reviewed and signed by the student's parent/legal guardian prior to implementation. School staff will make reasonable efforts to obtain the signature of parents/legal guardians; all efforts to obtain the signatures of parents/guardians shall be documented.

5. Restrictive procedures within the Crisis Management Plan

There will be students who, for a variety of reasons, act out physically and escalate to the point where the student, other students, and/or staff are at risk of imminent and serious physical harm. In these cases, restrictive procedures such as Restraint or Seclusion ("Restrictive Procedures") may be necessary. Division staff working closely with the student and the parents/legal guardians must agree to the use of Restrictive Procedures as emergency management strategies, which must also be reflected in the Crisis Management Plan. Restrictive Procedures will be used only as Crisis management tools, not as punishment, discipline, or to force compliance.

6. Restraint

- 6.1. Wherever possible, prior to using Restrictive Procedures, proactive non-physical interventions which are identified in the BSP must have been implemented. Staff working with students displaying dangerous or potentially dangerous behaviour will be provided with appropriate training in both de-escalation strategies and crisis anticipation and response.
- 6.2. Designated personnel must be consulted when Restrictive Procedures are being considered.
- 6.3. Approval for Restrictive Procedures must occur between the principal, the teacher and the parent/legal guardian, who must sign the BSP before it can be implemented. There may be cases in which the parent/legal guardian has not yet approved the BSP, or where a student without a BSP presents a significant safety risk, and the staff determine through their professional judgment that the use of Restrictive Procedures are necessary to appropriately address a risk of harm.
 - 6.3.1. Staff directly involved with the implementation of a BSP which includes Restraint as a strategy must have current NVCI training. This training must be provided by appropriately trained and certified professionals and updated every two years. The Division will designate at least two staff members to be responsible for training and overseeing the use of Restrictive Procedures.
 - 6.3.2. Prior to implementing a BSP including Restraint as a strategy, procedures on how staff can obtain immediate assistance must be identified for use in the event that an incident of violence or threatened violence occurs. Staff will also receive training on Occupational Health and Safety legislation.
 - 6.3.3. All staff working directly with the student must be familiar with and have access to the BSP and the Crisis Management Plan.
 - 6.3.4. Restrictive Procedures shall be used only for as long as necessary; such interventions will be discontinued when the student no longer presents an immediate threat to themselves or others. Further, all interventions will be conducted in a manner that minimizes harm to the student and others.
- 6.4. In order to bring closure to any incidents in which Restrictive Procedures are used, and to ensure that each situation is handled effectively, a follow-up meeting/debriefing must be held with all involved staff within three days of the incident. Processes outlined in the BSP must be reviewed for effectiveness and revised as needed. Follow-up should be done with the parents and the student as well, which would include reinforcement of positive behaviour management strategies.

6.5. Documentation and Reporting

- 6.5.1. The principal and parents/legal guardians must be notified about any incidents requiring use of Restrictive Procedures as soon as reasonably possible, on the same school day as the incident occurred. All contact attempts must be documented.
- 6.5.2. The incident must be recorded in Log Entry in Power School.
- 6.5.3. A Public School Works Accident Report or Near Miss Report must be completed within 24 hours.
- 6.5.4. Documentation must include details of interventions used prior to the implementation of Restrictive Procedures, attempts to de-escalate the situation, details of the triggering behaviour, the staff involved, the specific techniques used, the duration of the intervention, resulting injuries or property damage, if any, and efforts to contact the student's parents.

7. Review of the BSP and Crisis Management Plan

Plans must be reviewed regularly to accommodate changes that have occurred (i.e. change in staff, change in student behavior, etc.). If the BSP is being revised, staff directly involved with the student must be informed and trained in any new or revised strategies. A review of the BSP will take place following incidents in which Restrictive Procedures were implemented, and revisions will be made as necessary. This Administrative Procedure shall also be reviewed periodically and updated or revised where appropriate.

8. Peace River School Division does not make use of Seclusion rooms.

9. Other Crisis Interventions

- 9.1. The Principal reserves the right to call the parents/guardians to respond and remove the student from the school if the behavior is putting others at risk.
- 9.2. The principal reserves the right to call 911 for the police to assist.

10. Appeal Process

While the Division strives to utilize a collaborative approach to resolving differences, Administrative Procedure 390 - Appeals Concerning Student Matters, will apply in the event that a parent/legal guardian or student wishes to file a complaint or make a formal appeal.

Revised/Adopted: APR 2020

References: Sections – 31, 32, 33, 196, 197, 222 Education Act

Ministerial Order (#042/2019) Seclusion and Physical Restraint in Alberta Schools
Guidelines for Time-out in Alberta Schools - Alberta Education November 2019
Standards for Seclusion and Physical Restraint in Alberta Schools - Alberta Education November 2019
Supporting Positive Behavior in Alberta Schools: A School-wide Approach – Alberta Education 2008
Supporting Positive Behavior in Alberta Schools: A Classroom Approach – Alberta Education 2008
Supporting Positive Behavior in Alberta Schools: An Intensive Individualized Approach – Alberta
Education 2008
Administrative Procedure 350 – Student Conduct
Administrative Procedure 390 – Appeals Concerning Student Matters

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