

Administrative Procedure 358

BEHAVIOR SUPPORT PLANNING, RESTRAINT AND SECLUSION

Background

Northern Gateway 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 in children/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 in children/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 supports and services.

The well being 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 behavioral 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

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 child away from danger, breaking up a fight or the prompting of a child/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 child/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 child/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 child/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 Division 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 or Supporting Individuals through Valued Attachments.
4. Certain identified students may require Instructional Support Plans (ISP) and Social Emotional Support Plans that incorporate the use of physical restraint. With such students, planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, their parent(s)/guardian(s) or school staff.
5. Non-Violent Crisis Intervention or Supporting Individuals through Valued Attachment 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 child is in danger of hurting themselves or others, or to cause major destruction of property. 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 or to cause major property damage.
6. All uses of non-violent crisis intervention techniques and procedures including seclusion must be documented by school personnel.
7. Responsibilities
 - 7.1. The Principal shall:
 - 7.1.1 Provide opportunities for school staff to undertake training in implementing positive behavior interventions and supports.

- 7.1.2 Ensure that school staff who work with a child/student in situations Where there is potential for imminent danger of serious harm to the child/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.
- 7.1.3 Ensure a Social Emotional Support Plan is developed for any student that displays dangerous behavior, where preventative, de-escalation and safety measures are noted.
- 7.1.4 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.
- 7.1.5 Ensure procedures outlined in this administrative procedure are followed.
- 7.2 School staff shall where directed:
 - 7.2.1 Participate in training on implementing positive behavior supports and function-based approaches to problem behavior.
 - 7.2.2 Complete training on the use of restraint procedures.
 - 7.2.3 Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviors.
- 7.3 Parent and/or guardian involvement:
 - 7.3.1 When the use of physical restraint is being considered for a child or 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, children or students should also be involved.
 - 7.3.2 Parents are to be informed as soon as possible after each incident involving the use of physical restraint with their child. Reasonable efforts to reach the parent and/or guardian are required to be made and documented before the end of the school day.
 - 7.3.3 This consent may be terminated at any time upon submission of written notice by the parents and/or guardians:
 - 7.3.4 In the event that parental consent is refused, it may be necessary to suspend or expel the student from school.

<p>Reference: Education Act 3, 11, 31, 32, 33, 36, 37, 196, 197, 222, 257 Ministerial Order (#042/2019) Seclusion and Physical Restraint In Schools and Time-Out in Schools Standards 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</p>	<div style="text-align: center;">  </div> <hr/> <p>Date Approved: April 1, 2021</p> <hr/> <p>Reviewed or Revised: Executive: April, 2021</p>
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References shall be updated as required and do not require additional approval.