

Administrative Procedures Manual	Administrative Procedure 351
	Behaviour Support Planning, Restraint and Seclusion
	APPROVED: September 2019
Page 1 of 13	AMENDED/REVIEWED: September 2020, November 2019
LEGAL REFERENCE:	Section 31, 32, 33, 196, 197, 222 Education Act Ministerial Order (#042/2019) Seclusion and Physical Restraint in Alberta Schools Standards Standards for Seclusion and Physical Restraint in Alberta Schools November 2019 Guidelines for Time-out in Alberta Schools November 2019 Supporting Positive Behaviour in Alberta Schools: A School Wide Approach- Alberta Education 2008. Supporting Positive Behaviour in Alberta Schools: A Classroom Approach- Alberta Education 2008. Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach- Alberta Education 2008. CPI- Nonviolent Crisis Intervention Participant Workbook

Background

Grande Prairie Public School Division is committed to providing a welcoming, caring, respectful and safe inclusive learning environment that respects diversity and fosters a sense of belonging, wherein students feel physically, psychologically, socially and culturally secure. This commitment is actualized within a structure of Positive Behavioral Supports and aligns with the [Education Act](#), Ministerial Order (#042/2019) Seclusion and Physical Restraint in Alberta Schools Standards, [Administrative Procedure 359 Welcoming, Caring, Respectful and Safe Learning Environments](#), [Administrative Procedure 350 Student Code of Conduct](#), and [Administrative Procedure 170 Harassment and Workplace Safety](#).

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

Teachers are responsible for maintaining order and discipline among the students while they are in school, on school grounds or at Division events. (Education Act Section 196 (f))

The well-being and dignity of students and staff are paramount. On occasion, however, the Division acknowledges that behavioural interventions may be necessary. There will be students who, for a variety of reasons, present behavioural 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 appropriate behavior. If presenting behaviours escalate to a point where the safety and security of the student, other students and/or staff is at risk, a crisis intervention procedure will be implemented which may involve restraint and/or seclusion as a last resort safety measure.

Definitions

- Aggressive/Acting Out Behaviour: Any verbal or physical action taken which threatens or results in the inflicting of physical, emotional, or psychological harm.

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- Code of Conduct: The Student Code of Conduct outlines expectations for student behavior while at school, at a school-related activity, or while engaging in an activity that may have impact on others in the school. Schools communicate Student Code of Conduct to parents/legal guardians, students and staff annually and review regularly. ([Administrative Procedure 350](#))
- Crisis/Critical Incident: When an individual poses imminent and significant danger to self or others.
- Discipline: Any non-violent corrective action that attempts to limit undesirable behaviour.
- Learning Team: There are at least three core partners on any child's/student's learning team: the child/student, the parent/guardian and the teacher. Many schools have established school-based learning teams that meet regularly to review the continuum of academic and behavioural supports offered for students in the school.
- Nonviolent Physical Crisis Intervention: A non-harmful restrictive procedure to safely manage a physically acting out student until personal control can be re-established.
- Nonviolent Crisis Intervention Training: *Nonviolent Crisis Intervention*[®] training 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*SM.
- Positive Behaviour Supports: The broad enterprise of helping people develop and engage in adaptive, socially desirable behaviors and overcome patterns of destructive and stigmatizing responses.
- Proactive Non-Physical Interventions: A behaviour management plan designed to anticipate potential problems and defuse tension without the use of restrictive procedures.

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- Restrictive Procedure: 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. It is a personal restriction that serves as a means of controlling an individual’s movement, reconstituting behavioural control, and establishing and maintaining safety for the individual and others. Physical restraint does not include contact involved in sensory programming strategies or 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 child/student who is beginning to act out or is slightly agitated to walk to a safe location. Physical restraint is only to be used as a last resort when all other behaviour management strategies have been ineffective in de-escalating the individual and their risk to harm self or others.
- Restrictive Procedure: 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 is an emergency or safety procedure used only as a last resort when student’s behaviour poses significant imminent danger of physical harm to themselves or others.
- Time-Out: A strategy within a continuum of behavioural interventions used when less restrictive mediating techniques have not been successful to reduce or stop challenging behaviour in the long term.
- Violence: The threatened, attempted or actual conduct of a person that causes or is likely to cause physical or psychological harm. It can include physical attack or aggression, threatening behaviour, verbal or written threats, domestic violence, or sexual violence.

Procedures

1. Principal must ensure that a school wide progressive discipline plan within a Positive Behaviour Supports framework is established, according to the Student Code of Conduct ([Administrative Procedure 350](#)), Welcoming, Caring, Respectful and Safe Learning Environments ([Administrative Procedure 359](#)), and Supporting Positive Behaviour in Alberta

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Schools: A School Wide Approach- Alberta Education 2008.

2. Principals shall monitor teachers' classroom discipline plans ensuring alignment with their school wide plan and division expectations as well as Supporting Positive Behaviour in Alberta Schools: A Classroom Approach- Alberta Education 2008.
3. Identification of Students Requiring Individualized Behaviour Support Planning and Crisis Management.

Staff must monitor the severity and frequency of complex behaviours and aggressive acts and address the situations in accordance to school discipline protocols. After a serious acting out event takes place, anecdotal notes must be written in order to accurately and objectively document the behaviour. Parents/legal guardians of the student must be informed in a timely manner when their child compromises the safety of students, staff or themselves. Based on an understanding of the purpose and patterns of individual student behaviour, an Individual Behaviour Support Plan (IBSP) will be developed and implemented for students who demonstrate a higher level of need for intervention. The School-based Learning Team may consult with the GPPSD Multi-Disciplinary Team (MDT), as appropriate, when creating the Individual Behavior Support Plan and Crisis Management Plan.

4. Individual Behaviour Support Plan (IBSP) / Crisis Management Plan

A written IBSP must be developed and implemented when a student with severe emotional/behaviour has been identified. Part of the IBSP is the Crisis Management Plan which must be completed for students with violent behaviours and/or behaviours which present a safety concern. The essential elements of the IBSP are:

- 4.1 Key Understanding(s) about the student
- 4.2 Summary Statement
- 4.3 Goal statement which indicates which lagging skills are being taught
- 4.4 Context in which behaviour occurs

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4.5 Antecedent, Teaching and Response Strategies

4.6 Warning Signs of Crisis Behaviour

4.7 School’s Directive Intervention Plan when Crisis Behaviour occurs.

4.7.1 Detailed response to crisis or unsafe behaviour

4.7.2 Includes Restrictive Procedures if necessary

- Restraint
- Seclusion

4.8 In addition, all staff working with a student with an IBSP must be familiar with the plan and strategies to implement. Staff must monitor the severity and frequency of complex behaviours and aggressive acts and address the situations in accordance to school discipline protocols. After a serious acting out event takes place, anecdotal notes must be written in order to accurately and objectively document the behaviour. Parents/legal guardians of the student must be informed in a timely manner when their child compromises the safety of students, staff or themselves. Based on an understanding of the purpose and patterns of individual student behaviour, the written Individual Behaviour Support Plan (IBSP) may be revised for students who demonstrate a need for higher level intervention. The School-based Learning Team may consult the Divisions Multi Disciplinary Team (MDT), as appropriate, when reviewing the Individual Behavior Support Plan and Crisis Management Plan.

5. Restrictive Procedures within the Crisis Management Plan of the IBSP

There will be students who, for a variety of reasons, are prone to act out physically and escalate to the point where the safety and security of the student, other students, and/or staff is at risk. In these cases, Restrictive Procedures, such as the use of restraint or seclusion, may be necessary. Division staff and parents/legal guardians involved with the student must agree to the following as indicated in the Crisis Management Plan of the IBSP.

6. Restraint

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- 6.1 Prior to writing restraint into an IBSP as a planned strategy, proactive non-physical interventions must have been implemented and documented in the IBSP.
- 6.2 The Division Multi Disciplinary Team (MDT), must be consulted when restraint is being considered for use in the IBSP as a planned strategy.
- 6.3 Approval for restraint must occur between the principal or designate, the teacher and parent/legal guardian who has signed the IBSP before it can be implemented. In cases when the parent/legal guardian has not approved the plan and the use of restraint is still deemed necessary, it is imperative that staff use their professional judgment to act appropriately and decisively when there is risk of harm; even if consent has not been given. In these instances, full disclosure of the incident must be communicated to the parent/legal guardian as soon as possible and documented accordingly.
 - 6.3.1 All division staff are encouraged to take advantage of any professional development opportunities and resources offered in Nonviolent Crisis Intervention (NVCI).
 - 6.3.2 Staff directly involved with the implementation of an IBSP which includes restraint as a strategy must be NVCI trained. This certification is to be updated at minimum every two years.
 - 6.3.3 Prior to implementing an IBSP including restraint as a strategy, procedures on how staff can obtain immediate assistance must be identified if an incident of violence, or threatened violence occurs.
 - 6.3.4 All staff working directly with the student must be familiar with the Crisis Management Plan in the IBSP.
- 6.4 Follow-Up Debriefing

The use of restraint can be highly emotional and exhausting for both the acting out

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individual and staff. In order to bring closure to the incident, staff are to address the encounter with the student when the opportunity seems appropriate. Additionally, staff are also to take the necessary time to release any emotional tension associated with the incident, evaluate the effectiveness of the intervention, and re-establish group equilibrium.

6.5 Documentation

6.5.1 Restraint/Seclusion Room Incident Form- 351-1.

- Any use of restraint must be documented immediately using the Restraint/Seclusion Room Incident Form- 351-1.
- A copy of this form is to be kept on file at school with an administrator for the current school year plus three years.
- A copy is also sent to the Director of Inclusive Learning or designate.
- Do not put in students Cumulative file.

6.5.2 Occupational Health & Safety documentation may also be required depending on the circumstances and outcomes of the restrictive procedure:

- In the case of an injury or threatened violence to a student, complete a Public School Works Accident Report within 24 hours.
- In the case of an injury or threatened violence to the supervising adult, any staff member who is involved in any incident must verbally report the incident to their supervisor and follow up with a written 'Public School Works Employee Accident Report' with 24 hours.

6.5.3 Incident must also be documented in PowerSchool Incidents.

7. Notification

Principals and parents/legal guardians must be notified as soon as possible (same day) unless

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otherwise specified in the Crisis Management Plan.

8. Review Restrictive Procedures: Restraint

The IBSP must be regularly reviewed to accommodate changes in circumstances (i.e. the student is more receptive to less intrusive interventions, staff members have left and been replaced, etc.). If Crisis Management Plan is being revised, staff directly involved with the student must be informed of and trained in the revised strategies.

- 8.1 Any use of restraint must be reviewed and debriefed within three days of any incident.

9. Seclusion Room Use

A crisis is a situation where behavior has escalated to the point where the child has lost all control of their own behavior. Their behavior may be putting themselves or others at significant risk of physical injury, and in this situation the school will implement the Crisis Management Plan and/or Nonviolent Crisis Intervention strategies (NVCI) to keep everyone safe. A last resort strategy may include the use of a seclusion room.

Should the use of a seclusion room be agreed to by all parties as an emergency and safety procedure to be used in an exceptional situation to immediately prevent harm to self or others, the following applies:

- 9.1 Superintendent or designate will approve seclusion room use for identified student as per the agreed upon Crisis Management Plan and submit a monthly report to Alberta Education, on a per school basis, on the use of seclusion rooms in the division.
 - 9.1.1 Designated Multi Disciplinary Team (MDT), personnel must be consulted when seclusion is being considered as a strategy before seeking

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superintendent approval.

- 9.2 Once use of a seclusion room has been approved by the Superintendent or designate, approval for seclusion as a last resort strategy must occur between the principal or designate, the teacher and parent/legal guardian who has signed the IBSP and Crisis Management Plan before it can be implemented.
 - 9.2.1 In cases where a full IBSP and Crisis Management Plan are not yet complete, an [Interim Seclusion Room Consent Form 351-2](#), may be used to receive consent from the parent/guardians. This consent form indicates a completion date for the full IBSP and Crisis Management Plan to be available for review by the parent/guardian within 30 days.
 - 9.2.2 In cases when the parent/legal guardian has not approved a plan and the use of seclusion may still deemed necessary, it is imperative that staff use their professional judgment to act appropriately and decisively when there is imminent risk of significant harm; even if consent has not been given. In these instances, full disclosure of the incident must be communicated to the parent/legal guardian as soon as possible and documented accordingly.
- 9.3 Seclusion rooms must be supervised at all times and adults monitoring must have access to means to call for immediate assistance if needed.
- 9.4 Two or more staff must always be present when a student is placed in the Seclusion Room.
- 9.5 Lock on seclusion room door must be a “stay open switch” that requires continual pressure for activation (Eg. A Mushroom Button)
- 9.6 Seclusion rooms must be conducive to self-quieting behaviours.
- 9.7 Students must be able to leave the seclusion room should an emergency arise.
- 9.8 Seclusion room space must meet all fire and safety standards.

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- 9.9 Seclusion rooms must be properly lit, well ventilated and clean.
- 9.10 Seclusion rooms will contain no items and fixtures that could be harmful to the student.
- 9.11 Documentation
 - 9.11.1 [Restraint/Seclusion Room Incident Form- 351-1.](#)
 - Any use of a seclusion must be documented immediately using the Restraint/Seclusion Room Incident Form- 351-1.
 - A copy of this form is to be kept on file with school administrator for the current school year plus three years.
 - A copy is also sent to the Director of Inclusive Learning or designate.
 - Do not put in student’s Digital Student Record.
 - 9.11.2 Occupational Health & Safety documentation may also be required depending on the circumstances and outcomes of the use of seclusion.
 - In the case of an injury to a student, complete a Public School Works Accident Report within 24 hours.
 - In the case of an injury to the supervising adult, any staff member who is involved in any incident must verbally report the incident to their supervisor and follow up with a written ‘Public School Works Employee Accident Report within 24 hours.
 - 9.11.3 Incident must also be documented in PowerSchool Incidents.
- 9.12 A Sample Seclusion Use Room Protocol is as follows:
 - 9.12.1 Always remain calm and maintain a neutral tone of voice.
 - 9.12.2 Remove the class if possible, to regulate the student with strategies specific

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to the student.

- 9.12.3 If the student cannot regulate in the classroom environment and their behavior is still posing significant, imminent danger or serious physical harm risk of self and others, the use of the seclusion room as indicated in student’s IBSP Crisis Management Plan, as a last resort, may be implemented.
- 9.12.4 NVCI trained staff will escort the student to the seclusion room.
- 9.12.5 School administration will be contacted.
- 9.12.6 Once in the seclusion room, if violence towards staff continues, the student is given five minutes before a calm, neutral approach is tried again.
- 9.12.7 If the student stays in the seclusion room without leaving to cause physical injury to others in the five-minute time period, the door remains open.
- 9.12.8 If the student cannot stay in the seclusion room and continues to cause physical injury to others, the lock is used for the five-minute time period.
- 9.12.9 If at any time, in the seclusion room, a student engages in self-harm, staff will enter and use NVCI strategies to keep the student safe.
- 9.12.10 Two or more staff must always be present when a student is placed in the seclusion room.
- 9.12.11 Seclusion is only to be used as long as necessary and be discontinued when the student no longer presents an immediate threat to themselves or others.
- 9.12.12 Communication with parents on the use of the seclusion room is always accomplished the day of its use.
- 9.12.13 Complete documentation as required by AP 351.

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9.12.14 Director of Inclusive Learning or designate is advised of room use and receives copy of [Form 351-1](#).

9.13 When seclusion is used as a strategy, principals or their designates must provide opportunities for regular collaboration and feedback with students, parents/legal guardians and staff with regards to discipline expectations and whether or not seclusion has been an effective strategy for dealing with unsafe behaviours.

9.14 After seclusion room use, a debriefing session with all involved staff must occur 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. Designated Multi Disciplinary Team (MDT) personnel should be involved when possible.

10. Review Restrictive Procedures: Seclusion Room Use

10.1 The Crisis management plan must be regularly reviewed to accommodate changes in circumstances (i.e. the student is more receptive to less intrusive interventions, staff members have left and been replaced, etc.).

10.2 Any seclusion room use must be reviewed and debriefed within three days of any incident.

11. Director of Inclusive Learning or designate must report seclusion room use monthly on a per school basis to Alberta Education.

11.1 Principals must report seclusion room use to Director of Inclusive Learning or designate monthly so government reporting deadlines can be met.

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12. Other Crisis Interventions

12.1 The principal reserves the right to call parents to respond and remove student from the school if behaviour is putting others at risks.

12.2 The principal does reserve the right at any time to call 911 for the Police and Crisis Team (PACT) to assist.

13. Appeal Process

Administrative Procedure 390- Student Appeals, guides process if appellant is not satisfied with a decision.