

Administrative Procedure 354 – Behaviour Interventions Application of Physical Restraints and Time-outs

Background

The Division directs that its staff shall seek to utilize proactive means in supporting positive student behaviour (*Administrative Procedure 350 Student Code of Conduct*). However, when physical restraints are appropriate, the Division directs that the least restrictive measure which is likely to be effective be used to support the situation.

Definition

Behaviour Plans refers to a document used in conjunction with an Individualized Program Plan (IPP) which supports students with emotional and behavioural regulation while at school. The Supporting Individuals through Valued Attachments (SIVA) Working Interactive Safety Evaluation (WISE) plan may be used as a behaviour plan.

Physical restraint refers to any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body.

Non-exclusion Time-out (time-out within the classroom or other instructional setting) 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) 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.

Procedures

1. All behavioural interventions, including the use of physical restraints, or time-outs, must promote the rights of all students to be treated with dignity.
2. It is appropriate to utilize a physical restraint when:
 - 2.1. there is imminent danger;
 - 2.2. it is safe for both the individual and the staff member;
 - 2.3. all other documented supports have been attempted and have failed; and
 - 2.4. the staff member has been SIVA trained.
3. If physical restraints are used, it is expected that:
 - 3.1. physical restraint procedures are conducted in a manner that reduces harm to a student and others;

- 3.2. there is continual visual and aural monitoring of any student throughout the period of physical restraint; and
 - 3.3. 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.
4. When the use of physical restraint is being considered for a student as a preplanned safety, emergency or crisis measure, it is expected that parents/guardians are involved in the development of these plans and provide their informed consent. Where appropriate, students should also be involved. It is expected that:
 - 4.1. informed written parental/guardian consent is obtained and documented in the student's individualized program plan (IPP).
 - 4.2. a behaviour plan is developed and included in the student's IPP; and
 - 4.3. any use of physical restraint on the individual is documented at the school level in the student's IPP.
5. After each incident where there is use of physical restraint:
 - 5.1. the principal is to be notified as soon as possible after the incident and on the same school day on which the incident occurred;
 - 5.2. the student's parents/guardians must be notified as soon as possible after the incident and on the same school day during which the incident occurred. If unable to reach the parents, attempts to contact the parents on the same school day during which the incident occurred must be documented;
 - 5.3. the Director of Inclusive Services is to be notified on the same school day during which the incident occurred for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention;
 - 5.4. a debriefing with all involved staff occurs within three (3) days of the incident;
 - 5.5. an opportunity to debrief with parents/guardians and the student, where appropriate, is provided as soon as possible after the incident; and
 - 5.6. a review of the individual behaviour plan, where one has been previously created, occurs and the plan is updated to prevent and reduce recurrence.
6. If exclusion time-out in a separate dedicated space is to be used it is expected that:
 - 6.1. informed written parental/guardian consent is obtained and documented in the student's individualized program plan (IPP);
 - 6.2. a behaviour plan is developed and included in the student's IPP;
 - 6.3. a documented plan is in place should the student refuse to go to the designated space; and
 - 6.4. the incident is documented at the school level in the student's IPP.

7. Knowledgeable and Skilled Staff

- 7.1. The Director of Inclusive Services is responsible for the training and oversight of procedures related to physical restraint and/or exclusion time-out and Principals are responsible for consulting with the Director of Inclusive Services on the use of physical restraint and/or exclusion time-out prior to their use.
- 7.2. Clearview will maintain at least two (2) staff trained in the instruction of Supporting Individuals through Valued Attachments (SIVA).
- 7.3. School principals, inclusive services lead teachers, and mental health workers must have adequate knowledge and training on the implementation of physical restraints and behavioral interventions. These individuals are expected to take SIVA training within one year of starting their position.
- 7.4. When possible, principals should arrange SIVA training for teachers and educational assistants who support students requiring behavioural interventions.

Reference: Section 8, 11, 31, 32, 33, 35.1, 36, 37, 52,53,196,197,204,222,257 Education Act
Occupational Health and Safety
Review by the Minister Information Bulletin 3.5.1
Board Policy 13 – Appeals and Hearings Regarding Student Matters

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