

## ADMINISTRATIVE PROCEDURE NO. 309

### TIME-OUT, PHYSICAL RESTRAINT, AND SECLUSION

#### Background

The Red Deer Catholic Regional Schools is committed to ensuring welcoming, respectful, safe and caring Catholic learning environments that promote the well-being of students and staff. Schools that have a positive school culture promote positive behavior in children and students which can reduce occurrences of challenging behaviors that negatively affect teaching and learning.

The Division supports the responsibilities as defined in Section 33.1 (d) of the *Education Act*, the *Guidelines for Time-out in Alberta Schools* and the *Standards for Seclusion and Physical Restraint in Alberta Schools* to establish the safety and well-being of students and staff within a welcoming, caring, respectful and safe learning environment.

#### Definitions

Student Regulation Support Plan is a written plan that is designed to target the underlying reason for behaviour and replace the inappropriate behavior with appropriate behaviour.

Staff Safety Plans enable staff to protect the safety and well-being of themselves and students in an emergency situation, and more importantly, to minimize such situations from arising at all. Safety plans are one part of a larger intervention process, which would ideally include a functional assessment of the problem behaviours that would enable the team to develop a positive behaviour support plan for the student in question.

Functional Behaviour Assessment is a required component of a student regulation support plan and examines:

- The relationship between events in the environment.
- What comes before and after inappropriate behaviours.
- The occurrence or nonoccurrence of specified behaviours under particular circumstances.

Handle with Care is physical and non-physical methods to manage disruptive behavior and maintain safety for children/students and others. Handle with Care is utilized as part of de-escalation and preventative strategies.

Crisis Management Plan are procedures that focus on the prevention of child/student behaviours that are unsafe towards staff and other students. These procedures ensure the safety of staff and students and include a variety of strategies, including but not limited to disengagement, physical escort or physical restraint.

Exclusion Time-out is a time-out in a separate space outside of the classroom or instructional setting, and involves removing the child/student to another fully or partially enclosed part of the

immediate instructional setting or to another supervised location within the school. Examples of appropriate exclusion areas would include the library, the principal's office, counsellor's office, or another classroom. Exclusion time-out may only be used after proactive positive behaviour supports have been exhausted.

Non-Exclusion Time-out is a time-out within the classroom or other instructional setting and does not involve the removal of the student from the learning environment or instructional setting.

Seclusion is 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 which has a lock or the door is otherwise blocked or held shut this room is called a seclusion room. Seclusion and time-out are not the same or synonymous with each other.

*\*Red Deer Catholic Regional Schools does not implement seclusion or seclusion rooms as a behaviour support.*

Physical Restraint is 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 contact for purposes such as moving a student away from danger or breaking up a fight is not considered physical restraint. Physical restraint does not include physical escort which may involve temporarily touching or holding a child/student who is beginning to act out or is slightly agitated to walk to a safe location.

Positive Behaviour Supports (PBS) is information and strategies for systematically teaching, supporting and reinforcing positive behaviour.

Sensory Room is a space within a school that a child/student may select to use for the purpose of self-regulation. The main purpose of the sensory room is to support a student's sensory or emotional needs and the implementation of self-regulation strategies. Any student who utilizes a sensory room must be supervised by a staff member at all times. Sensory rooms are not to be used for time-out or for disciplinary measure as a punishment for inappropriate behaviour.

## **Procedures**

1. The Division permits the use of exclusion or non-exclusion time-outs. (Reference the [Student Time-out Protocol](#) for implementation support)
2. The Division, as a last resort, permits physical restraint, by staff trained in Handle with Care, only as a safety or crisis management procedure. Physical restraint is recognized as an emergency, safety, or crisis management procedure in educational settings, not as a behaviour management procedure. Staff must complete a [Restraint Incident Report Form](#) following any situation where physical restraint has been used. Recurrent use of physical restraint is not to be a regular part of a child's/student's educational program. When the use of physical restraint is required as a safety, emergency or crisis measure, parent or guardian consent must be noted in writing within the regulation support plan developed for the student. All requirements as noted in the Standards for Seclusion and

Physical Restraint in Alberta Schools, Alberta Education, November 2019, must be adhered to.

3. The Division will ensure that school staff has access to the appropriate specialized expertise and related professional learning in Positive Behaviour Supports to reduce the need for exclusion or non-exclusion time-outs and prevent the use of seclusion and/or physical restraint.
4. The Division designates the Associate Superintendent of Inclusive Education as responsible for the oversight of the use of physical restraint in schools.
5. The Division will ensure that at least two staff per school site are to complete training and act as a school-wide resource on the use of Positive Behaviour Supports, Functional Behaviour Assessments, and Physical Restraints.
6. The principal is responsible to ensure that Positive Behaviour Supports are used within the school to support the creation of a welcoming, caring, respectful, and safe learning environment. Comprehensive, positive, and proactive means of engaging a child/student are to be utilized before the use of exclusion or non-exclusion time-outs and to prevent the use of seclusion or physical restraint.
  - 6.1. If an exclusion time-out is to be used it is expected that prior to its use, meaningful discussions and informed written parental consent are obtained and documented in the Student's Regulation Support Plan.
7. The principal will ensure that school staff has access to ongoing training in Handle with Care, Positive Behaviour Supports, and Functional Behaviour Assessments.
8. The principal is responsible to ensure that a Student Regulation Support Plan is developed, and efforts are made to ensure that a child/student with severe emotional or behavioral needs has access to appropriate support.

Reference:

Standards for Seclusion and Physical Restraint in Alberta Schools  
(2019) Standards for Time-Out in Alberta Schools (2019)