

SAFE INTERVENTIONS WITH STUDENTS

Background

Foothills School Division is committed to the care, welfare, safety and security of staff and students. FSD strives to ensure that each student and staff member is provided with a safe environment in which to learn and work. Safe interventions are acts of care in exceptional circumstances, not discipline or behaviour management techniques.

Procedures

1. All behavioural interventions, must promote the rights of all children/students to be treated with dignity.
2. All students should receive responsive educational programming and supports in a safe and least restrictive environment. When a student has ongoing escalations related to school work, interventions, supports, and adaptations to school work and/or schedule should be explored and implemented

3. Responsibilities

Positive behaviour supports and opportunities for social/emotional/behavioural learning should be put in place to promote predictability, positive relationships with others, self-regulation, social-emotional learning and an optimum learning environment for the student and classroom.

- 3.1 The Director of Inclusive Learning, Wellness and Well-Being shall:
 - 3.1.1 Be responsible for the training and oversight of procedures related to seclusion, physical restraint and should be consulted on their use.
- 3.2 The Principal shall:
 - 3.2.1 Provide opportunities for school staff to engage in training focused on proactive behavior supports and safe interventions.
 - 3.2.2 Ensure that the following staff receive and maintain current Supporting Individuals through Valued Attachments (SIVA) certification:
 - a. At least one school administrator
 - b. All Learning Coaches in the school
 - c. All Educational Assistants
 - d. Other staff members who support students who demonstrate concerning behaviours that compromise and safe and welcoming learning environment.
 - 3.2.3 Ensure a Behaviour Support Plan is developed for any student that displays dangerous behaviour, where preventative, de-escalation and safety measures are noted.
 - 3.2.4 Consult with and facilitate access to the appropriate level of professional and/or specialized expertise to support managing problem behaviour in schools and on general safety procedures prior to the use of seclusion or physical restraint.

3.2.5 Ensure procedures outlined in this administrative procedure are followed.

3.3 FSD Staff shall where directed:

3.3.1 Participate in SIVA training

3.3.2 Consult with the appropriate level of professional and/or specialized expertise to support managing challenging behaviours.

4. When a student displays chronic, inappropriate behaviours, a collaborative team meeting including parents/guardians will occur in a timely manner. School-based administrators, in consultation with district Inclusive Learning staff as necessary, will determine who will attend this meeting. This meeting should result in a documented plan to explore and implement school-based interventions, supports and/or strategies, and/or connect students and families to community-based supports. It is the responsibility of the school-based administration to ensure follow-up occurs.
5. Student support spaces ([AP 213](#)) and regulation tools should be made available to support students in their efforts to develop self-regulation.

6. Debriefing

De-escalation strategies will be used to manage a potential conflict or crisis situation in order to maintain a safe and caring learning environment. These strategies involve the process of communication safety and support to the student and helping them relieve their distress or agitation. The goal of de-escalation is to avoid the need for physical safety interventions and give the student a sense of control, calm and security.

7. Physical intervention and/or escort to a safe location is viewed as a “last resort” and must maintain student dignity as much as possible. “Last resort” means all other possible reasonable interventions have been implemented with fidelity and these interventions have failed to prevent or de-escalate a situation resulting in a significant concern for the personal safety of the student and/or others. Examples may include:
- a. The student attempts to injure or assault another person
 - b. The student attempts to self-injure
 - c. The student puts own safety at risk (eg: moving toward a roadway)

7.1 Physical intervention refers to any procedure in which staff use any part of their body (hands, trunk, legs) or any approved specialized protected device to substantially restrict the movement of a student.

7.2 Physical Safety Interventions must be consistent with the following principles:

- a. Physical Safety Interventions are always an act of care, not a part of the discipline process or a method to control behaviours.
- b. Physical Safety Interventions are used only in cases where there is a significant and imminent concern for the safety of the student and/or others.

- c. Physical Safety Interventions are used for the least amount of time possible.
(only until the student no longer poses a threat to self or others)
- d. A second adult is involved to support if possible
- e. Physical Safety Interventions are implemented only by staff who have training in using these procedures.
- f. Staff who are able to communicate with the student who is unable to adequately communicate through speech alone are present at all times.
- g. A restoration space supervised by a trusted adult will be provided for the student to regulate.

8. Behaviour Support Plans

8.1 Behaviour Supports Plans (BSPs) are to be developed for any student demonstrating significantly challenging behaviours and for behaviours that may result in seclusion and/or restraints. They shall:

- 8.1.1 Engage all members of the learning team working with that individual student. It is expected that parents/guardians are involved in the development of these plans and provide their informed consent. Where appropriate, children/students should also be involved.
- 8.1.2 Include and be informed by a functional behavioural assessment (FBA) conducted by appropriately trained staff to inform educational planning for the child/student;
- 8.1.3 Include preventative and proactive positive behaviour supports.
- 8.1.4 Note, if restraint is used or may have to be used, it is to be documented in the child's/student's behaviour support plan.

- 9. The Director of Inclusive Learning, Wellness and Well-Being shall be informed after a situation where physical intervention was necessary.
 - a. The appropriate documentation is completed and submitted.
 - b. Parents are informed during or immediately following an incident that requires a Physical Intervention.
 - c. Post intervention debrief will occur within 48 hours of an incident, where possible. This debrief will be focused on restoring safety, maintaining trust, and learning from the situation. Post intervention notes and plans will be documented.
 - d. A Behaviour Support Plan shall be developed or reviewed (if one is already in place) by the school based team to inform staff regarding proactive strategies to avoid challenging situations and procedures to de-escalate and manage challenging situations if they do occur. Involvement of Division Office Personnel shall occur, as appropriate.

Appendix A – Definitions

Seclusion: 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 is an emergency or safety 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. Physical restraint is not a 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: A behavioural 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 behaviour.

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.

Dangerous Behaviour: Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.

Reference: Relevant Legislation and Regulations