

PUBLIC SCHOOLS BRANCH

Operational Procedure

TIMEOUT AND TIMEOUT ROOMS IN SCHOOLS	
<i>Policy Section</i> Programs and Services	<i>Procedure Number</i> 405.2
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<i>Replaces:</i> ELSB Operational Procedure 405.2 Timeout and Timeout Rooms in Schools, May 12, 2015	

1.0 INTRODUCTION

- 1.1 The goal of this procedure is to gain a common understanding of “timeout” as a behaviour management strategy and to provide clear expectations regarding the use of timeout rooms in schools. This procedure highlights the importance of maintaining respect for the individual while protecting the care, welfare, safety and security of all students and staff.

2.0 DEFINITIONS

- 2.1 **Individual Behaviour Support Plan (BSP):** The individual BSP will be developed following an Initial Line of Inquiry (ILI). The Behaviour Support Plan is a student centered action plan based on behavioural data, where identified goals and supports are documented and tracked. The BSP is individualized and outlines specific strategies to promote the individual’s success, teach replacement skills and behaviours, and reduce undesired behaviours. The BSP must be the first strategy for addressing student behaviours and may also address adjustments to the systems and environments in which the student receives educational services.
- 2.2 **Non-exclusion Timeout** - A response to inappropriate student behaviour where the student is removed from the activity, but is still allowed to observe the activity. A non-exclusion timeout often occurs within the regular classroom.
- 2.3 **Exclusion Timeout** – A response to inappropriate student behaviour where the student is excluded from the activity and is not allowed to participate or observe the activity. An exclusion timeout may occur and be monitored outside the classroom.
- 2.4 **Seclusion Timeout** – A response to physically aggressive student behaviour where the students is removed from the activity area, placed in a separate room and supervised during the entire seclusion timeout. A seclusion timeout may occur in a separate unlocked room, referred to in this procedure as a timeout room.
- 2.5 **Timeout Room** – An unlocked room within a school which is used to temporarily place a student in an emergency situation where the student is in danger of hurting him/herself or others. Timeout rooms are used only in emergency and crisis situations, to de-escalate a dangerous situation and are under adult supervision at all times.

- 2.6 **Nonviolent Crisis Intervention™ Program (NVCI):** A safe, non-harmful behaviour management system designed by the Crisis Prevention Institute (CPI), to aid staff members in maintaining the best possible care, welfare, safety, and security for disruptive, assaultive and out of control individuals during their most violent moments. This includes the recognition of escalating behaviours, preventative measures, appropriate de-escalation techniques, and NVCI physical intervention techniques.
 - 2.7 **NVCI Physical Intervention™:** A technique which is used, by a trained team, only as a last resort when a person is a danger to self, others or property. It involves the use of safe, non-harmful intervention positions to safely control an individual until he/she can regain control of his/her behaviour.
 - 2.8 **NVCI Physical Transport:** The act of touching or holding of a student by staff without the use of force for the purpose of directing the student. A student cannot be carried or forced under any circumstances. Physical transport of a student should never be implemented when a student is in the acting out stage.
 - 2.9 **Reasonable Judgment:** Responding to a situation in a manner that would lead an ordinarily prudent and responsible person to act the same or in a similar manner.
- 3.0 **GUIDING PRINCIPLES**
- 3.1 When considering the use of non-exclusion, exclusion or seclusion timeout, the following should be considered:
 - 3.1.1 Does the student understand the reason for the timeout?
 - 3.1.2 Does the student have adequate time to stop the misbehaviour and demonstrate appropriate behaviour?
 - 3.1.3 Does the student have an opportunity to demonstrate responsibility for his/her own behaviour and have opportunities to practice self-control?
 - 3.1.4 Does the student understand what the expectations are for a successful return to classroom activities and does it reflect the behaviour support plan?
 - 3.1.5 Is the length of the timeout appropriate for the student's age and/or ability in accordance with the BSP where applicable?
 - 3.1.6 In an instance where seclusion timeout is used, is the timeout room adequate, safe and respectful of the needs of the student?
 - 3.1.7 Are data routinely collected and reviewed to evaluate the effectiveness of the timeout?
 - 3.1.8 Is the use of timeout documented in the student's Individualized Behaviour Support Plan (BSP)?
 - 3.2 When it is decided through a student's BSP to use a designated timeout room as a behavioural intervention, it should be clearly articulated in the plan what will be done if the student refuses to comply with the request to move to the timeout room or if the use of this strategy is not successful in managing the student's behaviour.
 - 3.3 When staff are required to relocate a student to the timeout room, it is important that Nonviolent Crisis Intervention techniques (NVCI) be used by trained staff.

- 3.4 It may be necessary to contact other teachers, support staff members, board personnel, parents/guardians, or if necessary, police to safely resolve the situation.
- 3.5 Timeout may not be effective for all students. Each student is unique and may require alternative strategies to deal with inappropriate behaviours.

4.0 **TIMEOUT ROOM REQUIREMENTS**

- 4.1 A designated timeout room:
 - 4.1.1 Provides for the physical safety and security of the student;
 - 4.1.2 Has prior approval of the Director of Student Services or designate;
 - 4.1.3 Is inspected by the property services coordinator or designate to ensure Occupational Health & Safety regulations and fire code standards are being followed;
 - 4.1.4 Is checked by the property services coordinator or designate for ventilation, cleanliness, light, size and temperature;
 - 4.1.5 Must not be secured by staff holding the door closed;
 - 4.1.6 Must NOT be locked, latched or secured from the outside or inside in any way that would, in the case of an emergency, prevent an individual from exiting the room. Any exception to this must be approved by the Director of Student Services;
 - 4.1.7 Will provide the means by which the classroom teacher or designate support staff can monitor the student both visually and auditorily at all times;
 - 4.1.8 Must NOT contain any items or fixtures that may be harmful to the student;
 - 4.1.9 Is conducive to self-quieting behaviours and not overly stimulating or busy; and
 - 4.1.10 Is supervised at all times by the classroom teacher or a designated support staff who is familiar with the student's BSP and is trained in NVCI.

5.0 **AUTHORIZED USE OF TIMEOUT ROOM**

- 5.1 A timeout room is to be used only in circumstances where a student's behaviour poses a serious danger to him/herself or others.
- 5.2 Parental/guardian permission must be obtained in order to utilize a timeout room as a strategy in the behaviour management of their child.
- 5.3 The use of a designated timeout room must be planned and documented in the student's Individual Behaviour Support Plan (BSP).
- 5.4 If a designated timeout room is used in an unexpected circumstance where parental/guardian permission has not been obtained and the use of a timeout room has not been identified in the student's BSP, the parent/guardian will be notified immediately and a support team meeting will be held as soon as possible.
- 5.5 A designated timeout room shall be used only after less intrusive interventions have been unsuccessful to bring the student's behaviour under control.
- 5.6 A student should remain in the designated timeout room under the direct supervision of the classroom teacher or designated support staff **ONLY** for the time necessary for the student to compose herself/himself sufficiently to

eliminate the threat of danger to the student or others as designated in the student's BSP.

- 5.7 The use of the timeout room as part of a BSP will be decided in consultation with a student's support team and parent/guardian.

6.0 SAFELY TRANSPORTING A STUDENT

- 6.1 NVCI methods are to be used to safely transport a student from a dangerous situation to a safe environment.
- 6.2 A student must never be transported during the acting out stage.
- 6.3 Staff must wait until a student is calm before attempting an assisted transport to the timeout room. In the event that a student's behaviour escalates during an assisted transfer, the transfer must stop until a calm state is regained.

7.0 UNAUTHORIZED USE

- 7.1 A timeout room is never to be used in circumstances where a student's behaviour does not pose a serious danger to the student or others unless requested by the student. Any exceptions to this must be approved by the Director of Student Services.

8.0 DEBRIEFING

- 8.1 A student's support team will debrief following the student's use of the timeout room. The debriefing will include a review of the incident(s) leading up to the use of the timeout room and the intervention strategies used.

9.0 DOCUMENTATION

- 9.1 Use of the timeout room will be logged on the *Physical Intervention & Timeout Room Log* and filed in a student's record.

10.0 RESPONSIBILITIES

- 10.1 Public Schools Branch Responsibilities:
- 10.1.1 Identifying needs and providing staff with necessary training; and
- 10.1.2 Providing support for the development of BSPs.
- 10.2 School Administrator Responsibilities:
- 10.2.1 Identifying staff training needs to the ELSB;
- 10.2.2 Supporting staff training;
- 10.2.3 Communicating these procedures to all staff;
- 10.2.4 Ensuring debriefing sessions are held with the appropriate people as soon as possible after a student has used a timeout room; and
- 10.2.5 Ensuring appropriate documentation is completed and maintained in a student's record.
- 10.3 Staff Responsibilities:
- 10.3.1 Participating in training;
- 10.3.2 Following the Timeout Room policy and procedures; and
- 10.3.3 Completing and file the required documentation.

11.0 ALTERNATIVE PLANNING

- 11.1 There may be times when the school is not able to adequately manage the behaviours of a student. In such an instance, the student may be required to stay home as the student's BSP is revised in consultation with the student's support team and a parent/guardian.

12.0 FORMS

- 12.1 Physical Incident Report Form
- 12.2 Physical Intervention/Timeout Room Log
- 12.3 Risk Management School Incident Report Form

13.0 CROSS REFERENCE

- 13.1 PSB Operational Policy - *405 Use of Physical Restraint and Timeout Rooms Used in Schools*
- 13.2 PSB Operational Procedure - *405.1 Physical Restraint Used in Schools*
- 13.3 Non-Violent Crisis Intervention Training Resource
- 13.4 *Education Act*
- 13.5 *Canadian Human Rights Act*

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