



PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

APPROVED: 2016.XX.XX

POLICY

Student access to an effective educational program is a basic right of each student in School District No. 57's K-12 education system. Positive and least restrictive approaches in the provision of student supports are considered best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences – rather than punitive, disciplinary ones.

The purpose of these provisions is to promote a response that protects both the individual and others' safety and well-being.

DEFINITIONS:

“Behaviour” the actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether the behaviour is negative or positive.

“Physical Restraint” is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The provision of a 'physical' escort i.e. temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint. Neither is the provision of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort.

“Seclusion” is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'. Neither is it considered seclusion where a student has personally requested to be in a different/secluded location or space.

“Specialist Staff Member” is an employee who is highly skilled and/or qualified in a specific and restricted field, such as behaviour specialist.

“Time-out” is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time.

Responsibility Centre:
References:



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PREAMBLE

The Board of Education believes that behaviour interventions for students must promote the rights of all students to be treated with dignity. Behaviour interventions for all students must emphasize prevention and positive behaviour supports, and every effort must be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

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REGULATIONS:

1. Staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others must be familiar with the *Provincial Guidelines – Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015*.
2. Physical restraint or seclusion is used *only* in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.
3. Schools will have access to individuals, preferably staff members, who are trained in positive behaviour intervention supports, conflict and crisis de-escalation, and non-violent crisis intervention techniques.
4. All staff working directly with a student where there is a potential for imminent danger of serious physical harm to self or others will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.
5. The District Principal of Student Support Services will review the physical restraint and seclusion policy annually to ensure alignment with current research/practice.

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ADMINISTRATIVE PROCEDURES:

1. Restraint and seclusion procedures are emergency, not treatment, procedures. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance.
2. Restraint or seclusion is discontinued once imminent danger or serious physical harm to others has dissipated.
3. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others, to inform the development of safety plans.
4. The safety plan:
 - 4.1 addresses the underlying cause or purpose of potentially harmful behavior.
 - 4.2 incorporates a description of specific behaviours, triggers and indicators, positive behaviour interventions, and includes strategies that will help students learn to de-escalate their behaviour.
 - 4.3 is developed in cooperation with the parent(s) and, where appropriate, the student.
 - 4.4 is attached to the student's IEP, reviewed regularly, and, at least, annually.
5. Every instance where physical restraint or seclusion of a student occurs must be documented and a report submitted to the Principal or designate and the District Principal of Student Support Services as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred and the Assistant Superintendent as soon as possible.
6. Safety plans must be reviewed and revised in the following situations:
 - 6.1. Repeated use of physical restraint and/or seclusion for a particular student.
 - 6.2. Multiple uses of physical restraint and/or seclusion within the same classroom.
 - 6.3. Repeated use of physical restraint and/or seclusion by an individual.

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