

Philosophy

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees.

The Board of Education believes that behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board further believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others.

Authority

The Board authorizes the Superintendent to establish procedures that will guide the implementation of this policy pursuant to the Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings.

Definitions

1. **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.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

2. **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 as part of a behaviour plan, are not considered 'seclusion'. The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

3. **Time out** is the removal of a child for a specified and limited period of time. Time out is only one option along a continuum of behavior interventions supporting behavior change. Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours. Time out is a strategy used as part

of a student's behaviour plan and occurs outside of the classroom on rare occasions.

Policy

1. Physical restraint and seclusion procedures are emergency, not treatment, procedures and are used *only* in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
2. All school staff members are provided the opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and all specialized 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, and where they may be required to respond to an individual whose behavior is presenting a danger to self or others are expected to be trained in crisis intervention and the safe use of physical restraints and seclusion.
3. Parents, and where appropriate, students, are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
4. Every instance where physical restraint and/or seclusion or the use of "time out" outside of a classroom has occurred is documented using district form *AP 504.13 Report of Physical Restraint and/or Seclusion*.
5. Prevention/intervention strategies are reviewed and revised in situations where:
 - repeated use of physical restraint and seclusion for an individual student occurs;
 - multiple uses of physical restraint and seclusion occur within the same classroom; or,
 - physical restraint and seclusion is repeatedly used by an individual.
6. Incidents of physical restraint and seclusion will be reported to the school principal, and forwarded to the District Superintendent or designate.
7. The District will review this policy on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

Regulations

District staff will employ the following procedures and guidelines regarding the use of physical restraint and seclusion:

1. Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
 2. Where a student's behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the imminent danger of serious harm to self or others has dissipated.
 3. Physical restraint and seclusion procedures are used *only* as emergency, not treatment procedures. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
 4. It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.
 5. Parents and, where appropriate, students will be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
 6. Training sessions in positive behavior support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.
 7. School personnel 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, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in, crisis intervention and the safe use of physical restraint and seclusion.
 8. In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
 - an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods.
 - a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures.
 - an emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, and confirming the opportunity for formal training of school personnel, and;
 - the student's behaviour plan and emergency or safety plan shall be attached to the student's IEP and reviewed regularly, at least, annually.
-

9. Recurring practice of restraint or seclusion is not to be common practice in any student's educational program. Prevention/intervention strategies are to be reviewed and revised in situations where:
 - repeated use of physical restraint and seclusion for an individual student occurs;
 - multiple uses of physical restraint and seclusion occur within the same classroom; or,
 - physical restraint and seclusion is repeatedly used by an individual.
10. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/her stomach) or supine position (i.e. on his/her back, face up); never employs the use of mechanical devices.
11. Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
12. Any student placed in seclusion is continuously visually observed by an adult who is physically present throughout the period of seclusion and that all health and safety policies or regulations including WorkSafe BC regulations be followed and school personnel able to communicate with the student in the student's primary language or mode of communication are present at all times.
13. Each incident involving the use of physical restraint or seclusion will include the following actions subsequent to an incident:
 - Notification to the school principal as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred. Upon receipt of such notification, the school principal will complete the *Report of Physical Restraint and/or Seclusion* district form (AP 504.13).
 - Notification, by the school principal, to the student's parent(s)/guardian(s) as soon as possible/always prior to the end of the school day on which the incident has occurred.
 - Notification by the school principal to the Director of Instruction, Learning Services as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred. A copy of the *Report of Physical Restraint and/or Seclusion* district form (AP 504.13) will be provided to the Director of Instruction, Learning Services upon completion by the school principal.

- Notification to the District Superintendent or designate as soon as possible after an incident has occurred.
 - A debriefing is to be scheduled involving school personnel, parents or guardians of the student, and wherever possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary.
14. The District will review these procedures and guidelines on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

Adopted: October 12, 2016
Revised:
