

## SCHOOL DISTRICT NO. 51 (Boundary)

### P O L I C Y

SECTION	TITLE	NO. 5132
STUDENTS	<u>Use of Physical Restraint &amp; Seclusion</u>	

**DATE ADOPTED:** May 14, 2019

**DATE AMENDED:**

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 further believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount. The overarching goal of learning environments design is the creative use of space to facilitate and support positive student learning experiences, rather than punitive or disciplinary ones.

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. In recent years, a wide variety of creative approaches to learning and less restrictive configurations of learning environments has shifted to include opportunities beyond the traditional classroom and accommodating students' sensory and self-regulation needs.

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. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are unnecessary.

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.

### R E G U L A T I O N S

#### 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' (ie, 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 safety 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 for social reinforcement 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 from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be complemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in a location outside of the classroom.

Typically, time-out is used with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

## **USE OF PHYSICAL RESTRAINT AND SECLUSION**

1. Physical restraint and seclusion procedures are emergency strategies and are used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
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. 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.
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. Physical restraint or seclusion will not be conducted in a manner that could, in any way, cause harm to a student, ie, will not restrict the breathing of a student; will not place a student in a prone position (ie, facing down on his/her stomach) or supine position (ie, on his/her back, face up); and will not employ the use of mechanical devices.
6. Any space used for the purpose of seclusion will not jeopardize the secluded student’s health and safety.

7. Any student placed in seclusion will be 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. Ideally, school personnel should be able to communicate with the student in the student's primary language or mode of communication at all times.
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 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 address both student and staff safety and be attached to the student's IEP and reviewed regularly, at least annually.
9. All school staff members are provided the opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques. 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 behaviour 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. Such training will continue to be offered to school personnel on a regular basis.
10. Where appropriate, parents and students are offered opportunities to be consulted in the development of positive behaviour supports, interventions, behaviour plans, emergency and/or safety plans.
11. Every instance where physical restraint and/or seclusion has occurred is documented.
12. Incidents of physical restraint and seclusion will be reported to the school principal/ vice- principal, and forwarded to the Director of Learning or designate.
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/vice-principal or designate 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/vice-principal or designate will complete the Report of Physical Restraint and/or Seclusion district form.
  - Any incident(s) involving a student with a Safety Plan would be debriefed and communicated as per the Safety Plan.
  - Any incident(s) involving any other student requires notification, by the school principal/vice- principal or designate, to the student's parents(s)/guardian(s) as soon as possible/always prior to the end of the school day in which the incident has occurred.
  - Notification by the school principal/vice-principal or designate to the Director of Learning or designate 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 will be provided to the Director of Learning or designate upon completion by the school principal.

- A debriefing is to be scheduled involving school personnel, parents or guardians of the student, and whenever possible, with the student, to examine what happened/what caused the incident, and what could be changed (ie, preventative and response actions that could be taken in the future) to make the use of physical restraint or seclusion unnecessary.