

PHYSICAL RESTRAINT AND SECLUSION

Background

The District recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The District believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Behaviour is a form of communication and interventions for all students are to emphasize prevention and promotion of positive behaviour to protect the individual's and other's safety.

The District recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. Every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

1. At the beginning of each school year, principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings along with the following definitions of physical restraint and seclusion:
 - 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 provisions of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint.
 - 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.

2. It shall be made clear to all staff and others working with students that physical restraint and seclusion procedures are for extreme emergency situations only, are not to be used as regular means of intervention and are to be used as a last resort.
3. The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for staff and students.
4. The school district will provide opportunities for district and school staff to acquire the training necessary to conduct Functional Behaviour Assessments, analyses, interviews and to write Individual Behaviour Plans, Positive Behaviour Support Plans and Employee Risk Reduction Plans.
5. The case manager and classroom teacher will develop in consultation with district staff, and interagency team Behaviour Support Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.
6. Behaviour Support Plans and/or Risk Reduction Plans shall be attached to the Students IEP and shall be reviewed regularly.
7. Parents/guardians, and where appropriate, students are to be consulted as part of the development process for behavioral intervention and/or risk reduction plans.
8. If physical restraint or seclusion have been used in an extreme emergency situation, as a last resort, to prevent harm to self or others, the school must provide notification, written documentation, and follow up that confirms that:
 - the principal was notified as soon as possible after the incident; (if possible, prior to the end of the school day on which the incident occurred);
 - the student's parents were notified as soon as possible; and,
 - the Superintendent or designate was notified as soon as possible.

Debriefing occurred with:

- involved school personnel;
 - parents/guardians of the student;
 - the student by a school counsellor or case manager;
 - the debriefing, examining what happened, what caused the incident and what can be changed i.e. preventative and response actions that can be taken in the future to make the use of physical restraint or seclusion unnecessary.
9. A use of Restraint Incident form must be completed and forwarded to the Director of Student Services.

Reference: Sections 6, 7, 20, 22, 26, 65, 85 School Act
Youth Justice Act
Youth Criminal Justice Act (Canada)

Adopted: June 25, 2019
Revised: