

## **PHYSICAL RESTRAINT AND SECLUSION**

Prevention is the best method of maintaining positive, safe and caring learning environments. Every effort will be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

Physical restraint or seclusion will be used only in exceptional circumstances where the behaviour of the student poses an imminent danger of serious physical harm to self or others. Neither restraint nor seclusion will be used as punishment, discipline, or to force compliance in an educational setting.

### **1. Definitions**

Physical Restraint - restricting another person's freedom of movement or mobility in order to secure the safety of the person or others.

Notes:

*The provision of a physical escort (i.e. touching or holding a student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location) does not constitute physical restraint.*

*The use of physical guidance when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint.*

Seclusion - the involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving.

Notes:

*"Timeout" (a behaviour strategy where a child is removed from a setting that reinforces behaviour to a non-reinforcing setting for a limited period of time) is not considered seclusion.*

*The term seclusion does not apply when a student requests to be in a different location.*

### **2. Procedures**

1. Physical restraint and seclusion will only be used in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
2. Schools will develop and implement positive behaviour supports and interventions, behaviour plans, and safety plans in order to prevent and de-escalate potentially unsafe situations
3. Neither physical restraint nor seclusion will be used as punishment, discipline or to force compliance in an educational setting.
4. Regular practice of physical restraint or seclusion shall not be common practice in any student's educational program.
5. Schools staffs will include individuals who are trained in positive behaviour intervention supports and crisis de-escalation.

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6. School personnel who work directly with students in situations where there is a potential for imminent danger to the student or others, or who may be required to respond to an individual whose behaviour is an imminent danger to self or others, are expected to be trained in crisis intervention and the safe use of physical restraint and seclusion.
  7. Physical restraint and seclusion is never utilized in a manner that could cause harm to the student (i.e. never restricts the breathing of the student, never places student in a prone position (i.e. facing down on his/her stomach) or supine position (i.e. on his/her back, face up), and never employs the use of mechanical devices.
3. Where it is determined that seclusion is necessary to prevent imminent harm to self or others, it is critical that:
    - a. any space used for the purpose of seclusions will not jeopardize the student's health or safety;
    - b. any student placed in seclusion is continuously visually observed by an adult who is physically present throughout the period of seclusion;
    - c. school personnel who are able to communicate with the student in the student's primary language or mode of communication are present at all times;
    - d. all relevant health and safety policies and Worksafe BC regulations are followed.
  4. Follow-up to any use of physical restraint or seclusion will include:
    1. Intervening staff will notify the School Principal (or designate) immediately.
    2. The School Principal (or designate) will notify the parents/guardians of the incident as soon as possible, prior to the end of the school day on which the incident occurred.
    3. The School Principal (or designate) will inform the Director of Instruction responsible for Student Support Services as soon as possible, prior to the end of the school day on which the incident occurred.
    4. The School Principal (or designate) will inform the Superintendent/Secretary-Treasurer (or designate) as soon as possible.
    5. A debriefing meeting will occur (with involved school staff, administration and parents/guardians) to examine the cause(s) of the incident, staff responses to the incident, and any preventative measures that can be taken to make future use of restraint/seclusion unnecessary.
    6. All incidents resulting in the use of physical restraint or seclusion will be documented on the "Physical Restraint / Seclusion Incident Form".

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## ADDENDUM

### PHYSICAL RESTRAINT AND SECLUSION INCIDENT FORM

|             |                |              |
|-------------|----------------|--------------|
| Date: _____ | Student: _____ | Grade: _____ |
|-------------|----------------|--------------|

| BEHAVIOUR INCIDENT DESCRIPTION   |   |
|--|---|
| <b>Time:</b> _____<br><b>Location:</b><br><input type="checkbox"/> Classroom<br><input type="checkbox"/> Hallway<br><input type="checkbox"/> Playground<br><input type="checkbox"/> Gym<br><input type="checkbox"/> Other: _____ | <b>Description of Acting Out Behaviour (Imminent Danger to Self or Others):</b><br><br><br><br><br> |

| BACKGROUND   |  |
|--|--|
| <b>Setting Events:</b><br><i>What conditions made this behaviour more likely to occur?</i><br><br><br> | <b>Antecedents:</b><br><i>What happened immediately prior to the acting-out behaviour? What was the immediate trigger?</i><br><br><br> |

| STAFF INTERVENTION   |   |
|--|---|
| <b>Describe the de-escalation strategies used prior to restraint / seclusion:</b><br><br><br><br><br>      |   |
| <b>Was physical restraint used? (Y/N)</b> _____<br>Time restraint began: _____ Time restraint ended: _____ | <b>Was seclusion used? (Y/N)</b> _____<br>Time seclusion began: _____ Time seclusion ended: _____ |

|   |
|---|
| <b>Description of physical restraint technique/seclusion:</b><br><br><br><br><br> |
|---|

| Staff Involved (Name): | Role: | CPI Trained in Restraint? (Y/N) |
|------------------------|-------|---------------------------------|
|                        |       |                                 |
|                        |       |                                 |
|                        |       |                                 |

| Observers / Witnesses: |       |
|------------------------|-------|
| Name:                  | Role: |
|                        |       |
|                        |       |
|                        |       |

| Parent Notification:                        |       |
|---|-------|
| Name of parent / guardian contacted:        | _____ |
| Date and time of parent / guardian contact: | _____ |

| Debriefing the Incident:  |  |  |
|---|--|--|
| Team Members Present (include intervening staff, administrator, and parents): |  |  |
|   |  |  |
|   |  |  |
|   |  |  |

| Prior to the Incident: <i>(What were the warning signs? Is there anything we could have done to de-escalate the situation?)</i> |
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|   |

| Prevention: <i>(What steps can we take to prevent future incidents?)</i> |
|--|
|  |

| Intervention: <i>(Was the intervention conducted safely for all involved? Did we intervene too soon / too late? Was communication clear? What might we do differently next time?)</i> |
|---|
|   |

|                       |                            |
|-----------------------|----------------------------|
| _____                 | _____                      |
| School Principal Name | School Principal Signature |

*Complete this form within two (2) working days of the incident and submit a copy to the Director of Education responsible for Student Support Services.*