

4375 Physical Restraint and Seclusion in School Settings

Policy 4375 STATUS: **REVIEW**

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

Board Approved and Codified:

Last Revised: September 2017

Description:

The Board of Education recognizes that student access to an effective educational program is a basic right of each student in SD 59. 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.

Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.

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.

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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 a behaviour is negative or positive. Understanding that behaviour is communication, the purpose of these guidelines is to promote a response that protects both the individual and other's safety and well-being.

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.

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

Guidelines:

1. Where a student's behaviour could cause harm to self or others:
 - a. Physical restraint and/or seclusion may be used only in emergency circumstances:
 - i. Any instance of physical restraint and/or seclusion must be documented and reported to the Director of Learning Services;
 - ii. Notification, by the school principal, to the student's parent(s)/guardian(s) must occur as soon as possible after an incident and prior to the end of the school day on which the incident occurred;
 - iii. A debriefing will occur, with involved school personnel, parents or guardians of the student, and where possible with the student to examine what happened and what could be changed.
 - b. Practice of restraint or seclusion will not be common practice in any student's educational program;
 - c. The student's educational planning must include the development of an Individual Education Plan (IEP) that includes:
 - i. A formal positive behaviour support plan including positive behaviour intervention supports and conflict de-escalation procedures;

- ii. An emergency plan detailing emergency and safety procedures regarding use of physical restraint and seclusion;
 - d. All staff must be provided the opportunity to participate in Non-violent Crisis Intervention Training (NVCI).
 - e. 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.
 - f. Notification, by the school principal, to the student's parent(s)/guardian(s) must occur as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
 - g. A debriefing, with involved school personnel, parents or guardians of the student, and where possible with the student to examine what happened and what could be changed.
2. A review of physical restraint and seclusion procedures will occur each year.