

PHYSICAL RESTRAINT AND SECLUSION

Background

This procedure is to ensure that School District 72 schools are learning environments that are as safe as possible for all children and adults. The district acknowledges that in exceptional circumstances, where the behaviour of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm, seclusion or physical restraint may be required.

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.

Definitions

Physical Restraint is a method of physically restricting a person's freedom of movement or mobility in order to secure and maintain the safety of that person or others.

Physical Escort is a 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 safer location and does not constitute physical restraint.

Physical Guidance is the prompting of a student when teaching a skill, redirecting attention, or providing comfort and 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. The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space. Behaviour strategies, such as "time out" (removal from an apparent reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time), used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

Procedures

1. Physical restraint and seclusion may only occur when behavior of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive measures have been ineffective of ending the threat of serious physical harm.
2. In cases where an individual student could potentially cause harm to self or others the following plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student:
 - 2.1 A risk reduction plan detailing the student's triggers, patterns of escalation and appropriate adult responses is collaboratively developed and implemented by all staff working directly with the student.
 - 2.2 A behaviour support plan or behaviour intervention plan (based on data from a functional behaviour assessment) describing positive behaviour intervention supports and conflict de-escalation procedures.

- 2.3 It is the principal's responsibility to ensure that staff, such as bus drivers, clerical, custodians, and all casual staff read the plans and understand the importance of adhering to these plans for their own and others safety.
3. A review/revision of prevention and/or intervention strategies or plans within a school or classroom must occur in any cases where physical restraint or seclusion has been used for an individual student.
 4. School District 72 maintains that a "hands off policy" is the best practice in dealing with students who are acting out. Physical restraint and seclusion must not be common practice and are used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 5. Physical restraint or seclusion is discontinued once imminent danger of serious harm to self or others has dissipated.
 6. Any time physical restraint or seclusion is necessary a challenging student behaviour report (SD72 Form 362-1) or a violence report (SD72 Form 362-2) must immediately be filed at the school site where the student attends. Parents/guardians must also be informed about the incident immediately.
 7. Physical restraint should be conducted in a safe manner by a person who is trained in the proper methods of physical restraint. This training will ensure that physical restraint is never conducted in a manner that could, in any way, cause harm to a student, i.e. never restricts a student's breathing, never places a student in a prone position (lying face down on their stomach), never places a student in a supine position (lying on their back, face up), and never employs the use of mechanical devices.
 8. The need for staff to be trained in the use of physical restraint will be determined by the director of learning support services in consultation with district staff, the school principal, and school staff.
 9. The space used for seclusion must not jeopardize the students' emotional or physical health and safety.
 10. A student should only be locked in a room if a risk reduction plan for locked seclusion has been created in collaboration with district learning support personnel, the school principal, school staff, parents/guardians, and possibly outside agencies. The only exception to this could be a violent first incident that poses a risk of harm to self or others in accordance with operational procedure 136 (Acts of Violence).
 11. Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.

Reference: Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings – June 3, 2015

Related Procedures: SD72 Operational Procedure 136 (Acts of Violence)

Related Forms: [SD72 Form 362-1 \(Challenging Student Behaviour Report\)](#)
[SD72 Form 362-2 \(Violence Report\)](#)