

5012: PHYSICAL RESTRAINT OF STUDENTS (AP)

Approved: 98 03 10
Amended: 19 02 12

POLICY

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all its students and employees. Every effort should be made to structure learning environments and to provide positive learning supports that make physical restraint and seclusion unnecessary. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. Physical restraint is used *only* in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.

The Board of Education does not endorse the practice of seclusion as a response to the behaviour of students and schools do not have rooms allocated for this purpose. Where student's behaviour has escalated, it may result in a separation from others, to an alternate quiet space to calm, or process a situation in privacy, until the student can return to their learning, or a parent/guardian is called.

ADMINISTRATIVE PROCEDURES

- 1.0 School District 70 does not practice the seclusion of students and does not have rooms allocated for this purpose. Where student behaviour has escalated, it may result in a separation from others, to an alternate quiet space in order to calm, or process in privacy until such time as the emotions are settled, or a parent is called.
- 2.0 School District 70 provides training in Non-Violent Crisis Intervention (Crisis Prevention Institute certification) to all Education Assistants, Principals, Vice Principals and Inclusion Support Teachers. Retraining is scheduled bi-annually to maintain certification. The training is open to other staff as well.
- 3.0 Restraint procedures are not covered in this training. Where it is deemed necessary for a student to be restrained, this training would be provided to any staff working *directly* with the student and be a considered part of a personalized plan to support the student's unique needs.
- 4.0 Where safety of students or staff is a concern, the following plans are in place, based on a consultation with parents and specialized staff, and reviewed annually:

- 4.1 A plan created by the School Based Team for positive behaviour supports and interventions addressing the underlying cause of the behaviours
 - 4.2 Safety Plans and
 - 4.3 Other emergency plans as required
- 5.0 SD70 Employees should not use physical restraint unless there is imminent danger and/or if they have had specific training for that student. In the exceptional circumstance where it is determined that restraint is a necessary part of a students' carefully considered response plan, it will require follow-up after each incident involving the use of physical restraint that includes:
- 5.1 notification to the school 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
 - 5.2 notification by the school principal, to the student's parent(s)/guardian(s) as soon as possible, always prior to the end of the school day on which the incident has occurred
 - 5.3 notification to the school district administrator responsible for student support services or designate as soon as possible after an incident, ideally prior to the end of the school day on which the incident has occurred
 - 5.4 a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e., preventative and response consider actions that could be taken in the future, to make the use of physical restraint
- 6.0 These procedures will be reviewed to ensure alignment with current research/practice.

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.

Physical Restraint – is a method of restricting another person’s freedom of movement or mobility, 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 accompanying and inducing a student who is acting out to walk to a safe 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.

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 away from a group, 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.

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. Time-out involves removing a student from sources of positive reinforcement because of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time in a quiet space in the school. A time away in response rising agitation is used to prevent escalation to unsafe behaviours, assisting with self-regulation and a calm and functional return to the learning environment.

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

APPENDIX I

REPORT OF PHYSICAL RESTRAINT/SEPARATION

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| Student Name | Grade | Date |
| Teacher/Class | School | Special Education Designation |
| Nature of Restraint or Seclusion (Describe exactly what procedure was used) | | |
| Time procedure began: | Time procedure Ended: | Staff member initiating; others present/involved: |
| Describe the behaviour that led to the emergency use of restraint/seclusion, including time, location, activity and other contributing factors: | | |
| <p>Was there</p> <input type="checkbox"/> Imminent serious physical harm to themselves <input type="checkbox"/> Imminent serious physical harm to others | | |
| Procedures used to attempt to de-escalate the student prior to using restraint | | |
| Follow-up with student after the restraint including time, location, activity and other factors: | | |
| <p>A debriefing is scheduled to review incident and existing plans and revising them if necessary Date debriefing held or scheduled _____ Who was included</p> <input type="checkbox"/> School personnel _____ <input type="checkbox"/> Parents _____ <input type="checkbox"/> Student if appropriate | | |
| Recommendations arising out of debrief: | | |
| When was the parent/guardian notified: | Name of Principal/Vice Principal completing the form | |
| By Whom: | | |

Copy to District Principal – Inclusive Education