

### PHYSICAL RESTRAINT OR SECLUSION

- Physical restraint is immobilization through direct, temporary contact with the resisting student in a controlled manner for the purpose of preventing the student from injuring him/herself, others.
- Seclusion is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.
- The intent of physical restraint or seclusion is to stop the unsafe behaviour.
- Physical restraint or seclusion is not:
  - A form of behaviour modifications;
  - A punitive action;
  - Motivated by anger or malice.

#### When to Restrain or Seclude

- Physical restraint or seclusion is required when, in the opinion of the staff member;
  - Other measures such as positive behavior intervention supports, conflict de-escalation, crisis de-escalation, and non-violent crisis intervention techniques to defuse the conflict and crisis situation have been utilized and have proved to be ineffective and
  - The danger is immediate, and 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 and
  - Restraining or secluding the student will not jeopardize the safety and security of others or the safety and security of the student.
- Physical restraint or seclusion is used only in crisis situations, which include:
  - Physical aggression towards staff or students;
  - Self-harming behaviour which endangers the student;

#### Restraint or Seclusion Process

- The restraint or seclusion process involves four basic steps: physical restraint or seclusion, notification, debriefing, written documentation and follow-up.
- Physical restraint or seclusion is to be conducted:

- With calm, reassuring verbal and non-verbal communication with the student in the student's primary language or mode of communication by trained school personnel who are present at all times.
  - With brief unemotional and reassuring statements that give reasons for the restraint or seclusion and describe the necessary behaviour for ending the restraint or seclusion.
  - With the least amount of physical force to protect the student and the restrainer or secluder. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on his/ her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices. (pg. 5 *Provincial Guidelines—Physical Restraint and Seclusion in School Settings*)
  - With the least amount of disturbance to others.
  - In the presence of another adult when practical.
- It is critical that:
    - In any space used for the purpose of seclusion that: the space not jeopardize the secluded student's health and safety;
    - Any student placed in seclusion is continuously visually observed by an adult who is physically present throughout the period of seclusion and that all health and safety policies or regulations including WorkSafe BC regulations be followed.
  - Physical restraint or seclusion is to be discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.
  - Notification of the restraint or seclusion must be made in a timely manner to the Principal, the parents, the Associate Superintendent responsible for student support services, and the Superintendent as soon as possible after an incident/ always prior to the end of the school day on which the incident has occurred.
  - Debriefing is to occur for the student who was restrained or secluded, the staff involved and students who witnessed the restraint or seclusion incident. The purpose of debriefing is to re-establish and maintain a safe learning environment.
  - Written documentation and follow-up of every instance where physical restraint and/ or seclusion of a student occurs shall include:
    - Written statements describing the incident and naming the people.
    - A debriefing meeting with concerned parties (involved school personnel; parents of the student; and where possible, with the student) to discuss the restraint or seclusion incident to examine what happened/ what caused the incident, and what could be changed i.e., preventative and response actions that could be taken in the future, strategies for preventing a reoccurrence to make the use of physical restraint or seclusion unnecessary. It is required that parents of the student and, where appropriate, students are offered opportunities to be consulted in the development of positive behavior supports and interventions, behavior plans, emergency or safety plans. The student's behavior plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, and at least, annually.

- The completion of a District Threat Violence Report form ([Form 171-1](#)) and/ or a WorkSafe [Form 6A](#), if necessary, which is forwarded to the Occupational Health and Safety Manager, the Associate Superintendent responsible for student support services and to the Superintendent.

### **Staff Development**

- The District will encourage all staff to participate in training opportunities in positive behavior interventions and supports and de-escalation strategies.
- The District will encourage specialized staff to participate in training opportunities in positive behavior interventions and supports, conflict de-escalation, crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations and safely use physical restraint and seclusion.

### **Review Process**

- The District Occupational Health and Safety Officer, the Associate Superintendent responsible for student support services and the Superintendent will require:
  - Submission of documentation from each school site of every instance where physical restraint or seclusion of a student occurs;
  - A District record of incidents of physical restraint, seclusion, or the use of ‘time out’ outside of a classroom and provision of this information to the Superintendent;
  - Review and revision of prevention/ intervention strategies in the event of situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or physical restraint and seclusion is repeatedly used by an individual;
  - Regular review of the physical restraint and seclusion policy to ensure alignment with current research/ practice.

Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act  
 Civil Rights Protection Act  
 Human Rights Code  
 Youth Criminal Justice Act  
 WorkSafe BC Regulation  
 ERASE Level 1, 2, 3 Pullouts  
 Provincial Guidelines – Physical Restraint and Seclusion in School Settings  
 Safe, Caring, Orderly Schools  
 Special Education Services – A Manual of Policies, Procedures and Guidelines

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