

502.1.4 Use of Seclusion and Physical Restraint

Seclusion and physical restraint are not behaviour interventions; they are emergency or safety procedures to be used in exceptional situations when a student's behaviour poses significant imminent danger of serious physical harm to self or others. Comprehensive, pro-active and positive behaviour supports should be in place to help prevent the use of seclusion and physical restraint.

Definitions

Seclusion is the involuntary confinement or isolation of a student alone in a room or area from which the student cannot freely exit or is physically prevented from leaving.

Physical restraint is any method of using physical contact for restricting or immobilizing a student's freedom of movement. It serves as a means of reconstituting behavioural control, and establishing and maintaining safety for the student and other individuals.

Temporary physical contact (touching or holding of hand, arm, shoulder or back) to move a student away from danger or to escort a slightly agitated student to a safe location is not considered physical restraint.

1. Seclusion and/or physical restraint shall only to be employed as a last resort after less restrictive methods have been attempted, if possible.
2. Seclusion and/or physical restraint shall not be used when a known medical, physical, psychological or other condition would render their use dangerous for a student.
3. Seclusion shall not be used when a student is engaging in severe self-injurious behaviours.
4. Only staff with training in emergency safety interventions shall use seclusion and/or physical restraint.
5. If seclusion and/or physical restraint are used with a nonverbal student, staff who can communicate with the student must be present at all times.
6. Staff shall continually monitor a student throughout the period of seclusion and/or physical restraint.
7. Seclusion and/or physical restraint shall be discontinued when the student's behaviour no longer presents an immediate threat to self or others.
8. Seclusion and/or physical restraint shall not be used to stop a student who is engaged in destructive behaviour such as damaging property, unless there is a risk to the safety of the student or others.
9. After each incident involving use of seclusion and/or physical restraint:
 - 9.1. The principal shall be notified as soon as possible and on the same day

- on which the incident occurred; and
- 9.2. The principal or designate shall notify the student's parents/guardians as soon as possible after the incident and on the same school day on which the incident occurred; and
 - 9.3. Staff involved in the incident shall complete a report; and
 - 9.4. The Director of Inclusive Education and Associate Superintendent, Instructional Services, shall be notified as soon as possible after the incident occurs; and
 - 9.5. A debriefing session with all involved staff shall occur within three days of the incident; and
 - 9.6. An opportunity to debrief with parents/guardians and the student, where appropriate, shall be provided as soon as possible after the incident; and
 - 9.7. The learning team shall review and update the student's Behaviour Support Plan, if already created, to prevent or reduce chance of reoccurrence.
10. The principal shall designate at least two school staff who are required to complete training and act as a school-wide resource on the use of seclusion and/or physical restraint in the school.
 11. When it is determined that, based on a student's history of engaging in crisis-level behaviour, there is a reasonable probability that incidents requiring the use of seclusion and/or physical restraint will reoccur, the following procedures must be followed:
 - 11.1. The student's learning team shall develop a Behaviour Support Plan, including the use of seclusion and/or physical restraint as crisis management procedures.
 - 11.2. The plan shall outline when and how seclusion and/or physical restraint will be used.
 - 11.3. The informed consent of the parent/guardian must be obtained in writing prior to the implementation of the plan. This consent may be withdrawn in writing at any time. In the event that consent is refused or withdrawn, parent/guardian responsibilities under Policy 502.1, Appendix A Student Code of Conduct, Section 7.3, will apply.
 - 11.4. The Director of Inclusive Education or designate shall review each plan on a regular basis. This supervision shall include evaluation of the effectiveness and appropriateness of the plan.
 - 11.5. If the principal has concerns regarding the effectiveness or appropriateness of the plan, the Associate Superintendent, Instructional Services, shall be informed.

References:

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| Division Policies: | Policy 502.1
Appendix A 502.1 Student Code of Conduct |
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