

Physical Restraint and/or Seclusion of Students**Administrative Procedure No. 302.14****FORM: 302.14F – Physical Restraint and-or Seclusion of Students Report Form****FORM: 402.16F – Violent Incident Report Form**

It is expected that school personnel implement positive behaviour supports and interventions, behaviour plans, safety plans and other plans to prevent and de-escalate potentially unsafe situations.

Parents, and students where appropriate, are offered the opportunity to be consulted in the development of positive behaviour supports and interventions and safety plans.

School staff who work directly with a student in situations where there is potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and/or seclusion.

1. Restraint**1.1. Definition of Physical Restraint**

- 1.1.1. 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 or others.
- 1.1.2. The intent of physical restraint is to stop the unsafe behaviour and should be viewed as a temporary measure.
- 1.1.3. Physical restraint is not a form of behaviour modification, a punitive action or motivated by anger or malice.

1.2. When to Restrain

- 1.2.1. Physical restraint may occur when other measures have been ineffective, or are likely to be ineffective, or when danger is immediate. Restraining the student will not jeopardize the safety and security of others.
- 1.2.2. Physical restraint will be used only in crisis situations, when there is imminent risk of harm to themselves or others.

1.3. Process for Physical Restraint

1.3.1. The procedures involve the four (4) basic steps:

1. Physical restraint incident
2. Debriefing
3. Notification and written documentation
4. Follow-up

1.3.2. Physical restraint should be conducted:

- After a verbal warning to the student: the restrainer will explain what is going to be done before restraint occurs. The verbal warning will be controlled, unemotional and reassuring statements. They give reason for the restraint and describe the necessary behaviour for ending the restraint;
- With the least amount of physical force to protect the student and restrainer;
- With the least amount of disturbance to others;
- In the presence of another adult when possible; and,
- With the assistance of other adults as needed.

1.3.3. Debriefing should occur for the student who was restrained, the staff involved and any students who witness the restraint incident. The purpose of debriefing is to re-establish and maintain a safe learning environment.

1.4. Notification

1.4.1. Notification of the restraint must be made immediately to principals/vice principals.

1.4.2. Notification of the restraint to the parents/guardians must be made by principals/vice principals as soon as possible or prior to the end of the school day.

1.4.3. The principals/vice principals will contact the Superintendent of Schools, or designate, as soon as possible after an incident has occurred.

1.4.4. The principals/vice principals will contact the District Principal of Learner Services by the end of the day.

1.4.5. Written documentation and follow-up should occur as soon as possible after the incident and in any event within 24hrs.

- Complete a 'Physical Restraint and/or Seclusion Form'
- Complete a 'Violent Incident Report Form' if necessary
- There will be an interview with involved school staff, parents and where possible with the learner. The purpose of the meeting is to examine what happened/what caused the incident and what could be changed to make the use of physical restraint unnecessary.

2. Seclusion

2.1. Definition of Seclusion

- 2.1.1. Seclusion is the involuntary confinement of a person, alone in a room, enclosure or space which the person is physically prevented from leaving.
- 2.1.2. Behaviour strategies such as “time out” used for social reinforcement as part of a behaviour plan are not considered ‘seclusion.’
- 2.1.3. It is not seclusion if a learner has personally requested to be in a different/secluded location/space.

2.2. Location of Seclusion

- 2.2.1. Any space that is used for seclusion will not jeopardize the student’s health and safety.
- 2.2.2. The learner must be continuously visually observed by an adult who is physically present throughout the period of seclusion and ensures that all health and safety policies are followed.
- 2.2.3. One of the personnel present must be able to communicate with the student in the student’s primary language or mode of communication.

2.3 Process

The procedures involve the four (4) basic steps:

- 1. Seclusion incident
- 2. Debriefing
- 3. Notification and written documentation
- 4. Follow-up

2.4. Notification

- 2.4.1. Notification of the seclusion must be made immediately to the principals/vice principals.
- 2.4.2. Notification of the seclusion to the parents/guardians must be made by principals/vice principals as soon as possible or prior to the end of the school day.
- 2.4.3. The principals/vice principals will contact the Superintendent of Schools, or designate, as soon as possible after an incident has occurred.
- 2.4.4. The principals/vice principals will contact the District Principal of Learner Services by the end of the day.
- 2.4.5. Written documentation and follow-up should occur as soon as possible after the incident and in any event within 24hrs.
 - Complete a ‘Physical Restraint and/or Seclusion of Students Report Form’

- Complete a 'Violent Incident Report Form' if necessary
- There will be an interview with involved school staff, parents and where possible with the learner. The purpose of the meeting is to examine what happened/what caused the incident and what could be changed to make the use of seclusion unnecessary.