



## SCHOOL DISTRICT NO. 50 HAIDA GWAI BOARD POLICY MANUAL

**Proposed Policy #####: PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS**

**Date Passed:** \_\_\_\_\_

### **PHILOSOPHY**

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees.

The Board believes that behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board further believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

The Board recognizes that the use of emergency physical restraint or seclusion procedures will be used in exceptional circumstances where a learner poses an immediate danger of serious harm to self or others.

Physical restraint and/or seclusion will be used with only the amount of force necessary to protect both the restrainer and the restrained and only by staff who have been trained in the safe use of physical restraint and guidelines for seclusion.

### **AUTHORITY**

The Board authorizes the Superintendent of Schools to establish administrative procedures that will guide the implementation of this policy pursuant to the Ministry of Education and Child Care Provincial Guidelines related to Physical Restraint and Seclusion in School Settings.



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### Proposed Administrative Procedure: PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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. Behaviour interventions will address the underlying cause of potentially harmful behaviour, emphasize the development of plans supporting positive behaviour, and promote the rights of all students to be treated with dignity.

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 the safe use of physical restraint and/or seclusion.

**Neither restraint nor seclusion are used as punishment, discipline, or to force compliance.**

**Physical restraint will be used only as a last resort. Last resort is defined as a circumstance where there is a high likelihood of immediate and substantial physical or bodily injury to self or others. Restraint should not be used as a regular strategy or intervention as part of a student's program. As such, these measures should not be listed as strategies or responses as part of plans.**

#### A. RESTRAINT

##### 1. Definition of Physical Restraint

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

##### 2. When to Restrain

- i. 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.
- ii. Physical restraint will be used only in crisis situations when there is an imminent risk of harm to themselves or others.



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### 3. Process for Physical Restraint

- I. The procedures involve the four basic steps:
  - a. Physical restraint incident
  - b. Debriefing
  - c. Notification and written documentation
  - d. Follow-up
- II. 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 a 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.
- III. Debriefing should occur for the student who was restrained, the staff involved and any students who witnessed the restraint incident. The purpose of debriefing is to re-establish and maintain a safe learning environment.

### 4. Notification

- i. Notification of the restraint must be made immediately to principals/vice principals.
- ii. 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.
- iii. The principals/vice principals will contact the Superintendent of Schools and the SD 50 Student Services Coordinator as soon as possible after an incident has occurred.
- iv. Written documentation and follow-up should occur within 24 hours of the incident:
  - Complete a '*Physical Restraint and/or Seclusion Form*'
  - Complete a '*Violent Incident Report Form*' if necessary
  - The Superintendent and/or the Student Services Coordinator may follow up to gather specifics of the incident and what may be done to make the use of physical restraint unnecessary.



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### **B. SECLUSION**

#### **1. Definition of Seclusion**

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

#### **2. Location of Seclusion**

- i. Any space that is used for seclusion will not jeopardize the student’s health and safety.
- ii. 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.
- iii. One of the personnel present must be able to communicate with the student in the student’s primary language or mode of communication.

#### **3. Process**

- a. The process for a seclusion incident mirrors the above process for a restraint incident.



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Physical Restraint/Seclusion of a Student Incident Report Form

Student Name: _____ Student Grade: _____ Employees Involved: _____	Date: _____  Witnesses: _____
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**Incident Details**

Time: \_\_\_\_\_ Location: \_\_\_\_\_

What happened:

Injury Y/N (if yes, complete School Protection Plan Incident Report or Worksafe BC Form)  
Description of injury:

**Follow Up**

How were parents contacted: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Has this happened before? Y/N  
If so, when:

Debriefing occurred Y/N  
Date: \_\_\_\_\_ Time: \_\_\_\_\_

In attendance:

Principal's Signature: \_\_\_\_\_

*Cc: Parent/Guardian, Superintendent, Student Services Coordinator, Student Files*