

SD-42 POLICY: 9430

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

PHILOSOPHY

The Board of Education ("Board") ~~is committed~~~~recognizes that it has a responsibility~~ to maintain ing safe, orderly, and caring school environments for all of its students and employees. It

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

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

~~The Board~~ recognizes that ~~the use of~~ emergency physical restraint or seclusion ~~procedures~~ may be necessary when a student presents imminent danger to themselves or others.

AUTHORITY

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

DEFINITIONS

1. **Physical restraint** is a method of restricting another person's freedom of movement or mobility in order 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 the purpose of 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~~while teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

2. **Seclusion** is the involuntary confinement of a person alone in a room, enclosure, or space from which ~~the person is~~they are physically prevented from leaving.

Behaviour strategies, such as "time out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply ~~where~~when a student ~~has personally~~voluntarily requested to be in a ~~different~~separate or secluded ~~location~~space.

3. ~~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 of time. ~~Time out involves~~

~~removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior.~~

~~— Time out is only one option along a continuum of behavior interventions supporting behavior change. Time out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time out room in a location outside of the classroom.~~

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

~~GUIDING PRINCIPLESCHOOL DISTRICT POLICY FOR THE USE OF PHYSICAL RESTRAINT AND SECLUSION~~

1. Physical restraint and seclusion procedures are emergency, not treatment, procedures and are used *only* in exceptional circumstances ~~where-when~~ a student is in imminent danger of causing harm to self or others.

2. All school staff ~~members~~ are provided the opportunity to participate in training ~~on~~ positive behaviour interventions and supports and de-escalation techniques, ~~and all specialized staff who work directly with a student in situations where there is a 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 behavior is presenting a danger to self or others are expected to be trained in crisis intervention and the safe use of physical restraints and seclusion.~~

~~3.~~ Parents/Guardians, and ~~where-when~~ appropriate, students, are offered opportunities to be advised of and/or consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans.

~~4.3.~~ _____

~~5.~~ Every instance ~~where-of~~ physical restraint and/or seclusion ~~or the use of "time out" outside of a classroom has occurred~~ is documented.

~~6.4.~~ _____

~~7.~~ Prevention and /intervention strategies are reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student has occurred; multiple uses of physical restraint and seclusion have occurred within the same classroom; or, physical restraint and seclusion is-has repeatedly been used by an individual.

~~8.5.~~ _____

~~9.~~ Incidents of physical restraint and seclusion will be reported to the school principal, and forwarded to the Superintendent of Schools or designate.

~~10.6.~~ _____

~~11.7.~~ The School District will review this policy on a regular basis to ensure alignment with current research, best /practices, and ~~to ensure alignment with~~ guidelines issued by from the Ministry of Education and Child Care.

APPROVED: May 18, 2016

~~REVIEWED: June 2021~~UPDATED: November 13 2024