

## PHYSICAL RESTRAINT AND SECLUSION

### Background

All students and staff are to be provided with a safe learning and working environment. Such safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education, are followed.

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- If required, physical restraint and/or seclusion will be implemented as emergency, not treatment, procedures.
- School staff members are offered opportunities to be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
- Specialized staff are offered opportunities to participate in training regarding the safe implementation of physical restraint and/or seclusion.
- Parents and, where appropriate, students are provided opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, or safety plans. Review or revision of such plans will occur if there is repeated use of restraint or seclusion for an individual student.
- Procedures for documenting every instance of the use of physical restraint or seclusion are clearly articulated.

The District is committed to regular review of this Administrative Procedure to ensure alignment with Ministry of Education guidelines and current research/practice.

**Definitions:** Ministry of Education

**Behaviour:** the actions by which an individual adjusts to the environment. It is commonly understood that behavior is communication. It is the impact of the behavior that dictates whether it is negative or positive.

**Physical Restraint:** “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 teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

**Seclusion:** “the involuntary confinement of a person, alone in a room, enclosure, or space which the person is 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 a student has personally requested to be in a different/secluded location/space.

### **Procedures**

1. Physical restraint and seclusion may only occur when the behavior of a student 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.
2. Physical restraint and seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
3. 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.
4. All school staff members involved in implementing physical restraint or seclusion protocols must be trained in Non-Violent Crisis Intervention to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.
5. Physical restraint and seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. If a staff member is injured during physical restraint or seclusion, a “Worker’s Report of Injury or Occupational Disease to the District” ([NWSD Form 6A](#)) must be completed and given to the Principal/VP in accordance with WorkSafeBC regulations.
7. Any space used for seclusion will not jeopardize the secluded student’s health and safety.
8. Any student placed in seclusion must be continuously visually observed by an adult who is physically present throughout the period of seclusion, and who is able to communicate in the student’s primary language or mode of communication.
9. A review/revision of prevention/intervention strategies must occur in cases where there is:
  - 9.1 Repeated use of physical restraint or seclusion for an individual student

- 9.2 Multiple use of physical restraint or seclusion occurring within the same classroom
- 9.3 Repeated use of physical restraint or seclusion by an individual staff member

10. Communication with District and School Staff:

- 10.1 Follow-up after each incident involving the use of physical restraint or seclusion:
  - 10.1.1 School staff will notify the Principal as soon as possible after an incident / always prior to the end of the school day on which the incident has occurred.
  - 10.1.2 The Principal will notify the Director of Instruction, Learning Services and the Superintendent or designate as soon as possible after an incident / prior to the end of the school day on which the incident has occurred.

11. Documentation by school staff of any use of physical restraint or seclusion is required.

- 11.1 School staff are required to use the “Physical Restraint and Seclusion Record” (Form 23-1) District template.
  - 11.1.1 The use of “time out” outside of the classroom is also to be documented on record form. (Form 23-1)
- 11.2 Completed records are due to the office of the Director of Instruction, Learning Services by June 30 each year.

12. Communication with Parents:

- 12.1 The Principal will notify parents/guardians as soon as possible/always prior to the end of the school day on which the incident has occurred.
- 12.2 A debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – will examine what happened/what caused the incident, and what could be changed, i.e., preventative and response.

13. Students with Special Needs

- 13.1 Where the use of physical restraint or seclusion may be a potential part of the educational program of a student with special needs, procedures will be clearly laid out in that student’s Positive Behaviour Support Plan, and/or Staff Safety Plan and be placed with that students’s Individual Education Plan (IEP).
- 13.2 All other procedures as above will be followed.

*Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act*

*SD No. 40 (New Westminster)*

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*Adopted: November 26, 2019 (formerly AP 354)*

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Modification to this document is not permitted without prior written consent from SD No. 40 (New Westminster)

## Record of Physical Restraint, Seclusion, Time-Out

This form is used to document the use of physical restraint and seclusion for a student.

Time outs are also to be recorded (parent debrief not required)

A copy of this form must be sent to the Director of Instruction, Learning Services  
by June 30 each school year (with the original kept in the student's red file).

<b>Student Name:</b>	<b>Grade:</b>
<b>School:</b>	<b>School Year:</b>

DATE: mm/dd/yy	PURPOSE: P = Physical Restraint S = Seclusion T = Time-out	AMOUNT OF TIME; e.g. 2:15 – 2:30 p.m.	Notes (i.e. location, triggers)	Parents debriefed: (check box)
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S

DATE: mm/dd/yy	PURPOSE: P = Physical Restraint S = Seclusion T = Time-out	AMOUNT OF TIME; e.g. 2:15 – 2:30 p.m.	Notes (i.e. location, antecedents)	Parents debriefed: (check box)
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
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