

AP 3308: Physical Restraint and Seclusion in School Settings

The district recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The district believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Behaviour is a form of communication and interventions for all students are to emphasize prevention and promotion of positive behaviour to protect the individual's and other's safety.

The district recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. Every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

Individuals/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 must be familiar with the [Provincial Guidelines- Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015.](#)

Definitions:

“Behaviour” the actions by which an individual adjusts to their environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether the behaviour is negative or positive.

“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. Neither is the provision of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort.

“Seclusion” is 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”. Neither is it considered seclusion where a student has personally requested to be in a different/secluded location or space.

“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.

“Behaviour Support Plan” is collaboratively developed to teach the student the desired behaviour(s) and to adapt the environment to promote the learning of the new behaviour(s).

“Employee Safety Plan” is collaboratively developed to instruct staff on procedures and strategies to keep themselves safe when interacting with a specific student who presents with challenging behaviours.

Procedures

1. Physical restraint and seclusion procedures are emergency, not treatment, procedures and are used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
2. All school staff members are to be provided the opportunity to participate in training in 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 behaviour 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 and, where appropriate, students are to be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour support plans, emergency and/or employee safety plans.
4. In cases where an individual student could potentially cause harm to self or others the following plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student:
 - 4.1. A Behaviour Support Plan detailing the student’s triggers, patterns of escalation and appropriate adult responses is collaboratively developed and implemented by all staff working directly with the student.
 - 4.2. Based on the data from a Functional Behaviour Assessment (FBA), a Behaviour Support Plan describing positive behaviour intervention supports, and conflict de-escalation procedures is collaboratively developed.
 - 4.3. A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is an identified need for the use of physical restraint of an individual student.
5. It is the principal’s responsibility to ensure that staff such as teachers, education assistants, bus drivers, clerical, custodians and any on-call staff read the Behaviour Support Plan and the Employee Safety Plan and understand the importance of adhering to these plans for their own safety and the safety of others.
6. Every instance where physical restraint and/or seclusion or the use of “timeout” outside

of a classroom has occurred is documented on a Physical Restraint/Seclusion Report Form and immediately be filed with the principal, the Manager of Safe Schools, and the Director of Inclusion, Equity, and Reconciliation.

7. Parents/Guardians must be immediately informed about the incident and restraint techniques and receive a copy of the Physical Restraint/Seclusion form and informed of restraint techniques used by school.
8. Physical Restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint as taught through non-violent crisis intervention.
9. Prevention/intervention strategies are reviewed and revised in situations where:
 - 9.1. Repeated use of physical restraint and seclusion for an individual student occurs;
 - 9.2. Multiple uses of physical restraint and seclusion occur within the same classroom; or
 - 9.3. Physical restraint and seclusion is repeatedly used by an individual.
10. The space used for seclusion must not jeopardize the students' health and safety - emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others:
 - 10.1. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 10.2. A student must never be locked into any room in the school and/or the door must never be held shut.
 - 10.3. Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.