

AP 3308: Physical Restraint and Seclusion in School Settings

School District No. 8 (Kootenay Lake) (SD8) 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.

Staff and individuals 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: 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: 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: 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: Removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time.

Positive Behaviour Support Plan: Collaboratively developed document to help teach the student the desired behaviour(s) and to adapt the environment to promote the learning of the new behaviour(s).

Employee Safety Plan: Collaboratively developed document to instruct staff on procedures and strategies to keep themselves safe when interacting with a specific student.

Functional Behaviour Assessment: An assessment that includes a variety of observations and records that determine the “function” of a student’s behaviour.

Procedures:

1. Physical restraint and seclusion procedures are emergency 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 with the opportunity to participate in non-violent crisis intervention training which teaches de-escalation techniques and positive behaviour interventions.
3. All specialized 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 who may need to respond when a student’s behaviour presents such danger, must be trained in non-violent crisis intervention.
4. Parents and, where appropriate, students are to be offered opportunities to be consulted in the development of positive behaviour interventions and supports and behaviour support plans.
5. In cases where an individual student could potentially cause harm to self or others the following plans should be collaboratively developed with the principal, school staff and district staff working with the student:
 - 5.1. A Functional Behaviour Assessment (FBA) is conducted.
 - 5.2. Based on the data from the FBA, a Positive Behaviour Support Plan is developed collaboratively and implemented outlining the following:
 - 5.2.1. positive behaviour intervention supports,
 - 5.2.2. conflict de-escalation procedures,
 - 5.2.3. the student’s triggers,
 - 5.2.4. patterns of escalation, and
 - 5.2.5. appropriate adult responses.
6. A review of prevention and intervention 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.
7. Physical Restraint
 - 7.1. 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.

- 7.2. Every instance where physical restraint, seclusion or the use of a “time-out” outside of a classroom has occurred must be documented on a Physical Restraint/Seclusion Report Form and immediately filed with the principal, the Manager of Safe Schools, and the Assistant Superintendent.
 - 7.3. Parent(s)/legal guardian(s) must be immediately informed about the incident and restraint techniques used by the school and receive a copy of the Inclusive Education Procedure [8.10 Record of Non-Violent Crisis Intervention of a Student](#) form.
 - 7.4. Physical Restraint is always conducted by a staff member who has received non-violent crisis intervention training in a safe manner with use of the proper methods.
8. Seclusion
- 8.1. The space used for seclusion must not jeopardize the student’s physical or emotional health and safety.
 - 8.2. Seclusion must only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 - 8.3. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 8.4. A student must never be locked into any room in the school and the door must never be held shut.
 - 8.5. 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.
 - 8.6. Parent(s)/legal guardian(s) must be immediately informed about the incident and the seclusion technique(s) used and receive a copy of 8.10 Record of Non-Violent Crisis Intervention of a Student.