



#### **Rationale**

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

- behaviour interventions for all students emphasize prevention and positive behaviour supports, and that every effort be made to employ preventative actions that preclude the need for the use of physical restraint and/or seclusion.
- respect for student rights, maintaining student dignity and the safety of all involved, is paramount.

The CISDV recognizes that the use of emergency physical restraint and/or seclusion procedures may be necessary as a last resort when a student presents imminent danger to themselves or others.

#### **Policy**

School personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.

Physical restraint or seclusion may *only* be used in exceptional circumstances where the behaviour 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. Restraint and/or seclusion is to be discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.

Physical restraint and/or seclusion conducted by a trained staff member is never to be 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 or supine position; never employs the use of mechanical devices).

Neither restraint nor seclusion are to be used as a punishment, discipline, or to force compliance in an educational/learning setting.



## **Definitions**

**Behaviour** – “The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.”

Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology And Life, 16/e*. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American

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

**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’.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/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. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.



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

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

#### **Regulation**

##### 1. Prevention

- a) Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.
- b) Schools are encouraged to implement a school-wide Positive Behavior Support (PBS) Program.

##### 2. Identification and Intervention

- a) Educational assessments, including functional behaviour assessments, should be provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans. These plans incorporate positive behaviour interventions, and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.
- b) Behaviour interventions/supports are to address the underlying cause of purpose of potentially harmful behaviour.
- c) In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning is expected to include the development of:
  - an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods.



- a formal positive behaviour support plan describing positive behaviour interventions/supports and conflict de-escalation procedures that are in place.
  - an emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, and confirming the formal training of school personnel.
- d) It is critical that:
- any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety .
  - any student placed in seclusion is *continuously visually observed by an adult who is physically present throughout the period of seclusion* and that all health and safety policies or regulations including *WorkSafe BC Regulations* be followed.
  - school personnel able to communicate with the student in the student's primary language or mode of communication are present at all times.
3. Staff Training
- a) It is expected that schools will include among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
- b) It is expected that all school personnel be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and that all specialized staff be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.
- c) School personnel 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 have been trained in crisis intervention and the safe use of physical restraint and seclusion.

4. Additional Supports

- a) School Based Teams are encouraged to engage the assistance of additional program and resource supports that may be available in their community.
  
- b) It is expected that parents (and where appropriate students) are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

5. Incidents

- a) Documentation is required of every instance where physical restraint and/or seclusion of a student occurs.
  
- b) Follow-up after each incident involving the use of physical restraint or seclusion is to include:
  - notification to the school principal as soon as possible after an incident; always prior to the end of the school day on which the incident has occurred.
  - notification, by the school principal or designate, to the student's parent(s)/guardian(s) as soon as possible; always prior to the end of the school day on which the incident has occurred.
  - notification to the Superintendent or Director of Learning Support Services as soon as possible after an incident; always prior to the end of the school day on which the incident has occurred.
  - a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed (i.e. prevention and response).
  
- c) The School Based Team will review and revise prevention/intervention strategies in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical



Island Catholic Schools

## STUDENT PERSONNEL

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### STUDENT PHYSICAL RESTRAINT AND SECLUSION 529

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restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.

Reference: Provincial Guidelines – Physical Restraint and Seclusions in School Settings (June 2015)	Approved
	Date Approved: April 25, 2017
Cross-reference: Policy 500 – Student Admissions Policy 619 – Learning Support Services ICS Safety Plan template	Date(s) Revised: