

<b>Section:</b>	<b>Health and Safety</b>	
<b>Title:</b>	<b>Physical Restraint and Seclusion Procedure</b>	<b>180-1</b>

## Purpose

The Board established a policy outlining the responsibility of providing a safe work environment, and when necessary, to use physical restraint and seclusion where a student’s aggressive or violent behaviour may harm the student, staff or other students. This procedure outlines how physical restraint or seclusion will be managed.

## General Guidelines

1. Physical Restraint and Seclusion should be used only as a last option when all other strategies for de-escalating the student’s aggressive or violent behaviour have been tried.
2. *Physical Restraint* and *Seclusion* may only be used as a last option for securing safety when behaviour interventions have not worked and the harmful actions or threats continue to escalate.
3. *Physical Restraint* and *Seclusion* is only used until such time as the risk of serious harm to self or others is eliminated.
4. *Physical Restraint* and *Seclusion* may never be used as a punishment, discipline or to force compliance in an educational learning setting.

## Definitions:

*Physical Restraint* is a “method of forcibly restricting, confining or controlling another person’s freedom of movement or mobility, whether by use of an intervener’s body, an object, or a medication.”

**Table 1: Restraints and Acceptable Use**

	<b>Not a Restraint</b>	<b>Restraint</b>
<b>Acceptable</b> if compliant with this policy	<ul style="list-style-type: none"> <li>• Handholding (person is free to let go)</li> <li>• Directing a person to stay in a position (e.g. seated) or place (e.g. in the room)</li> <li>• Blocking a person from hitting another</li> <li>• Blocking a person from self-injury (e.g. using a pillow as a barrier)</li> <li>• Directing a person to an incompatible behaviour (such as leaving the area or holding something)</li> <li>• Positioning one’s self or an object between a person and a potential target</li> </ul>	<ul style="list-style-type: none"> <li>• Holding a student’s hands to avoid self-injury</li> <li>• Holding a student’s arms to keep them from striking someone</li> <li>• Moving a person to a safe space by physically directing his body</li> </ul>
<b>Never Acceptable</b>	<ul style="list-style-type: none"> <li>• Striking a person</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanical restraints (usable only by police)</li> <li>• Use of medication against the person’s will</li> <li>• Intentionally inducing pain or physical aversion</li> </ul>

*Seclusion* is the “involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving”.

**Table 2: Seclusion and Acceptable Use**

	<b>Not Seclusion</b>	<b>Seclusion</b>
<b>Acceptable</b> if compliant with this policy	<ul style="list-style-type: none"> <li>• Student leaves a space of own accord and is not immediately permitted to re-enter</li> <li>• Student is left alone in a space (with observation from a distance) while potential targets leave</li> <li>• Student is asked to go home, in abidance with other MPSD policy</li> <li>• Student is directed to a safe/calming area</li> <li>• Student is permitted to go outside or to an open space</li> <li>• Student is directed to office, medical area or similar for additional support</li> <li>• Potential targets lock themselves down from the inside of a secure area</li> </ul>	<ul style="list-style-type: none"> <li>• Student is held in a room or space by being locked in</li> <li>• Student is held in a room by staff barring doorway or holding door knob/handle</li> <li>• Barricading a person into a space using objects</li> </ul>
<b>Never Acceptable</b>	<ul style="list-style-type: none"> <li>• Leaving a person unsupervised</li> <li>• Sending a person out of the school without abiding other MPSD policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Tying a person to an object that keeps them away from others</li> </ul>

**Procedures**

The restraint or seclusion process involves four basic steps: *Physical Restraint or Seclusion, notification, debriefing, written documentation, and follow-up.*

1. *Physical Restraint or Seclusion* should:
  - Be conducted using calm, reassuring verbal and nonverbal communication with the student in the student’s primary language or mode of communication by trained school personnel who are present at all times.
  - Be done using the least amount of physical force to protect the student and the restrainer.
  - Never be conducted in a manner that could, in any way, cause harm to a student.
  - Have the least amount of disturbance to others.
  - Be in the presence of another adult when practical.
  - Be implemented in a space that is made as safe and dignified as possible for the student.
  - Ensure any student placed in seclusion is being continuously observed by an adult who is physically present throughout the period of seclusion. This observing could be done indirectly, such as through a mirror or window, if direct supervision is not possible.
  - Ensure all health and safety policies or regulations including WorkSafe BC regulations are followed.
  - Be discontinued once the risk of serious harm to self or others is eliminated.

Note: Non-trained personnel may be required to use reasonable physical force to restrain a student when the student threatens serious physical harm to the student or others, and trained personnel are not immediately available.

2. Notification of the *Physical Restraint or Seclusion*:

Notification must be made to the Principal, Parents/Guardian, Director of Student Services or Assistant Superintendent, and the Superintendent or designate as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.

3. Debriefing meetings must:

- Be designed to re-establish and maintain a safe learning environment.
- Occur shortly after a student has been restrained or secluded, with the staff involved and students who witnessed the restraint or seclusion.
- Occur with concerned parents, school personnel, parents or guardians of the student and where possible with the student, to discuss the restraint or seclusion incident, to examine what happened/caused the incident, and to determine what could be changed in the future and what strategies are needed to prevent the reoccurrence – to make use of physical restraint or seclusion unnecessary.

4. Written Documentation and follow-up:

- Using the Restraint and Seclusion Report Form, provide as much information as possible on the restraint or seclusion. Note the time and location of the incident, names of all people involved or that have witnessed the incident, and written statements that lead to and describe the incident and the resolution.
- All parents/guardians of the student and, where appropriate, students must be consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans. The student's behaviour plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, at least annually.
- Notify the director of student services of the restraint or seclusion of a student prior to the end of the school day on which the incident occurred.
- Review and revise prevention/intervention strategies when the repeated use of physical restraint and seclusion occurs for an individual student, multiple use of physical restraint and seclusion within the same classroom, or physical restraint and seclusion is repeatedly used by an individual.
- Additional community supports and resources will be engaged whenever appropriate or available.
- The circumstances may require a further internal or external investigative process, as determined by the Superintendent or Director of Student Services.

Note: Non-trained personnel acting reasonably to physically restrain a student to contain an imminent threat of assault or serious physical harm will not be subject to discipline for their use of physical restraint.

**Approved by the Superintendent**

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**Date Approved:**