

Seclusion and/or Physical Restraint

Adopted: June 28, 2011

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External References

- The Education Act, 1995, Sec. 85, 87, 141, 142, 145, 150, 151, 152, 153, 154, 155, 156, 175, 178, 185, 186.1, 187, 231
- Saskatchewan Human Rights Code Act, Section 152
- The United Nation Convention on the Right of The Child, Articles 19, 28, 37
- Council for Exceptional Children, 2009
- The National Building Code of Canada, 2010 – 3.4.6.16 (door release hardware)

Internal References

- AP 350 Student Conduct
- AP 352 Positive Behaviour Support
- AP 353 Referral for Counselling Services
- AP 360 Student Discipline
- AP 432 Prevention of Harassment and Violence
- AP 550 Transportation of Students on a School Bus
- AP 556 School Bus Safety
- Form 355-1 Seclusion and/or Physical Restraint Incident Report

Background

The Division believes that all children and youth have the right to be treated with dignity and strives to ensure that all students and staff are provided with a safe and caring learning environment. Hence, the Division has established guidelines and procedures for the safe and respectful use of seclusion and/or physical restraint.

The following related principles are adapted from the Council for Exceptional Children's (CEC's) Policy on Physical Restraint and Seclusion Procedures in School Settings (Behavior Disorders, 34(4), p. 226):

- Behavioural interventions for children consider the right of all children and youth to be treated with dignity.
- All children and youth receive necessary educational programming and supports in a safe and least restrictive environment.
- Positive and appropriate educational interventions include behavioural supports that are proactive and preventative.
- Early intervention promotes the academic and behavioural success of all students.
- Schools are staffed with appropriately trained personnel who employ conflict de-escalation techniques to avoid and defuse conflict and crisis situations.
- Children and youth whose patterns of behaviour impede their learning or the learning of others receive appropriate educational assessment. This includes a functional behaviour assessment and a subsequent proactive behavioural intervention plan.
- Positive behavioural intervention plans include: targeted instruction in appropriate behaviour, and strategies to self-regulate and de-escalate behaviour.

Definitions

In this Administrative Procedure:

Physical Restraint is defined as any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his or her body (Council for Exceptional Children, 2009).

Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is secured, blocked by other objects, or held by staff (Council for Exceptional Children, 2009).

Procedures

1. Seclusion and/or physical restraint procedures are used in school settings only when the physical safety of the student and/or others is in **imminent danger**.
 - 1.1 Seclusion and/or physical restraint procedures are viewed as **last resort** interventions that maintain a reasonable concern for student dignity. Last resort implies that all other available interventions have been implemented with fidelity but have failed to prevent or de-escalate a situation, and there is significant concern for the personal safety of the student and/or others.
 - 1.2 The purpose of seclusion and/or physical restraint is to redirect misbehaviour that has resulted in repeated and directed aggression or hostility, and compromised safety.
 - 1.3 Seclusion and/or physical restraint is not used as punishment, discipline, or a substitute for appropriate educational support.
2. Seclusion and/or Physical Restraint Timeout Room Safety Requirements
 - 2.1 Meet National Building Code of Canada (i.e. regulations regarding door release hardware).
 - 2.2 Allow students to exit in an emergency.
 - 2.3 Provide the means by which adults can visually monitor the student at all times.
 - 2.4 Contain no furniture or other items that may be harmful to students.
 - 2.5 Are well ventilated.
3. Processes
 - 3.1 Ensure that all seclusion and/or physical restraint environments are safe, consider the dignity of the child, and meet programming and safety guidelines (i.e. reasonable location, size, no furniture or baseboards, small window, magnetic foot lock).
 - 3.2 Provide staff involved in physical restraints with regular training in Non-Violent Crisis Intervention.
 - 3.3 Inform and engage parents as appropriate when planning for the use of seclusion and/or physical restraint for individual students. When seclusion and/or physical restraint are included in the behaviour or safety plan of a student with intensive needs, informed signed parental consent is required. These individual behaviour or safety plans are appended to the student's eIIP.
 - 3.4 Ensure that a student in seclusion and/or physical restraint is carefully and continuously observed and monitored by an adult throughout the entire period of seclusion and/or physical restraint.
 - 3.5 Notify the principal as soon as a student is placed in seclusion and/or physical restraint.
 - 3.6 Inform parents promptly when seclusion and/or physical restraint have been utilized for their child.
4. Follow-up by School-Based Team

- 4.1 Use Form 355-1 Seclusion and/or Physical Restraint Incident Report to debrief the use of seclusion and/or physical restraint:
 - 4.2.1 debrief current situation including antecedent or triggers,
 - 4.2.2 review effectiveness of current interventions, and
 - 4.2.3 problem solve to determine additional processes or supports required to prevent future escalation of such behaviour.
- 4.2 Meet with parents as appropriate to collaborate and formulate future intervention plans to prevent such escalation.
- 4.3 Consider request for support from Student Support Services which may include:
 - 4.2.4 a risk assessment, and/or
 - 4.2.5 further consideration of behaviour interventions as required by the presenting situation.