

Adopted: 1999-04-27	Reviewed: 2011-04-12	Amended: 2007-11-13 2018-10-09
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SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

To ensure Fraser-Cascade schools are learning environments that are as safe as possible for all children and adults.

It is expected that school personnel are always looking for tools and methods to avoid seclusion and restraint including the implement pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary.

Physical Restraint and Seclusion may only occur when behaviour of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive measures have been ineffective of ending the threat of serious physical harm. Each incident will be accurately documented using the prescribed district form which includes information about the required parent notification.

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REGULATIONS

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

1. Definitions

- 1.1 Seclusion – the involuntary confinement of a person, alone in a room, enclosure or space which the person is physically prevented from leaving. The term seclusion does not apply to the following situations:
 - 1.1.1 When a student has personally requested to be in a different/secluded location/space;
 - 1.1.2 When a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks are behaviour strategies which are proactive and are part of the student’s daily routine.
- 1.2 Physical Restraint – 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 term physical restraint does not apply to the following situations:
 - 1.2.1 The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
 - 1.2.2 A temporary, gentle touch on a student’s arm, shoulder or back for the purpose of guiding a student to a safe location. A gentle touch to some students can be a physical trigger. Be mindful of a student’s safety plan.

2. General Guidelines

- 2.1 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:
 - 2.1.1 A Safety 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
 - 2.1.2 Based on the data from a Functional Behaviour Assessment (FBA) a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour intervention supports and conflict de-escalation procedures is collaboratively developed.
 - 2.1.3 The Safety Plan will be communicated with Teachers Teaching on Call and Special Education Assistant replacements as well as any other staff likely to be in contact with the student.

- 2.2 A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:
 - 2.2.1 Repeated use of physical restraint or seclusion for an individual student
 - 2.2.2 Multiple use of physical restraint or seclusion occurring within the same classroom
 - 2.2.3 Repeated use of physical restraint or seclusion by an individual staff member
 - 2.3 It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff, and all casual staff read the plans and understand the importance of adhering to these plans for their own and others' safety.
3. Guidelines for Physical Restraint
- 3.1 The Fraser Cascade District maintains that a "hands off policy" is the best practice in dealing with students who are acting out. Physical restraint and seclusion must not be common practice and are used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 - 3.2 Physical Restraint will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 3.3 The use of a harness or similar approved equipment will only be employed, in keeping with a student's IEP, to prevent running away from the supervised environment. The use of a harness must be approved by Senior District Staff and the student's IEP must include a plan to build skills to eliminate the need for the device.
 - 3.4 Any time, except when a student's IEP details a different procedure, physical restraint is necessary, a "Physical Restraint of Student's Incident Report" must immediately be filed with the Coordinator of Student Support Services. The Safer Schools Coordinator, Parents/Guardians must also be informed about the incident immediately.
 - 3.5 Physical Restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:
 - 3.4.1 Students' breathing is not restricted
 - 3.4.2 Student is not in a prone position (facing down on their stomach)
 - 3.4.3 Student is not in a Supine position (on their back, face up)
 - 3.4.4 Mechanical restraint devices are never used
 - 3.6 Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.

- 3.7 The need for staff to be trained in the use of physical restraint for a student will be determined by the Director of Student Support Services in consultation with district staff, school administration, and school staff.
 - 3.8 If a student's IEP details a procedure for the use of physical restraint it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for the use of physical restraint.
4. Guidelines for Seclusion
- 4.1 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.
 - 4.1.1 Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 4.1.2 Any time, except when a student's IEP details a different procedure, seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the Director of Student Support Services. Parents/Guardians must also be informed about the incident immediately.
 - 4.1.3 A student must never be locked into a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District LSS Personnel, School Administration, school staff, parents and possibly outside agencies.
 - 4.1.4 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.
 - 4.1.5 If a student's IEP details a procedure for the use of seclusion it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

Reference: [Provincial Guidelines](#) – Physical Restraint and Seclusion in School Settings, British Columbia, Ministry of Education, June 3, 2015



Physical Restraint of a Student Incident Report Form

Student

Name: _____

Grade: _____

Employees Involved: _____

Date: _____

Witnesses: _____

Incident Details

Type: Accident Assault Physical Intervention Other: _____

Time _____ Location _____

What happened: _____

Injury Y / N (if yes: complete School Protection Program Incident Report or WorkSafeBC Form)

Description of Injury: _____

Follow Up

How were parents contacted: _____

Date: _____ Time: _____

Has this happened before Y / N

If so when: _____

Plan of Action: _____

Notify Donna Barner and

Send a copy of this form to donna.barner@sd78.bc.ca (completed date) _____

Signatures: Person Reporting _____ Principal _____