

REGULATION #9450.1

PHYSICAL RESTRAINT OR SECLUSION

1. DEFINITIONS

- 1.1. **Physical restraint:** Is a method of restricting a person's freedom of movement or mobility in order to secure and maintain the safety of that person or others.
- 1.2. **Physical escort:** Is 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 safer location and does not constitute physical restraint.
- 1.3. **Physical guidance:** Is the prompting of a student when teaching a skill, redirecting attention, or providing comfort and does not constitute physical restraint.
- 1.4. **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 where a student has personally requested to be in a different/secluded location/space. Behaviour strategies, such as "time out" (removal from an apparent reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time), used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

2. RESPONSIBILITIES

2.1. District Responsibilities

District staff shall:

- a) Provide opportunities for district and school staff to acquire the training necessary to conduct Functional Behaviour Assessments, Analyses and Interviews; and write Individual Education Plans, Positive Behaviour Support Plans, and Employee Safety Plans.
- b) Provide opportunities for district and school staff to acquire the training necessary to work with students in situations where there is a potential for behaviour that presents a danger to self or others.
- c) Notify the superintendent or designate as soon as possible after physical restraint or seclusion has been used.

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2.2. School Responsibilities

The case manager and classroom teacher(s) together with other members of the team (e.g., Ministry of Children and Family Development, Psychologists, Psychiatrists, Paediatricians, Behaviour Consultants), parent(s)/guardian(s), and student (as appropriate) will:

- a) Investigate underlying causes of behavioural incidents (e.g., Functional Behaviour Assessment, analysis, interview).
- b) Develop an appropriate plan of intervention (e.g., Individual Educational Plan, Positive Behaviour Support Plan, Employee Safety Plan); and
- c) Monitor the plan of intervention on an ongoing basis, and revise as necessary.

3. SAFETY SECLUSION PROTOCOL

- 3.1. School personnel will make every effort to structure learning environments and provide learning supports that make physical restraint and seclusion unnecessary.
- 3.2. School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- 3.3. Positive educational/behaviour interventions and mental health supports will routinely be provided for all students who require them, and they will be provided in a safe and least-restrictive environment.
- 3.4. Behaviour interventions will address the underlying cause of potentially harmful behaviour.
- 3.5. Neither restraint nor seclusion will be used as punishment, discipline, or to force compliance in an educational/learning setting.
- 3.6. Schools are strongly encouraged to include, among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation techniques to enable them to defuse conflict and crisis situations.

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- 3.7. 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.
- 3.8. Physical restraint or seclusion will be used *only* 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 or seclusion will be discontinued once imminent danger of serious physical self-harm or harm to others has dissipated.
- 3.9. Recurring use of restraint or seclusion must not be common practice in any student's educational program.
- 3.10. Parents, and where appropriate, students, will be offered opportunities to be consulted in the development of positive behaviour support plans and interventions and employee safety plans.
- 3.11. When physical restraint or seclusion is used:
- a) The principal, vice principal, or designate will adhere to the *Safety Seclusion Protocol*.
 - b) The principal must be notified as soon as possible after an incident, always prior to the end of the school day on which the incident has occurred.
 - c) The principal, vice principal, or designate will provide parent(s)/guardian(s) with a copy of the *Safety Seclusion Incident Report for Parents* as soon as possible, always prior to the end of the school day on which the incident has occurred.
 - d) The principal, vice principal, or designate, will submit the *Safety Seclusion Notification Record* to the district administrator responsible for Student Support as possible after an incident, always prior to the end of the school day on which the incident has occurred.

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- e) The principal, vice principal, or designate, will notify the school district administrator responsible for Student Support as soon as possible after an incident, always prior to the end of the school day on which the incident has occurred.

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