

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

524.1

ADMINISTRATIVE REGULATION

Use of Physical Restraint or Seclusion of Students

DEFINITIONS:

Seclusion – the involuntary confinement of a person, alone in a room, enclosure or space that the person is physically prevented from leaving. The term seclusion does not apply in the following situations:

1. When a student has personally requested to be in a different/secluded/location/space;
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 that are proactive and are part of the student's daily routine.

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 in the following situations:

1. The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
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 the student's safety plan.

GENERAL GUIDELINES:

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 and consider information from assessment reports if available.

1. As Safety Plan detailing the student's triggers, patterns of escalation and appropriate adult responses.
 2. Based on the data from a Functional Behaviour Assessment (FBA), a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour interventions supports and conflict de-escalation procedures will be collaboratively developed.
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Cross Refs: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia, Ministry of Education, June 3, 2015

Adopted: January 27, 1998

Reviewed:

Revised: March 5, 2007, November 27, 2018, February 20, 2019

3. The Safety Plan will be communicated with Teachers, Teaching on Call, Education Assistant replacements as well as any other staff likely to be in contact with the student

A review/revision of prevention/interventions strategies/ plans within a school or classroom must occur in cases where there is:

1. Repeated use of physical restraint or seclusion for an individual student
2. Multiple use of physical restraint or seclusion occurring within the same classroom
3. Repeated use of physical restraint or seclusion by an individual staff member

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.

GUIDELINES FOR PHYSICAL RESTRAINT

1. The Chilliwack School District maintains that a "hands off" policy is the best practice dealing with students who are acting out. Physical restraint must not be common practice and must be used only in exceptional circumstances where a child is in imminent danger of causing serious harm to self or others
2. Physical restraint will only be employed until the imminent danger or serious harm to self or others has dissipated
3. The use of harness or similar approved equipment will only be employed, in keeping with the student's IEP, to prevent running away from the supervised environment. The use of a harness must be approved by the District Principal of Student Services and the student's I.E.P. must include a plan to build skills to eliminate the need for the device.
4. Any time, except when a student's I.E.P. details a different procedure, physical restraint is necessary, a "Physical Restraint of Students" incident report must immediately be filed with the District Principal of Student Services. The Safe Schools Coordinator and Parents/Guardians must also be informed about the incident immediately.
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:
 - 5.1 Student's breathing is not restricted
 - 5.2 Student is not in a prone position (facing down on their stomach)
 - 5.3 Student is not in a supine position (on their back, face up)
 - 5.4 Mechanical restraint devices are never used
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

7. The need for staff to be trained in the use of physical restraint for a student will be determined by the District Principal of Student Services in consultation with district staff, school administration and school staff.
8. If a student's I.E.P. 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 physical restraint

GUIDELINES FOR SECLUSION:

1. The space used for seclusion must not jeopardize the student's 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.
2. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
3. Any time seclusion is necessary, except when a student's I.E.P. details a different procedure, a "Student Safety Incident" or Level 1 Threat Assessment Report must be filed with the District Principal of Student Services. Parents/Guardians must be informed about the incident immediately.
4. A student must never be locked into a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District Student Services personnel, School Administration, school staff, parents and possibly outside agencies.
5. 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 must recorded at regular intervals by the observing adult throughout the period of seclusion.
6. If a student's I.E.P. 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.