



SCHOOL DISTRICT NO. 64

POLICY 402
Student Restraint and Seclusion

*“Inspire learners, Integrate sustainability,
Involve community”*

Section:

Dates of Revisions:

Date of Adoption and

Resolution Number: June 13, 2018 -76/18

Policy:

The School District No. 64 Board of Education expects that district schools will make every effort to plan for, create structure and sustain learning environments that are safe for all students, employees and others. In such learning environments:

- a. learning supports and behaviour interventions for students
 - ✓ promote the rights of all students to be treated with dignity
 - ✓ are provided in a safe and least- restrictive environment
 - ✓ are preventative and make physical restraint and seclusion unnecessary
 - ✓ emphasize prevention and positive behaviour supports
 - ✓ address the underlying cause or purpose of behavior
 - ✓ do not involve restraint or seclusion as common, recurring practice in any student’s educational program
- b. safety plans are developed to ensure the health and safety of students and employees working with them
- c. school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations

Because the board further recognises that the physical restraint or seclusion of students may, in exceptional circumstances, be necessary, it enacts this policy and procedures to reduce imminent harm to, and ensure the safety and well-being of, students, employees and others.

Definitions:

Physical Restraint – is 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. It does not involve:

- a. the provision of a ‘ physical escort’, i.e., 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 safe location;

- b. the provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort.

Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. It does not involve:

- a. behaviour strategies, such as ‘time out’, used for social reinforcement as part of a behaviour plan; these are not considered ‘seclusion’; and
- b. does not apply where a student has personally requested to be in a different/secluded location/space.

Time-out – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out

- a. involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior;
- b. is only one option along a continuum of behaviour interventions supporting behaviour change.
- c. can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.
- d. is typically used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

References

- British Columbia Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings. June 3, 2015
- WorkSafe BC: Planning for Health and Safety