



*"Inspire learners, Integrate sustainability,  
Involve community"*

## SCHOOL DISTRICT NO. 64

### PROCEDURE 402

### Student Restraint and Seclusion

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Section: Students

Dates of Revisions: June 13, 2018

Date of Adoption and

Resolution Number: October 10, 2018- 97/18

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#### 1. Physical restraint or seclusion is:

- a. to 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;
  - b. used only until such time as the imminent danger of serious harm to self or others has dissipated; and
  - c. where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm;
  - d. conducted in a manner that best preserves the student's dignity, wellness and safety;
  - e. never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position; never employs the use of mechanical devices;
  - f. to be thoroughly documented in each instance where physical restraint or seclusion is applied, with such documentation shared by the school team, the superintendent or designate, and the parents of the student;
  - g. avoided as a punishment, a form of discipline, or to force compliance.
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2. In accordance with WorkSafeBC regulations, risk assessment and containment procedures will be established, in the form of Safety Plans appropriate to a school setting and within the Ministry of Education's framework for Safe Schools.

3. A Safety Plan must be written when:
  - a. there is reasonable cause to believe that a student may injure an employee;
  - b. exceptional circumstances exist such that the health and safety of other students is compromised; and/or
  - c. where a Risk Assessment indicates a risk of violence.
  
4. Safety Plans establish procedures, policies and work environment arrangements to eliminate the risk to district workers from violence. They:
  - a. may be deemed necessary in certain circumstances where the health and safety of other students is compromised;
  - b. satisfy the WorkSafeBC Regulations and district need for employees to be informed of the potential risk of workplace violence and to mitigate against the possibility of such risks;
  - c. should be integrated with, and follow the development of, a behaviour support plan, and
  - d. require careful documentation and implementation.
  
5. Schools will prepare by:
  - a. including among their staff members, individuals who are trained in positive behaviour intervention supports such as the Mandt System which promotes healthy relationships and trains about preventive measures, and non-violent intervention techniques that enable staff to defuse and de-escalate conflict and crisis situations. involving parents and, where appropriate, students in the development and implementation of positive behaviour supports and interventions, behaviour plans, and Safety Plans;
  - b. involving parents and, where appropriate, students in the development and implementation of positive behaviour supports and interventions, behavior plans, and Safety Plans;
  - c. arranging for those staff members working directly with students whose behaviour could potentially cause harm to self or others, and for whom restraint or seclusion may be necessary, to be trained in crisis intervention and the safe use of physical restraint and seclusion;

- d. ensuring that Individual Education Plans (IEPs)
  - i. describe positive behaviour intervention supports;
  - ii. include a Safety Plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, confirming the formal
  - iii. are reviewed annually

**6. Schools will follow up after an incident by:**

- a. notification to the school principal as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
- b. notification, by the school principal, to the student's parents(s)/guardians(s) as soon as possible/always prior to the end of the school day on which the incident has occurred
- c. notification to the school district administrator responsible for student support services as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
- d. notification to the superintendent or designate as soon as possible after an incident has occurred
- e. a debriefing – with involved school personnel; parent(s) or guardian(s) of the student and where possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary

**7. Review of Practices**

School and district Learning Services personnel will regularly review these physical restraint and seclusion procedures to ensure alignment with current research/practice.

**References**

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