

AP 353 – PHYSICAL RESTRAINT AND SECLUSION

BACKGROUND

The School Division believes that all children and youth have the right to be treated with dignity and strives to ensure that all students and staff are provided with a safe and caring learning environment. Hence, the school division has established guidelines and procedures for the safe and respectful use of physical restraint and seclusion.

PURPOSE

This administrative procedure has been developed to ensure that students and staff members are protected from aggressive or violent acts and to ensure that students are not subjected to the unreasonable use of physical restraint.

The procedure is intended to ensure a consistent, coordinated approach to managing violent incidents that occur in schools. When a student's behaviour presents a threat to the safety of other students, staff members, and the student himself or herself, measures must be undertaken by the staff to ensure the security of the school environment.

Any physical intervention is potentially dangerous and should be considered an emergency response procedure. The board provides opportunities for staff members to acquire the training necessary to deal with such emergency situations.

This administrative procedure sets out the board's expectations for behaviour management and staff training, and details the circumstances under which physical intervention techniques may be used.

Seclusion or physical restraint procedures are used in school settings only when the physical safety of the student and/or others is in imminent danger.

Seclusion or physical restraint procedures are viewed as last resort interventions that maintain a reasonable concern for student dignity. Last resort implies that all other available interventions have been implemented with fidelity but a) have failed to prevent or de-escalate a situation, and b) there is significant concern for the personal safety of the student and/or others.

The purpose of seclusion and physical restraint is to redirect misbehaviour that has resulted in a) repeated and directed aggression or hostility, and b) compromised safety.

Seclusion and physical restraint is not used as a) punishment, b) discipline, or c) a substitute for appropriate educational support.

DEFINITIONS

Physical Restraint: A physical restraint is defined as any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his or her body (Council for Exceptional Children, 2009).

Seclusion: Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is secured, blocked by other objects, or held by staff (Council for Exceptional Children, 2009).

Therapeutic Rapport: Therapeutic Rapport is an approach used to re-establish communication with an individual who is experiencing Tension Reduction characterized by a decrease of emotional and physical energy. (Non Violent Crisis Intervention 2015)

PHYSICAL RESTRAINT PROCEDURES

1. Emergency Physical Restraint Intervention

- 1.1. In the event that the safety of students or staff members is in jeopardy because of the behaviour of a student or students in a school, it is expected that the staff will take all possible measures to prevent injury and maintain a safe learning environment for all students and staff.
- 1.2. As a final resort, it may be necessary to physically restrict the activity of a student. This procedure will be undertaken only when it is clearly evident that all other attempts to manage the situation have been unsuccessful and an issue of safety clearly continues to exist. Physical restraint is to be used only when the welfare, safety, and security of the student and staff can be ensured.
- 1.3. Staff members may intervene by touching or exercising bodily contact, by holding the hand, touching the shoulder(s) or arms of a student, to redirect student behaviour.
- 1.4. Reasons for staff intervention include:
 - 1.4.1. protection of students from aggression (i.e. punching, shoving, biting); or
 - 1.4.2. protection of a student, when a student is at risk of physical danger (i.e. running onto a road, head-banging, climbing on equipment).
- 1.5. In rare cases when physical safety is at risk, it may be necessary to call for immediate assistance to use non-aggressive physical intervention with minimal force and with personal safety techniques immediately to avoid student or staff injury.
- 1.6. If a weapon is involved or the child cannot be restrained safely and reasonably, staff members must call for immediate assistance from other staff or police, if necessary. Staff members will instruct other students to leave the immediate area.

2. Planned Therapeutic Restraint

For treatment programs, the application of physical restraint which has a positive and corrective benefit may be recommended as part of a treatment plan by a community resource professional working in collaboration with the school staff and family. This process must be well understood by all involved through clear and ongoing discussion, training and demonstration with the parents/guardians.

3. Documentation and Communication for Physical Restraint

- 3.1. All incidents of the use of restraint must be documented and communicated to parents/guardians. Form 353A Physical Restraint and Seclusion Incident Report will be used. In the case of a restraint, other staff members who are present at the time of restraint shall prepare a separate statement to be attached to the report.
- 3.2. Written parent/guardian authorization must be obtained if staff members, in treatment programs, have a need to use planned therapeutic restraint as part of specifically defined procedures outlined in a treatment plan.
- 3.3. Parent authorization is also required for staff implementation of restraint procedures that are to be part of the student's IIP or Tier 3 formal behavioral plan. When physical restraint is identified as exceptional and part of an emergency plan, it must be tracked as part of the student's IIP documentation or Tier 3 formal behavioral plan and reviewed monthly with the LAT Supervisor.
- 3.4. A staff debriefing regarding the incident must occur within 24 hours. Therapeutic rapport for the student should be addressed by staff involved within an appropriate time frame. Documentation using Form 353-2 Staff Debrief Data Collection will be completed and a copy sent to LAT Supervisor.
- 3.5. Parents/guardians must be informed of all incidents of restraint using Form 353-1 Physical Restraint and Seclusion Incident Report. When physical restraint is identified as exceptional and part of an emergency plan found in an IIP or Tier 3 formal behavior plan, parent communication is agreed on and shared in regular plan reviews.
- 3.6. Clear and ongoing communication with parents/guardians and other stakeholders must be maintained in both emergency and planned circumstances.

4. School Physical Restraint Procedures

- 4.1. School Physical Restraint Procedures will be developed and included in the student's IIP or Tier 3 formal behavioral plan to define the steps and procedures that will be followed in each incident. The school procedure must be reviewed annually with the LAT Supervisor.
- 4.2. For emergency situations, a sequence of actions will be identified and documented. A school emergency procedure will provide for the support and safety of staff, students and others present on school property. The possible need to administer emergency intervention will be addressed in the school procedure.
- 4.3. Restraint will be considered only if the student's actions or behaviours threaten the safety of that student or others.
- 4.4. If the number of emergency interventions increase in frequency and severity and the safety of students and staff is a concern, then the following process shall be put in place. The progression shall be documented as noted in section 4 of this administrative procedure:
 - 4.4.1. The principal will contact the Deputy Director of Education to set up a case conference to discuss available options and strategies to be put in place.
 - 4.4.2. The principal, in consultation with the Deputy Director of Education, will establish a safety plan including time lines and set a review date.
 - 4.4.3. At the review meeting, the success of the strategies will be assessed and next steps will be determined. If there remains a need for behaviour management training, consultation with the Deputy Director of Education must occur. The Deputy Director of Education will then facilitate arrangements with the system personnel supervising the

training program.

- 4.4.4. In planned therapeutic circumstances, a school procedure specific to the individual treatment needs of a particular student will be developed in collaboration with parents, school personnel including the LCSD OT and other agency service personnel. This will be documented and communicated to all involved. The procedure will include appropriate safety measures, regular communication and follow-up actions.
- 4.4.5. School procedures will provide for the support of staff members who will perform the procedure. Care will be taken to communicate reassurance to observers, students and adults.
- 4.4.6. The school administrator must be notified as soon as a student is placed in physical restraint.
- 4.4.7. In the event of an injury to a child in the process of administering physical restraint, appropriate action shall be taken immediately, including any necessary medical attention, notification of the parent, completion of Form 353-1 Physical Restraint and Seclusion Incident Report, and notification to the school and school division administration.

4.5. Physical Restraint Training

- 4.5.1. For treatment programs, when the need for planned therapeutic restraint exists, the principal in collaboration with the Deputy Director of Education will, subject to collective agreements, determine the staff person(s) to be responsible for the procedure and provide for their essential training. Depending upon the nature of the training required, board and/or community training programs will be delivered by qualified personnel.
- 4.5.2. The Principal, in consultation with the Deputy Director of Education, will identify behaviour management training.
- 4.5.3. In the event of an emergency or crisis situation, which threatens personal safety (self or other), any staff member will be expected to respond. Training in strategies and methods for intervention is available for all staff. It focuses on the care, welfare, safety and security of staff and students.

SECLUSION PROCEDURES

5. Seclusion Principles:

- 5.1. Seclusion procedures are used in school settings only when the physical safety of the student and/or others is in imminent danger.
- 5.2. Seclusion procedures are viewed as last resort interventions that maintain a reasonable concern for student dignity. Last resort implies that all other available interventions have been implemented with fidelity but a) have failed to prevent or de-escalate a situation, and b) there is significant concern for the personal safety of the student and/or others.
- 5.3. The purpose of seclusion is to redirect misbehaviour that has resulted in a) repeated and directed aggression or hostility, and b) compromised safety.
- 5.4. Seclusion is not used as a) punishment, b) discipline, or c) a substitute for appropriate educational support.

6. Seclusion Procedures

- 6.1. Ensure that all seclusion environments are safe, consider the dignity of the child, and meet programming and safety guidelines. The room should not be locked but the door is closed and must be monitored by personnel located immediately next to the room's door.
- 6.2. Provide staff involved in seclusions with regular training.
- 6.3. Inform and engage parents as appropriate when planning for the use of seclusion for individual students. When seclusion is included in the behaviour or safety plan of a student with intensive needs, informed signed parental consent is required. These individual behaviour or safety plans are appended to the student's IIP or Tier 3 formal behaviour plan.
- 6.4. Ensure that a student in seclusion is carefully and continuously observed and monitored by an adult throughout the entire period of seclusion.
- 6.5. Document student behaviour at 5-minute intervals collecting specific data for follow-up analysis.
- 6.6. Notify administrator as soon as a student is placed in seclusion.
- 6.7. Inform parents promptly when seclusion has been utilized for their child.
- 6.8. While the immediate safety of the child necessitated seclusion procedures; the incident shall be documented as part of ongoing monitoring and programming in the student's IIP or Tier 3 formal behavioral plan.

7. Documentation and Communication for Seclusion

- 7.1. All incidents of the use of seclusion must be documented. Form 353-1 Physical Restraint and Seclusion Incident Report will be used. In the case of seclusion, other staff members who are present at the time of seclusion shall prepare a separate statement to be attached to the report.
- 7.2. A staff debriefing regarding the incident must occur within 24 hours. Therapeutic Rapport for the student should be addressed by staff involved within an appropriate time frame. Documentation using Form 353-2 Staff Debrief Data Collection will be completed and a copy sent to LAT Supervisor.
- 7.3. Parents/guardians must be informed of all incidents of seclusion using Form 353-1 Physical Restraint and Seclusion Incident Report.
- 7.4. Clear and ongoing communication with parents/guardians and other stakeholders must be maintained in both emergency and planned circumstances.

LEGAL REFERENCES:

Saskatchewan Human Rights Code Act

Section 152, *The Education Act, 1995*

The United Nation Convention on the Right of The Child, Articles 19, 28, 37

Crisis Prevention Institute (Non Violent Crisis Intervention)

Council for Exceptional Children