

**Physical Restraint and Seclusion**

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**Preventative Procedures**

The following procedures shall be implemented subsequent to a school principal identifying a student as having difficulty self-regulating physically aggressive behaviour in a manner that constitutes an imminent risk of harm or injury to self or others:

- a. The Principal will notify the District Principal of Learning Support Services, and the parent(s)/guardian(s) of the student identified.
- b. A Functional Behavioural Assessment (FBA) will be conducted or updated by trained school and/or district learning support services staff.
- c. The results of the FBA will be used to create a Positive Behaviour Support Plan (PBSP) and a Safety Response Plan (SRP). Parent(s)/guardian(s) and community professionals who support the student outside of school will be invited to work collaboratively with the school team to create these plans.
- d. The SRP will include information on how data will be collected to inform the plan, and how data on specific challenging behaviour will be shared in a timely manner with parent(s)/guardians and community professionals as requested by parent(s)/guardian(s).
- e. The PBSP will be focused on employing preventative measures that minimize the need for school personnel to use physical restraint and/or seclusion. Tier one/classroom-wide, universal approaches to promoting self-regulation will be considered as the plan is developed.
- f. Site specific training and resources shall be made available in a timely manner to support the implementation and sustainability of a PFSP for students who have difficulty self-regulating physically aggressive behaviour.
- g. The school district and school principal shall ensure that school personnel who are working directly with a student who has a PBSP and SRP receive training and necessary information to carry out any responsibilities they have in terms of its implementation.

**Incident Procedures**

- h. The use of physical restraint shall only occur:
    - i. in order to ensure the safe evacuation of students and/or school personnel from a location if a student is interfering or blocking access to the only available exit;
    - ii. if a student is in the process of actively pursuing others in a manner that constitutes an imminent risk of harm to other students and/or
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- school personnel, and a safe barrier or perimeter cannot be established between the student and others who are at risk;
  - iii. if a student is engaging in self-injurious behaviour that constitutes an imminent risk of harm to self.
- i. The use of seclusion shall only occur to safely secure a location when a student has escalated to a point that constitutes an imminent risk of harm to self or others, that serves as a barrier or perimeter to ensure the safety of others who have been evacuated from the area; school personnel shall observe at a safe distance, always in sight and auditory range of the student, to monitor the student's safety and well-being.

**Follow-up Procedures**

- j. Parent(s)/guardian(s) shall be contacted as soon as practicable in the event that physical restraint and/or seclusion has been implemented. Parent(s)/guardian(s) may be afforded the opportunity to support the situation as outlined in the SRP.
- k. An incident debrief shall occur with school personnel, parent(s)/guardian(s) and the student (as appropriate) subsequent to every instance in which physical restraint and/or seclusion has occurred. The PBSP will be revised to include strategies to diminish the likelihood of a recurrence.
- l. The Principal will inform the District Learning Support Services team of any incidents of restraint and/or seclusion. The District Learning Support Services Team will maintain records.

**Definitions of Terms:**

**Functional Behaviour Assessment (FBA):** A process that involves data collection and information gathering to determine the function of a particular behaviour, as well as to identify the factors that are maintaining its occurrence. A hypothesis statement is developed from the information and data gathered which is used as the basis for developing the Positive Behaviour Support Plan (PBSP).

**Positive Behaviour Support Plan (PBSP):** Informed by a functional behaviour assessment, a positive behaviour support plan outlines key understandings in relation to what occurs before, during and after identified behaviours in order to guide responses that will diminish the frequency and intensity of the behaviour. The goal is to teach and support appropriate ways for the student to have their needs met in a positive and safe manner.

**Safety Response Plan (SRP):** A plan that identifies challenging, physical behaviours that may pose a risk of imminent harm or injury to self and/or peers and staff. The SRP details how staff will respond to de-escalate and ensure the safety and dignity of all involved. The SRP is always developed in collaboration with families and community professionals who support the student outside of school.

**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 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, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

**Seclusion:** The involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behavior strategies, such as ‘time out’, used for social reinforcement as a part of a behaviour plan, are not considered ‘seclusion’.

The term seclusion does not apply where a student has personally requested such.

Resources:

[Provincial Guidelines – Physical Seclusion in School Settings](#)