

## ADMINISTRATIVE PROCEDURE #402

# PHYSICAL RESTRAINT AND SECLUSION

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### REFERENCE TITLE: POLICY #5.14 PHYSICAL RESTRAINT AND SECLUSION

#### BACKGROUND

The Burnaby Board of Education is committed to providing a safe, respectful and positive learning environment for all students and staff. Positive and least restrictive approaches in the provision of student supports are best practice. Every effort is made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations. In the event that restraint or seclusion is deemed necessary, steps in the Safety Plan will be followed to ensure an appropriate, caring, and respectful response to escalating behaviours until the student has been able to self-regulate or be co-regulated. Although the classroom environment is the preferred setting for a student's educational program, there are times when the individual needs of the student requires the use of an alternate environment.

#### Definitions

**“Functional Behaviour Assessment (FBA)”** is 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 a Positive Behaviour Support Plan;

**“Positive Behaviour Support Plan (PBSP)”** is informed by a functional behaviour assessment. A PBSP 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 Plan (SP)”** is 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 SP details how staff will respond to de-escalate and ensure the safety and dignity of all involved. The SP is always developed in collaboration with parent(s) and/or guardian(s) and community professionals who support the student outside of school;

**“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;

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint. Staff in the District are trained in Non-Violent Crisis Intervention;

**“Seclusion”** is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space, or when there is a pre-designated space written into the PBSP that supports self-regulation.

## **PROCEDURES**

### **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:

1. The Principal will notify the District Inclusive Education Team, and the parent(s) and/or guardian(s) of the student.
2. A Functional Behavioural Assessment (FBA) will be conducted or updated by trained school and/or District Inclusive Education staff.
3. The results of the FBA will be used to create a Positive Behaviour Support Plan (PBSP) and a Safety Plan (SP). Parent(s) and/or 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.
4. The SP 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) and/or guardian(s) and community professionals as requested by parent(s) and/or guardian(s).
5. The PBSP will be focused on employing preventative measures that minimize the need for school personnel to use physical restraint and/or seclusion. Restraint and seclusion are used only as emergency, not treatment, procedures.
6. Site specific training and resources shall be made available in a timely manner to support the implementation and sustainability of a PBSP for students who have difficulty self-regulating physically aggressive behaviour.
7. The District and school principal shall ensure that school personnel who are working directly with a student who has a PBSP and SP receive training and necessary information to carry out any responsibilities they have in terms of its implementation.

## **Incident Procedures**

1. The use of physical restraint shall only occur:
  - a. 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;
  - b. 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 school personnel, and a safe barrier or perimeter cannot be established between the student and others who are at risk;
  - c. If a student is engaging in self-injurious behaviour that constitutes an imminent risk of harm to self.
2. The use of seclusion shall only occur to safely secure a location, for the least amount of time possible, 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**

1. Parent(s) and/or guardian(s) shall be contacted as soon as practical in the event that physical restraint and/or seclusion has been implemented. Parent(s) and/or guardian(s) may be afforded the opportunity to support the situation as outlined in the SP.
2. An incident debrief shall occur with school personnel, parent(s) and/or guardian(s) and, as appropriate, the student 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.
3. The Principal will inform the District Inclusive Education Team using the seclusion and restraint form. The District inclusive Education Team will support the school with maintaining records and proactive planning.

Resources: [Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

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Date Adopted: 2020-06  
Date(s) Revised: 2025-03

Cross References: Policy #5.14 Physical Restraint and Seclusion