



DISTRICT PRACTICE 5900
PHYSICAL RESTRAINT AND
SECLUSION IN SCHOOL SETTINGS

DISTRICT PRACTICE:

District staff will employ the following procedures and guidelines regarding the use of physical restraint and seclusion:

- 1) Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
- 2) Physical restraint and seclusion procedures are used *only* as emergency, not treatment procedures. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
- 3) It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or staff response plans, and other plans to prevent and de-escalate potentially unsafe situations.
- 4) Parents, and where appropriate, students will be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or staff response plans and other plans as required.
- 5) Training sessions in positive behavior support planning, non-violent crisis intervention, conflict de-escalation techniques, and response planning will be offered to school personnel on a regular basis.
- 6) School personnel who work directly with a student in situations where there is imminent potential for serious physical harm to the student or others, or where they may be required to respond to an individual whose behavior is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical de-escalation strategies.
- 7) In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
 - an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods;

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FORM 5900 PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

REFERENCES: [British Columbia Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings June 3, 2015.](#)

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- a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures; and,
 - an emergency or staff response plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, and confirming the opportunity for formal training of school personnel.
- 8) The student’s behaviour plan and emergency or safety plan shall be reviewed regularly, including after extended absences due to school holiday, a long weekend, student illness, when new staff are assigned to work with the student, and after any incident involving physically acting out behaviour or an incident of restraint or seclusion.
- 9) Recurring practice of restraint or seclusion is not to be common practice in any student’s educational program. Prevention/intervention strategies are to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.
- 10) Physical restraint or seclusion is 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 (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.
- 11) Any space used for the purpose of seclusion will not jeopardize the secluded student’s health and safety.
- 12) An adult who is physically present, continuously visually observes any student placed in seclusion. The observing adult will be able to communicate in the student’s primary language or mode of communication. All health and safety policies or regulations including WorkSafeBC regulations shall be followed.
- 13) Each incident involving the use of physical restraint or seclusion will include the following actions subsequent to an incident:
- 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). Upon

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receipt of such notification, the school principal will complete the *Report of Physical Restraint and/or Seclusion* district form;

- Notification, by the school principal, to the student's parent(s)/guardian(s) as soon as possible (always prior to the end of the school day on which the incident has occurred);
- Notification by the school principal to the Assistant Superintendent responsible for Learning Services as soon as possible after an incident (always prior to the end of the school day on which the incident has occurred). A copy of the *Report of Physical Restraint and/or Seclusion* district form will be provided to the Assistant Superintendent upon completion by the school principal;
- Notification to the District Superintendent or designate as soon as possible after an incident has occurred; and,
- A debriefing is to be scheduled involving school personnel, parents or guardians of the student, and wherever 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.

14) The District will review these procedures and guidelines on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

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