



HR200.007 STUDENT SECLUSION & RESTRAINT POLICY

Policy Type: Human Resources
Adopted: 06 2020

Langley Christian School strives to ensure a safe, orderly and caring school environment for all students and staff. We emphasize the implementation of proactive, positive and preventative behaviour supports, as well as implementation of interventions to de-escalate potentially unsafe situations. The purpose of this policy is to develop guidelines that protect the dignity, well-being and safety of the individual and others (the students, staff and other individuals), when physical restraint or seclusion is used as a last resort when someone's safety is at risk.

1. DEFINITIONS:

- (a) Physical Restraint is defined by the Ministry of Education as "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".

1.a.1. Physical Restraint is NOT:

- The provision of '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.
- The provision of physical guidance, or prompting of a student when teaching a skill or redirecting attention.
- The provision of comfort to a student.

- (b) Seclusion is defined by the Ministry of education as "the involuntary confinement of a person, alone in a room, enclosure, or space with the person is physically prevented from leaving".

1.b.1. Seclusion is NOT:

- When a student has personally requested to be in a different/secluded location/space.
- Use of a behaviour strategy, such as time-out, used for social reinforcement as part of a behaviour plan.

- (c) Time-out is the moving of a child from an apparently reinforcing setting to a presumably non-reinforcing setting

2. POLICY GUIDELINES:

- (a) Physical restraint and seclusion procedures are emergency procedures and must only be used where less restrictive interventions are or have been ineffective in ending imminent danger of serious physical harm to self, students, school personnel or others.

- Physical restraint and seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
- Physical restraint and seclusion must not be used as a punishment, discipline, or to force compliance in an educational learning setting. Restraint and seclusion are not treatment procedures.

3. PRACTICES & PROCEDURES:

- (a) School personnel will make every effort to structure learning environments, and to provide a variety of learning supports that make physical restraint and seclusion unnecessary.
- (b) School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- (c) All school personnel will be provided with opportunities to participate in training in positive behaviour interventions and supports and de-escalation techniques.
- (d) LCS has on staff, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
- (e) All school staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others will be trained in Crisis Prevention Intervention (CPI) training to ensure that effective positive behaviour interventions, supports, de-escalation and physical restraint and seclusion techniques will be learned.
- (f) A positive behaviour support plan and a safety plan will be developed for each student whose behaviour could potentially pose imminent danger of harm to self or others. Development of the behaviour plan may include a functional behaviour assessment. These plans are attached to the student's Individual Education Plan (IEP), and are reviewed at least annually.
- (g) Individual Education Plan (IEP) outlines the student's learning outcomes, required learning support services, and instructional and assessment methods.
- (h) Functional Behaviour Assessment or other educational assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others to inform the development of behaviour plans.
- (i) Positive Behaviour Support Plan (behaviour plan) describes positive behaviour intervention supports and conflict de-escalation procedures that are in place. These plans incorporate positive behaviour interventions, and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.
- (j) Safety Plan is a plan developed by an interdisciplinary team to provide parents and educators guidance for interrupting and redirecting potentially harmful behaviours. A safety plan details emergency and safety procedures which may include the use of physical restraint and seclusion as a last resort when there is a danger to the student, self or others.
- (k) Parents, and where appropriate, the student, are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

4. PHYSICAL RESTRAINT WILL:

- (a) follow all health and safety policies or regulations, including WorkSafeBC regulations.
- (b) be controlled and only undertaken with only as much force as is necessary to avoid harm
- (c) use approved restraining techniques
- (d) be conducted in the presence of another staff member whenever possible
- (e) never be used in a manner that could, in any way, cause harm to the student, including but not limited to:
 - Restricting the student's breathing;
 - Placing the student face down on his/her stomach or face up on the his/her back
 - Using mechanical devices;

5. SECLUSION WILL:

- (a) follow all health and safety policies or regulations, including WorkSafeBC regulations.
- (b) be conducted in the presence of another staff member whenever possible
- (c) never be used in a manner that could, in any way, cause harm to the student, including but not limited to:
 - 5.c.1. Restricting the student's breathing;
 - 5.c.2. Placing the student face down on his/her stomach or face up on his/her back
 - 5.c.3. Using mechanical devices
- (d) Any student placed in seclusion will be:
 - 5.d.1. placed in a safe space free of all items that could cause harm and will not jeopardize the student's health and safety
 - 5.d.2. continuously visually observed by an adult who is physically in close proximity throughout the period of seclusion
 - 5.d.3. supported by an adult who is able to communicate in the student's primary language or mode of communication

6. The school will make reasonable efforts to ensure:

- (a) appropriate positive behaviour intervention supports and conflict de-escalation procedures are in place
- (b) development, by the school-based team, of positive behaviour supports and interventions, behaviour plans, emergency or safety plans for each student whose behaviour could potentially pose imminent danger of harm to self or others
- (c) opportunities for parents and, where appropriate, students to be consulted in the development of these plans.

7. All incidents of physical restraint and seclusion will be reported to the school administrator/designate. This includes the completion of the 'Physical Restraint/Seclusion Incident Report' form.

8. Use of 'time out' outside of a classroom, where a student is sent to an administrator or to another location outside of the classroom such as a 'time out' room will be recorded in the 'Time Out Log'.

9. If a staff member is injured during physical restraint or seclusion, a "Staff Injury Incident Report" must be completed and given to the Principal in accordance with WorkSafeBC regulations. This includes the completion of an injury report form or any of the following
 - Worker's Report of Injury or Occupational Disease to Employer
 - Employer's Report of Injury or Occupational Disease
 - Workplace Violence Risk Assessment (WVRA)
10. If a student is injured during physical restraint or seclusion, the injury must be documented in the 'Physical Restraint/Seclusion Incident Report' and given to the Principal.
11. A review/revision of prevention/intervention strategies will occur in cases where there is:
 - (a) Repeated use of physical restraint or seclusion for an individual student
 - (b) Multiple use of physical restraint or seclusion occurring within the same classroom
 - (c) Repeated use of physical restraint or seclusion by an individual staff member
12. This policy will be reviewed on an as-needed basis by Administration and/or those responsible for developing policy, but no less frequently than once a year to ensure alignment with current research and practice.
13. GUIDELINES FOR COMMUNICATION WITH SCHOOL STAFF:
 - (a) Follow-up after each incident involving the use of physical restraint or seclusion:
 - School staff will notify the principal or designate as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
 - The principal or designate will notify the administrator responsible for student support services, as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
 - (b) School staff are required to document every instance of the use of physical restraint or seclusion. Documentation will include the date, time and place of the use of restraint or seclusion; persons involved in the incident and the name of any witnesses to the incident; a description of the incident; and any other pertinent facts.
 - School staff is required to use the "Physical Restraint and Seclusion Form"
 - Completed forms will be forwarded to the principal or designate as soon as possible.
14. Guidelines for Communication with Parents:
 - (a) The school principal or designate will notify parents/guardians as soon as possible after an incident and prior to the end of the school day on which the incident occurred.
 - (b) There will be debriefing with involved school personnel; parents/guardians of the student; and where possible, with the student – to examine what happened, what caused the incident, and what could be changed (e.g. Preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary).