

## SECLUSION AND PHYSICAL RESTRAINT

### Background

The Good Spirit School Division strives to ensure that each student and staff member is provided with a safe environment. Each student is unique and therefore requires an individualized approach to managing challenging behaviour within the context of a positive school-wide and classroom environment. Physical restraint and seclusion is to be used as a last measure after alternate methods of defusing a situation have failed and the student or others are in imminent physical danger.

### Definitions

**Behaviour:** The actions by which an individual adjusts to his or her environment. All behaviour is communication. It is the impact of behaviour that dictates whether a behaviour is negative or positive.

**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 blocked by other objects or held by staff. Behaviour strategies, such as “time out” as part of a behaviour plan and are not punitive in nature are not considered “seclusion”. Seclusion does not apply where a student has personally requested to be in a different or secluded location or space.

**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 in order to maintain safety of the person or the safety of others. The provision of a “physical guidance/escort”, i.e. temporary touching or holding of a student’s hand, wrist, arm, shoulder or back for the purpose of accompanying and guiding a student who is acting out to walk to safe location or prompting of a student when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint. To Physical restraint should only be used for emergency purposes in preventing a student from self-harm, self-injury, harming other students, staff or third parties. Restraint is applied by someone who has been trained in restraint techniques to minimize the risk of injury to the student and others present and is applied for the minimum time required. Restraint cannot be used as a punishment, discipline or to force compliance in an educational setting.

### Guidelines

The Good Spirit School Division has established procedures and guidelines for the use of seclusion and physical restraints which must be followed by staff.

1. Behavioural interventions for children must consider the right of all children and youth to be treated with dignity.
2. All children should receive necessary educational programming and supports in a safe and least restrictive environment.

3. Positive and appropriate educational interventions should be provided to all children who need them.
4. Behavioural interventions should emphasize preventions and create positive behavioural supports.
5. Schools should be staffed with appropriately trained personnel.
6. Conflict de-escalation techniques should be employed by all school staff to avoid and defuse crisis and conflict situations.
7. Children whose pattern of behaviour impedes their learning or the learning of others should receive appropriate educational supports through the development of an individualized day, and safety plan.
8. Supports for students may include: further assessment to determine the function of the behaviour, positive behavioural interventions, (targeted instruction in appropriate behaviour and strategies to de-escalate their own behavior, and appropriate time to practice skill in a controlled environment.
9. Supports for staff may include: education and or training regarding: diagnosis/behaviour, safety, safety equipment options, philosophy and approach, de-escalation techniques and participate in creating and carrying out program plan for student they support. A school wide approach sees all members of the school community aware of their role in supporting the student. Parents will be consulted regarding the Safety Plan which may include the use of physical restraints and seclusion and be informed promptly if physical restraints and/or seclusion have been utilized for their child
10. Seclusion or physical restraint is viewed as a “last resort” intervention while maintaining student dignity as much as possible. “Last resort” means that all other possible reasonable interventions have been implemented with fidelity and these interventions have failed to prevent or de-escalate a situation and there is significant concern for the personal safety of the student and/or others. Any student in seclusion must be continuously observed by an adult for the entire period of the seclusion. Occasional checks are not acceptable. Neither seclusion nor physical restraint should be used as a punishment to force compliance or as a substitute for appropriate educational support.

## **Procedures**

1. The school principal should be notified immediately after an incident and no later than after school on the day the incident occurred. Parents are also notified on the same day that the incident occurred.
2. The Superintendent of School Operations will be informed when physical restraint or seclusion is utilized in the school.
3. The incident will be documented in Review 360 immediately and will be marked as a CPI Physically Acting Out.
4. The Principal and Superintendent of School Operations will be notified when the documentation is completed.
5. Comprehensive emotional and physical debriefing following the use of physical restraint

and seclusion is required:

- 5.1. The school-based team is expected to problem solve to determine what is needed to prevent escalation of such behaviour in the future.
- 5.2. The school-based team may request supports from the NVCI Trainer to debrief on the incident and review and revise the current intervention plan.
- 5.3. Consultation with parents/guardian will take place and may include discussion of the safety plan and determine if medical information is warranted.

Legal References: Sections 85, 87, 141, 142, 145, 150, 151, 152, 153, 154, 155, 156, 175, 178, 185, 187, 231,  
The Education Act, 1995

Human Rights Act, Occupational Health and Safety Act, Canadian Charter of Rights and Freedoms,  
Saskatchewan Human Rights Code, United Nations Convention on the Rights of the Child, United Nations  
Universal Declaration of Human Rights Council for Exceptional Children, Criminal Code of Canada Section 43,  
SSBA Duty to Accommodate Students: A Guide for Saskatchewan Boards of Education (2016)

Definitions & Background adapted from Council for Exceptional Children, 2009

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