

PHYSICAL RESTRAINT, SECLUSION AND TIME-OUT

Background

Schools that have a positive, school-wide culture that promotes positive behaviour in children/students can reduce occurrences of challenging behaviours that negatively affect teaching and learning. There are a variety of strategies and approaches to promote and encourage positive and respectful behaviour in children/students. It is important that teachers, school/school authority leaders and parents/guardians have a common and shared understanding of these strategies and approaches, and work together collaboratively to contribute to safe, caring and welcoming learning environments.

Definitions

Seclusion: Involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving. This is an emergency or safety procedure.

Physical Restraint: Any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. Physical restraint is not physical escort which may involve temporarily touching or holding of the hand, wrist arm, shoulder or back for the purpose of accompanying and inducing a student who is beginning to act out to walk to a safe location or temporary physical contact for purposes such as moving a student away from danger. Physical restraint does not include temporary physical contact for purposes such as moving a child away from danger, breaking up a fight or the prompting of a child/student when teaching a skill.

Time-Out: A behavioural intervention that involves reducing or limiting the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behaviour.

Non-exclusion Time-Out: Time-out within the classroom or other instructional setting. This is also referred to as inclusion time-out or inclusionary time-out. It does not involve the removal of the child/student from the learning environment or instructional setting.

Exclusion Time-Out: Time-out in a separate space outside of the classroom or instructional setting. It is also referred to as exclusionary time-out. It involves removing the child/student from the reinforcing activity to another fully or partially enclosed part of the immediate instructional setting or to another supervised location within the school.

Dangerous Behaviour: Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.

Procedures

1. All behavioural interventions, including the use of seclusion, physical restraints, or time-outs, must promote the rights of all children/students to be treated with dignity.
2. Seclusion and physical restraint are only to be considered when alternative strategies are not possible and are to be used as a last resort. They are to be used only as safety or crisis management procedures to manage child/student behaviour that appears or has the potential to be dangerous, such as:
 - 2.1 The behaviour of a child/student poses imminent danger of harm to self or others;
 - 2.2 Less restrictive interventions are not possible or have been ineffective at ending such imminent danger or harm; and
 - 2.3 When the threat of imminent danger can be diminished by using seclusion or physical restraint.

3. Responsibilities

- 3.1 The Director of Inclusive Learning and Student Well-Being shall:
 - 3.1.1 Be responsible for the training and oversight of procedures related to seclusion, physical restraint and/or exclusion time-out and should be consulted on their use.
- 3.2 The Principal shall:
 - 3.2.1 Provide opportunities for school staff to undertake training in implementing positive behaviour interventions and supports.
 - 3.2.2 Ensure that school staff who work with a child/student in situations where there is potential for imminent danger of serious harm to the child/student or others, complete training in prevention and de-escalation strategies and in the appropriate use of seclusion and/or physical restraint through Non-Violent Crisis Intervention (NCI). This includes in each school, one administrator, all Learning Coaches, all Educational Assistants, and any staff members directly supporting students who consistently demonstrate concerning behaviour that compromise a safe and positive learning environment.
 - 3.2.3 Ensure a Behaviour Support Plan is developed for any student that displays dangerous behaviour, where preventative, de-escalation and safety measures are noted.
 - 3.2.4 Consult with and facilitate access to the appropriate level of professional and/or specialized expertise to support managing problem behaviour in schools and on general safety procedures prior to the use of seclusion or physical restraint.
 - 3.2.5 Ensure procedures outlined in this administrative procedure are followed.
- 3.3 FSD Staff shall where directed:
 - 3.3.1 Participate in training on implementing positive behaviour supports and function-based approaches to problem behavior
 - 3.3.2 Complete training on the use of seclusion and restraint procedures.
 - 3.3.3 Consult with the appropriate level of professional and/or specialized expertise to support managing problem behaviours.

4. Exclusionary Time Out

- 4.1 If time-out interventions are used they must be accompanied by positive behaviour supports to reinforce and increase appropriate behaviour. This should include but is not limited to:
 - 4.1.1 behaviour expectations that are to be clearly and appropriately outlined and communicated to children/students and parents/guardians.
 - 4.1.2 appropriate social skills are to be taught and modelled to children and students.
 - 4.1.3 challenging behaviour(s) that may result in the use of time-out are to be clearly outlined and communicated to school staff, children/students and parents/guardians.

5. Seclusion and/or Physical Restraint

- 5.1 If seclusion and/or physical restraints are used, it is expected that:
 - 5.1.1 the safety and security of the child/student is paramount;
 - 5.1.2 they are to be implemented only by staff who have adequate knowledge and training in the use of these procedures.
 - 5.1.3 there is continual visual and aural monitoring of any child/student throughout the period of seclusion or physical restraint by an adult
 - 5.1.4 seclusion is not used when a child/student is engaging in severe self-injurious behaviours
 - 5.1.5 school staff who are able to communicate with a child/student who is unable to adequately express themselves through speech alone are present at all times if seclusion is used with such a child/student
 - 5.1.6 Seclusion and/or physical restraints are to be used only for as long as necessary and be discontinued when the child/student no longer presents an immediate threat to themselves or others.
 - 5.1.7 this strategy is documented on the student's Behaviour Support Plan (BSP) and written informed consent from parents or guardians is obtained prior to the use of seclusion or physical restraint

6. Debriefing

- 6.1 After each incident where there is use of seclusion and/or physical restraint, it is expected that:
 - 6.1.1 a debriefing session using COPING (C – control; O – orient; P – patterns; I – investigate; N – negotiate; G – give) facilitated by school administration, school learning coach, or member of the Divisional Inclusive Learning Team with all involved staff occur within three days of the incident. The purpose of this debriefing session is to help determine the cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of seclusion or physical restraint. When possible, appropriate expertise should be involved in the debriefing session
 - 6.1.2 an opportunity to debrief with parents/guardians and the student, where appropriate, is provided as soon as possible after the incident; and
 - 6.1.3 a review of the individual behaviour plan, where one has been previously created, occurs and the plan is updated to prevent and reduce recurrence.

7. Reporting

- 7.1 After each incident where there is use of seclusion and/or physical restraints:
 - 7.1.1 the principal is to be notified as soon as possible (during or immediately) after the incident and on the same school day on which the incident occurred;
 - 7.1.2 parents/guardians are to be informed as soon as possible after each incident involving the use of physical restraint or seclusion with their child. Reasonable efforts to reach the parent/guardian are expected to be made and documented before the end of the school day
 - 7.1.3 the Director of Inclusive Learning and Student Well-Being is to be notified as soon as possible after the incident occurs.
 - 7.1.4 as soon as possible after each instance where seclusion and/or physical restraint is used, detailed information regarding the use is to be documented and regularly reviewed for frequency of use and appropriate educational planning for the child/student. Documented information is to be captured through the COPING debrief.

8. Behaviour Support Plans

- 8.1 Behaviour Supports Plans (BSPs) are to be developed for any student demonstrating significantly challenging behaviours and for behaviours that may result in seclusion and/or restraints. They shall:
 - 8.1.1 Engage all members of the learning team working with that individual student. It is expected that parents/guardians are involved in the development of these plans and provide their informed consent. Where appropriate, children/students should also be involved.
 - 8.1.2 Include and be informed by a functional behavioural assessment (FBA) conducted by appropriately trained staff to inform educational planning for the child/student;
 - 8.1.3 Include preventative and proactive positive behaviour supports.
 - 8.1.4 Note, if seclusion and restraint is used or may have to be used, it is to be documented in the child's/student's behaviour support plan.

Commented [KN1]: Should we say...whenever possible? What if we use seclusion and restraint and it isn't in our AP are we putting ourselves in a tricky situation?

Reference: Relevant Legislation and Regulations