

## **SCHOOL DISTRICT NO. 92 (NISGA'A)**

**Regulation Subject:** Physical Restraint and Seclusion - Procedures

**Date Passed:** February 19, 2019

**Date Amended:**

**Description:**

Physical Restraint and Seclusion - Procedures

### **Regulation No. 318-R**

Physical Restraint and Seclusion in School Settings

1. Restraint and seclusion procedures are emergency, not treatment, procedures.
2. Restraint or seclusion is discontinued once imminent danger or serious physical harm to others has dissipated.
3. Every instance where physical restraint or seclusion of a student occurs must be documented and a report submitted to the Principal or designate as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred. The Assistant Superintendent must also be informed as soon as possible.
4. If staff is injured during such a restraint, then a "Threat/Violence Report M.17" must be completed and given to the Principal in accordance with Work Safe regulations.
5. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others, to inform the development of Positive Behaviour Support Plan and Staff Safety Plan.
6. The Positive Behaviour Support Plan and Staff Safety Plan:
  - A Positive Behaviour Support Plan and/or Staff Safety Plan may include physical restraints and/or seclusion protocols. This should be a rare practice.
  - Schools must also ensure the plan:
    - Addresses the underlying cause or purpose of potentially harmful behaviour.
    - Is developed in cooperation with the parent(s)/guardian and, where appropriate, the student.
    - The use of physical restraint or seclusion is documented (e.g. frequency, duration, reason)
    - Has a regular review of any use of physical restraint or seclusion at IEP, Positive Support Plan and Staff Safety Plan meetings with parents.
  - Positive Behaviour Support Plans and Staff Safety Plans must be reviewed and revised in the following situations:
    - Repeated use of physical restraint and/or seclusion for a particular student.

- Multiple uses of physical restraint and/or seclusion within the same classroom.
- Repeated use of physical restraint and/or seclusion by an individual.

**Related Legislation:**

Provincial Guidelines—Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015



School District No. 92 (Nisga'a)

## Physical Restraint and Seclusion Report Form

Student Name:	Date of Report:
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Teacher/Class:	School:
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Nature of Restraint/Seclusion:	Date of Incident:
	Start/End of Incident:

Staff Members Involved:
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Witnesses:
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1. Describe the antecedents that lead to the use of restraint/seclusion including: location, what happened first, who else was present, and under what social and environment conditions.

2. Describe the problem behavior of the student that lead to the use of the restraint/seclusion. Describe the imminent physical harm to themselves, others or property.

3. Describe the procedure used in the attempt to de-escalate the student prior to using restraint/seclusion.

4. Describe the incident of restraint/seclusion, and the student response after the incident.

5. What methods did or did not work in the situation?

6. Describe any follow-up with the student after the restraint/seclusion, including what was said or done?

7. Were parent/guardians informed? By whom? What follow-up with parents is required?

8. What interventions can be used to prevent another case like this?

9. Is further follow-up required? (IEP meeting, de-briefing meeting, staff training, additional evaluation, safety plan)

10. Follow-up meeting date:

Date:	Time:	Location
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Form completed by:

Name:	Date:
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Form Distribution: Original: Student file                      Copies: Superintendent and Director Student Services