

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.

Definitions

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.

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.

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 assessment, including functional behaviour assessments followed by behavioural intervention plans that incorporate appropriate positive behavioural interventions (i.e. targeted instruction in appropriate behaviour and strategies to de-escalate their own behavior).
8. Seclusion or physical restraint procedures should be used in school settings only when the

physical safety of the student and/or others is in imminent danger.

9. 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.
10. Neither seclusion nor physical restraint should be used as a punishment to force compliance or as a substitute for appropriate educational support.

Procedures

1. All seclusion environments must be safe, consider the dignity of children and meet programming and safety guidelines.
2. Any student in seclusion must be continuously observed by an adult for the entire period of the seclusion. Occasional checks are not acceptable.
3. Parents will be involved in the planning for the use of physical restraints and seclusion and be informed promptly if physical restraints and/or seclusion have been utilized for their child.
4. The Superintendent of Education will be informed when physical restraint or seclusion is utilized in the school.
5. The incident will be documented in Review 360 immediately. Incidents will be marked as a CPI Physically Acting Out on Review 360.
6. The Principal and Superintendent of Education will be notified when the documentation is completed.
7. Comprehensive debriefing following the use of physical restraint and seclusion is required:
 - 7.1 The school-based team is expected to problem solve to determine what is needed to prevent escalation of such behaviour in the future.
 - 7.2 The parent and school-based team will meet to discuss future plans in order to prevent such escalation. The school-based team may request supports from the Behaviour Coach and/or School Counsellor to debrief on the incident and ensure the development of an effective intervention plan.
 - 7.3 Consultation with parents/guardian will take place and may include requests for further medical information.

Legal References: Sections 85, 87, 141, 142, 145, 150, 151, 152, 153, 154, 155, 156, 175, 178, 185, 186, 186.1, 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

Definitions & Background adapted from Council for Exceptional Children, 2009

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