



CATHOLIC INDEPENDENT SCHOOLS OF KAMLOOPS DIOCESE

ADMINISTRATION PHYSICAL RESTRAINTS AND SECLUSION - 309

Rationale

The CISKD recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. Every effort should be made to teach appropriate behaviour to students. When a staff member approaches a student who has escalated in behaviour, such an approach must be made in a non-threatening manner designed to diffuse the situation. At times, such an approach is not successful. In rare instances, students can become violent. At these times, we must keep the student, other students, and staff safe from harm.

Commented [AG1]: "such an approach"

The CISKD believes that:

- behaviour interventions for all students emphasize prevention and positive behaviour supports, and that every effort is made to employ preventative actions to anticipate and de-escalate the student's behaviour to preclude the need for the use of physical restraint and/or seclusion.
- respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Commented [AG2]: that

Commented [AG3]: "is made"

Commented [AG4]: "to anticipate and de-escalate"

The CISKD recognizes Teachers instruct and support the growth of appropriate behavior in an environment that emphasizes problem-solving and discussion. They encourage and teach strategies for self-regulation. In extremely serious situations, the use of emergency physical restraint and/or seclusion procedures may be necessary as a last resort when a student presents imminent threat of danger to themselves or others.

Commented [AG5]: Recommend "imminent threat of danger to themselves or others"

Policy

School personnel shall implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe behaviour or situations. Such actions must be restricted to only the most serious and dangerous of incidents and are interventions of last resort. Physical restraint must never be used for simple noncompliance or refusals.

Commented [AG6]: Recommend "potentially unsafe behaviour or situations".

Definitions

Behaviour – "The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive." ¹

Physical Restraint – is 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.

The provision of a 'physical escort,' (i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and supporting a student who is acting out to walk to a safe location; does not constitute physical restraint.

Commented [AG7]: Run-on. Either ", and does not" or "," or make a new sentence.



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The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as 'time-out,' used for social reinforcement as part of a behaviour plan, are not considered 'seclusion.'

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Time-out – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school. Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the support of replacement behaviours f replacement behaviours.

Procedures:

1. Prevention

- Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.
- Schools are encouraged to implement a school-wide Positive Behavior Support (PBS) Plan.
- Other interventions must be considered before physical restraint is used. The interventions should be consistent with the student's right to be treated with dignity.

2. Identification and Intervention

- Educational assessments, including functional behaviour assessments, should be provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans. These plans incorporate positive behaviour interventions and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.
- Behaviour interventions/supports address the underlying cause or purpose of potentially harmful behaviour.
- In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning is expected to include the development of:

Commented [AG8]: can we remove this? "from a reinforcing setting"

Commented [AG9]: can we remove this as well? both invite dispute and do not sound confident

Commented [AG10]: "support of replacement behaviours" would be a more compassionate/human phrasing

Commented [AG11]: or?



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- an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods.
- a formal positive behaviour support plan describing positive behaviour interventions/supports and conflict de-escalation procedures that are in place.
- an emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion and confirming the formal training of school personnel.

It is critical that:

- any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
- any student placed in seclusion is *continuously visually observed by an adult who is physically present throughout the period of seclusion* and that all health and safety policies, administrative applications, procedures, or regulations including *WorkSafe BC Regulations* be followed.
- school personnel able to communicate with the student in the student's primary language or mode of communication are present at all times.
- Parents/guardians must be called immediately.

Commented [CY12]: Can this be achieved...?

Commented [AG13]: Does this imply their First Language? because.... Also what about nonverbal students?

3. Staff Training

- a. It is expected that schools will include among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
- b. It is expected that all school personnel be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and that all specialized staff be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.
- c. School personnel 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, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.

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4. Additional Supports

- a. School Based Teams are encouraged to engage the assistance of additional program and resource supports that may be available in their community.
- b. It is expected that parents (and where appropriate students) are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency, or safety plans.



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5. Use of Physical Restraint for Threatened or Actual Violence

In the event of threatened or actual violence, staff may restrain a student with only such force as is reasonably required to maintain safety in the school including protecting the student, other students, and staff.

Ensuring safety also includes intervening

- a. to prevent damage to property that may cause harm (ex. punching a hole through a wall and attempting to pull electrical wires), and,
- b. to defuse a dangerous situation.

Threats do not generally indicate a need for restraint unless the student has the means to carry out the threat. For directions on Violence Threat/Risk Assessment, refer to the BC Ministry of Education document: *Community Violent Threat Risk Assessment Protocol Guide for BC 2019*.

6. Incidents

- a. Documentation is required of every instance where physical restraint and/or seclusion of a student occurs.
- b. Physical restraint or seclusion may only be used in exceptional circumstances where the behaviour of a student poses imminent and ongoing danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.
- c. Physical restraint and/or seclusion conducted by a trained staff member is never to be conducted in a manner that could, in any way, cause harm to a student (i.e., never restricts the breathing of a student; never places a student in a prone position [i.e., facing down on his/her stomach] or supine position [i.e., on his/her back, face up]; never employs the use of mechanical devices).
- d. Neither restraint nor seclusion are to be used as a punishment, discipline or to force compliance in an educational/learning setting.
- e. While a student is restrained, he/she must be able to breathe and communicate.
- f. Whenever possible, restraint should occur when two staff members are present.
- g. Use of physical restraint must remain in place only as long as the student needs to compose himself or herself, once imminent danger or serious physical self-harm or harm to others has dissipated, or as long as it takes for a police representative to arrive, if involved. Such actions must be restricted to only the most serious and dangerous of incidents and are interventions of last resort.
- h. After the event, follow up discussion and problem-solving with the student and family must occur.
- i. After a restraint, a student must not be left alone.
- j. Seclusion is extremely serious. If a student is placed in seclusion, he/she must be in an adult's view and care continuously. Parents/guardians must be called immediately.



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- k. Staff shall not inflict intentional physical punishment with the intent to cause harm or pain.
- l. Follow-up after each incident involving the use of physical restraint or seclusion is to include:
 - notification to the school principal as soon as possible after an incident; always prior to the end of the school day on which the incident has occurred.
 - Submit to the Principal **Appendix A - Documentation of Physical Restraint**.
 - notification, by the school principal or designate, to the student's parent(s)/guardian(s) as soon as possible; always prior to the end of the school day on which the incident has occurred.
 - notification to the Superintendent as soon as possible after an incident; always prior to the end of the school day on which the incident has occurred. Full report follows.
 - a debriefing *must* occur with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed (i.e., prevention and response) to make the future use of physical restraint or seclusion unnecessary.
- m. The School Support Team (SST) will review and revise prevention/intervention strategies in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or physical restraint and seclusion is repeatedly used by an individual.

¹ Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology And Life*, 16/e. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American Psychology Association (APA) website July 10, 2014: <http://www.apa.org/research/action/glossart.asp>

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