
PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Background

The District is committed to ensuring a safe, caring, and inclusive environment for all students and staff. The District further promotes the least restrictive approaches in the provision of student supports to be best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. This approach is consistent with BC Ministry of Education's Provincial Guidelines for Physical Restraint and Seclusion in School Settings.

The District believes that schools are to be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort is to be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences for all students.

The District does not support any form of physical restraint or seclusion as an ongoing means of intervention.

Procedures

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity.
2. Behaviour interventions for all students must emphasize prevention and positive behavior supports. Every effort is to be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are to be provided for all students who need them in a safe and least restrictive environment.
4. Behaviour interventions are to address the underlying cause and purpose of potentially harmful behaviour.
5. Physical restraint is only to be used in extreme emergency where the behaviour of a student poses imminent 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. Physical restraint or seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.

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6. Neither restraint, nor seclusion are to be used as a punishment, discipline, or to force compliance in an educational/learning setting.
7. Educational assessments, including functional behaviour assessments, are to be provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments will inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.
8. It is expected that principals will include among their staff members, individuals who are trained in positive behavior supports, conflict de-escalation and crisis de-escalation, and nonviolent crisis intervention techniques to enable them to defuse conflict and crisis situations.

Reference: Sections 6, 7, 17, 20, 22, 65, 85 *School Act*
Civil Rights Protection Act
Human Rights Code
Youth Criminal Justice Act
WorkSafe BC Regulation
ERASE Level 1, 2, 3 Pullouts
Provincial Guidelines – Physical Restraint and Seclusion in School Settings
Safe, Caring, Orderly Schools
Special Education Services – A Manual of Policies, Procedures and Guidelines

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