

School District #62 (Sooke)

PHYSICAL RESTRAINT AND SECLUSION	No.: C-302
	Effective: Apr. 24/01 Revised: June 28/11; Jan. 23/18 Reviewed: Sept. 19/17; Nov. 20/17; Nov. 28/17

ADMINISTRATIVE REGULATIONS

Respect for student rights, maintaining student dignity and the safety of all involved is paramount. Every effort should be made to structure learning environments, and to provide supports that make physical restraint and seclusion unnecessary.

Guidelines:

1. Physical restraint or seclusion is used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.
2. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational / learning setting.
3. Recurring practice of restraint or seclusion is not common practice in any student’s educational program.
4. School personnel are expected to implement supports and interventions intended to prevent and de-escalate potentially unsafe situations.
5. 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 to have training in crisis intervention and the safe use of physical restraint.
6. In cases where a student’s behaviour could potentially cause harm to self or others, the student’s educational planning includes development and regular review of:
 - an Individual Education Plan (IEP) outlining the student’s learning outcomes, required learning support services, and instructional and assessment methods
 - a behaviour support plan and if needed a Staff Safety Plan describing positive behaviour intervention supports and de-escalation procedures
7. Parents, and when appropriate students, are provided the opportunity to be consulted in the development of these plans.

Procedures:

Debriefing:

- Debriefing occurs 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., the preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary.

Documentation and Follow Up:

When physical restraint or seclusion is used, a Physical Restraint/Seclusion Reporting Form (see attached) will be completed by the supervising adult. Additional follow up of the incident includes:

- Notification to the School Principal as soon as possible after an incident, and always prior to the end of the school day on which the incident occurred
- Notification by the School Principal to the parent/guardian prior to the end of the day on which the incident occurred
- Notification to the District Principal for Student Support Services as soon as possible after an incident, if possible prior to the end of the day on which the incident occurred.
- Notification to the Superintendent or designate as soon as possible after an incident occurred.
- A review and possible update of the student's Safety and/or Behaviour Plan.

PHYSICAL RESTRAINT DEBRIEFING SUMMARY

Team Members who have been involved in crisis intervention should participate in a debriefing process when physical restraint has been used. Debriefing with the staff involved provides an opportunity for a constructive dialogue on how to improve future crisis interventions.

Student: _____ Date: _____

	Guiding Questions	Comments
Control... Ensure that staff and the person who acted out are back under emotional and physical control before the incident is discussed.	How are you feeling?	
Orient... to the basic facts of the incident. Team members may have arrived at different points in the intervention and may have observed and heard events differently.	What happened?	
Patterns... Review the staff response to crisis situations. Are there patterns in the way the team responds? Which interventions are most / least effective?	When have we seen these behaviours in the past? How do staff respond?	
Investigate... ways to strengthen future interventions / Explore ways to prevent similar situations from occurring.)	Based on these patterns of behaviour, are there other approaches to consider?	
Negotiate... changes that will improve future efforts to prevent and respond to crises.	What strategies do we want to utilize in the future?	
Give... support and encouragement; express trust and respect.	Thank everyone for their contributions and commitment to the student.	

Staff involved in debrief: _____

Administrator's Signature: _____

PHYSICAL RESTRAINT INCIDENT REPORT

Name of Student:	School:
Date of Occurrence:	Time of Occurrence:
Location of Occurrence:	
Name(s) and role(s) of staff members present:	
Name:	Role:
Name:	Role:
Name:	Role:
Description of the incident (e.g. the actions of the student and staff members involved, location):	
Results of occurrence (e.g. injuries to staff, injuries to students, damage to property):	
Name and signature of staff member who completed the Incident Report:	
_____	_____
Name	Signature

<u>Principal Notification of Incident</u>	
Principal notified of the incident by:	

Principal's Signature	
Date:	Time:

