

USE OF SECLUSION and PHYSICAL RESTRAINT

Background

Establishment of safe and caring schools is a priority of Livingstone Range School Division. Student behaviour in rare circumstances may result in the use of seclusion and physical restraint in order to ensure student and staff safety. Seclusion and physical restraint are not behaviour interventions; they are emergency or safety procedures to be used in exceptional situations when a student's behaviour poses significant imminent danger of serious physical harm to self or others.

Comprehensive, pro-active and positive behaviour supports should be in place to help prevent the use of seclusion and physical restraint. Staff members are directed to use the least restrictive method of intervention to prevent a student from harming self, or others with physical restraint and seclusion being a procedure of last resort.

Definition

Seclusion is the involuntary confinement or isolation of a student alone in a room from which the student cannot freely exit. Although Livingstone Range School Division does not allow seclusion rooms in schools, there may be times when a student engaging in crisis-level behaviour needs to be physically prevented from leaving a room when the safety of the student or others is at risk.

For the purposes of Admin Procedure 349, "seclusion" refers to the temporary blocking of a student from exiting a room when the student's behaviour poses an immediate threat to self or others.

Physical restraint refers to the action of using physical force for the purposes of immobilizing a student and interrupting behavior that is causing physical harm until such time as the student is capable of self-control or in a safe environment.

Temporary physical contact (touching or holding of hand, arm, shoulder or back) to move a student away from danger or to escort a slightly agitated student to a safe location is not considered physical restraint.

Procedures:

Use of Seclusion and Physical Restraint

1. Seclusion and/or physical restraint shall only be employed as a last resort after less restrictive methods have been attempted, if possible.
2. Seclusion and/or physical restraint shall never be used when a known medical, physical, psychological or other condition would render their use dangerous for a student.
3. Seclusion shall not be used when a student is engaging in severe self-injurious behaviours.
4. Only staff with training in emergency safety interventions shall use seclusion and/or physical restraint.
5. If seclusion and/or physical restraint are used with a nonverbal student, staff who can communicate with the student must be present at all times.
6. Staff shall continually monitor a student throughout the period of seclusion and/or physical restraint.
7. Seclusion and/or physical restraint shall be discontinued when the student's behaviour no longer presents an immediate threat to self or others.
8. Seclusion and/or physical restraint shall not be used to stop a student who is engaged in destructive behaviour such as damaging property, unless there is a risk to the safety of the student or others.
9. After each incident involving the use of seclusion and/or physical restraint:
 - 9.1. The principal shall be notified as soon as possible and on the same day on which the incident occurred; and
 - 9.2. The principal or designate shall notify the student's parents/guardians as soon as possible after the incident and on the same school day on which the incident occurred; and
 - 9.3. Staff involved in the incident shall complete the "Use of Seclusion and/or Physical Restraint Reporting Form" and submit it to the school principal (or designate) on the day of the occurrence.
 - 9.4. The Associate Superintendent, Learning Services, shall be notified as soon as possible after the incident occurs; and
 - 9.5. A debriefing session with all involved staff shall occur within three days of the incident; and
 - 9.6. An opportunity to debrief with parents/guardians and the student, where appropriate, shall be provided as soon as possible after the incident; and

- 9.7. The learning team shall review and update the student's Behaviour Support Plan, if already created, to prevent or reduce chance of reoccurrence.
10. When it is determined that, based on a student's history of engaging in crisis-level behaviour, there is a reasonable probability that incidents requiring the use of seclusion and/or physical restraint will reoccur, the following procedures must be followed:
- 10.1. The student's learning team shall develop a Behaviour Support Plan, including the use of seclusion and/or physical restraint as crisis management procedures.
 - 10.2. The plan shall outline when and how seclusion and/or physical restraint will be used.
 - 10.3. The informed consent of the parent/guardian must be obtained in writing prior to the implementation of the plan. This consent may be withdrawn in writing at any time. In the event that consent is refused or withdrawn, parent/guardian responsibilities under ADMINISTRATIVE PROCEDURE 350 CODE OF CONDUCT, and ADMINISTRATIVE PROCEDURE 348 PROGRESSIVE STUDENT DISCIPLINE, will apply.

References

MINISTERIAL ORDER (#042/2019)
Standards for Seclusion and Physical Restraint in Alberta Schools
EDUCATION ACT 31 Student responsibilities
EDUCATION ACT 32 Parent responsibilities
Criminal Code of Canada: Section 43 (Correction of Child by Force)
LRSD Administrative Procedures:
 350 Student Expectations and Discipline
 310 Safe and Caring Learning Environment
 351 Students at Risk
 201 Student Placement
 320 Student Records
LRSD Board Policy 13 Appeals Regarding Student Matters
Supporting Individuals Through Valued Attachments (SIVA) Training Manual

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USE OF SECLUSION AND/OR PHYSICAL RESTRAINT REPORTING FORM

The following report is to be completed following the seclusion of or physical restraint of a student. The form is to be completed by the person(s) responsible for secluding or the restraint procedures and provided to the school administrator immediately following the event. The reporting form will be stored in the student cumulative file subject to Administrative Procedure #320 - Student Records.

Date:	School:
Student Name:	Grade:

What Occurred?	Time:	Location:
	Order of Events:	
Student Report:		
Staff Directly Involved:		
Witnesses to Event:		
Additional Information: (contextual information that is relevant to the situation)		
Principal Notified (indicate time and reporter)		
Parent(s) / Guardian(s) Notified (indicate time and by whom)		
*Is it likely that seclusion or physical restraint will be utilized again with this student?	<ul style="list-style-type: none"> ● No – Use of Seclusion and/or Physical Restraint Reporting Form stored in cumulative file for 12 months or the end of the school year, whichever is longer. ● Yes – Referral made to the Learning Support Team for planning purposes. 	
Debriefing Summary and Recommendations		

- * When the student already has a behaviour support plan that includes the use of physical restraint procedures, the staff member will follow the reporting guidelines as stated in the behaviour support plan.