

SECLUSION AND PHYSICAL RESTRAINT

Background

The Northwest 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 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 Northwest 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 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 behaviour).

8. Seclusion or physical 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, such as:
 - 1.1 meet standards set by the Office of the Fire Commissioner;
 - 1.2 be visually supervised at all times;
 - 1.3 not contain items or fixtures that may be harmful to students;
 - 1.4 be well ventilated
 - 1.5 allow students to exit should there be an emergency.
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. Physical restraint and seclusion procedures for specific behaviours must be included as part of the student’s behaviour plan and/or Inclusion and Intervention Plan (IIP) and signed by all team members. Parents will be involved in the planning for the use of physical restraints and seclusion. Behaviours that result in seclusion and physical restraint must be clearly stated to the student, parent(s), staff, and administration prior to the use of physical restraint and/or seclusion. Staff should be able to identify the specific behaviour that has resulted in the use of physical restraint and/or seclusion and the reinforcing situations that are allowing the student’s inappropriate behaviour to continue.
4. In-school administration will be notified when physical restraint and/or seclusion is used.
5. The *Use of Physical Restraint/Seclusion Documentation Form* is to be completed and submitted to the Superintendent of Student Services. A copy of the documentation is to be kept in the student’s file.
6. Comprehensive debriefing following the use of physical restraint and seclusion is required.
 - 6.1 The school-based team is expected to problem solve to determine what is needed to prevent escalation of such behaviour in the future.
 - 6.2 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 Northwest School Division Student Support Services Team that may include

risk assessment and/or to further develop an intervention plan as required by the presenting situation.

6.3 Consultation with parents/guardian will take place including possible request for further medical information when appropriate.

References: The Education Act, 1995, Sec. 85, 87, 141, 142, 145, 150, 151, 152, 153, 154, 155, 156, 175, 178, 185, 187, 231
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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