



## AP S9 Physical Restraint and Seclusion in Emergency Circumstances

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Legislative References: *School Act* Section 6, 17, 20, 76(3), 85(2)

Policy Reference: 4.10 Healthy and Safe Environments; 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances

Collective Agreement References: None

Date: February 26, 2025

Physical restraint and seclusion must only be used in emergency circumstances and only as a last resort when a student presents imminent danger to themselves or others.

### **Definitions**

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. It does not involve:
  - 1.1. 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 inducing a student who is acting out to walk to a safe location;
  - 1.2. the provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort.
2. **Seclusion** – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. It does not involve:
  - 2.1. behaviour strategies, such as ‘time out’, used for social reinforcement as part of a behaviour plan; these are not considered ‘seclusion’; and
  - 2.2. does not apply where a student has personally requested to be in a different/secluded location/space.
3. **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
  - 3.1. involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior;
  - 3.2. is only one option along a continuum of behaviour interventions supporting behaviour change;



- 3.3. can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school;
- 3.4. is typically used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

### **Processes**

- 4. Physical restraint or seclusion is:
  - 4.1. used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel;
  - 4.2. discontinued promptly when the imminent danger of serious harm to self or others has dissipated; and
  - 4.3. employed only when less restrictive interventions have been exhausted and ineffective in ending imminent danger of serious physical harm;
  - 4.4. conducted in a manner that best preserves the student's dignity, wellness and safety;
  - 4.5. never 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; never employs the use of mechanical devices;
  - 4.6. documented thoroughly in each instance where physical restraint or seclusion is applied (form appended to this administrative practice), with such documentation shared by the school team, the Superintendent or designate, and the parents of the student;
  - 4.7. never used as a punishment, a form of discipline, or to force compliance.
- 5. Safety plans will be developed to ensure the health and safety of students and employees working with them.
- 6. Schools will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.



## Emergency Use of Physical Restraint and/or Seclusion - Form

### REPORT OF PHYSICAL RESTRAINT/SEPARATION

Student Name	Grade	School
Teacher/Class	Date	Special Education Designation
Nature of Restraint or Seclusion (Describe exactly what procedure was used)		
Time procedure began:	Time procedure Ended:	Staff member initiating; others present/involved:
Describe the behaviour that led to the emergency use of restraint/seclusion, including time, location, activity and other contributing factors:  Was there: <input type="checkbox"/> Imminent serious physical harm to themselves <input type="checkbox"/> Imminent serious physical harm to others		
Procedures used to attempt to de-escalate the student prior to using restraint		
Follow-up with student after the restraint including time, location, activity and other factors:		
A debriefing is scheduled to review incident and existing plans and revising them if necessary Date debriefing held or scheduled _____ Who was included <input type="checkbox"/> School personnel _____ <input type="checkbox"/> Parents _____ <input type="checkbox"/> Student if appropriate		
Recommendations arising out of debrief:		
When was the parent/guardian notified:  By Whom:	Name of Principal/Vice Principal completing the form	

**Copy to: SBT; parent/guardian; District Vice-Principal of Inclusive Education**