

All students and staff are to be provided with a safe learning and working environment. Such safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education, are followed.

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
 - If required, physical restraint and/or seclusion will be implemented as emergency, not treatment, procedures.
 - School staff members are offered opportunities to be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
 - Specialized staff are offered opportunities to participate in training regarding the safe implementation of physical restraint and/or seclusion.
 - repeated use of restraint or
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- Procedures for documenting every instance of the use of physical restraint or seclusion are clearly articulated.

The District is committed to regular review of this Administrative Procedure to ensure alignment with Ministry of Education guidelines and current research/practice.

Definitions : Ministry of Education

Behaviour: the actions by which an individual adjusts to the environment. It is commonly understood that behavior is communication. It is the impact of the behavior that dictates whether

Physical Restraint: “a method of restricting another person’s freedom of movement

- 9.2 Multiple use of physical restraint or seclusion occurring within the same classroom
- 9.3 Repeated use of physical restraint or seclusion by an individual staff member

10. Communication with District and School Staff:

10.1 Follow-up after each incident involving the use of physical restraint or seclusion:

- 10.1.1 School staff will notify the Principal as soon as possible after an incident / always prior to the end of the school day on which the incident has occurred.
- 10.1.2 The Principal will notify the Director of Instruction, Learning Services and the Superintendent or designate as soon as possible after an incident / prior to the end of the school day on which the incident has occurred.

11. Documentation by school staff of any use of physical restraint or seclusion is required.

11.1 School staff are required to use the “Physical Restraint and Seclusion Record” (Form 23-1) District template.

- 11.1.1 The use of “time out” outside of the classroom is also to be documented on record form. (Form 23-1)

11.2 Completed records are due to the office of the Director of Instruction, Learning Services by June 30 each year.

12. Communication with Parents:

12.1 The Principal will notify parents/guardians as soon as possible/always prior to the end of the school day on which the incident has occurred.

12.2 A debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – will examine whadew 0.55Td (as.013 Tc337 0 Td [(per)-168e35

This form is used to document the use of physical restraint and seclusion for a student.
 Timeouts are also to be recorded (parent debrief not required)
 A copy of this form must be sent to the Director of Instruction, Learning Services
 by June 30 each school year (with the original kept in the student's red file).

Student Name:	Grade:
School:	School Year:

DATE: mm/dd/yy	PURPOSE: P=Physical Restraint S=Seclusion T=Time out	AMOUNT OF TIME; e.g. 2:15-2:30 p.m.	Notes (i.e. location, triggers)	Parents debriefed: (checkbox)
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
				<input type="checkbox"/> P <input type="checkbox"/> S
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