



SCHOOL DISTRICT #49 (CENTRAL COAST) Policy Manual

POLICY 421: Physical Seclusion and Restraint in School Settings

The Board of Education of School District (Central Coast) is committed to providing a safe, secure and respectful environment for students and staff. Positive and least restrictive approaches in the provision of student supports are considered best practice. The purpose of these provisions is to promote a response that protects both the individual and others' safety and well-being.

Guidelines

1. Definitions:
 - a. "Behaviour" the actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether the behaviour is negative or positive.
 - b. "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. 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) does not constitute physical restraint. Neither is the provision of physical guidance or prompting of a student when teaching a skill, redirecting attention, or providing comfort.
 - c. "Seclusion" is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies, such as "time out", used for social reinforcement as part of a behaviour plan, are not considered "seclusion". Neither is it considered seclusion where a student has personally requested to be in a different/secluded location or space.
 - d. "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.
2. Individuals/staff 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 must be familiar with the Provincial Guidelines – Physical Restraint and Seclusion in School Settings, B.C. Ministry of Education June 3, 2015 <http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>
3. 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.



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4. Schools will access individuals, who are trained in positive behaviour intervention supports, conflict and crisis de-escalation and non-violent crisis intervention techniques.
5. All staff working directly with a student where there is a potential for imminent danger of serious physical harm to self or others will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.