
HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

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Policy Title:	Use of Physical Restraints
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POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES STAFF SHOULD SEEK TO UTILIZE POSITIVE MEANS IN DEALING WITH UNACCEPTABLE STUDENT BEHAVIOR. PHYSICAL RESTRAINTS, WHEN USED, MUST BE LIMITED TO SITUATIONS WHERE THERE IS A THREAT TO PERSONAL SAFETY AND/OR THE SAFETY OF OTHERS.

DEFINITION

Physical Restraint – Any method of using physical contact for restricting or immobilizing another person’s freedom of movement.

- Physical restraint is considered to be emergency or safety procedures aimed at stopping behaviour that may result in immediate harm to an individual or others.
- Physical restraint does not include
 - physical escort, which may involve temporarily touching or holding of the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a child/student who is beginning to act out or is slightly agitated to walk to a safe location.
 - Temporary physical contact for purposes such as moving a student away from danger or breaking up a fight is not considered physical restraint
 - Physical guidance or the prompting of a child/student when teaching a skill
 - Safety restraints or harnesses used for the safe transportation of a child/student in a vehicle when recommended by an appropriate health professional (e.g., physiotherapist, etc.).

Time-out – behavioural intervention used to stop the future frequency of problem behaviour, by changing the amount of reinforcement available to an individual.

- Positive reinforcement strategies include, but are not limited to praise, encouragement, reward for positive behaviour, etc.
- For time-out to be effective, the child/student must perceive the learning environment they are regularly part of as more reinforcing than when they are in time-out.
- Time-out is often used inaccurately to refer to strategies or spaces intended for other purposes (not reducing or stopping the future frequency of problem behaviour by changing the amount of reinforcement), such as calming a child/student or in situations where a child/student is located in a physical space separate from their peers.
- There are a variety of other reasons that a child/student may be located in a separate space from their peers for periods of time (not considered time-out), such as:

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- when a child/student requests to be in a separate location for a brief period of time to help them self-regulate their behaviour (e.g., using a sensory room);
- when independent work in a quiet space is occurring, when periods of individualized one-on-one instruction are taking place; or
- when a distraction-free environment is necessary for short periods of time for specific purposes.
- Based on the degree of separation of a child/student from the learning environment, there are two main types of time out: *non-exclusion time-out* (within the classroom) and *exclusion time-out* (separate space outside the classroom).
- Decisions on the use and type of time-out used require an individualized approach that considers:
 - the individual learning needs of the child/student;
 - why a child/student acts in a certain way or what is behind the challenging behaviour
 - the child’s/student’
 - relevant information provided by other members of the student’s learning team; and
 - input from parents/guardians.

Seclusion is the involuntary confinement or isolation of a person, alone in a room or area from which the person cannot freely exit or is physically prevented from leaving.

Seclusion room means a room, structure or enclosure in a school operated by a school authority, the primary purpose or use of which involves the involuntary confinement or isolation of a student where the student is prevented or incapable of evacuating from the room, structure or enclosure without the assistance of another person because security measures are not under the student’s control.

GUIDELINES

1. In accordance with the Education Act, parents have a responsibility to take an active role in their child’s educational success.
2. In addition to parents/guardians and teachers, members of the learning team include the child/student, where appropriate, and other school authority staff. When required, the learning team may also include specialized professionals, community agencies and service providers that work collaboratively to meet the child’s/student’s learning needs.
3. Time-out, and physical restraint are procedures that require an individualized approach within the context of a positive learning environment. Key elements of an individualized approach to supporting positive behaviour include:
 - 3.1. strong collaboration between the home and school;
 - 3.2. professional supports and expertise;
 - 3.3. appropriate staff training;
 - 3.4. an understanding of individual child’s/student’s behaviour;
 - 3.5. a problem-solving approach; and

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- 3.6. data-informed/evidence-based decision-making.
4. School staff are expected to employ positive and proactive means of engaging a child/student before the use of time-out and to help prevent the use of physical restraint.
5. An effective way of understanding a child's/student's problem behaviour is by recognizing that behaviour has an underlying reason.
6. A physical restraint is not a behavioral management strategy; it is a crisis management procedure.
 - 6.1. The least restrictive measure which is likely to be effective to control the situation should be used.
 - 6.2. These interventions should only be used in emergency situations where safety is an issue.
 - 6.3. If physical restraint is to be used within a school, it is required that trained and appropriately certified professionals are consulted on the use of physical restraint as a general safety procedure or an emergency measure prior to their use.
 - 6.4. All staff members who may, as part of their regular responsibilities, be required to use physical restraint procedures, shall be properly trained in these procedures prior to implementation of the plan.
7. Recurrent use of physical restraint is not to be a regular part of a child's/student's educational program. However, if the use of these procedures are agreed to as a safety, emergency or crisis measure by parents/guardians, this agreement is to be noted in a safety or crisis management plan developed for the child/student. This safety or crisis management plan is to be noted and attached to the child's/student's Instructional Support Plan (ISP).
8. When the child/student no longer presents an immediate threat to themselves or others, the student must be released.
9. The superintendents shall designate at least two school authority staff that are responsible for training and oversight of the use of physical restraint in schools.
 - 9.1. The designated school authority staff shall acquire training in conflict de-escalation, crisis de-escalation, non-violent crisis intervention and implementing positive behaviour interventions to facilitate defusing conflict and crisis situations.
10. When a Behaviour Support Plan includes the use of physical restraint it should stipulate that
 - 10.1. The use of physical restraint is a crisis management technique.
 - 10.2. The least restrictive physical restraint procedure which will be effective shall be used in the plan.
 - 10.3. The informed consent of the parent or guardian must be obtained in writing prior to implementation of the program. In the event that parental consent is refused it may be necessary to involve them in determining alternate options that are equally protective of the

child/student and staff safety.

REGULATIONS

1. Schools shall not use a seclusion room.
2. This policy is to be shared with parents when time-out, and/or physical restraints are being discussed as becoming part of their behavior plan.
3. Time-out
 - 3.1. Positive and proactive behaviour management strategies are to be employed before the use of time-out in learning environments.
 - 3.2. Before the use of any form of time-out in a learning environment, it is important to employ and assess the effectiveness of positive and proactive means of engaging the child/student in learning and in appropriately interacting with others.
 - 3.3. Time-out interventions are to be accompanied by positive behaviour approaches to reinforce and increase appropriate behaviour.
 - 3.4. Exclusion time-out is a more restrictive procedure than non-exclusion time-out and may only be used after other supports have been utilized
 - 3.5. Staff involved in the use of time-out procedures are required to have an understanding of
 - 3.5.1. behaviour-change principles;
 - 3.5.2. have the necessary training and experience;
 - 3.5.3. give careful consideration to the range of potential interventions available; and
 - 3.5.4. be aware of potential risks for their use.
 - 3.6. The appropriate level of professional and/or specialized expertise (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) is to be sought in planning and implementing time-out procedures.
 - 3.7. Principals must ensure that school staff who implement time-out procedures have completed the relevant training (professional learning in implementing positive behaviour interventions and supports, as well as in function-based approaches to understand the reasons for challenging behavior) prior to implementing these procedures.
 - 3.8. When a child/student displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis:
 - 3.8.1. it is essential to involve parents/guardians in planning to address the ongoing behaviour;
 - 3.8.2. a functional behaviour assessment (FBA) is to be conducted, with the support of an appropriately trained and certified professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour), as required;
 - 3.8.3. educational assessments, including specialized assessments, are to be conducted, as required, and used to inform educational planning for the child/student.
 - 3.8.3.1. Parental/guardian consent is required for specialized assessments.

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- 3.8.4. an individualized program plan (IPP) including the child's/student's learning outcomes, behaviour plan and required learning supports and services may need to be developed with parental/guardian involvement; and
- 3.9. Prior to the implementation of time-out, rules, expectations and how the time-out process is to occur are to be explained to the child/students and parents/guardians in a way that they will understand.
- 3.10. Staff considering the use of time-out are to ask the following questions prior to implementing a time-out procedure:
 - 3.10.1. Does the child/student understand the reason for the time-out?
 - 3.10.2. Does the child/student have the ability and opportunity to stop the challenging behaviour and demonstrate appropriate behaviour?
 - 3.10.3. Does the child/student understand expectations for a successful return to activities with the classroom or common learning environment?
 - 3.10.4. How will the decision to use time-out be communicated to the parents/guardians?
- 3.11. If exclusion time-out in a separate dedicated space is to be used as a behaviour reduction strategy for a child/student who displays challenging behaviour that negatively affects their learning or the learning of others on an ongoing or recurrent basis, it is expected that prior to its use:
 - 3.11.1. parents/guardians, and where appropriate, children/students, are provided with opportunities for meaningful involvement in discussions and decision-making regarding the use of such time-out intervention;
 - 3.11.2. informed written parental/guardian consent is obtained and documented in the child's/student's individualized program plan (IPP). If parents/guardians do not support the use of exclusion time-out, involve them in determining if alternative options are possible and include these in the child's/student's IPP;
 - 3.11.3. a behaviour plan is developed and included in the child's/student's IPP;
 - 3.11.4. a documented plan is in place should the child/student refuse to go to the designated space;
 - 3.11.5. a plan and/or process is outlined for moving the child/student to the space should physical guidance or physical transporting/relocating the child/student be necessary;
 - 3.11.6. safety features and specifications of the space are detailed.
- 3.12. Multi-use spaces within the school, such as a library, principal's office, etc., are better utilized instead of dedicated time-out rooms. If a separate, dedicated space is used for exclusion time-out, it is expected that:
 - 3.12.1. the safety and security of the child/student is paramount;
 - 3.12.2. the child/student is visible and supervised at all times while in the space;
 - 3.12.3. there is strict adherence to the child's/student's privacy and safety rights;
 - 3.12.4. the space is large enough for an average adult to freely move around, stand upright, and lie on the floor fully extended, without touching the walls;
 - 3.12.5. the space is well-lit, well-ventilated and at a suitable temperature;
 - 3.12.6. the space allows for exit should there be an emergency;
 - 3.12.7. the space is not overly stimulating;
 - 3.12.8. the space is unlocked and does not have a passive locking mechanism;
 - 3.12.9. the space does not contain items that may be harmful to children/students; and

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3.12.10. should the child/student need to be physically transported to the space, appropriately trained staff are present and required to carry out the transportation of the child/student.

3.13. When exclusion time-out is used, it is expected that:

3.13.1. the details associated with the use of exclusion time-out are documented and regularly evaluated to determine effectiveness and appropriateness of the time-out intervention for the child/student;

3.13.2. documented information includes but is not limited to:

3.13.2.1. positive and proactive or alternative strategies attempted prior to the use of time-out in the space;

3.13.2.2. behaviour resulting in the use of time-out;

3.13.2.3. duration of time-out;

3.13.2.4. frequency of time-outs; and

3.13.2.5. objectively reported behaviour observed while in time-out.

3.13.3. documented information is transparently disclosed with the learning team in accordance with applicable privacy legislation (e.g., Freedom of Information and Protection of Privacy Act (FOIP), Personal Information Protection Act (PIPA)); and

3.13.4. documented information associated with the use of the space for exclusion time-out is to be reported to a central administration or equivalent within the school authority for the purpose of reviewing frequency of use, planning and oversight.

4. Physical Restraints

4.1. Physical restraints may only be used as a last resort when a child's/student's behaviour poses significant imminent danger of serious physical harm to themselves or others.

4.2. If physical restraint is used, it is required that:

4.2.1. procedures are conducted in a manner that reduces harm to a child/student and others;

4.2.2. there is continual visual and aural monitoring of any child/student throughout the period of physical restraint;

4.3. Physical restraint is not used:

4.3.1. as punishment, discipline or to force compliance;

4.3.2. to stop a child/student who is engaged in destructive behaviour such as damaging property, unless there is a risk to the safety of the child/student or others;

4.3.3. as substitutes for appropriate educational support; and

4.3.4. when a known medical, physical, psychological or other condition would make the use of physical restraint dangerous for a child/student.

4.4. When the use of physical restraint is being considered for a child/student as a pre-planned safety, emergency or crisis measure, it is required that parents/guardians are involved in the development of these plans and provide their informed consent.

4.4.1. Where appropriate, children/students should also be involved.

4.5. Parents/guardians are to be informed as soon as possible after each incident involving the use of physical restraint with their child.

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- 4.5.1. Reasonable efforts to reach the parent/guardian are required to be made and documented before the end of the school day.
- 4.6. Physical restraint is to be used only in emergency or exceptional situations where:
 - 4.6.1. the behaviour of a child/student poses imminent danger of harm to self or others;
 - 4.6.2. less restrictive interventions are not possible or have been ineffective at ending such imminent danger or harm; and
- 4.7. Recurrent use of physical restraint is not to be a regular part of a child's/student's educational program.,
 - 4.7.1. Physical restraint is to only be used for dangerous behaviour, not disruptive behaviour. Dangerous behaviour is behaviour that is likely to cause injury or harm to self or others.
 - 4.7.2. The principle of using the least restrictive and/or least intrusive option is to guide the use of physical restraint. Physical restraint is only to be employed as a last resort after less restrictive methods have been attempted, where possible.
 - 4.7.3. Physical restraint is to be used only for as long as necessary and be discontinued when the child/student no longer presents an immediate threat to themselves or others.
 - 4.7.4. In addition to the above, when a child/student has a history of engaging in crisis-level behaviour or a child's/student's behaviour can be reasonably predicted to pose a danger, it is expected that the following actions will be undertaken:
 - 4.7.4.1. conducting a functional behavioural assessment (FBA) with the assistance of an appropriately trained professional (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) to inform educational planning for the child/student;
 - 4.7.4.2. including specific positive, preventative and proactive supports as part of an IPP;
 - 4.7.4.3. including appropriate safety or emergency measures as part of the IPP;
 - 4.7.4.4. providing training for staff in the use of physical restraint;
 - 4.7.4.5. involving parents or guardians and, where appropriate, the child/student in the discussions and development of the IPP;
 - 4.7.4.6. consulting with appropriate professional experts, as needed; and
 - 4.7.4.7. seeking written informed consent from parents or guardians on the emergency or safety measures to be implemented.
- 4.8. As soon as possible after each instance where physical restraint is used, detailed information regarding the use is to be documented and regularly reviewed for frequency of use and appropriate educational planning for the child/student. Documented information can be captured in an incident report that includes but is not limited to the following elements:
 - 4.8.1. interventions used prior to the implementation of physical restraint;
 - 4.8.2. attempts to de-escalate the situation and stop the dangerous behaviour;
 - 4.8.3. behaviour resulting in the use of physical restraint;
 - 4.8.4. duration of physical restraint;
 - 4.8.5. child's/student's behaviour while being physically restrained;
 - 4.8.6. physical restraint techniques used;
 - 4.8.7. injuries to self or others and damage to property, if applicable;
 - 4.8.8. names of school staff involved in the implementation of the physical restraint; and

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- 4.8.9. efforts, including methods used, to notify parents/guardians, including dates and times.
- 4.9. Documented information regarding each use of physical restraint is to be disclosed in accordance with applicable privacy legislation (e.g., *Freedom of Information and Protection of Privacy Act (FOIP)*, *Personal Information Protection Act (PIPA)*).
 - 4.9.1. After each incident where there is use of physical restraint:
 - 4.9.1.1. the principal is to be notified as soon as possible after the incident and on the same school day on which the incident occurred;
 - 4.9.1.2. the principal is expected to notify the child’s/student’s parents/guardians as soon as possible after the incident and on the same school day during which the incident occurred; and
 - 4.9.1.3. the superintendent or equivalent school jurisdiction leader is to be notified as soon as possible after the incident occurs.
- 4.10. Documented information regarding each use of physical restraint is to be reported to a central administration or equivalent within the school authority for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention.
- 4.11. After each incident where there is use of physical restraint, it is required that:
 - 4.11.1. a debriefing session with all involved staff occur within three days of the incident. The purpose of this debriefing session is to help determine the cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of physical restraint. When possible, appropriate expertise should be involved in the debriefing session;
 - 4.11.2. an opportunity to de-brief with parents/guardians and the student, where appropriate, is provided as soon as possible after the incident; and
 - 4.11.3. A review of the IPP, where one has been previously created, occurs and the plan is updated to prevent and reduce occurrence.



Attachment A
Horizon School Division
Physical Intervention Incident Report

Complete in duplicate

1. Original is to be forwarded to the Assistant Superintendent of Learner Services; and
2. A copy is to be retained for school files

School: _____ Student Name: _____
Address: _____
Name of Parent/Guardian: _____
Telephone: _____

DETAILS OF INCIDENT

Date of Incident: _____ Time: _____ Location: _____

Was parent(s) and/or legal guardian(s) contacted? _____ Yes _____ No

Efforts, including methods used, to notify parents/guardians, including dates and times _____

Please provide explanation if parent/guardian was not contacted: _____

Does this student have an ISP? _____ Yes _____ No

Are time-out, and/or physical restraint part of the ISP? _____ Yes _____ No

If yes, circle all that apply above)

What physical intervention was implemented (time-out, and/or physical restraint) _____

Physical restraint techniques used _____

Names of school staff involved in the implementation of the physical restraint _____

Does the individual applying the intervention have current training in techniques? _____ Yes _____ No

Give the names and addresses of two witnesses, if possible: _____

Teacher/supervisor in charge when intervention occurred? _____

Interventions used prior to the implementation of physical restraint _____

Attempts to de-escalate the situation and stop the dangerous behaviour _____

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Behaviour resulting in the use of time-out, and/or physical restraint _____

Duration of time out, and/or physical restraint _____

Child's/student's behaviour while being physically restrained _____

Injuries to self or others and damage to property, if applicable _____

Describe fully how the intervention occurred (mention all objects, persons, etc., connected with the intervention and the resulting effects): _____

Cause and contributing factors of the event: _____

Name of person completing the form: _____

Signature of person completing the form: _____

Signature of Principal: _____ Date: _____

DIVISION OFFICE FOLLOW UP

Date: _____ Reviewed by: _____

Recommendations (from debriefing with parents and staff – determine cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of physical restraint): _____

Signature: _____