

#372417

JLIG
JLIG-E-1, 2, 3, 4**Seclusion and Physical Restraint**

Staff shall undertake seclusion and physical restraint in accordance with Policy JLIG and the following procedures:

1. Knowledgeable and Skilled Staff

- a. Seclusion and physical restraint are to be implemented only by staff who have training in the use of these procedures.
- b. Suitable training must be provided to staff supporting students with profound behavioural needs that substantially increase the danger of serious harm to the student or others. Staff supporting students with these needs are expected to have practical training in prevention and de-escalation strategies, recognizing situations where imminent harm is likely to occur and safely implementing crisis responses when warranted.
- c. Schools must maintain a team of at least six people trained in Nonviolent Crisis Intervention. The principal and principal designate must be members of this team. Only members of this team may implement seclusion or physical restraint interventions.
- d. Schools are expected to consult with trained and appropriately certified professionals (e.g., qualified professionals trained in function-based approaches to managing problem behaviour) when planning to support students with needs known to include behaviours that may cause serious physical injury to the student or to others.
- e. At least two staff members within the Division are to be designated as responsible for training for and oversight of the use of these procedures.
- f. Division and school administrators are expected to include among their staff individuals with training in conflict de-escalation, crisis de-escalation, non-violent crisis intervention and implementing positive behaviour interventions to facilitate defusing conflict and crisis situations.
- g. School staff are to be given regular opportunities for training in implementing positive behaviour interventions to facilitate defusing conflict and crisis situations. School staff are expected to undertake training in implementing positive and proactive strategies to reduce the need for crisis response strategies.

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2. Seclusion and Physical Restraint are Emergency Responses of Last Resort

- a. Seclusion and physical restraint are only used as a last resort emergency or crisis procedure to maintain safety before contacting emergency responders, if necessary.
- b. Seclusion and/or physical restraint are to be used only in emergency or exceptional situations where:
 - i. the behaviour of a student poses imminent danger of serious physical harm to self or others;
 - ii. less restrictive interventions are not possible or have been ineffective at ending such imminent danger of harm; and
 - iii. the imminent danger can be diminished by using seclusion or physical restraint.
- c. Seclusion and/or physical restraint are to be used only for as long as necessary and must be discontinued when the student no longer presents an immediate threat to themselves or others.
- d. Seclusion and/or physical restraint are measures of last resort employed to protect the safety of students and staff. These practices are never to be employed to protect property or prevent disruptive behaviour.

3. Requirements for Instances of Seclusion and/or Physical Restraint

- a. Seclusion and physical restraint are to be implemented only by staff who have adequate knowledge and training in the use of these procedures.
- b. When, in accordance with the limitations described above, it is deemed necessary to use seclusion and/or physical restraint, the following requirements are to be observed to minimize the risk of harm to students and staff:
 - i. all seclusion environments are safe, humane and abide by all building, safety and fire codes;
 - ii. seclusion and physical restraint practices employed must not restrict a student's breathing;
 - iii. seclusion and/or physical restraint procedures are conducted in a manner that reduces harm to a child/student and others;
 - iv. there is continual visual and aural monitoring of any student throughout the period of seclusion or physical restraint;
 - v. staff observing the student must be able to communicate with the student at all times;

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- vi. the student must be able to communicate their basic human needs and have those needs met;
- vii. seclusion must not be used when a student is engaging in self-injurious behaviours;
- viii. a staff member must be assigned as an observer and note-taker to record a factual account of the event; and
- ix. all reasonable efforts to preserve a student’s dignity must be taken whenever seclusion and/or physical restraint are employed.

Reporting and Documentation

Where a student is identified as having special needs which may necessitate using seclusion and/or physical restraint procedures, an IEP or BIP including the guidelines for the use of seclusion and/or restraint is required. The parent/guardian must also sign the Agreement for Use of Physical Restraint, JLIG-E-1. If deemed necessary, further conditions may be added to the Agreement at the discretion of the school principal.

Any event that involves the use of seclusion or physical restraint must be reported on the day of the event to the Principal or designate, parents or legal guardians, the Director, Inclusion Support Services and Accessibility, and the Superintendent/CEO or designate using formal incident reports JLIG-E-2 Restraint Incident Report and JLIG-E-3 Seclusion Incident Report depending on the incident type. When an incident of seclusion occurs the seclusion incident report must be accompanied by JLIG-E-5 Seclusion Log.

Debriefing

As crisis interventions of last resort, seclusion and physical restraint inherently are part of events that are highly stressful and may have detrimental impacts on students and staff. Support is to be provided to students who have experienced seclusion and/or physical restraint to re-integrate into the school community and to restore a sense of safety and belonging. A debriefing process will also support the student’s family and any staff or other members of the school community affected by events that include instances of seclusion and/or physical restraint.

Debriefing meetings are to occur with parent(s)/legal guardian(s), the student, and school staff involved in the seclusion event. The student’s parent(s)/ legal guardian(s) and the student may have the opportunity to be accompanied and assisted by a person of their choosing during the debriefing. Debriefings should be in-person and take place as soon as possible after the event. Additional debriefings should be made available to others in the school who were impacted physically and/or emotionally by the event.

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In addition to the protective and restorative effects of debriefing meetings, such meetings are intended to involve careful review of the events to ensure adherence to standards for managing such crises, to refine and review student specific plans and supports, and to identify any ways to reduce the likelihood of future crises or improve the safe management of any future crises.

Debriefings are led by the principal (or designate) who has training/experience in leading a debriefing process. The debriefing should focus on how the use of seclusion and/or physical restraint could have been prevented and should identify what can be done to avoid seclusion and/or physical restraint if a similar event occurs in the future. A summary of the debriefing(s) on division form JLIG-E-4 and any outcomes decided upon is placed in the pupil file and the divisional student information system.

The student support team must meet (or be formed) as soon as reasonably possible after the seclusion event to

- examine what happened;
- conduct a function-based assessment to learn more about the purpose of the behaviour and precipitating factors;
- engage in the student-specific planning process (Manitoba Education, Student-Specific Planning) to write or revise the student-specific plan, identifying what needs to be changed to decrease the chance of the behaviour recurring (e.g., changes to environment, changes to positive behaviour strategies, alternative responses to the student's behaviour); and
- identify staff development or training needs and initiate a plan for addressing these needs.

Monitoring and Review

St. James Assiniboia School Division will annually review and evaluate data collected from all instances of seclusion and/or physical restraint over the previous year and compare this information with data collected in previous years. This process will evaluate support for students' behavioural needs, aid in identifying and deploying needed resources and training, and track progress in reducing crisis events, especially those involving seclusion and/or physical restraint. The Superintendent/CEO shall designate staff responsible for completing this annual review.

This annual review process shall include:

- a review of incident reports to identify any patterns or trends to inform decision making;
- a review of harm incurred by students and staff;

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- identification of repeated use of seclusion for an individual student, multiple uses within the same classroom, or multiple uses by the same individual. These patterns may indicate a need for additional training and/or support;
- assessment of adherence to seclusion policies and procedures;
- identification of staff professional support and training needs;
- assessment of environmental considerations;
- evaluation of the effectiveness of policies and procedures in decreasing seclusion;
- identify any needed updates to seclusion and physical restraint policies and/or procedures to ensure consistency with any new developments/or new practices (Manitoba, Education Administration Act and Safe Schools Charter).

A report on this annual review will be written and will include discussion of all considerations enumerated in the list above. This report will be reviewed by the Superintendent/CEO and the Director, Inclusion Support Services and Accessibility. The report will be the basis for changes to policies, procedures and training intended to further reduce the use of seclusion and restraint.

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