

**PUBLIC SCHOOLS BRANCH
OPERATIONAL POLICY**

PHYSICAL RESTRAINT AND TIME-OUT ROOMS USED IN SCHOOLS	
<i>Policy Section</i> Programs and Services	<i>Policy Number</i> 405
<i>Pages</i> 2	<i>Approved Date</i> September 19, 2016
<i>Reviewed Date</i>	<i>Effective Date</i> September 19, 2016
Replaces: ELSB Operational Policy 405 Physical Restraint and Time-Out Rooms Used in Schools, April 28, 2015	

1.0 PURPOSE

- 1.1 The purpose of this policy is to communicate clearly the expectations of the Public Schools Branch regarding the use of physical restraint and time-out rooms in schools.

2.0 POLICY STATEMENT

- 2.1 Students and school staff members have the right to learn and work in a safe and respectful environment. A positive approach to student behavior and advanced planning provide the best care, safety and security for all students and staff in the school environment. This approach also minimizes the need to use physical restraint and/or time-out rooms so that these strategies are only used as a last resort in a crisis situation.

3.0 AUTHORITY

- 3.1 Section 50 of the *Education Act* provides authority for this policy.

4.0 DEFINITIONS

- 4.1 **Physical Restraint:** Physical restraint is immobilization through direct, temporary contact with the resisting student in a controlled manner for the purpose of preventing the student from injuring her/himself, others, or damaging property.
- 4.2 **Time-out Rooms:** A room within a school in which a student is temporarily placed during an emergency situation where the student is in danger of hurting him/herself or others. Time-out rooms are used only in emergency and crisis situations, to de-escalate a dangerous situation and students are under adult supervision at all times.
- 4.3 **Nonviolent Crisis Intervention™ Program (NVCI):** A safe, non-harmful behavior management system designed by the Crisis Prevention Institute (CPI), to aid staff members in maintaining the best possible care, welfare, safety, and security for disruptive, assaultive and out-of-control individuals during their most violent moments. This includes the recognition of escalating behaviors, preventative measures, appropriate de-escalation techniques, and NVCI physical intervention techniques.

5.0 PARAMETERS

- 5.1 School staff members routinely use a variety of positive interventions to respond to a range of disruptive student behaviours.
- 5.2 When a student's behavior presents a danger to him/herself or others and the strategies identified in the student's behaviour support plan have been unsuccessful, it may be necessary to intervene using physical restraint and/or time-out rooms.
- 5.3 The goal of NVCI is to de-escalate a dangerous situation, protect the student and others from injury, and regain a safe, productive learning environment.
- 5.4 Physical restraint and time-out rooms should not be viewed as the primary behavior management or intervention technique.
- 5.5 In order for staff to respond consistently and appropriately to a crisis situation, a documented support plan needs to be in place and formal training ongoing.
- 5.6 Training will increase competence and foster teamwork when reviewed regularly and implemented with due diligence. This is essential for supporting staff and maximizing safety in schools.

6.0 RESPONSIBILITIES

- 6.1 The Director of the Public Schools Branch (Director) shall be responsible for overseeing this policy.
- 6.2 The Director of Student Services or designate shall be responsible for monitoring and promoting this policy.
- 6.3 The principal shall be responsible for implementing and managing this policy within his/her school.

7.0 CROSS REFERENCE

- 7.1 Board Governance Policy *SL2 – Treatment of Students and Other Consumers*
- 7.2 Operational Procedure *405.1 Physical Restraint Use in Schools*
- 7.3 Operational Procedure *405.2 Time-out and Time-out Rooms in Schools*
- 7.4 *Education Act*
- 7.5 Occupational Health & Safety Regulations
- 7.6 *Canadian Human Rights Act*