



## ADMINISTRATIVE PROCEDURES #5.14.AP

### PREAMBLE

The Burnaby Board of Education is committed to providing a safe, respectful and positive learning environment for all students and staff. Positive and least restrictive approaches in the provision of student supports are best practice. Every effort is made to structure learning environments and provide learning supports that make physical restraint and seclusion unnecessary. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations. In the event that restraint or seclusion is deemed necessary, steps in the Safety Response Plan as outlined in Policy #5.10 page 5 Behavioural Risk Assessment & Safety Response Planning will be followed to ensure an appropriate, caring, and respectful response to escalating behaviours until which time the student has been able to self-regulate and/or is in instructional control.

### POLICY

**THE BOARD RECOGNIZES THAT 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.**

### ADMINISTRATIVE PROCEDURES

#### PREVENTATIVE PROCEDURES

The following procedures shall be implemented subsequent to a school principal identifying a student as having difficulty self-regulating physically aggressive behaviour in a manner that constitutes an imminent risk of harm or injury to self or others:

1. The Principal will notify the District Principal of Learning Support Services, and the parent(s)/guardian(s) of the student identified.
2. A Functional Behavioural Assessment (FBA) will be conducted or updated by trained school and/or district learning support services staff.
3. The results of the FBA will be used to create a Positive Behaviour Support Plan (PBSP) and a Safety Response Plan (SRP). Parent(s)/guardian(s) and community professionals who



likelihood of a recurrence.

12. The Principal will inform the District Learning Support Services team of any incidents of restraint and/or seclusion. The District Learning Support Services Team will maintain records.

**DEFINITIONS OF TERMS**

Functional Behaviour Assessment (FBA): A process that involves data collection and information gathering to determine the function of a particular behaviour, as well as to identify the factors that are maintaining its occurrence. A hypothesis statement is developed from the information and data gathered which is used as the basis for developing the Positive Behaviour Support Plan (PBSP).

Positive Behaviour Support Plan (PBSP): Informed by a functional behaviour assessment, a positive behaviour support plan outlines key understandings in relation to what occurs before, during and after identified behaviours in order to guide responses that will diminish the frequency and intensity of the behaviour. The goal is to teach and support appropriate ways for the student to have their needs met in a positive and safe manner.

Safety Response Plan (SRP): A plan that identifies challenging, physical behaviours that may pose a risk of imminent harm or injury to self and/or peers and staff. The SRP details how staff will respond to de-escalate and ensure the safety and dignity of all involved. The SRP is always developed in collaboration with families and community professionals who support the student outside of school.

Physical Restraint: 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.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: The involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behavior strategies, such as ‘time out’, used for social reinforcement as a part of a behaviour plan, are not considered ‘seclusion’.

The term seclusion does not apply where a student has personally requested such.

Resources: [Provincial Guidelines – Physical Seclusion in School Settings](#)

Date(s) Revised:

Statutory: Ministerial Provincial Guidelines –  
Physical Seclusion in School Settings  
Other: