

Living Sky School Division No. 202

Administrative Procedure (AP) Manual



Procedure Name: Use of Supportive Environments & Physical Restraint

Procedure Type:	School Operations	Implementation Date:	APR. 13, 2016
Procedure Number:	4.44	Last Approval Date:	MAY 8, 2024
AP Owner:	Student Services Coordinator	Last Reviewed:	MAY 8, 2024
Legal Reference(s):	<i>The Education Act, Section 152</i> <i>The Saskatchewan Human Rights Code</i> <i>The United Nations Convention on the Rights of the Child, Articles 19, 28, 37</i>		

Background

All students have the right to receive educational programming and support in a safe and minimally restrictive environment. The student population includes students whose behaviour presents a concern for the health and safety of the students themselves, other students in the school, and/or staff.

Early intervention is the first strategy to be used to prevent behaviours that may require physical restraint or a supportive environment and promote academic and behavioural student success. All behaviour interventions assume a regard for the well-being and dignity of students and staff. Educators, parents/guardians, and other members of the school community will work together to promote positive behaviour, teach, reinforce appropriate social skills, and encourage the development of respect and responsibility in students.

If **supportive environments** or **physical restraint** are used, strategies must be systematically planned, delivered, supervised, and evaluated to determine their effectiveness with individual students and should only be used when less restrictive interventions have not been successful.

Physical restraint is recognized as an emergency, safety, or crisis management procedure in educational settings and not as a behaviour management procedure. It may only be used as a **last resort** when a student's behaviour poses significant, imminent danger of serious physical harm to themselves or others.

Scope

Use of physical restraint or supportive environments applies to all situations where Living Sky School Division (LSKYSD) staff are responsible for students.

Definitions

Co-regulation is the interactive process by which caring adults (1) provide warm supportive relationships, (2) promote self-regulation through coaching, modeling, and feedback, and (3) structure supportive environments.

Last resort is defined as all available interventions have been implemented with fidelity, these interventions have failed to prevent or de-escalate a situation, and there continues to be a significant concern for the safety of the student and/or others.

Physical Restraint is any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual's movements, reconstituting behavioural control, and establishing and maintaining safety for the individual and other individuals.



Supportive environment includes physical space, equipment and materials, structure, and planning, and relationships between adults and children. The environment needs to be carefully planned based on knowledge of typical children's development and the specific developmental needs of the population. It is not seclusion.

Procedure

1. The principal or designate will ensure that the following is adhered to in all instances:
 - a. Behavioural interventions for all children and youth consider the right to be treated with dignity and respect,
 - b. All children and youth receive necessary educational programming and supports in a safe and least restrictive environment,
 - c. Positive and appropriate educational interventions include behaviour supports that are initiative-taking and preventative,
 - d. Early intervention takes place to promote the academic and behaviour success of all children and youth,
 - e. Children and youth whose patterns of behaviour impede their learning, or the learning of others receive appropriate educational assessment,
 - f. Positive collaborative problem-solving plans created that include targeted instruction in appropriate behaviour, and strategies to co-regulate, self-regulate, and de-escalate behaviour,
 - g. Co-regulation of a student in a supportive environment requires a co-regulating adult present at all times,
 - h. Staff are appropriately trained to employ co-regulation and de-escalation techniques for the prevention of and to avoid conflict and crisis situations,
 - i. School staff respect gender, ethnic, cultural, and linguistic differences and respond to the needs of young people using a trauma-informed lens.
2. The principal or designate and school-based team will determine the staff members responsible for carrying out a safety, and/or collaborative problem-solving plan.
3. The principal or designate is to ensure that:
 - a. The staff chosen to implement a safety/collaborative problem-solving plan have a relationship with the child and are willing to carry out the steps of the plan,
 - b. Assistance, when necessary, is sought from parents, other health professionals, and/or LSKYSD Behaviour Support Team,
 - c. The appropriate documentation has been created by the school team, and
 - d. Parental/guardian consent has been received.

Appendices

- 4.44A Informed Consent for Safety/Collaborative Problem-Solving Plan (*internal document*)
- 4.44B Collaborative Problem-Solving Incident Form (*internal document*)
- 4.44C Supportive Environment/Physical Restraint Log (*internal document*)
- 4.44D Safety Plan (*internal document*)
- 4.44E Collaborative Problem-Solving Plan (*internal document*)

Related

- Supportive Space and Physical Restraint Protocol (*internal document*)
- Workplace Incident Reporting Protocol (*internal document*)