



To nurture curiosity, resilience and joy in all

420 USE OF PHYSICAL RESTRAINT & SECLUSION

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount. The overarching goal of learning environments design is the creative use of space to facilitate and support positive student learning experiences, rather than punitive or disciplinary ones.

The Board believes that behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion. ~~In recent years,~~ A wide variety of creative approaches to learning and less restrictive configurations of learning environments has ~~shifted~~ emerged to include opportunities beyond the traditional classroom and accommodating students' sensory and self-regulation needs.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are unnecessary.

The Superintendent is authorized to establish Administrative Procedures in accordance with guidelines issued by the Ministry of Education and Child Care.

DRAFTING NOTE: THE REGULATIONS APPENDED TO THE POLICY TO BE PUBLISHED AS AN ADMINISTRATIVE PROCEDURE