

# SOUTH DELTA SCHOOL DISTRICT

## RESTRAINT AND SECLUSION POLICY

### I. GENERAL INFORMATION

The South Delta School District seeks to promote a safe and productive workplace and educational environment for its employee and students. Therefore, the South Delta School District seeks to ensure that every student in the district is free from reasonable use of physical restraint or seclusion. **PHYSICAL RESTRAINT OR SECLUSION SHALL BE USED ONLY AFTER OTHER LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE, AND WITH EXTREME CAUTION.**

School personnel shall only administer physical Restraint or seclusion when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. When a physical restraint or seclusion needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint or seclusion.

When physical restraint is used it should immobilize or reduce the ability of a student to move his or her torso, arms, legs, or head freely. Physical restraint is a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of encouraging a student who is acting out to walk to a safe location.

Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The student is always supervised by a staff person.

### II. INTERVENTIONS AND ALTERNATIVE METHODS THAT MAY PRECLUDE THE NEED FOR THE USE OF PHYSICAL RESTRAINT OR SECLUSION

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or deescalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraint or seclusions should be used in emergency situations after other less intrusive alternatives, such as those listed below, have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint or seclusion include but are not limited to, the following:

1. Verbal Prompt – A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
2. Full or Partial Physical Cue – A full or partial physical cue is anytime an adult needs to place their hands on a child or physically redirect a child. These are used at increasing levels as needed to return a child safely back to task. See Physical Redirection, Physical Escort and Physical Containment below.
3. Physical Escort – A physical is if a child inappropriately wanders away from the task at hand, or does not comply to walk to a specific location, an adult “escorts: them back to task at hand. A physical escort is done by standing just behind the child’s, grasping the child immediately above the elbow with one hand and placing the other hand between the child’s shoulder blades and then “escorting” the child in a firm and brisk manner to the task.
4. Physical Redirection – When a child inappropriately gets out of his seat, the child should be physically “redirected” back to his or her chair. A physical redirection is done by placing one hand on each of the child’s shoulders and returning the child back to his or her chair.
5. Physical Containment – When a child runs away from adult supervision (i.e., running around classroom, building, etc.) or when an adult anticipates that a child is a risk of darting. If the child moves more than one arm’s length away from the supervising adult, the adult “contains” the child by grasping the child’s arm just below the arm-pit and bringing the child immediately to the adult’s side. The child is firmly “contained” at the supervising adult’s side for approximately three seconds, then ask the child, “Why am I holding your arm... I am holding your arm because you cannot run here. “The supervising adult then should release the child but be prepared to “contain” the child again, if necessary.
6. Time Out – A time out is a period of time in which the child is unable to access any form of rewarding consequences.

**General Guidelines** for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

1. **Remain Calm**- To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
2. **Obtain Assistance** – Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
3. **One Person Speaks** – In order to minimize the likelihood of confusion and/or likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.
4. **Remove Student If Possible** – The feasibility of having student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.
5. **Remove Other Students** – If it is feasible to have student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates. (Reference Step 3: One person Speaks) – In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene with the most information about the particular situation.

### **III. DISTRICT'S PHYSICAL RESTRAINT AND SECLUSION PROCEDURES**

1. Selected faculty and staff will receive training annually on restraint and seclusion procedures.
2. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.
3. Restraint or seclusion should never be used in the manner that restricts a child's breathing or harms a child.
4. The use of restraint or seclusion, particularly when there is repeated use for an individual, should trigger a review. If appropriate, strategies currently in place will be revised to address dangerous behavior. If positive behavior strategies are not in place, staff will develop a plan.
5. Teachers and other personnel are trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion.
6. There must be two adult faculty/staff members present. One or both employees may be used to restrain the student. To the greatest extent possible one or the other adult will serve as a witness to the process.
7. Parents will be notified as soon as possible following each instance in which restraint or seclusion is used with their child.

**LEGAL REF:** SOUTH DELTA SCHOOL DISTRICT  
**DATE:** Miss. Code Ann. §§37-9-69, 37-11-57, 37-7-321  
February 9, 2015

**This policy will be reviewed and revised as needed but no less than annually.**