

Board Policy 281 Use of Seclusion and Restraint

CFCI shall train all staff in Responsive Classroom strategies as well as appropriate staff in the use of non-violent crisis intervention strategies, which will include verbal de-escalation techniques, to be employed with all students. These strategies will advocate for the care, welfare, safety, and security of all students. Verbal de-escalation involves the use of several components which includes maintaining supportive tone, lower volume, and slower cadence when speaking. Non-verbal communication involves non-threatening body language such as a supportive stance, maintaining personal space, and neutral facial expressions. The following steps will be employed when supporting students in crisis:

1. Supportive approach- empathetic, non-judgmental responses to behavior (active listening, wait time, non-threatening body language/stance)
2. Directive Approach- decelerating escalating behavior (simple directions, setting limits)
3. Physical Intervention- disengagement and/or holding skills to manage risk behavior and protect all stakeholders from harm
4. Therapeutic Rapport- re-establish communication (active listening, debrief)

Except as permitted under NCGS 115C-391.1, the use of physical restraint, mechanical restraint, or seclusion is prohibited. Aversive procedures may not be used by school personnel as prohibited in NCGS 115C-391.1. Staff trained in the use of seclusion and restraint will use a risk continuum to assess the potential threat to stakeholders or property.

Use of Restraint is defined as *contact between school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body.* The term does not include (1) briefly holding a student with any force in order to calm or comfort the student, or to prevent unsafe behavior such as running into traffic or engaging in a physical altercation (2) physical escort, or (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another. The following circumstances apply to the use of restraint:

1. Shall only be used when a student is displaying behavior that presents risk of injury to themselves, others (including students, staff, visitors), or imminent destruction of school or another person's property
1. Shall only be used as a last resort, after all other options have been attempted without success.
2. Shall only be employed by staff trained in specific crisis intervention techniques and restraint techniques.
3. Only used for a short period of time and as necessary for the student to regain behavioral stability and the risk of injury has dissipated.
4. The degree of restriction employed will be proportional to the circumstances of the incident.
5. Will never be used as a means of punitive consequence or to force compliance.
6. Shall never be employed without at least two trained staff present
7. As reasonably needed to escort a student safely from one area to another

8. As provided for in a student's individual education plan (IEP), or Section 504 plan, or behavior intervention plan (BIP)

Use of Seclusion is defined as the confinement of a student alone in a room or area from which the student is physically prevented from leaving. The term does not include a supervised time-out or scheduled break, as described in a student's IEP, and during which an adult is continuously present in the room with the student. The following circumstances apply to the use of seclusion:

2. Shall only be used when a student is displaying behavior that presents risk of injury to themselves or others (including students, staff, visitors), or imminent destruction of school or another person's property
3. Shall only be used as a last resort, after all other options have been attempted without success.
4. Only used for a short period of time and as necessary for the student to regain behavioral stability and/or the risk of injury has dissipated.
5. Shall only be employed by staff trained in specific crisis intervention and seclusion techniques.
6. Shall carefully and continuously visually monitor the student to ensure the safety of the student, other students, and staff.
7. As reasonably needed for self-defense
8. As reasonably needed to maintain order or prevent/break-up a fight
9. When used as specified in the student's IEP, Section 504 plan, or BIP and
 - a. The space in which the student has been confined is approved for the LEA
 - b. The space is appropriately lighted
 - c. The space is appropriately ventilated and heated or cooled
 - d. The space is free of objects that unreasonably expose the student or others to harm

Parents shall be informed as soon as possible (no later than the end of the school day) whenever a student must be placed in seclusion or restrained. An incident report will be sent home to the parent within 30 days of the incident which will include the following information:

- Student name
- Date/time of the incident
- Duration of any seclusion or restraint
- Description of events leading up to incident
- Description of interventions attempted prior to incident
- Reasons that seclusion or restraint was used (description of student's behavior/emotional state)
- Description of any injuries sustained by others (students, staff, or others) or property

Any other concerns not specifically mentioned in this policy will fall under general statutes.

Incident Report – Use of Seclusion or Restraint

School: Cape Fear Center for Inquiry

LEA#: 65A

The incident described below may be one specified by North Carolina General Statute 115C-391.1(j)(2)(a), therefore the following incident report is being provided to parents per GS 115C-391.1(j)(4) and to the State Board of Education per GS 115C-47(45).

Student Name: _____

I. Basic Information.

Data of Incident

Time of Incident

Location of Incident

II. Narrative Information.

- 1. Describe the event(s) which led up to the incident and the incident, including its duration.**

- 2. Describe all interventions that were employed prior to the seclusion or restraint.**

- 3. Describe the behavior that led to the use of seclusion or restraint.**

- 4. Describe any injuries sustained by the student or staff as a result of the incident.**

- III. Parents can contact the following school employee for more information on this incident:**

