



Book	Policy
Section	4000 - Personnel Responsibilities
Title	Restraint and Seclusion
Number	4116.05
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Legal	<a href="#">OAC 3301-35-15</a>
Adopted	October 9, 2013

## RESTRAINT AND SECLUSION

It is the intent of the Great Oaks Career Campuses to promote positive behavior intervention and supports to create a safe and productive workplace and educational environment for its employees and students, and to ensure that every student in the District is free from the unreasonable use of physical restraints and seclusion. The District focuses on the prevention of behavior problems through the implementation of a non-aversive effective behavioral system. However, there may be times when physical restraint and seclusion may be necessary to maintain the student's safety as well as the safety of others. Physical restraint and seclusion are used to defuse dangerous situations, protect the student and others from injury, and regain a safe, controlled learning environment. Physical restraint and/or seclusion may only be implemented if the student presents an imminent risk of physical harm to himself/herself or others. The CEO or designee is authorized to develop regulations and/or procedures for implementation of this Policy that comply with Ohio Administrative code [Section 3301-35-15](#) and the Model Policy adopted by the State Board of Education in January 2013.

### Terms of Use

Physical restraint and seclusion are on a continuum of possible interventions to be used only when a student presents an imminent risk of physical harm to himself/herself or others.

The most desirable behavior management approaches are positive and proactive, while seclusion and restraint are reactive strategies and should only be implemented if the student presents an imminent risk of physical harm to himself/herself or others. When considering the use of physical restraint and/or seclusion, it is important to maintain respect for the student and protect his/her dignity and safety. The intervention should be appropriate to the student's age and developmental level, and take into account any medical or other issues the student may have. The physical restraint or seclusion should not be intended to harm or create undue discomfort. In no event shall physical force be used beyond that which is necessary to limit the student's freedom of movement. Physical restraints and seclusion shall only be used for the period of time necessary to accomplish its purpose.

Physical Restraint means the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, or mechanical restraint. Physical restraint does not include necessary physical contact for the following or similar purposes: to break up a fight; to knock a weapon away from a student's possession; to calm or comfort; to assist a student in completing a task/response if the student does not resist the contact; or to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Seclusion means the involuntary isolation of a student alone in a room or area from which the student is physically prevented from leaving by physical restraint or by a closed door or other physical barrier. Seclusion does not include: In-school suspension, detention, a student requested break, when the student is instructed or requested to return to his/her desk or designated area away from a group activity or to another room and the student does so voluntarily, or timeout that does not involve physically preventing the student from leaving the room or area.

Positive Behavior Interventions and Support means a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish re-occurrences of challenging behaviors and teach appropriate behavior to students.

### Positive Behavior Intervention and Supports

- A. Every student deserves to be treated with dignity, be free from abuse, and treated as a unique individual with individual needs, strengths, and circumstances.
- B. Education environments shall be structured to greatly reduce, and in most cases eliminate, the need to use restraint or seclusion.
- Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
- C. The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.
- D. Components of a system of Positive Behavior Intervention and Supports include:
1. Trained school staff to identify conditions such as:
    - a. Where, under what conditions, with whom and why specific inappropriate behavior may occur.
    - b. Preventative assessments should include:
      - i. A review of existing data,
      - ii. Interviews with parents, family members and students and
      - iii. Examination of previous and existing behavioral intervention plans.
    - c. With the analysis of these data campuses shall develop and implement preventative behavioral interventions and teach appropriate behavior.
      - i. Modify the environmental factors that escalate the inappropriate behavior.
      - ii. Support the attainment of appropriate behavior.
      - iii. Use verbal de-escalation to defuse potentially violent dangerous behavior.
  2. Positive Behavior Support System that will support students' efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors. A Positive Behavior Support System includes family involvement as part of the system.

LEGAL REFS: [OAC 3301-35-15](#)

Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion