

Board Policy JGF(2): Seclusion or Restraint of Students

Status: ADOPTED

Original Adopted Date: 12/04/2014 | Last Revised Date: 03/18/2021 | Last Reviewed Date: 03/18/2021

Any physical restraints or seclusion administered in the Bibb County School District ("District") will be in compliance with Georgia Department of Education Rule 160-5-1-.35 and as further outlined in this policy.

The Board recognizes that in determining when and how to implement this policy and any procedures related to it, educators will have to exercise their professional judgment and discretion. Nothing in this policy shall be construed to eliminate or restrict the ability of an employee to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury and to take appropriate action to diffuse a student fight or altercation. Therefore, the policy is not to be construed as imposing ministerial duties on individual employees. Further, it is not intended to interfere with the duties of law enforcement or emergency medical personnel.

A. Definitions

The following definitions shall apply to this policy:

1. **Chemical restraint** means any medication that is used to control behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition.
2. **Mechanical restraint** means the use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used consistent with the recommendations recommended by a physician or therapist to promote correct normative body positioning and physical functioning and/or to prevent self-injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation.
3. **Physical restraint** means direct physical contact from an adult that prevents or significantly restricts a student's movement but does not include prone restraint, mechanical restraint, or chemical restraint. The term Physical restraint also does not include providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill (e.g., hand-overhand modeling), redirecting attention, providing guidance to a location, or providing comfort.
4. **Prone restraint** means a specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position.
5. **Seclusion** is a procedure that isolates and confines the student in a separate area until he or she is no longer an immediate danger to self-himself/herself or others. The seclusion occurs in a specifically constructed or designed room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. As further outlined in Section F below, seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in

the same unlocked room as the student, time out, in-school suspension, detention, or a student-initiated break [in a different location in the room or](#) in a separate room.

6. **Time-out** [means-is](#) a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

B. Prohibited Forms of Restraint

The Board prohibits the use of chemical restraints, mechanical restraints, or prone restraint [in the District](#). Seclusion is also prohibited, but a student may be removed from the learning environment as outlined in Section F.

C. Limited Use of Physical Restraint

The Board also prohibits the use of physical restraints, except in those situations in which a student is in immediate danger to himself/herself or others and the student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques.

Notwithstanding the foregoing, the Board prohibits physical restraints that are used:

- As a form of discipline or punishment;
- When a student cannot be safely restrained; and
- When the use of physical restraint would be contraindicated due to the student's psychiatric, medical or physical conditions as described in the student's educational records.

[All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself/herself or others or if the student is observed to be in severe distress.](#)

[Whenever possible, only faculty and staff trained in the use of physical restraint will physically restrain students.](#)

D. Documenting Use of Restraint

The use of physical restraint is to be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained. School administration will provide written parental notification when physical restraint is used to restrain a student within a reasonable time not to exceed one school day from the use of restraint.

E. Training on Physical Restraint

For schools and programs within the District that use physical restraint, the Superintendent or designee shall develop and implement written procedures governing such use. At a minimum, such procedures shall include provisions related to the following:

1. Staff and faculty training on the use of physical restraint, a full continuum of positive behavioral strategies, and prevention and de-escalation techniques. [The District will maintain written and/or electronic documentation on training provided and the list of participants in each training. Records of such training will be made available to the State Department of Education or any member of the public upon request.](#)

2. Written parental notification [when physical restraint is used to restrain their student](#) not to exceed one school day from the use of restraint;

3. Procedures for observing and monitoring the use of physical restraint;

3.4. Documentation by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained; and

4.5. Periodic review of the use of restraint and the documentation described in item 4.

~~The Board recognizes that in determining when and how to implement this policy and any procedures related to it, educators will have to exercise their professional judgment and discretion. Nothing in this policy shall be construed to eliminate or restrict the ability of an employee to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury and to take appropriate action to diffuse a student fight or altercation. Therefore, the policy is not to be construed as imposing ministerial duties on individual employees. Further, it is not intended to interfere with the duties of law enforcement or emergency medical personnel.~~

F. Removal from the Learning Environment

While this policy prohibits seclusion, a student may be removed from the learning environment for the following reasons and such removal will not constitute seclusion:

1. A student is placed in time-out with appropriate staff supervision;
 2. A student requests an alternate location in the room or in a separate room to get his or her behavior under control with appropriate staff supervision;
 3. A student is removed from a classroom to another unlocked location where a trained staff member can implement de-escalation techniques;
 4. A student receives in-school suspension or detention for violating a school rule(s) in accordance with the Code of Conduct;
 5. A group of students are removed from a classroom while a single student remains with appropriate staff supervision; and
 6. A student is removed from a classroom due to disruptive behavior with appropriate staff supervision.
-