



Terms of Reference

Right Based Review of The Use of Restraint and Seclusion in Educational Settings

May 2021

Introduction

The Commissioner for Children and Young People (NICCY) was created in accordance with ‘The Commissioner for Children and Young People (Northern Ireland) Order’ (2003) to safeguard and promote the rights and best interests of children and young people in Northern Ireland. In carrying out these functions, paramount consideration must be given to the rights of the child or young person, having particular regard to their wishes and feelings and to all relevant provisions of the United Nations Convention on the Rights of the Child (UNCRC).

Under the Commissioner’s founding legislation, The Commissioner for Children and Young People (Northern Ireland) Order 2003, the Commissioner has a statutory duty keep under review the adequacy and effectiveness of services provided for children and young persons by relevant authorities.¹

NICCY plans to carry out a Children’s Rights Based Review of the use of Restraint and Seclusion in Educational Settings. We are interested in gathering evidence about the extent of use of restraint and seclusion in educational settings, the impact it has on children and young people current reporting and recording mechanisms to ensure that the appropriate policies are in place to record and monitor all instances of restraint and seclusion in educational settings, ensuring that the child and/or young person’s best interests are always realised and achieved. The aim of the review is to ensure that there is a framework by which restraint is only used as a last resort and only when the child or others are at risk and that isolation is never used.

Definitions

In the absence of accepted international legal definitions, NICCY have adopted definitions of the terms “restraint”, “seclusion”ⁱ and “restrictive practices”.

¹ Article 7(3), The Commissioner for Children and Young People (Northern Ireland) Order 2003

‘Physical Restraint’ is defined as “using physical force to prevent, restrict, or subdue the movement of a student’s body”ⁱⁱ.

‘Mechanical Restraint’ is the restraint of a person by the application of a device to the person’s body, or a limb of the person, to restrict the person’s movement.²

‘Chemical Restraint’ is where the use of medication which is prescribed, and administered for the purpose of controlling or subduing behaviour, where it is not prescribed for the treatment of a formally identified physical or mental illness.³ⁱⁱⁱ

‘Seclusion’ is defined as “the confinement of a child, without their consent, by shutting them alone in a room or other area which they are prevented from leaving”⁴.

Restrictive practices are practices that restricts someone’s rights or freedom of movement. This includes physical restraint, either by holding an individual or using a piece of equipment, or seclusion (locking an individual in a room)⁵.

The best interest’s principle, UNCRC Article 3, serves as the guiding principle for the entire child rights-based analysis, reviewing both context and justification for deprivation of liberty (content) and decision-making processes in relation to such interference (procedure).⁶ Article 5 of the Human Rights Act states that 'everyone has the right to liberty and security of person. No one shall be deprived of his or her liberty [unless] in accordance with a procedure prescribed in law'.

The Deprivation of Liberty Safeguards is the procedure prescribed in law when it is necessary to deprive of their liberty a resident or patient who lacks capacity to consent to their care and treatment in order to keep them safe from harm⁷.

Deprivation of Liberty is when all of the following occur; A person is in a place where care or treatment is being provided; A person is not free to leave; A person is under continuous supervision and control⁸

² [Mechanical restraint Guidance Queensland Mental Health Act \(2016\) \(health.qld.gov.au\)](https://www.health.qld.gov.au/mental-health/mental-health-act-2016/mental-health-act-2016-guidance/physical-restraint)

³ “Chemical restraint” within the 2014 Positive and Proactive Care guidance. [ps-champions-network-may-newsletter.pdf \(england.nhs.uk\)](https://www.ps-champions-network-may-newsletter.pdf) (2015)

⁴ DfE (2015) Behaviour and discipline in schools Advice for headteachers and school staff

⁵ [Mental Health and Least Restrictive Practice | Health Connections Pts](#) June 2020

⁶ Nowak (2020) UN Global Study on Children Deprived of their Liberty [Executive-Summary-GSCDL.pdf \(childrendeprivedofliberty.info\)](#) Page 5

⁷ [Article 5: Right to liberty and security | Equality and Human Rights Commission \(equalityhumanrights.com\)](#); SCIE (2015) At a Glance No. 43 [Deprivation of Liberty Safeguards \(DoLS\) at a glance | SCIE](#)

⁸ DoHNI (2016) [Deprivation of Liberty Safeguards 6pp.pdf \(health-ni.gov.uk\)](#)

Given discussions about how problematic definitions have been we will be dedicating a section within the review that will investigate further.

Current Northern Ireland Legal and Policy Context

The education system in Northern Ireland consists of different types of schools under the control of management committees who are also the employers of teachers.⁹ Controlled (nursery, primary, special, secondary and grammar schools) are under the management of the schools Board of Governors and the employing authority is the Education Authority (EA). Maintained (nursery, primary, special and secondary) are under the management of the Board of Governors and the employing authority is the Council for Catholic Maintained Schools (CCMS). Finally Voluntary (grammar) and Integrated Schools; each of these schools is under the management of a Board of Governors. For the purposes of this review, we will refer to all as ‘schools’ and only define them if and when it is necessary.

According to the 2019/20 DE Census Data, Northern Ireland has approximately 349,500 pupils enrolled in schools; 19,200 children with a Statement of Special Educational Needs; 11,000 children with a Statement of Special Educational Needs attending Mainstream primary and post primary schools with additional support; 1,900 pupils with a Statement of Special Educational Needs in specialist classes within mainstream schools; and 6,174 pupils enrolled in special schools¹⁰. It is important to reflect there is greater instances of the required use of restraint and seclusion within children and young people with special educational or additional needs. There may be instances where certain uses are also recorded on a child or young person’s statement.

Therefore, whilst this review will be observing the use of restraint and seclusion in all educational settings, a particular focus will be given to those children and young people with special educational needs.

Children’s Rights Standards

UN Convention on the Rights of the Child (UNCRC)

The UNCRC is a set of legally binding minimum standards and obligations in respect of all aspects of children’s lives which the Government has ratified and must comply within the discharge of its functions. The Northern Ireland Government Departments, including the Department of Education (DE) and its arm’s length bodies, are obliged to comply

⁹ [Information on school types in Northern Ireland | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-201920)

¹⁰ <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-201920>

with the obligations under the UNCRC by virtue of being a devolved administration of the UK Government, the signatory to the UNCRC.

Article 19 of the UNCRC identifies that “States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation”. Additionally, article 37 states that “no child shall be subjected to torture or other cruel, inhumane or degrading treatment or punishment”. The Committee on the Rights of the Child noted in General Comment No. 8 that the reading of article 37 along with 19 “does not leave room for any level of legalised violence against children”. Article 23, which says children with disabilities should enjoy full lives in conditions that uphold their dignity and Article 24 states that the child should enjoy the highest attainable standard of health.

Article 28, which says that schools should discipline children in a manner consistent with their dignity and goes onto to state within Article 28(2) of the UNCRC requires States Parties to “take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention. Finally, Article 37(b) of the UN CRC, ‘No child shall be deprived of his or her liberty unlawfully or arbitrarily’

The Committee on the Rights of the Child reminds all State Parties that when developing and implementing policy, practice and services that affect the lives of children and young people, a number of overarching general principles need to be applied.

These General Principles are:

- to protect the rights of all children not to be discriminated against (Article 2);
- to have their best interests upheld (Article 3);
- to be supported to develop to their maximum potential (Article 6); and
- to be enabled to meaningfully participate in all aspects of their lives (Article 12).

It is vitally important that the principles of human rights, social justice and equity are translated into all legislation, policy and practice. Every 6-8 years the UK and devolved governments’ compliance with the UNCRC is examined by the Committee on the Rights of the Child In its fifth periodic review of the UK, the Committee on the Rights of the Child urged the State to “ensure that restraint is used against children exclusively to prevent harm to the child or others and only as a last resort”.¹¹

¹¹ CRC/C/GBR/CO/5, ‘UN CRC Committee Concluding Observations on the Fifth Periodic Report of the UK of Great Britain and NI’, 12 July 2016, at para 40.

In its 2016 Concluding Observations on the fifth periodic report of the UK, the UN Committee on the Rights of the Child expressed its concern about:

“The use of restraint and seclusion on children with psycho-social disabilities, including children with autism, in schools.”

The Committee urged the UK to abolish restraint for disciplinary purposes and ensure that it is used against children exclusively to prevent harm to the child or others and only as a last resort. It urged the abolition of “isolation rooms” and also recommended that the state should:

“Systematically and regularly collect and publish disaggregated data on the use of restraint and other restrictive interventions on children in order to monitor the appropriateness of discipline and behavior management for children in all settings, including in education, custody, mental health, welfare and immigration settings.”

Furthermore, in its Concluding Observations (published in August 2017), the UN Committee on the Rights of People with Disabilities urged the UK to: “Adopt appropriate measures to eradicate the use of restraint for reasons related to disability within all settings”, and “Set up strategies, in collaboration with monitoring authorities and national human rights institutions, in order to identify and prevent the use of restraint for children and young persons with disabilities”

The lack of disaggregated data on the use of restraint and seclusion in school settings was noted by the Committee on the Rights of the Child, who recommended that the state collate information on restrictive interventions in order to effectively monitor the appropriateness of behavioral management in UK schools.¹²

UN Convention on the Rights of Persons with Disabilities (CRPD)

Article 5 of the CRPD recognises the right to equality and non-discrimination, asserting, “States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law”.

Article 14 of the CRPD, ‘States Parties shall ensure that persons with disabilities... enjoy the right to liberty and security of person’. The disproportionate use of restrictive interventions on persons with disabilities was noted by the CRPD in General Comment

¹² NIHRC Submission to the UN Committee on the Rights of the Child 88th Session on the Sixth Periodic Report of the United Kingdom of Great Britain and Northern Ireland on compliance with the UN Convention on the Rights of the Child’ (NIHRC, 2020), at para 16.6.

No. 4 on the right to inclusive education, where they stated “Persons with disabilities ... can be disproportionately affected by violence and abuse, including physical and humiliating punishments by educational personnel, for example through the use of restraints and seclusion.”¹³

Article 24(2)(c) of the CRPD obligates States Parties to make reasonable accommodations to the individual’s requirements to ensure that persons with disabilities are not excluded from the general education system. General Comment No. 4 to the CRPD states: The right to non-discrimination includes the right not to be segregated and to be provided with reasonable accommodation and must be understood in the context of the duty to provide accessible learning environments and reasonable accommodation.¹⁴

The Committee on the Rights of Persons with Disabilities identify “supported teachers” as a key feature of inclusive education. The Committee notes that this means “all teachers and other staff receive the education and training they need to give them the core values and competencies to accommodate inclusive learning environments”.¹⁵

European Convention on Human Rights (ECHR) .

Article 3 of the ECHR states that “No one shall be subjected to torture or to inhuman or degrading treatment or punishment”. Article 3 is an absolute right, and there can be no derogation from this right.

Article 5 of the ECHR states that “everyone has the right to liberty and security of person”. ECHR jurisprudence has identified three components to test the deprivation of liberty for the purposes of Article 5: confinement in a restricted place for a not negligible period of time; a lack of valid consent; and the confinement is attributable to the state.¹⁶ Valid consent extends to a person with parental responsibility’s consent where a child is under the age of 16 or lacks capacity to consent. The UK Supreme Court has indicated that compliance should not be assumed to be consent.¹⁷ Section 6 of the Human Rights Act 1998 sets out “It is unlawful for a public authority to act in a way which is incompatible with a Convention right.”¹⁸ Finally Article 8 highlights the right to respect for private life, which includes respect for physical integrity.

¹³ CRPD/C/GC/4, UN CRPD Committee, ‘General Comment No. 4 on the Right to Inclusive Education’, 25 November 2016, at para 13.

¹⁴ *Ibid.*

¹⁵ CRPD/C/GC/4, UN Committee on the Rights of Persons with Disabilities, ‘General Comments No 4 on the Rights to Inclusive Education’ (CRPD, 2016), at para 12(d).

¹⁶ [Guide on Article 5 Dec 2020 - Right to liberty and security \(coe.int\)](#); *Storck v Germany* (2005) 43 EHRR 6, at paras 74-89.

¹⁷ *P v Cheshire West and Chester Council* [2014] UKSC 19, at para 35.

¹⁸ Human Rights Act (1998)

Convention Against Torture (CAT)

Article 16 of the CAT provides that acts committed by public officials which do not amount to torture as defined by article 1, can amount to cruel, inhumane or degrading treatment. In a joint submission to the CAT, the Commissioners for Children and Young People from Scotland, Wales and Northern Ireland voiced their concern at the use of restrictive practices and seclusion within schools, noting it as a form of cruel, inhuman and degrading treatment, contravening article 16¹⁹.

NI Legal and Policy Context

Section 3(3) of the Education (Northern Ireland) Order 1998 provides that the Board of Governors and the Principal within grant aided schools are responsible for promoting pupil self-discipline, encouraging good behaviour and respect for others, securing an acceptable standard of pupil behaviour and regulating pupil conduct.²⁰

Section 4(1) explains the powers for staff members from grant-aided schools to restrain pupils. It notes:

A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence;*
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or*
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.*²¹

In its 1999 Circular on Guidance on the Use of Reasonable Force to ‘Restrain or Control Pupils’, the Department of Education provides guidance on the use of reasonable force to restrain or control pupils. It identifies that the use of reasonable force to restrain pupils should be rare, emphasising that neither the circular nor section 4 of the Education (NI) Order 1998 should be used to authorise the use of physical contact that is “deliberately intended to cause pain or injury or humiliation”. Instead, the circular

¹⁹ NICCY, CYPSC and the Children’s Commissioner for Wales, ‘Joint submission to the United Nations Committee Against Torture 66th session on the sixth Periodic Report of the United Kingdom of Great Britain and Northern Ireland’, at para 6

²⁰ Education (Northern Ireland) Order 1998, at section 3(3).

²¹ Education (Northern Ireland) Order 1998, at section 4(1)

notes, the purpose of section 4 is to “make it clear that teachers, and authorised staff, are also entitled to intervene in other, less extreme, situations”²².

In regards to monitoring and reporting, current guidance stated within the 1999 DE Circular on the use of restriction and seclusion in NI identifies the importance of keeping written reports on any instance where reasonable force is used to restrain or seclude a pupil²³. The guidance states that the report should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (eg to prevent injury to the pupil, another pupil or a member of staff);
- briefly, how the incident began and progressed, including details of the pupil’s behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil’s response, and the outcome of the incident;
- details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property.²⁴
- Guidance further recognises the need to seek the pupil’s view of the incident as it occurred, recording these views “as appropriate to sector, age, etc”.²⁵

In 2004 a draft model policy for use of reasonable force and restrictive practices was published, containing a working definition of “reasonable force”:

*Based on this legal framework, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.*²⁶

Current Context

At present there is no statutory obligation on schools to record incidents involving restraint or seclusion. Similarly, there is no statutory requirement to inform parents

²² Circular No. 1999/9, Department of Education NI, ‘Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils’, 8 March 1999, at para 4.

²³ Circular No. 1999/9, Department of Education NI, ‘Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils’, 8 March 1999, at para 8.

²⁴ *Ibid par 8-9*

²⁵ Department of Education NI, ‘Regional Policy Framework on the Use of Reasonable Force/Safe Handling’ (2004), at 10.

²⁶ *Ibid par 4*

when restraint or seclusion is used on their child. Guidance in NI notes that informing parents of incidents involving their children is “always advisable”.²⁷

Guidance on reasonable force does not identify how this should be applied in situations to maintain good order and discipline. Guidance on the application of this legislation identifies that the use of reasonable force should be limited to emergency situations but does not address circumstances where the maintenance of good order and discipline constitutes an emergency.²⁸

The working definition addresses the use of reasonable force where a pupil is in danger of harming themselves, someone else or damaging property, which is consistent with section 4(1)(a) and (b) of the Education (NI) Order 1998. However, the definition does not cover the use of reasonable force in circumstances to maintain order and discipline as identified by section 4(1)(c) of the Order. Furthermore it does not provide a definition of what is meant by restraint and or seclusion.

Restraint and seclusion are extremely important issues that engage children and young people’s human rights in NI and throughout the UK. Not only is it of significant concern to the bodies charged with monitoring the UK’s compliance with its international obligations, recording of incidents of restraint and seclusion is recognised internationally as a critical means of ensuring that practice is rights-compliant and appropriately monitored and scrutinised.

In October 2020, The Minister for Education, Peter Weir MLA, tasked departmental officials to work with relevant partners in relation to the use of restraint and seclusion practices for children and young people, including those with special educational needs. The overall aim is to help ensure that any seclusion and/or restraint is reasonable, proportionate and justifiable in the circumstances and that appropriate documentation is completed.²⁹

There is a dearth of information and valuable resources available both regionally and in the UK regarding restrictive practices. Contributions range from; policy, survey results of first-hand experiences and professional/academic input. In order not to duplicate contributions NICCY aims to use the recommendations that arise from our child rights review on the use of restraint and seclusion in educational settings to advise the minister in updating Departmental policies, reporting mechanisms, auditing and training of staff.

²⁷ Circular No. 1999/9, Department of Education NI, ‘Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils’, 8 March 1999, at para 9.

²⁸ Education and Library Boards, ‘Towards a Model Policy in Schools on the Use of Reasonable Force’

²⁹ DE Working Group Restraint and Seclusion TOR (2020)

A Rights Based Service Review

Approach

As a rights based review a central aim of this piece of work will be to explore the use of restraint and seclusion within educational settings and the impact it has on children and young people. In compliance with international obligations, the Review will endeavour to hear from children and young people directly, or where appropriate with a trusted adult i.e. parent, guardian or advocate. It will also seek the views of a range of professionals who work within the education sector.

The information gathered through this review will be used to develop a set of recommendations for all those responsible for the monitoring of pupils and the creation and implementation of policy within the Education Authority and Department of Education so they can use it to deliver on its obligations as set out by the UNCRC and to positively address issues raised by the Committee on the Rights of the Child in relation to Northern Ireland's compliance with the Convention.

It is worth noting, the UN Committee on the Rights of the Child's General comment No. 15 (2013) on the right of the child to the enjoyment of the highest attainable standard of health (art. 24) 26 also contains key standards which primarily relate to healthcare but are important to use when reviewing restraint and seclusion in educational settings³⁰.

These are:

1. Availability: whether there are adequate facilities and services in place to meet the needs of children and young people.

2. Accessibility: there are a number of aspects by which accessibility will be considered:

Non-discrimination: whether there is equal access to mental health services for all children without discrimination of any kind, and irrespective of where live, who live with, age, gender, ethnic background, or circumstances.

Physical accessibility: Whether health facilities are within accessible distance for all children and young people and that additional measures are taken to ensure the needs of children with disabilities are met and those living in under-served areas.

Information accessibility: whether information on the use of restraint and seclusion provided to children and their care givers in a way that is accessible and understandable.

³⁰ General Comment 15 of the UNCRC, in particular section 6: Framework for implementation and accountability (pg 19) and guidelines developed by the Council of Europe on child-friendly health care.

3. **Acceptability:** whether the policies developed and the use of restraint and seclusion are designed and delivered in a child-centred way i.e. respectful of children's needs, expectations, views, cultures and languages and executed within their best interests.
4. **Adaptability:** the education environment must be adaptable for people with disabilities. People with disabilities should be able to attend primary and secondary schools in the communities where they live and include accessible transportation. People with disabilities must be provided with reasonable accommodation to they can have access to education on an equal basis with others.
5. **Quality / Impact:** whether children and young people are offered a quality of education which adequately meets need, is appropriate and which allows them to meet their full potential.
6. **Participation:** whether the views of children and young people are gathered, and when appropriate the views of their parents, guardians and carers and other audiences seriously considered and taken into account in their own care planning and in the development of policy and services.
7. **Co-operation:** whether there is timely and appropriate co-operation and integration of services to ensure a holistic approach is taken to need. This includes looking the co-operation of allied health professionals and other professionals within health and education and between the NGO and Statutory Sector to ensure best practice on the appropriate use of restrictive practices is implemented, monitored and reviewed..

Aims of the Review

The aims of this review are to:

- Gather the experiences of children and young people (through their parents, guardians and advocates) to be shared in regards to the use of restriction and seclusion within educational settings and the impact it has on the individual person.
- Create an evidence base highlighting the shortcomings on regional policy, monitoring, reporting/recording, decision making and training on the use of restraint and seclusion.
- Identify good practice and produce a range of recommendations directed at key government departments and agencies for improving policy, monitoring and reviews on the use of restrictive practices.
- Ensure that the use of isolation rooms/pods ceases with immediate effect
- Seeking guidance on the use of Deprivation of Liberty within an educational settings.

Review Topics of Discussion

The review will include but not limit itself to the following discussion points with stakeholders:

- the current prevalence of use of restraint and seclusion techniques in schools
- the methods currently in use in schools;
- the types of situations in which restraint and seclusion are used, and the circumstances of the children;
- the impact of these techniques on the children to whom they are applied; and
- best practice standards in relation to the use of restrictive practices.

Methodology

The key strands of the review are set out below.

1. A regional survey sent to all schools in NI asking various questions on the use of restraint and seclusion including: policy, reporting mechanisms, training and parental engagement.
2. Engagement with parents/carers whose children have had direct experience with the use of restraint and seclusion within educational settings, particularly regarding the impact it had on the child/young person.
3. Desk based research on international rights and UK/Ireland examples of best practice on the effective use of restrictive practices, it's monitoring, reporting from a child's rights perspective.

Ethical Considerations

NICCY's Ethical Procedures and Guidelines policy will be applied; this involves completion of an ethical approval process in which full consideration is given of all ethical issues, an ethical application form is completed and approval given by the Chief Executive. As required, NICCY staff will seek advice from external ethics experts the review begins.

Signposting

Resources / signposting will be made available following engagement with children, young people and their parents / carers, including providing advice if complaints arise i.e. NICCY's legal and investigation team, external agencies etc.

Stakeholders to be surveyed (evidence gathering)

Stakeholders from whom evidence will be requested^{iv}:

- NI Schools; Primary and Post-Primary
- Parents / Carers
- Principals / Teachers/ SENCOs/ Classroom Assistants

- Education Authority and Department of Education
- Health and Social Care Professionals
- Leading academics on restrictive practices
- NGOs and Other Education Stakeholders

Given the nature and traumatic implications associated with the use of restrictive practices alongside ethical and safeguarding considerations, NICCY has made the decision that it would not be appropriate to directly gather the views of children and young people. Instead, NICCY will work with child advocates including parents and carers to ensure the views and voices of children are still safely and meaningfully captured and represented.

Advisory Group

The role of the Advisory Group is to:

- Provide advice based on their expertise and experience;
- Provide their views on the draft ToR and Methodology;
- Review draft report and its recommendations

Timeframe

Key milestone dates for the review are set out below:

Apr – Jun 2021	Finalise desk based research.
Apr - May 2021	Establish NICCY Advisory Group Agree TOR and Circulate Survey to all schools NI
Jun – Aug 2021	Qualitative Fieldwork
Aug – Sep 2021	Analyse findings and produce draft recommendations
Sep – Oct 2021	Report Write Up
Nov 2021	Launch of Report

For further information please contact Fiona Cole NICCY’s Policy and Research Officer via Email Fionac@niccy.org

ⁱ The DE Working Group (2020) defines physical restraint as preventing or reducing children and young people’s ability to move freely. Seclusion is defined where a child or young person has been left alone in a room (sometimes called a “chill out” room) or area from which they are prevented from leaving for a period of time. This may be subject to review and incorporation of expected definitions included in DOH NI Review of restraint and seclusion pending Ministerial Approval.

ⁱⁱ Within NI Team Teach is the most widely used accredited positive behavior management training.

ⁱⁱⁱ Please note: Chemical restraint definition is for reference only as medication is not administered by School employees.

^{iv} The way in which NICCY will ascertain evidence from stakeholders will be through a combination of first hand qualitative work, officially requesting information, informal conversations and secondary sources.