

PROCEDURE: RESTRAINT STATEMENT

Aligned with Health & Safety Policy : NAG 5

RATIONALE:

Restraint is a serious clinical intervention used only as a last resort to protect students, staff, and others from harm.

Sir Keith Park School is committed to ensuring that all restraint used:

- is justified;
- occurs for the least amount of time possible; and
- only occurs in a safe and respectful manner under the direction and supervision of the most appropriate Behaviour Team member(s).

DEFINITIONS:

Sir Keith Park School identifies 4 categories of restraint.

- ❖ Physical Restraint where one or more staff members uses their own body to intentionally limit the movement of a student. For example, when a student is held by a staff member. Physical restraint, for purposes of this policy, does not include: taking away a weapon (such as a knife or scissors); breaking up a fight; physical prompts provided in the course of instruction.
- ❖ Mechanical Restraint where one or more staff members uses equipment, devices, or furniture, to intentionally limit the student's normal freedom of movement. For example, when a student is independently unable to get out of a chair due to the design of the chair; the use of a belt; or the position of a table or fixed tray, arm gaiters.
- ❖ Environmental Restraint where a staff member intentionally restricts a student's normal access to the environment. For example, where a student's normal access to the environment is restricted by locking devices on doors or by having their normal means of independent mobility (such as wheelchair or walker) denied them.
- ❖ Seclusion where student is placed alone in a room or area at any time, for any duration, from which they cannot freely exit. It is the act of physically confining a student alone in a room or confined space, or with an adult who is there to prevent them from leaving. Seclusion should be distinguished from other forms of Time Out that do not entail isolation and restricted egress.

PURPOSES:

1. To insure that all students and staff are safe in school, and that students who may have a behaviour crisis are free from inappropriate use of physical restraint
2. To control the behaviour of a student in an emergency situation to prevent immediate danger and possible injuries to that student or others in the environment.
3. To prevent or minimize any harm to the student as a result of the use of physical restraint.

GUIDELINES:

1. It is expected that school staff will implement positive behaviour supports and interventions, functional behavioural plans, and constructive methods to de-escalate potentially dangerous situations. Examples of dangerous situations are:
 - ✚ Biting self on hand repeatedly and with force, causing self injury
 - ✚ Hitting self on head with hand or fist repeatedly and with force, causing visible marking / swelling etc.
 - ✚ Student using an object to self harm

- ✚ Student is aggressively and actively pursuing another person and there is no egress available to the victim.
 - ✚ Acting out student is in the process of throwing objects at victim.
 - ✚ There are too many variables to remove in order to ensure the acting out student's safety.
 - ✚ Student is creating an increasingly unsafe environment for self and others and shows no sign of stopping
 - ✚ Acting out student is smashing windows with own body
 - ✚ Student is persistently trying to run onto a busy road / motorway.
2. Restraint should only be employed as a **last resort** after other methods of de-escalating a dangerous situation have been attempted without success.
 3. Physical and / or Environmental restraint is appropriate only when the student is demonstrating the intent and the ability to cause injury within a matter of minutes or is in the process of doing so.
 4. The only physical restraints to be used are those recommended by the MAPA programme. The only mechanical restraints that may be used are the student's own arm gaiters. Seclusion will not be used at Sir Keith Park School.
 5. Prone or Supine forms of physical restraint are not authorised and should be avoided.
 6. A staff member administering restraint / crisis intervention shall use only the amount of force necessary to protect the student or others from physical injury or harm.
 7. Restraint should be administered in such a way so as to prevent or minimize physical harm. No restraint should be administered in such a way that the student is prevented from breathing or speaking.
 8. During the administration of a restraint, a staff member should continuously monitor the physical status of the student, including skin colour and respiration.
 9. If, at any time during a restraint / crisis intervention, the student demonstrates significant medical distress (for example, difficulty breathing, speaking, or loss of consciousness), the student shall be released from the restraint immediately, and staff shall seek medical assistance.
 10. Restraint should occur only as long as there is danger of injury and should be released immediately the staff member observes that the student has calmed and is no longer at risk of causing imminent physical harm to him or herself or others.
 11. Except in rare and unusual emergency circumstances, the only school personnel who should physically restrain students are those who have been trained in MAPA Physical Intervention strategies and identified in the individual's behaviour management plan.
 12. Destruction of, or damage to property may be a reason to restrain a student only if substantial risk of personal injury would be caused as a result of the destructive act. For example, using a fist or head to smash a window / throwing a sharp or heavy broken object at others.
 13. Restraint should never be used as a punishment, or to force compliance with staff commands.
 14. All staff involved will contribute to the completion of an "Restraint Report" within one school day of the incident.
 15. The Principal will send a copy of the written report to the parent or care-giver within two school days following the use of restraint, and will place a copy of the report in the student's confidential file.

16. It is expected that the student involved in an incident will be encouraged to engage in supportive de-briefing session(s) with at least their teacher and behaviour management team leader.
17. It is expected that each staff member involved in an incident will engage in supportive de-briefing session(s) to determine what could have been done to prevent the future need for use of physical restraint for this student specifically and for other students in similar situations.

BOARD STATEMENT:

This school is committed to the holistic care, welfare, safety, and security for all students and staff. Maintaining a school environment that is conducive to student learning requires that the environment be orderly and safe. Physical restraint of a student may sometimes be necessary to protect the student or other individuals. Implementation of a school-wide systematic approach to positive student behaviour (MAPA) will improve overall school safety, and minimize the need for the use of restraint. It will ensure that restraint is only used **as a last resort** in emergency situations where there is a risk of injury to someone if restraint is not used, and only after other less intrusive alternatives have failed or been deemed inappropriate.

Ratified by the Board: 26 June, 2015

..... Signed for B.o.T.

Reviewed: September, 2017

