



| CP002 | Physical Restraint Policy |
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| Purpose | This policy regulates physical restraint of students. |
| Authority | Principal <i>School Education Regulations (2000)</i> <i>School Education Act 1999</i> |
| Policy | Physical restraint may be applied where necessary for the safety of the student or others. |
| Delegation | Principal |
| Related Policies | Child Protection (CP001) Student Supervision (R002) Staff Code of Conduct (Prof006) |
| Date approved | July 2019 |
| Next Review Due | April 2021 |
| Review Authority | Governance |
| Keywords | Physical restraint; discipline; assaults; fights |
| Authorised by: | |
| Board Chairman | |
| Date: | |
| Author/Reviewer: | Jolanda Mulder – October 2018 |



CP002

Physical Restraint Procedure

Definition:

Physical restraint is any action taken by a person that forcibly limits another person's ability to move freely.

Physical restraint is only to be used as a means of last resort when the safety or wellbeing of others or the person themselves is at significant risk. Restraint is to be limited to physical restraint and at no time should mechanical (including the use of straps or ties) be applied. Physical restraint is only to continue until the child is calm and able to control themselves appropriately. It is never to be used as a form of punishment or discipline. If physical restraint is applied, a written incident report and a debrief must be made. Parents or caregivers are to be informed of the incident. No teacher is compelled to physically restrain, and in most cases removing self and others from harm's way (evasion) would be the preferred option. Damage or potential damage to property does not necessitate the use of physical restraint. Due to the potential risk involved in applying physical restraint it is recommended that only staff members who have suitable training be involved.

Prevention:

- Understand the needs of the children and build relationships with them and their families
- Have clearly defined behavioural expectations based on Biblical norms
- Understand that challenging behaviour occurs when a child is not able to deal with the demands of a situation (self-regulation, temperament, experiences)
- Develop understandings of what may be potential triggers for students at risk
- Develop Behaviour Management Plans (BMP) for those students at risk of concerning behaviour
- Implement a curriculum that also addresses bullying and fighting
- Have the Principal and some other staff trained in correct methods of physical restraint (for example: Team Teach course from AISWA).

Dealing with crisis situations:

- Ensure that the teacher is fully aware of the Behaviour Management Plan
- Assess the level of threat and the danger and SEND FOR HELP if necessary (eg. trained restrainer, Principal)
- Stay calm and remain in control of your own feelings and voice (SPACE: Self-control, be Patient, Assess the risk, use Crisis communication, Expect the unexpected)
- Communicate with short clear instructions. No more than 5 words, repeat the instructions and state what you want the person to do. For example: "Bill, put down the chair"; "Sally, stop hitting"; "John step outside". As appropriate continue communicating throughout the incident
- Aim at de-escalating the incident by removing the triggers and exacerbating factors where possible.

If the situation escalates and others are in danger:

- Attend to the safety of others by evacuating or moving them away from the conflict (evasion)
- Be alert and evade hits or punches. Try to stay out of the strike zone and never attack or hit back
- Only use person to person physical restraint using appropriate ratios to minimise risk of harm to student or staff member. When the person calms and is showing to be back in control the restraint hold should be gradually released



- Ensure that the restraining is safe and appropriate (it is recommended that properly trained staff members take an active role here)
- Allow the student time to calm down and recover.

Follow-up:

- Do not attempt to engage in conversations to resolve issues until the student is completely calm. This may take a few hours or more
- All stakeholders are to be given time to debrief and document the incident objectively but individually (Incident Report – Student Behaviour – see Appendix 2)
- Follow up (e.g. parent involvement, behaviour management plan, understanding triggers, restorative justice).

Reporting & recording incidents of physical restraint:

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Principal and the student's parents. Depending on the seriousness of the incident it may be considered to be a critical incident, and DES is to be informed as well as AFRCEA Board Chairman. If the physical restraint can be seen as physical abuse, flow chart 4 of the Child Protection Procedure will be followed. (See CP001 Child Protection Policy and PC009 Critical Incident Policy.)

The following information is to be included:

- Name of student/s involved
- Name of staff involved
- Date and location of the incident
- Details of the behaviour of the individual and the staff including attempts at de-escalation
- Accurate and clear description of who did what
- Names of staff using restraint or restriction
- Nature of any physical intervention used
- Start time and duration of any restraints
- Description of any injuries
- Whether medical treatment was offered and accepted
- Whether debriefing was offered and accepted
- Details of other supporting records relevant to this student
- Effectiveness of intervention
- How was the incident resolved and what were the consequences?
- Was there a re-assessment of future ways to deal with the student or similar incident (e.g. review Behaviour Management Plan to ensure strategies are appropriate and to reduce the need for physical restraint in the future.)
- Signatures of those involved



| Appendix 1 | | Stages of Behaviour Escalation (Colvin & Sugai, 1989) | |
|------------------------|--|--|---|
| Behaviour Stage | Description of Stage | Area(s) of Focus for Staff | Intervention Tips |
| Calm | <ul style="list-style-type: none"> ➤ Student is relatively calm and cooperative | <ul style="list-style-type: none"> ➤ Focus on maintaining a clear, consistent environment and building rapport with the student | <ul style="list-style-type: none"> ➤ Establish 3-5 behavioural expectations ➤ Give student feedback using the 4 to 1 ration (4 positives for every 1 corrective/negative) ➤ Teach replacements for interfering behaviours ➤ Precorrect problem situations |
| Trigger | <ul style="list-style-type: none"> ➤ Student experiences unresolved conflicts that trigger behaviour to escalate ➤ May displace anger on "safe target" (EA, teacher, parent) | <ul style="list-style-type: none"> ➤ Focus on prevention and redirecting the student's behaviour | <ul style="list-style-type: none"> ➤ Remove/adjust the trigger (if appropriate) ➤ Use behavioural momentum to shape behaviour and reinforce small efforts ➤ Remind student of rewards (if used) ➤ Remind student to use replacement skills |
| Agitation | <ul style="list-style-type: none"> ➤ Student is increasingly unfocused/upset ➤ May exhibit avoidance ➤ May challenge adult authority | <ul style="list-style-type: none"> ➤ Focus on reducing student anxiety and increasing predictability in the student's environment | <ul style="list-style-type: none"> ➤ Use non-confrontational non-verbal behaviour ➤ Break down directions into smaller steps ➤ Use "start" instead of "stop" directions ➤ Provide reasonable options/choices ➤ Use "Speak and Retreat" prompting ➤ Set clear, reasonable and enforceable limits |
| Acceleration | <ul style="list-style-type: none"> ➤ With conflict unresolved, this becomes student's sole focus ➤ May become noncompliant ➤ May be beginning to lose rational thought | <ul style="list-style-type: none"> ➤ Focus on maintaining a safe environment for yourself, the student in crisis and any observers | <ul style="list-style-type: none"> ➤ Use short phrases and allow processing time ➤ Maintain calmness and detachment ➤ Use active listening, reflection and restatement to clarify student's concerns and show you understand his/her feelings ➤ Remember this is <i>not</i> a teachable moment |
| Peak | <ul style="list-style-type: none"> ➤ Student is out of control and may have temporarily lost ability to think rationally ➤ Exhibits severe behaviour (screaming, SIBs, aggression) | <ul style="list-style-type: none"> ➤ Focus on crisis intervention procedures to maintain a safe environment for student in crisis, self and observers | <ul style="list-style-type: none"> ➤ Isolate student by removing the audience ➤ Call for help/staff witness if needed ➤ Don't threaten consequences now; discuss when the student is more rational |
| De-Escalation | <ul style="list-style-type: none"> ➤ Having vented, the severity of student's behaviour subsides ➤ Drop in energy level of student after a crisis | <ul style="list-style-type: none"> ➤ Focus on removing excess attention, helping student regain composure and demonstrating cooperation with neutral requests | <ul style="list-style-type: none"> ➤ Allow Cool-Down time ➤ Make sure the student has regained control before proceeding; look for less tense appearance, normal breathing, and willingness to comply with small requests |
| Recovery | <ul style="list-style-type: none"> ➤ Students may feel shame, sorrow, fear, or regret ➤ May not be able to verbalise feelings/details of outburst | <ul style="list-style-type: none"> ➤ Focus on debriefing/problem solving and restoration, then transitioning student back to academics | <ul style="list-style-type: none"> ➤ Debrief <i>before</i> following through with consequences set earlier ➤ Problem solve and develop a plan with the student for better future behaviour ➤ Remember to document the incident/event |



Appendix 2

Incident Report – Student Behaviour

Saved as a separate document