



Procedures Use of Physical Restraints

See policy *Physical Restraint Policy and Managing Challenging Behaviour*

Acceptable Physical Contact

- Temporary physical contact such as an open hand on the arm, back or shoulders to remove a student from a situation to a safer place
- Supporting a student to move them to another location, or to help them get into a vehicle or to use the stairs
- Harness restraint in a vehicle or recommendations from a physio or occupational therapist for safety of body positioning
- Younger students in their first year of school may need extra help e.g. shepherding them from one place to another
- Holding the hand of a young student who is happy to have their hand held for a short time
- Staff may pick up a student to comfort them
- Assisting a student with toileting

Preventative and de-escalation techniques to prevent physical restraint

Understand the student

- Get to know the student well and identifying triggers and situations that may be stressful or difficult for the student.
- Get to know the family/ whanau and strengthen this relationship as they know their child well, and find out what works well at home. Share plans and ideas with them
- Identify the student's individual signs of stress or emotional state and put in place interventions as soon as possible..de-escalate
- Monitor the student's behaviour regularly in the class and playground for potential signs of behavioural outbreaks
- Refer the student to the SENCO who will then escalate the referral to management if signs show the student is likely to be out of control
- Review the guidelines you have set up if there has been an IEP process in place and respond quickly and consistently to the approaches. Make sure all staff know the guidelines you are following
- Maintain high but appropriate behaviour expectations at all times

Children with Special Needs

A child who presents with high-risk behaviour should have an Individual Behaviour Plan, in the form of an IEP. This will be informed by the student support team which would include the SENCO, parents, specialist services, teacher etc They may agree to include physical restraint in the plan. The plan should list the de-escalation and preventative strategies and follow the guidelines (page 12 in the Guidelines)

Respect the student - Ensure safety first for the child, other children and yourself

- Demonstrate a supportive approach and tell the student you are there to be of help

- Keep calm and don't threaten them, argue or interrupt them
- Adapt approaches when your actions aren't working..possibly use someone else in the approach
- Make sure the action you are wanting is reasonable and you expect a reasonable response. You are not trying to score points or show you're the winner, so don't shame the student or be disrespectful to them
- Be prepared to compromise, while maintaining your authority
- Preserve the student's dignity, give them space and privacy from others too

What to do if prevention and de-escalation doesn't work

- Ensure safety first for the child , other children and yourself
- Apply physical restraint only for the minimum time necessary and stop as soon as the danger has passed
- Monitor the physical and psychological well being of the student and staff who applied the restraint for the rest of the day
- Get support from other experienced staff
- Enlist the support of the child's parent
- When all avenues have been explored then call the police when the child cannot be managed safely and there is imminent danger to students,staff or themselves

Good Practice following an incident involving physical restraint

See Guidelines Page 10 and 11 of the MOE guidelines book

Follow up actions

- In all incidences where physical intervention has had to be used then the incident and subsequent actions must be documented and reported to the Principal . Parents or caregivers must be informed the same day.. See guidelines which describe good practice when following an incident
- **Fill in Reporting Templates for Physical restraint** Appendix 1. (The Guidelines) and put a copy in the student's file. Make a copy available to the student's teacher, and parents/ caregiver. This **must be done as soon as possible and within 24 hours**
- **Fill in** the information for the **MOE** and **the employer form** (Page 17 on the guidelines)
- **Fill in the Staff reflection form** by the staff member who who applied the restraint as soon as possible and within 24 hours
- Physical restraint **staff debriefing form** should be completed by the staff member within 2 days of the incident see page 14 of the guidelines
- **Physical restraint debriefing with parents/ caregivers** and if appropriate the student should be held with the Principal as soon as possible after the incident (the staff member who applied the restraint is not part of this meeting)

Date: 28th November 2017