Physical Restraint – Procedures for staff

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Owner : DCE Systems & Support, Runanga Managers

Responsibility for these procedures : Manager, HR; Runanga Managers

These procedures for staff support the governance policy on Health and Safety: Employees, Contractors, Visitors, approved by the Board April 2016 and Health and Safety: Students, approved by Board August 2016.

Compliance with and awareness of health and safety requirements and worker wellbeing underlies everything we do at Te Kura.

1. **Purpose**

These procedures are intended to support staff’s ability to safeguard the well-being of students, their well-being and others whenever behaviour management issues that require the use of physical restraint of students arise.

1. **Principles**

Te Kura will take all practicable steps to establish a safe physical and emotional environment for its students while they are on site at Te Kura; participating in authorised off site Te Kura events and Te Kura-supported camps; and while interacting with teachers and other staff while engaged in their Te Kura programme of learning. Physical restraint will be used on rare occasions to manage student behaviour in emergency situations. All incidents of physical restraint will be used reasonably and proportionately to the student behaviour.

1. **Definitions**

*Physical restraint* is using physical force to prevent, restrict, or subdue the movement of a student’s body or part of the student’s body.

*Seclusion*means placing a child or student in a room involuntarily, alone and from which they cannot freely exit, or believe they cannot freely exit.

*Time out* means a child or student voluntarily takes themselves to an agreed space or unlocked room to calm down; or a learning advisor prompts a disruptive child or student to work in another space.

*Learning Advisors* are people employed in a teaching position at Te Kura. This includes a person with a Limited Authority to Teach, and a relief teacher employed by the Te Kura.

*Authorised* *staff* are people apart from Learning Advisors who have been authorised in writing to use physical restraint.

1. **Who can use physical restraint at Te Kura**

Physical restraint can only used by Learning Advisors and authorised staff.

1. **Procedures**

The Learning Advisors/authorised staff are encouraged to use de-escalation techniques (see the Ministry of Education’s (the Ministry) [Guidelines](http://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf)) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and will only be used when there is a high likelihood that the student will injure a staff member, another student, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the police.

If physical restraint is warranted, the level of restraint will be proportional to the level of risk the student or their behaviour poses, and will end as soon as the safety of everyone involved is assured. The student's physical and psychological state should be monitored during the restraint. The student, and the person who applied the physical restraint, will be monitored for signs of distress or shock in the aftermath of the incident.

Schools are prohibited by law from using seclusion to manage challenging student behavior and thus at no stage Te Kura staff will resort to this measure. In some situations, staff may use time out to manage student behavior. However, staff will be very clear when using time out – the child or student is free to come out of the room whenever they choose.

*Physical restraint incident report and H&S Incident Form on My Taangata*

The Learning Advisor/authorised staff who applied the physical restraint will complete an incident report and sign it (see Appendix 1). The Regional Manager must also sign this form. A copy of this report should be placed on the student’s file and a copy must be provided to the student’s Learning Advisor (if authorised staff used physical restraint).

The Learning Advisor/authorised staff will also complete the H&S Incident Form on My Taangata.

*Property Damage*

In the event of property damage, the Learning Advisor/authorised staff will notify Finance as soon as reasonably practicable.

*Debrief after a physical restraint incident*

The Learning Advisor/authorised staff involved in physical restraint will hold a debrief within two days of the incident. The debrief will involve the Regional manager and a another staff member who wasn’t involved in the physical restraint incident. Any external stakeholder (such as the Ministry of Education, Police) who was involved in the incident may be invited to the briefing. This debrief is for examining the events leading up to incident, the interventions used, and what could have been done differently. The staff member will compete and signs the debrief form. The Regional Manager will also sign this form (see Appendix 2).

*Notifying the parents*

Parents/caregivers whose child was involved in the incident will be notified as soon as reasonably practical on the day of the incident, including how it was managed in accordance to the Ministry Guidelines. A copy of the incident report will be provided to the parents/caregivers. Parents/caregivers will be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. A briefing session between Te Kura staff, student and parents/caregivers will be arranged and a briefing report must be completed (see Appendix 3). Any complaints from parents will be dealt with through Te Kura’s complaints process. The Ministry can be contacted for advice, if necessary.

*Managing high risk student behaviour*

Students with high-risk behaviours will have an Individual Behaviour Plan (the Plan) in place. Physical restraint can be an element in the Plan. Key staff members and parents/caregivers will be involved in the development of the plan. All staff working with the particular student will be fully briefed on the agreed protocols in the Plan, and all staff will be made aware that there is a Plan in place for the student.

*Recordkeeping*

The Learning Advisor/authorised staff will ensure all documentation in relation to physical restraint is provided to the Regional Manager. Ensuring proper records also means that incidents can be analysed so that trends can be identified. Note that all of these completed forms can also be requested under the Official Information Act 1982 and the Privacy Act 1993.

1. **Supporting documentation**

Behaviour and Learning at Advisories – Procedures for staff

Health and Safety Policy: Employees, Contractors and Visitors

Health and Safety Policy: Students

Education Act (1989); Part 11 Miscellaneous; Section 139: AC; AD; AE: Physical restraint in schools <http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM175959.html>

Education Outside The Classroom (EOTC) – Staff Procedures

Ministry of Education [Guidelines](http://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf)

Privacy Policy

Recordkeeping – Procedures for Staff

Surrender and retention of property and searches of students – Procedures for Staff

Emergency Procedures for staff



Mike Hollings

Chief Executive

**Appendix 1**

Physical restraint incident report

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report completed by | | Date of incident |  | | Date of report |  |
| Name of student |  | | | | | |
| Date of birth |  |  | | Gender M ☐F ☐ | | |
| Ethnicity |  |  | | | | |
| Time restraint started |  |  | | | | |
| Time restraint ended |  |  | | | | |
| Name/s of staff member/s administering restraint |  | | | | | |
| Trained in safe physical restraint? | Yes □ No □ | | | | | |
| Other staff /adults who witnessed |  | | | | | |

|  |
| --- |
| Place where restraint occurred |
|  |
|  |
|  |
|  |
|  |

|  |  |
| --- | --- |
| Behaviour directed at | |
| Staff member – name |  |
| Student – name |  |
| Self – describe how they intended self-harm |  |
| Property – describe potential injury to self or others |  |

|  |  |
| --- | --- |
| Reason restraint was considered necessary | |
| Imminent danger, serious risk of injury – describe |  |
| Actual injury – describe and attach injury form |  |

Reflection

Events leading to the incident

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

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| --- |
|  |

Behaviour of the student

What did you notice about the student’s behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

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| --- |
|  |

What did you try before the restraint?

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

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| --- |
|  |

The restraint method used

Describe the nature of the physical restraint. Include the type of hold and number of people required.

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|  |

Monitoring

Describe how the student’s physical and emotional distress was monitored while they were restrained.

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|  |

After the restraint ended

Describe the mood of the student following the restraint. What help and support were they offered?

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| --- |
|  |

If there’s a next time

What could be done differently in the future to prevent the need for restraint?

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| --- |
|  |

How about you?

How are you feeling and what support do you need?

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| --- | --- | --- |
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|  |  |  |
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Signature of person who applied the restraint Signature of Regional Manager

Appendix 2

Debriefing form for staff involved in physical restraint incident

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| Date of incident |  | | |
| Date of debriefing | | | Time of debriefing |
| Names of the people at the debriefing | | | |
|  | | | |
| Findings of debriefing | | | |
|  | | | |
| Next steps/actions | | | |
|  | | | |
|  | | | |
| Te Kura staff signature | | | |
|  | |  | |
| Te Kura Regional Manager signature | | | |
|  | |  | |
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**Appendix 3**

Physical restraint debriefing form – parents or caregivers, student

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| --- | --- | --- | --- |
|  | | | |
| Date of incident |  | | |
| Date of debriefing | | | Time of debriefing |
| Names of the people at the debriefing | | | |
|  | | | |
| Findings of debriefing | | | |
|  | | | |
| Parent or caregiver – comments and suggestions | | | |
|  | | | |
| Student – comments and suggestions | | | |
|  | | | |
| Next steps/actions agreed | | | |
|  | | | |
| Signatures | | | |
| Te Kura staff: | |  | |
| Parents or caregivers: | |  | |
| Student: | |  | |
|  | | | |