

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

SECTION:	300 - STUDENTS	CODE:	AP 347
PROCEDURE:	PHYSICAL RESTRAINT OF STUDENTS		

BACKGROUND

The administrative procedures on physical restraint are intended to state the Division's position with regard to the necessity of restricting a student's movement in order to ensure safety. These guidelines are intended to be used with all students requiring restraint, including those with special needs. It is important to underline that physical restraint is the last and most restrictive procedure in a hierarchy of behaviour management strategies. It is only to be used as a last resort, where someone's safety is at risk, and after other less intrusive interventions that may be appropriate have been first considered or tried.

Any employee may encounter a situation where physical restraint may be necessary. This may be as a part of a planned behaviour program for a student with special needs or it may arise in response to a crisis situation, with no opportunity to plan. The decision to utilize restraint relies on the educated judgment and sense of confidence of staff members.

PROCEDURES

1. Crisis Prevention Strategies

- 1.1 A key concept in behaviour management is prevention. In order to reduce the need to use physical restraint, it is necessary to prevent the escalation of negative behaviour to the crisis stage. To achieve this, a number of preventative strategies have been shown to be effective.
- 1.2 There are available a wide range of non-intrusive strategies to try initially. These strategies may include such things as:
 - 1.2.1 Active listening.
 - 1.2.2 Encouragement.
 - 1.2.3 Problem-solving.
 - 1.2.4 Clarifying expectations.
 - 1.2.5 Providing support.
 - 1.2.6 Redirection.
 - 1.2.7 Conferencing with others; i.e. In-School Team.
 - 1.2.8 Communication with parents.
 - 1.2.9 Restructuring the environment.
 - 1.2.10 Relaxation training.
 - 1.2.11 Modeling.

- 1.2.12 Social skills training.
- 1.2.13 Behaviour modification strategies.
- 1.2.14 Planned ignoring.
- 1.2.15 Providing choices and consequences.
- 1.2.16 Time-out.
- 1.2.17 Peer mediation.
- 1.2.18 Consultation with police.

2. Interventions

2.1 Safety First

- 2.1.1 Physical restraint will only be used when the safety of the student, or the safety of others is endangered.
- 2.1.2 It is imperative that physical restraint be used in such a way that the risk of injury is minimized.
- 2.1.3 In applying restraint in a safe manner, the force used is not to exceed what is reasonable under the circumstances.

2.2 Judgment

The decision to use physical restraint is a matter of individual judgment. In making the decision about whether or not to use restraint, the following factors may be relevant:

- 2.2.1 Staff training, confidence and willingness
- 2.2.2 Level of immediate risk
- 2.2.3 Power balance (size, age, status, strength, gender)
- 2.2.4 Availability of support
- 2.2.5 Previous history of student (abuse, special needs)
- 2.2.6 Relationship to student

Once the decision to use physical restraint is made, the procedural guidelines need to be followed.

3. Guidelines for Using Physical Restraint

When preventative strategies have not contained the crisis, physical restraint may be necessary. The following steps illustrate the principle of using strategies that proceed from least intrusive to most intrusive:

- 3.1 Nonverbal and/or verbal request of student to stop or alter his/her behaviour;
- 3.2 Nonverbal and/or verbal request of student and/or others to leave the situation;
- 3.3 Physical restraint.

4. Planned and Unplanned Use of Restraint

4.1 Planned

Physical restraint may be necessary as a component in a behaviour plan for a student with special needs. In this case, physical restraint is to be considered to be the last resort in a hierarchy of behaviour management strategies used with that student. The behaviour plan is to clearly outline the purpose of the restraint and the conditions of its use and must be developed with the assistance and knowledge of parents. Only employees who have been trained, are to participate in planned restraint. Staff are to be aware of the students that have planned restraint as part of their Behaviour Plan.

4.2 Unplanned

Unforeseen crises may arise that require the use of physical restraint. Staff judgment will govern responses and trained members identified in the School Crisis Response Plan are to be called upon in these situations.

5. Follow-up

Effective procedures following restraint include:

- 5.1 Evaluate injuries and take appropriate action.
- 5.2 Review of crisis and follow-up discussion with involved administrators and other relevant individuals
- 5.3 Inform parent and/or guardians of the incident
- 5.4 Provide time for staff to debrief personal feelings

Reference: Sections 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 Education Act
Criminal Code

Cross-Reference: Board Policy 13 – Appeals and Hearings Regarding Student Matters

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