

Public Schools Branch

OPERATIONAL PROCEDURE

PHYSICAL RESTRAINT USED IN SCHOOLS

<i>Policy Section</i> Programs and Services	<i>Procedure Number</i> 405.1
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<i>Replaces: PSB Operational Procedure 405.1 Physical Restraint Used in Schools, October 26, 2016</i>	

1.0 INTRODUCTION

- 1.1 The safety and security of all members of our school community is of the greatest importance. In some situations, when a student's behaviour creates immediate danger to him/herself or to others or is creating significant damage to property that is likely to result in physical harm to the student or others, crisis intervention may be necessary and physical restraint may be used as a last resort.
- 1.2 This procedure has been developed to provide structure that complements what staff can learn through formal training. It attempts to clearly define expectation of acceptable conduct for staff.
- 1.3 It is critical that staff follow this procedure and the Nonviolent Crisis Intervention™ (NVCi) resource when the use of physical restraint is necessary.

2.0 DEFINITIONS

- 2.1 **Acting-Out-Stage:** The total loss of self-control, which results in a physical acting-out episode/incident presenting a danger to the student or others.
- 2.2 **Debriefing:** A process where staff meets to discuss and gather information about what happened during an incident, assess the need for restraint if a restraint was implemented, and determine if the Individual Behaviour Support Plan (BSP) requires modification. Debriefing with the student and/or the parent may be part of the process after the initial debriefing meeting with staff.
- 2.3 **Documentation:** The gathering of information to assess the appropriateness of the restraint and to determine if the student's programming and/or support requires changes in order to avoid the need for future restraints.
- 2.4 **Individual Behaviour Support Plan (BSP):** The individual BSP will be developed following an Initial Line of Inquiry (ILI). The BSP is a student centered action plan based on behavioural data, where identified goals and supports are documented and tracked. The BSP is individualized and outlines specific strategies to promote the individual's success, teach replacement skills and behaviours, and reduce undesired behaviours. The BSP must be the first strategy for addressing student behaviours and may also address adjustments to the systems and environments in which the student receives educational services.

- 2.5 **Individualized Education Plan (IEP):** A written record/document which is a collaborative individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting. The IEP outlines support services and educational program adaptations and/or modifications.
- 2.6 **Initial Line of Inquiry (ILI):** An assessment tool that is used by school-based teams to systematically assess student problem behaviour. This tool is used by school-based teams to design and deliver effective educational services and programs for students. After using the *Initial Line of Inquiry* as a starting point to better understand student problem behaviour, teams can then create effective *Behaviour Support Plans*.
- 2.7 **Imminent Danger:** Unavoidable physically aggressive behaviour that has been reasonably judged to have the potential to cause significant harm to self and/or others.
- 2.8 **Last resort:** When a student is a serious and obvious danger to him/herself or others and incapable of being controlled by any less restrictive methods.
- 2.9 **Nonviolent Crisis Intervention™ Program (NVCI):** A safe, non-harmful behaviour management system designed by the Crisis Prevention Institute (CPI), to aid staff members in maintaining the best possible care, welfare, safety, and security for disruptive, assaultive and out of control individuals during their most violent moments. This includes the recognition of escalating behaviours, preventative measures, appropriate de-escalation techniques, and NVCI physical intervention techniques.
- 2.10 **NVCI Physical Intervention™:** A technique which is used, by a trained NVCI support team, only as a last resort when a student is a danger to self and/or others. It involves the use of safe, non-harmful intervention positions to safely control a student until he/she can regain control of his/her behaviour.
- 2.11 **NVCI Physical Transport:** The act of touching or holding of a student without the use of force for the purpose of directing the student. A student cannot be carried or forced under any circumstances. Physical transport of a student should never be implemented when a student is in the acting-out-stage.
- 2.12 **NVCI Support Team:** This team is comprised of NVCI trained school staff designated as the first members to respond to challenging and unsafe behaviours presented by a student. Designated team members will receive NVCI training by CPI Certified School Board Instructors in the safe application of nonviolent physical intervention techniques.
- 2.13 **Physical Restraint:** Physical restraint is immobilization through direct, temporary contact with the resisting student in a controlled manner for the purpose of preventing the student from injuring him/herself, others, or significant damage to property.
- 2.14 **Predictable Behaviour:** Behaviour that has been repeatedly demonstrated by a student which has been known to be unsafe and presents significant challenge which may require physical intervention.
- 2.15 **Reasonable Judgment:** Responding to a situation in a manner that would lead an ordinarily prudent and responsible person to act the same or in a similar manner.

3.0 GUIDING PRINCIPLES

- 3.1 The Public Schools Branch supports school-based programs and services that motivate, teach and support positive behaviour to create an inclusive school climate that is highly conducive to learning.
- 3.2 Staff members are expected to speak and act towards students with respect and dignity. People's behaviour is an integral part of their communication.
- 3.3 There is a continuum of interventions in the management of disruptive behaviours.
- 3.4 The first step towards addressing someone's behaviour is to understand the reasons for it.
- 3.5 Prevention is the first step in developing and implementing behavioural strategies to minimize physical aggression or threats of a physical nature.
- 3.6 A school is expected to conduct an Initial Line of Inquiry (ILI) and develop a Behaviour Support Plan (BSP) for each student who exhibits behaviours which may be destructive or dangerous to the student or others. Intervention plans should be documented and the effect of intervention should be monitored and reported on a regular basis.
- 3.7 Behavioural support strategies may not always be successful and in given situations it may be necessary to apply NVCI physical restraint.
- 3.8 Physical restraint is to be applied in the spirit of in *loco parentis*; that is in a fair, judicious, and kind manner.
- 3.9 School personnel have a responsibility to adopt and implement evidenced-based practices.
- 3.10 Professional emergency responders are required when the use of physical restraint is not a safe option.

4.0 STAFF TRAINING

- 4.1 The Public Schools Branch will provide identified staff members with NVCI training.
 - 4.1.1 This training will be recurrent and will be made available on a regular basis to meet the requirements for the program used.
 - 4.1.2 The Public Schools Branch will determine a specific program and method of training related to physical restraint that will meet any applicable provincial standards.
- 4.2 Each school where physical restraint will be used must have at least two staff members who have received training.

5.0 AUTHORIZED USE

- 5.1 Physical restraint is permissible when:
 - 5.1.1 The danger is immediate and unavoidable through a lesser intervention;
 - 5.1.2 Other measures of intervention have been ineffective in the specific instance; and
 - 5.1.3 Restraining the student will not jeopardize the safety and security of others.
- 5.2 Other staff members may employ physical restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained staff members are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.

6.0 UNAUTHORIZED USE

- 6.1 The use of physical restraint is expressly prohibited in the following circumstances:
- 6.1.1 As a means of punishment;
 - 6.1.2 Solely in response to the destruction of property;
 - 6.1.3 A student's refusal to comply with the school rules or staff directive; or
 - 6.1.4 Verbal threats or the use of offensive language that does not constitute a threat of imminent, serious, physical harm.
- 6.2 Any exception to 6.1 must be approved and documented by the Director of Student Services.

7.0 RESTRAINT PROCESS

The restraint process involves four basic steps: physical restraint, debriefing, notification, and documentation/follow-up.

7.1 Physical Restraint

- 7.1.1 Physical restraint should be conducted with:
 - a) Calm, reassuring but minimal verbal and non-verbal communication;
 - b) The least amount of physical force to protect the student and the restrainer;
 - c) The least amount of disturbance to others; and
 - d) Two trained staff.
- 7.1.2 Planned physical restraint should only be employed by staff members who have received specific school board approved crisis intervention training.
- 7.1.3 Physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the provincially approved crisis intervention training programs.
- 7.1.4 Physical restraint should last only as long as is necessary for the student to regain behavioural stability, and the risk of injury has ended.
- 7.1.5 Staff should make it clear to the student when and why the restraint is to be applied. Staff should also explain that the restraint will stop once it is no longer necessary to protect the student and/or others.
- 7.1.6 Immediately after the student has restored emotional and behavioural control following the use of physical restraint, a staff member who has not physically restrained the student during the incident shall examine the student to ascertain if any injury has been sustained during the restraint.
- 7.1.7 The first time that physical restraint is used on a student, the NVC support team and other applicable staff must meet as soon as possible after the incident. The student's behaviour support plan (BSP) must be reviewed to make sure that it contains appropriate positive behavioural interventions, supports, and other strategies to address the behaviour, and revise if necessary.

- 7.1.8 At any time it is determined that the use of restraint may be reasonably anticipated for a student, the BSP must include:
- Appropriate positive interventions, supports and other strategies that address the behavioural concerns based on data; and
 - Clear statements that the use of restraint may be used as an intervention and as a last resort.

7.2 Debriefing

7.2.1 The purpose of debriefing is to re-establish and maintain a safe learning environment. Debriefing should occur for the student who was restrained, his/her parents/guardians, the staff involved and students/staff who witnessed the restraint incident. Additional supports, such as counseling or employee assistance program, may need to be offered.

7.3 Notification

7.3.1 Notification of the restraint must be made in a timely manner to the School Administration and the parents/guardian.

7.3.2 If a restraint occurs off school property, the Public Schools Branch staff person in charge at that location will be informed of the incident.

7.3.3 The school shall submit a copy of the Physical Intervention Log and any other associated forms to Public Schools Branch Student Services Department at the end of each month.

7.4 Documentation

7.4.1 The chart below indicates the forms that need to be completed when there is a physical incident involving a student or staff at school or on a school-sponsored activity.

STUDENT PHYSICAL INCIDENT		
Form	Completed by:	Sent to:
PSB Physical Incident Report Form	Staff person	Director of Student Services
Risk Management – School Incident Report Form	Staff person most knowledgeable about the incident	PSB Stratford Reception (Mike MacDonald)

STAFF PHYSICAL INCIDENT		
Form	Completed by:	Sent to:
PSB Physical Incident Report Form	Injured staff person	Student Services
Risk Management – School Incident Report Form	Injured staff person	PSB Stratford Reception (Mike MacDonald)
Workers Compensation Board Report Form 6 (If medical attention is sought or time is missed from work).	Injured staff person	Workers Compensation Board
Workers Compensation Board Report Form 7 (If medical attention is sought or time is missed from work).	Principal/Supervisor	Human Resources (Alva Coade)

8.0 RESPONSIBILITIES**8.1 Director of Student Services or Designate**

- 8.1.1 Coordinate the data, planning and oversight of the use of physical restraint procedures within the Public Schools Branch;
- 8.1.2 Review all individual and program-wide data associated with all aspects of this procedure;
- 8.1.3 Identify and prioritize staff training needs in consultation with school principals; and
- 8.1.4 Coordinate NVCI training to Educational Assistants, Youth Service Workers and other identified staff.

8.2 School Principal

- 8.2.1 Ensure compliance with these procedures within his/her school;
- 8.2.2 Collaborate with the Director of Student Services or designate on NVCI training needs; and
- 8.2.3 Ensure all documentation is completed and submitted to the appropriate Public Schools Branch personnel, as soon as possible.

8.3 Identified Staff

- 8.3.1 Participate in recommended training;
- 8.3.2 Participate in the development and use of crisis intervention plans; and
- 8.3.3 Complete the necessary documentation following an incident involving physical restraint;

9.0 FORMS

- 9.1 Physical Incident Report Form
- 9.2 Physical Intervention/Timeout Room Log
- 9.3 Risk Management School Incident Report Form

10.0 CROSS REFERENCE

- 10.1 PSB Operational Policy - *405 Physical Restraint and Time-out Rooms Used in Schools Policy*
- 10.2 PSB Operational Procedure - *405.2 Time-out and Time-out Rooms in Schools Procedure*
- 10.3 Nonviolent Crisis Intervention Training Resource
- 10.4 *Education Act*
- 10.5 *Occupational Health & Safety Regulations*
- 10.6 *Canadian Human Rights Act*

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