

# Use of Physical Restraint Policy 2016

## **Aims**

- A. To respect the rights of individuals.
- B. To create a safe environment for all members of the school community
- C. To proactively prevent the escalation of behaviour
- D. To provide a hierarchy of responses based on least restrictive and most protective for all members of the community

## **Scope and Application**

This policy is available on the school website and applies to:

- A. Employees
- B. Students
- C. Parents
- D. Community members
- E. Visitors to the school

## **Definitions**

- A. **Assault** - the direct (and immediate/confrontational) infliction of force, injury or violence upon a person or persons or the direct (and immediate/confrontational) threat of force, injury or violence where there is an apprehension that the threat could be enacted
- B. **Client** – student or adult making threat to cause or who has caused injury to themselves or others
- C. **Crisis Communication** – is the reasonable response to a situation in which a threat of minor or physical injury is present. Matching the response to the level of danger presented by the client's behaviour.
- D. **Manual Restraint** – restricting voluntary movement by physically holding the individual
- E. **Reasonable Force** – just enough force for effective protection of self and others. Staff members do not use any more force to protect themselves from the attacker than the attacker is threatening or using against them
- F. **Restraint** – is the forcible and involuntary deprivation of the liberty to move about. If an individual has been deprived of the liberty to move freely and if that deprivation was forcibly imposed against the will of the individual, the individual has been restrained
- G. **Seclusion** – restricting voluntary movement by locking an individual in a room. If an individual cannot leave the room at will, the room is considered locked
- H. **Serious Incident** – Threats to cause or causing injury, aggressive behaviour, bullying
- I. **Rule of 5** – Limit of sentences to 5 words, with 5 letters or less

- J. PART Training** - [Predict, Assess and Respond to Challenging/Aggressive Behaviour]
- K. Professional Medical Attention** – intervention required beyond that of first aid
- L. Team Leader** – PART Trained Staff member, identified as leading the crisis and single point of communication with client
- M. Window of Safety** – Protection of breathing and circulation by ensuring that all respiratory functions remain unimpeded by restraint. Restraint is performed in such a way that force is applied to limbs or clothing and the front of the body is not compromised.

## Principles

- A.** We aim to gain the cooperation of students and imposing our will on them is counterproductive to this aim. To this end, and to respect the rights and dignity of individuals, we try to avoid the use of power over students as a method of behaviour guidance.
- B.** Restraint, or force of any kind, will not be used to impose the will of one person on another.
- C.** Restraint may be used at Kerry Street, as a last resort, when there is an immediate threat of injury.
- D.** Only those staff members with current PART Training will be permitted to perform a restraint
- E.** A minimum amount of force, both physical and psychological, will be used to ensure the safety of all members of the community
- F.** Manual restraint will be utilised if threat to cause or serious injury has occurred. Restraint will not be used as a punishment. It will only be used to protect the safety of people or property.
- G.** Seclusion will only be used in the event that leaving the school building will cause injury to self or others. Staff members will not be alone with a student behind a closed door as per Appropriate Relationships policy.
- H.** Threat to or destruction of property is only grounds for restraint when the individual may hurt themselves while destroying property or may use the property to hurt others
- I.** Evacuation of others is preferable to restraint
- J.** Restraint for non-compliance is not approved, unless the refusal is likely to result in an injury to self or others

## Responsibilities

- A. Council**
  1. Writing and updating this policy in consultation with relevant parties
  2. Ensure that Critical Incidents [as defined in the Critical Incident Policy] are reported to Department of Education Services
- B. Coordinator**
  1. Overseeing the implementation of this policy
  2. Maintain a safe working environment for staff

3. Maintain Duty of Care to all students
4. Provide debrief and Counselling for staff members involved in Serious Incidents
5. Induction of new staff members
6. Provide the details of Risk Management Plans to all staff
7. Budget for professional learning in the area of behaviour guidance and PART Training
8. Ensuring that PART trained staff maintain currency of Training including refreshers.
9. Ensuring that staff are trained in de-escalation strategies including Non-Violent Communication
10. Complete Serious Incident documentation or Critical Incident reports
11. Development and review of Risk Management Plans for students
12. Follow Behaviour Guidance Policy and Procedures
13. Meet with parents, staff members and students after Serious Incidents
14. Seek assistance from Allied Health Professionals to support families and staff

#### **C. Employees**

1. Be familiar with this policy
2. Maintain safety for all students
3. Only engage in physical restraint if you have PART training
4. Use restraint as last resort
5. Report all incidences of restraint directly to the Principal
6. Complete Incident/Serious Incident Reports
7. Communicate early and often with parents
8. Develop and Review Risk Management Plans

#### **D. Parents**

1. Comply with Behaviour Guidance Policy and Procedures for Serious Incidents including collecting student from school where requested.
2. Participate in Re-Entry Meetings
3. Participate in Risk Management Plan development meetings and review
4. Respond in a timely fashion to communication from the school

### **Related Legislation**

- A. Teacher Registration Act 2012
- B. Teacher Registration (General) Regulations 2012
- C. School Education Act 1999
- D. Australian Professional Standards for Teachers

- E. Australian Professional Standards for Principals
- F. Corruption and Crime Commission Act 2003
- G. School Education Regulations 2000
- H. Working with Children (Criminal Record Checking) Act 2004
- I. Equal Opportunity Act 1984

## **Related Kerry Street Documentation**

- A. Staff Code of Conduct
- B. Critical incident Policy
- C. Emergency procedures Policy
- D. Behaviour Guidance Policy
- E. Occupational Health and Safety Policy
- F. Duty of Care Policy
- G. Supervision Policy
- H. First Aid Policy
- I. Aims and Philosophy
- J. Enrolment Contract

## **References**

- A. Choice Theory, by William Glasser (the school has a copy of this book).
- B. Punished by Rewards, by Alfie Kohn (school has a copy)

## **Contact Person**

Enquires relating to this policy should be directed to the School Coordinator or Council President.

## **Breaches of this Policy**

Any breach of this policy may result in disciplinary action up to and including termination of contract.

## **Attachments**

- A. Levels of Danger and Responses

## **Review and Authorisation**

- A. This policy was authorised by the Kerry Street Council on 12/3/05
- B. Policy reviewed by meeting of staff and council on 13/1/06
- C. This policy was reviewed September 2012
- D. Reviewed 18/09/2016
- E. To be reviewed 2022

*Helen Sugars Duff*

## Use of Physical Restraint Policy 2016 – Attachment A

### LEVELS OF DANGER and RESPONSES

#### LOW

##### *Level 1 – Threat to Assault*

- a. A person has the ability to injure
- b. A person is in the proximity to injure
  - A person shows some intent to make contact immediately
  - A person makes a threat that would not require immediate professional medical attention and or not cause actual bodily harm

Examples include: realistic threats to hit, slap, push, grab, punch, shove and/or scratch

##### *Response: Crisis Communication*

1. Self-Control
2. Assessment, before action: identify auditory and visual signals that come before an assault
3. Communicate Limits: [Rule of 5] "Jim, put the chair down"
4. Be patient
5. Monitor for unexpected as incident progresses
6. Once threat has subsided, reinforce calming behaviour to prevent re-escalation
7. Post Incident, use unconditional regard so as not to re-trigger the client
8. Record incident: Follow Behaviour Guidance Policy and procedures
9. Debrief with team members

#### MEDIUM

##### *Level 2 – Minor Attempt or Contact*

- A person has the ability to make contact
- A person shows the intent to make contact immediately
- A person attempts and/or makes contact
- The attempt, should it result in contact or contact made, does not result in an injury that would require immediate professional attention

Examples include: attempts to hit, slap, grab, punch, shove, kick, scratch, and/or hitting, slapping, pushing, grabbing, punching, shoving, kicking, scratching.

##### *Response: Crisis, Communication, Evasion techniques*

1. Call for help
2. Crisis communication
3. Stay in control

4. Keep talking
5. Be Patient
6. Evacuate the rest of the class (where practical to do so)
7. Get out and Stay out of the way
8. Use evasive techniques: cover up, deflect, release from holds
9. Keep visual contact at all times
10. Once threat has subsided, reinforce calming behaviour to prevent re-escalation
11. Post crisis, use unconditional regard so as not to re-trigger the client
12. Record incident: Serious incident, Follow Behaviour Guidance Policy and procedures
13. Debrief with team members

## **HIGH**

### ***Level 3 – Threat to Cause Serious Injury***

- A person has the immediate ability to cause serious injury
- A person makes a serious threat that, if carried out would cause a serious injury and would require immediate professional medical attention. This threat may be verbal or non-verbal
- A person shows an intent to seriously injure
- A weapon might be involved
- Does not make or attempt contact

*Example: realistic threats to choke, eye gouge or strike with heavy objects*

### ***Response: Crisis Communication, Evacuation, Evasion, Prepare for Restraint***

1. Call for help
2. Crisis communication [see level 1]
3. Evacuate class
4. Prepare for evasion
5. Prepare for manual restraint – two staff members should be present; minimum of 1 staff member must be PART Trained
6. Identify team leader who will be only point of communication with the client
7. Team Leader to communicate limits [Rule of 5] "Jo, put the bat down"
8. If attempt to cause serious injury is carried out, refer to *Very High: Response* below
9. Once threat has subsided, reinforce calming behaviour to prevent re-escalation
10. Post crisis, use unconditional regard so as not to re-trigger the client
11. Record incident: Serious incident, Follow Behaviour Guidance Policy and procedures
12. Debrief with team members

## **VERY HIGH**

### ***Level 4 – Attempts to seriously injure and/or serious injury***

- A person has the immediate ability to cause serious injury
- A person shows intent to seriously injure immediately

- A person attempts serious contact
- The attempt, if contact is made, would cause serious injury
- The contact made causes serious injury that requires immediate professional medical attention.

*Examples: attempts to and/or actually choking, eye gouging, striking with heavy objects and in some cases spitting at a person*

***Response: Crisis Communication, Evacuation, Restraint***

1. Call for help
2. Crisis communication [see level 1]
3. Evacuate class [if practical]
4. PART trained staff member and Team Leader identified and in location
5. Team Leader chooses the least restrictive form of restraint and who will apply [clothing hold for young children, standing restraint, escort position or seated restraint. *Refer to PART training manual*]
6. Maintain 'Window of Safety' at all times
7. Once threat has subsided, release restraint and monitor
8. Reinforce calming behaviour to prevent re-escalation
9. Post crisis, use unconditional regard so as not to re-trigger the client
10. Record incident: Serious incident, Follow Behaviour Guidance Policy and procedures
11. Debrief with team members

## RISK MANAGEMENT PLANS

Staff required to use restraint on an ongoing basis to manage the behaviour of an individual student need to ensure that information on this is included in the student's documented plan [Risk Management Plan]. Planning for the ongoing use of restraint requires a collaborative approach between the Coordinator, the Student's Parents and Staff.

The student's Risk Management Plan should include the following information:

- Conditions that will lead to the use of physical restraint;
- Situations in which physical restraint is not to be used with the student;
- Situations that will result in the removal of other students from the immediate environment;
- Staff willingness and ability to use physical restraint as an agreed management strategy;
- Assistance to be provided for staff who are involved with physical restraint;
- Regular review of the behaviour management plan is essential in order to reduce and/or remove the need for physical restraint.