



# Waitaki Valley School

## Procedure 8.26 DRAFT

### PHYSICAL RESTRAINT PROCEDURE

#### **Purpose:**

The philosophy of Waitaki Valley School is to provide an inclusive and positive education which is fostered in a holistic manner. Student behaviour is viewed as a part of child development that will be modelled and encouraged within a partnership between home and school. Inclusive practices and safe environments are of greatest importance to all students.

Waitaki Valley School implements Positive Behaviour for Learning Principles through our school values of 'To be G.R.E.A.T'. These values are highly visible in all interactions and evident in all that staff and students do.

Student and staff wellbeing is at the heart of this procedure. The overall goal is to promote a safe, inclusive learning environment that fosters the wellbeing and education of all students.

#### **Time-out and seclusion**

- Seclusion is prohibited at Waitaki Valley School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate, and can be emotionally (and physically) damaging to students.
- Time-out is different from seclusion, and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is visible and checked regularly by staff.

#### **Physical Restraint**

- Waitaki Valley School has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.
- Staff use preventative and de-escalation techniques (see the Ministry of Education guidelines referenced below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. The other students can be removed from the situation which may calm the student down.
- However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is 'imminent danger of physical injury' of other students, staff, 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.
- The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint must be followed in all circumstances.
- If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured. Ideally, physical restraint should only be applied by staff trained in its safe use.
- It is important to monitor the student, and the person who applied the physical restraint for signs of distress or shock in the aftermath of the incident.
- The school holds a debrief after the incident, using the Ministry of Education appropriate forms. This will examine the events leading up to it, the interventions used, and what could have been done differently. Staff must complete a Staff Physical Restraint Incident form within 24 hours.

- An Incident of Physical Restraint Form is to be completed and given to the Principal, who will notify MOE using their approved format. The Board is notified of any incident involving physical restraint at the next available BOT meeting or earlier if deemed by the Principal to be the correct course of action.
- Parents/caregivers whose child was involved in the incident should be notified on the same day, as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education or School Trustees contacted for advice, if necessary.
- Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

### **Monitoring the use of physical restraint**

The principal, or delegate, monitors the use of physical restraint and collates information about any incidents. The principal shares this information with the board through the Principal's Report at Board meetings (in a public-excluded session).

#### **Guidelines:**

The Principal or Principal's delegate is responsible for:

- Promoting the goal of minimising the use of physical restraint through a focus on alternative strategies
- Ensuring appropriate training is provided that aligns with the goal of minimising physical restraint in schools.

#### **Oversight by the Board of Trustees**

The Board of Trustees is responsible for governance oversight:

- If physical restraint has been used, schools are encouraged to contact the Ministry of Education for advice and support.



### **Appendix 1**

- MOE Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint – August 2017
- Staff Physical Restraint Incident Report Form

### **Appendix 2**

- Information for the MOE and Employer Form