

GUIDELINES FOR THE USE OF PHYSICAL RESTRAINT

Positive and proactive strategies are the first methods for addressing challenging behaviour. A continuum of interventions designed to de-escalate behaviours should be listed in the child's Individual Education Plan (IEP) or Behaviour Intervention Plan (BIP). These interventions include proactive and reactive classroom management strategies with the goal being both to address the student's challenging behaviour and to teach new replacement behaviour.

In critical or crisis situations, it may be necessary to use specific de-escalating techniques, which may include physical intervention, in order to ensure a safe environment and to assist the student gaining control. These techniques are included in the Working Effectively with Violent and Aggressive States (WEVAS), and Nonviolent Crisis Intervention training models.

Physical restraint is the most invasive of physical interventions. This technique involves an adult (or adults) taking bodily control of a student who is physically out of control. At this point, the student is not exercising rational thought or action and requires assistance. In these situations, a team approach is essential to ensure safety and professionalism.

If restraint is to be used as part of the student's safety plan, it must be included in the IEP or BIP. Part of the IEP or BIP must include the development of a school response plan which outlines a system for obtaining extra help when dealing with an out-of-control student.

The use of restraints shall be debriefed with the student following any intervention. It is important that school personnel review the incident and determine approaches and interventions that may be used in the future.

Each incident of restraint shall be reported to school administration and documented using Use of /restraint Form. The original shall be attached to the IEP or BIP and a copy forwarded to the assistant superintendent of student services. If restraint is used frequently and/or is of high intensity, goals, objectives and strategies need to be reviewed.

Staff members who may be required to use restraint based on a student's IEP or BIP need to be trained in the use of physical restraint.

USE OF RESTRAINT FORM

Date: _____ Time: _____

Student's Name: _____

School: _____

Names of Personnel Involved: _____

Physical Restraint used for the following purpose:

___ To prevent a student from harm

___ To prevent harm towards others

___ For the purpose of self-protection

Supporting Information

BEFORE:

Describe the activity before physical restraint was required. Include location, event or events preceding the restraint, interventions used to de-escalate the situation, and any other pertinent information.

DURING:

Describe the type of physical restraint used. Include location, duration, and resolution

AFTER:

a) Action taken with student after the use of physical restraint.

b) Follow-up by school team. (Debriefing, personnel involved, date)

c) Next steps. (i.e. changes to programming, planning and/or services)

ADDITIONAL INFORMATION

Notification of Parent/Guardian:

When: _____

How: _____

By whom: _____

Signature: _____
 Staff member Principal

(sent copy to Assistant Superintendent of Student Services)