



Te Kauwhata Primary School

'Learning Together' – 'Kia Ngatahi te Ako'

Physical Restraint Policy

NAG 5: Health and Safety

Rationale

Te Kauwhata Primary School acknowledges that from time to time serious situations can arise where a student is at risk of harm to themselves or others. School staff require safe ways to potentially manage unsafe and dangerous situations.

Purpose

- To protect the safety and well-being of all staff and students
- To provide staff with guidelines and supports for de-escalating serious and / or harmful situations
- To provide guidelines for the use of physical restraint when it is seen as a last resort
- To maintain a record of any incidents of physical restraint and provide for debriefing of these incidents
- To provide and maintain a clear pathway for any complaints
- To monitor the emotional impact of any such event on staff and students

Guidelines

Preventative Techniques

Positive relationship-building is key, particularly for those students who regularly present with high risk behaviours.

Attempt to understand the student and try to learn the signs of stress or unhappiness.

Respect the student by: demonstrating you are there to help; being reasonable and not raising your voice; providing choices while maintaining authority.

Preserve the student's dignity, dealing, when possible, with the matter in private.

De-escalation Techniques

Remove the audience and speak calmly with the student naming what emotion they are exhibiting (eg. I can see you're very upset; I can see you're very angry etc) and allow wait time.

Remain calm and quiet when communicating with the student (even if they are loud).

Monitor your own body language and provide space for the student.

When appropriate, give the student clear choices and /or directions, to help them feel more secure and in control.

If the situation escalates move yourself further away and send for help if necessary.

Do not escalate the behaviour

Threatening the student

Arguing or interrupting

Contradicting the students, even if they are wrong

Challenging the student

Trying to shame the student

Use only when:

The teacher or authorised staff member reasonably believes that the safety of the student or any other person is at serious and imminent risk. The physical restraint provisions are intended to deal with the upper end of the spectrum of situations. In these situations it must be clear that the restraint is in response to a serious and imminent risk to safety.

ent risks to safety?

These situations are examples:

- A student is moving in with a weapon, or something that could be used as a weapon and is clearly intent on using violence towards another person
- A student is physically attacking another person, or is about to
- A student is throwing furniture, computers, or breaking glass close to others who would be injured if hit
- A student is putting themselves in danger, for example running onto a road or trying to harm themselves.

st be reasonable and proportionate in the circumstances:

- **Use the minimum force necessary to respond to the serious and imminent risk to safety**
- **Use physical restraint only for as long as is needed to ensure the safety of everyone involved.**

the behaviours in these situations:

- to respond to behaviour that is disrupting the classroom but not putting anyone in danger of being hurt
 - for refusal to comply with an adult's request
 - to respond to verbal threats
 - to stop a student who is trying to leave the classroom without permission
 - as coercion, discipline or punishment
 - to stop a student who is damaging or removing property, unless there is a risk to safety.
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- Temporary physical contact, such as an open hand on the arm, back or shoulders to remove a student from a situation to a safer place.
 - Supporting a student to move them to another location, or help them get in a vehicle or use the stairs.
 - The practice of harness restraint, when keeping a student and others safe in a moving vehicle, or when recommended by a physiotherapist or occupational therapist for safety of body positioning
 - Younger students, especially in their first year of school, sometimes need additional help. For example, you may 'shepherd' a group of younger students from one place to another
 - Staff may hold the hand of a young student who is happy to have their hand held for a short time.
 - Staff may pick up a student to comfort them.
 - Assisting a student with toileting, including changing a nappy.

Important Notes:

- All possible steps to prevent such an incident occurring will be taken by staff involved.
- The above guidelines will be understood and followed to ensure everyone's health and safety is maximised.
- If an incident occurs the following procedures will be followed along with required documentation completed. (Appendix A)
- The Principal, or delegated authority, will complete the required Ministry of Education reporting form and email this to physical.restraint@education.govt.nz (Appendix B)
- Only those non-teaching staff who have written authorisation from the Board of Trustees may engage in any sort of physical restraint. (Appendix C)
- The emotional safety of all those involved will be of utmost importance and priority.

Approved by Board

Date: _____

_____ Chairperson, for Board of Trustees

Revised

Date: _____

_____ Chairperson, for Board of Trustees



Te Kauwhata Primary School

Post-incident Procedures and Reporting templates for physical restraint

Instructions

1. Attach the debriefing forms and any other relevant form (eg. Injury Form) to the Physical Restraint Incident Form.
2. Place copies of these forms in the student's file. Make the copied forms available to the student's teacher/s and the student's parents or caregivers.
3. Share data on physical restraint incidents with the Board of Trustees via the Principal's report. Only share this data in a session that excludes the public.

1. Physical restraint incident report (staff)

- The staff involved in restraining the student should complete this as soon as possible and within 24 hours.
- The incident report should be signed off by the staff involved, any staff who witnessed the incident, and the Principal or Principal's delegate.

Note: If the Principal applied the restraint, a delegated senior management team member should sign off the report.

2. Physical restraint debriefing form (staff)

- Within two days of the incident, a debriefing with the staff involved should be held by the Principal or Principal's delegate. Another member of staff who was not involved in the restraint should attend.
- If a behaviour specialist from the Ministry or RTLB service is supporting the student's team, they should be part of the debriefing process.

Notes: The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint. If this is the case, a suitable senior leader in the school should take this role. If police have been involved they should be invited to the staff debriefing too.

3. Physical restraint debriefing (parents or caregivers and, if appropriate, the student)

- The parents or caregivers should be notified and involved in discussion about the incident with the Principal or Principal's delegate as soon as possible so they can monitor their child's physical and emotional wellbeing at home.
- The parents or caregivers should be given the opportunity to discuss the incident and invited to become active partners in exploring alternatives to restraint.

Note: The staff member who applied the physical restraint should not be part of this meeting.

Physical restraint incident report

Report completed by		Date of incident		Date of report	
Name of student					
Date of birth				Gender M <input type="checkbox"/> F <input type="checkbox"/>	
Ethnicity					
Time restraint started					
Time restraint ended					
Name/s of staff member/s administering restraint					
Trained in safe physical restraint?		Yes <input type="checkbox"/> No <input type="checkbox"/>			
Other staff /adults who witnessed					

Place where restraint occurred	
Classroom	
Corridor	
Assembly hall	
Outdoor area	
Toilet block	
Administration area	
Other (identify)	

Behaviour directed at	
Staff member – name	
Student – name	
Self – describe how they intended self-harm	
Property – describe potential injury to self or others	

Reason restraint was considered necessary	
Imminent danger, serious risk of injury – describe	
Actual injury – describe and attach injury form	

Please turn over and complete the reflection section.

Reflection

Events leading to the incident

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

Behaviour of the student

What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

What did you try before the restraint?

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

The restraint method used

Describe the nature of the physical restraint. Include the type of hold and number of people required.

Monitoring

Describe how the student's physical and emotional distress was monitored while they were restrained.

After the restraint ended

Describe the mood of the student following the restraint. What help and support were they offered?

If there's a next time

What could be done differently in the future to prevent the need for restraint?

How about you?

How are you feeling and what support do you need?

Signature of person who applied the restraint

Signatures of any staff witness

Debriefing form for staff involved in physical restraint incident

Date of incident		
Date of debriefing		Time of debriefing
Names of the people at the debriefing		
Findings of debriefing		
Next steps/actions		
Principal or Principal's delegate signature		

Physical restraint debriefing form – parents or caregivers, student

Date of incident		
Date of debriefing		Time of debriefing
Names of the people at the debriefing		
Findings of debriefing		
Parent or caregiver – comments and suggestions		
Student – comments and suggestions		
Next steps/actions agreed		
Signatures		
Principal or Principal's delegate:		
Parents or caregivers:		
Student:		



Incident of Physical Restraint Form

Information for the Ministry of Education and the Employer

Completed by			
Date of Incident		Date of Report	
School name & number			
Student's National Student Number (no name)		Date of Birth	
Gender		Year Level	
Ethnicity			
First time the student has been physically restrained?	Yes / No (delete one)	The student was physically restrained more than once during the day?	Yes / No (delete one) If yes, how many times?
The student has an Individual Behaviour Plan?	Yes / No (delete one)	Physical restraint was a part of the plan?	Yes / No (delete one)
Were parents notified?	Yes / No (delete one)		
Was anyone injured?	Yes / No (delete one) If yes, describe		
Was the staff member who applied the restraint a teacher or authorised staff member?	Yes / No (delete one) If no, provide details		
Role of staff member who applied the restraint	Teacher / Other (delete one) If Other, describe role:		

Did the staff member who applied the restraint receive any training prior to the incident?	Yes / No (delete one) If yes, what training?
Why was the use of physical restraint considered necessary?	
Serious and imminent risk to the safety of the student or any other person – describe	
Any other comments	



Required Action Complete the form above and email it to the Ministry of Education at mailto:physical.restraint@education.govt.nz . Provide a copy to the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school) Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.



Appendix C:

Physical Restraint Authorisation for Non-teaching Staff

The Te Kauwhata Primary School Board of Trustees authorises the below named non-teaching staff member to apply physical restraint in accordance within the NAG 5 Policy: Physical Restraint, and associated guidelines and procedures.

Name:	
Role:	
Conditions attached to this authorisation	
Declaration	<p>I _____ confirm that:</p> <ul style="list-style-type: none"> • The Principal (or delegated authority) has shared and explained the Physical Restraint Policy, guidelines and procedures with me • I understand the policy, guidelines and procedures, and agree to adhere to them should I become involved in an incident requiring me to use physical restraint <p>Signed:</p> <p>Date:</p>
Signed on behalf of BOT:	<p>_____ Date:</p> <p>Chairperson</p> <p>_____ Date:</p> <p>Principal (or delegated authority)</p>