

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7030

DATE: 1999-04-27

REVISED: 2007-11-13

REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

PURPOSE

To provide direction for the restraint of students where required and appropriate.

POLICY

In unusual situations, a supervisory adult may find it necessary to apply physical restraint when a student presents a danger to himself/herself, others, and/or property.

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REGULATIONS

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SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

1. Definition

Physical restraint is a judicious and temporary control measure with a resisting child/student in order to control movement, location, and behaviour, such as violence or abuse to persons, self or property.

2. When to Restrain:

- a) Physical restraint must be viewed as a temporary measure to facilitate appropriate student behaviour. Restraining is required when, in the opinion of the supervisory adult, the threat is immediate and after other measures have been deemed to be of little or no benefit to a student who may pose danger to self, others, and/or when there is a risk of serious damage to valuable property.
- b) It is recognized that there may be occasions where physical restraint may be appropriate even though more moderate control measures have not been used, e.g., where a student is in the process of causing harm to another person.

3. Who Should Restrain:

- a) Restraining may be required inside or outside of the classroom and should be done only by a principal, vice-principal, teacher or support staff member. Whenever possible, two or more adults should be involved or present when restraining a student.
- b) Prior to restraint, physical contact should be conducted in the following manner:
 - i) with controlled, unemotional and reassuring statements that give reasons for the restraint and describe the necessary behaviour for ending the restraint;
 - ii) with the least amount of force required to protect student and restrainer;
 - iii) with the least amount of disturbance to the rest of the class;
 - iv) in the presence and with the assistance of another adult, where possible.

4. Restraining Procedures:

The procedures involve three basic steps: restraining, student and staff debriefing, and documenting:

RESTRAINING

Recommended techniques include:

1. Children's Control Position* - from behind, the restrainer holding the student's wrists with arms crossed/wrapped over the student's chest with one arm locking the other;
2. Team Control Position* the restrainers (2), facing the same direction as the student, place their inside legs in front of the student's legs, the restrainer's outside hands hold the student's wrist, the inside hands form a C on the student's shoulder;
3. Interim Control Position* this is a temporary position – the restrainer, facing the same direction as the student, outside hand holds the student's wrist and the restrainer crosses their other arm in front of the student to gain control of the student's other arm;
4. Transport Technique* the restrainer, facing the same direction as the student, outside hand holds the student's wrist and the restrainer's inside arm crosses in front of the student's arm and the restrainer clasps their own wrists;

* from the Non-Violent Crisis Intervention Instructor's Manual Crisis Prevention Institute, Inc.

Other techniques acceptable in extreme circumstances:

1. The restrainer holds the student's feet, legs or ankles;
2. The restrainer who is seated on the floor with their back against the wall holds the student's wrists with arms crossed over the student's chest;
3. The restrainer holds the student on the floor, face down toward the floor, the restrainer supporting his/her own weight and exerting only the required pressure to control the student – (very extreme intervention only to be used in rare situations).
4. Where students are engaged in fighting, care should be taken to reduce the risk of the restrainer while still attempting to break up the fight.

DEBRIEFING

1. Student Debriefing – Where possible, debriefing should occur as soon as the student is calm and rational. The adult should:
 - state what happened
 - state the behavioural rule or expectation that was broken
 - discuss alternative behaviours or actions
 - discuss logical consequences

2. Staff Debriefing – Where possible, debriefing should occur as soon as staff involved can meet. The following process is constructive:
 - discuss the incident
 - establish the basic facts as team members may have arrived at different times
 - review the responses

DOCUMENTATION

The process of documentation includes:

- i) noting time and location of the incident;
- ii) creating written statements that lead to and describe the incident and the resolution;
- iii) noting names of all people involved and any witnesses;
- iv) notification of the restraining to the principal and parents, and meeting with appropriate concerned personnel from other agencies who work with the student;
- v) where injury has occurred, complete an Accident Report Form

5. Responsibility for Procedures

- (a) The School District is responsible for providing appropriate and ongoing in-service in restraining procedures.
- (b) Principals are responsible for ensuring that teachers and support staff are made aware of the restraint procedures including completion of documentation.
- (c) Principals, teachers and support staff are responsible for current, non-violent crisis intervention knowledge of restraint procedures.
- (d) Please use the *Incident Report Form* attached.

PHYSICAL RESTRAINT OF STUDENTS
Incident Report

TYPE OF OCCURRENCE

- Accident
- Assault
- Physical Intervention
- Other

Date: _____

Student's Name _____

Employee(s) Involved:

1. _____
2. _____
3. _____
4. _____

Where did the incident occur? _____

Details of the incident: _____

Results of Occurrence: _____

Follow-Up Action Plan _____

SIGNATURES

Name

Signature

Administrator's Name

Signature

WCB Forms Submitted: Yes No