

Delta Global School Physical Restraint Procedure

Definition of Physical Restraint

- Holding a student or otherwise restricting a child's movement
- Using physical force to prevent, restrict or subdue movement of a student's body or part of their body for the purpose of control, such as:
 - Dragging, pulling, pushing or otherwise physically directing a student to an alternate location.
 - Restricting a student's movement e.g. locking a room, preventing them from leaving a room.
 - Bear hugging or holding a student against their will.

Purpose of Use

- The purpose of physical restraint is to control the behaviour of a student in an emergency situation to prevent immediate danger or possible injuries to that student or others in the environment, when alternatives have proved ineffective. When restraint is warranted, an administrator, counsellor, or security personnel may be better placed to restrain if possible.

When to Use

- A student outside the building is in imminent danger, for example, when they are stepping onto the road and a vehicle is approaching.
- If it is not possible to separate a student who is hurting themselves or another student either with their own body or with a weapon/tool/implement.
- When a plan is in place due to a pattern in behaviour or part of the child's individual support plan.

When Not to Use

- If there is not an immediate danger.
- If a student is refusing to go to a new location.
- If a student is running away to escape or hide from discipline or an undesired activity.
- A student is crying, screaming, swinging their body, or otherwise having an emotional outburst.

Alternatives to Restraint

- Remove other students from the problem behaviour
- Stand between students to prevent harm. You may use a pillow or cushion to protect self from harm.
- If a child is holding a hurting object (e.g. pencil, compass, scalpel), use distraction with another object or activity.
- Diffuse the situation and reduce tension. Do not discuss the problem until everyone is calm. Be confident that consequences will be issued at the right time.
- Follow the student who is running away and stay with them until they are in a safe place. If you need to leave them make sure another adult is with them.
- If a child runs and is out of sight, notify security and the leadership team immediately.
- Be clear about the consequences that you will put in place for minor behaviours (these should be aimed at reducing the likelihood of escalating the problem). Consequences should be simple, logical, and time-bound.

- If a child is throwing objects, remove all those around him and watch from a distance to ensure all are safe.
- If a child has a history of dysregulation behaviours, an individual support plan will be put in place.

Resources:

https://rccp.cornell.edu/_assets/TCIS_SamplePolicyStatement.pdf

https://www.cec.sped.org/~media/Files/Policy/Restraint%20and%20Seclusion/CCBD_on_Use_of_Restraint_7809.pdf

<https://www.dodea.edu/Offices/PolicyAndLegislation/upload/AI2510-01.pdf>