



Physical Intervention/Restraint

Board Received: October 26, 2015

Review Date: November 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – All other non-physical interventions have been unsuccessful;
 - Implemented only when the student's behaviour presents an imminent risk of injury to the student or others
 - Physical intervention presents less of a risk of injury than the inappropriate behaviour.

Procedures:

Definition: "Physical restraint" refers to physical intervention techniques used when there is a realistic concern that a student may present an imminent safety risk to him/herself or others. Physical interventions can take the form of a block, a release, or a containment. A physical restraint involves a containment.

Background:

1. The Board recognizes that some students display a level of behaviour which is not always controllable or alterable by the use of non-intrusive procedures.
2. Staff members are expected to use early prevention and intervention strategies whenever possible in order to respond to a situation well before it escalates to the point where physical restraint would be required. Early intervention includes the recognition of a student's early symptoms of anxiety or agitation. During this phase a supportive and empathetic approach by staff may defuse or de-escalate the potential crisis.
3. Students whose behaviour escalates beyond the anxiety or agitated level may display defensive behaviour or a loss of rational control. During this phase staff should maintain a controlled and professional manner while setting behavioural limits that are clear, concise and enforceable, and allow the student time to respond.
4. Approaches such as these may reduce the likelihood that a student will demonstrate aggressive and assaultive behaviour which may require physical restraint.
5. The use of physical intervention techniques, as outlined in the principles of Behaviour Management Systems (BMS), may be required on some occasions as a short-term solution to immediate danger to people. Occasions could include situations when:
 - staff are required to intercede in a physical dispute between students;
 - a student requires assistance in following directions from staff to release an object in his/her possession (i.e., in danger of harming him/herself or others);
 - staff are required to intervene in an attempt to minimize personal injury to him/herself, other staff or students when a student is being physically aggressive;
 - staff are required to intervene when a student is harming him/herself.

Guidelines for Physical Restraint (Containment)

1. Physical restraint is a safety procedure employed to protect staff and students. “Behaviour Management Systems” (BMS) is used in Grand Erie as the primary means of behaviour management. This program has been developed by educators through the Ontario Education Services Corporation and is sanctioned by the Ministry of Education. Training in BMS is offered by trained Grand Erie employees.
2. To ensure that these techniques are used in a visibly constructive manner, the staff members need to maintain personal self-control and composure throughout the application.
3. Staff may counsel students to help them understand how their actions could escalate to a restraint situation. However, the use of restraint must not be used as threat.
4. Other students must not be involved in the application of physical restraint and should be removed from the situation when possible. Every attempt should be made to remove other students from the immediate area.
5. During any restraint, staff should reassure the student that restraint is being used for reasons of safety until the immediate safety risk has passed. Under circumstances where such communication could intensify the student’s emotional outburst, the staff may choose to reassure the student after self-control has been recovered.
6. Appropriate follow-up and debriefing should occur with all staff and students involved subsequent to the use of physical restraint in an effort to resolve conflict and avoid the need to utilize physical restraint in the future. This may include recognition of feelings, counselling, the discussion of alternative courses of action, with the Resource Team, and development of a safety plan and behaviour plan.
7. The school principal must consider appropriate disciplinary action with regard to the student.

Reporting Procedures

1. Parents must be informed in the circumstances where physical restraint could be a possibility (e.g., Strategies classes). This information must also be included in the student’s safety plan.
2. When physical restraint has been employed the parents/guardians of the student must be notified that the restraint has been employed. Notification may be in person, by phone, using the daily communication log, or by any mutually acceptable means. A copy of the completed “Physical Restraint Incident Report” will be sent to parents by regular mail and/or email as soon as possible following the incident.

GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue

Brantford, Ontario N3T 3V5

Telephone: (519) 756-6301 Fax: (519) 756-9181

PHYSICAL RESTRAINT INCIDENT REPORT

STUDENT INFORMATION

NAME:	D.O.B.: (yr/mo/day)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code Lot Con.)	TELEPHONE:	SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	SCHOOL:	GRADE/PROGRAM:

DESCRIPTION OF INCIDENT

Date:	Time:	Location:
Staff Member(s) Involved:		
Witnesses (if any):		
Prior Events and Circumstances:		
Restraint Procedures Employed and Duration:		
Resolution:		
Description of any Injuries or Damage:		
Follow-up Strategies:		

Report Completed by:	Date:
<input type="checkbox"/> Parent/Guardian Notified <input type="checkbox"/> telephone <input type="checkbox"/> meeting <input type="checkbox"/> letter <input type="checkbox"/> other	Person Notifying Parent: Date:

Principal's Signature: _____

Date: _____

cc: School Office File
 Superintendent of Education
 Parent/Guardian