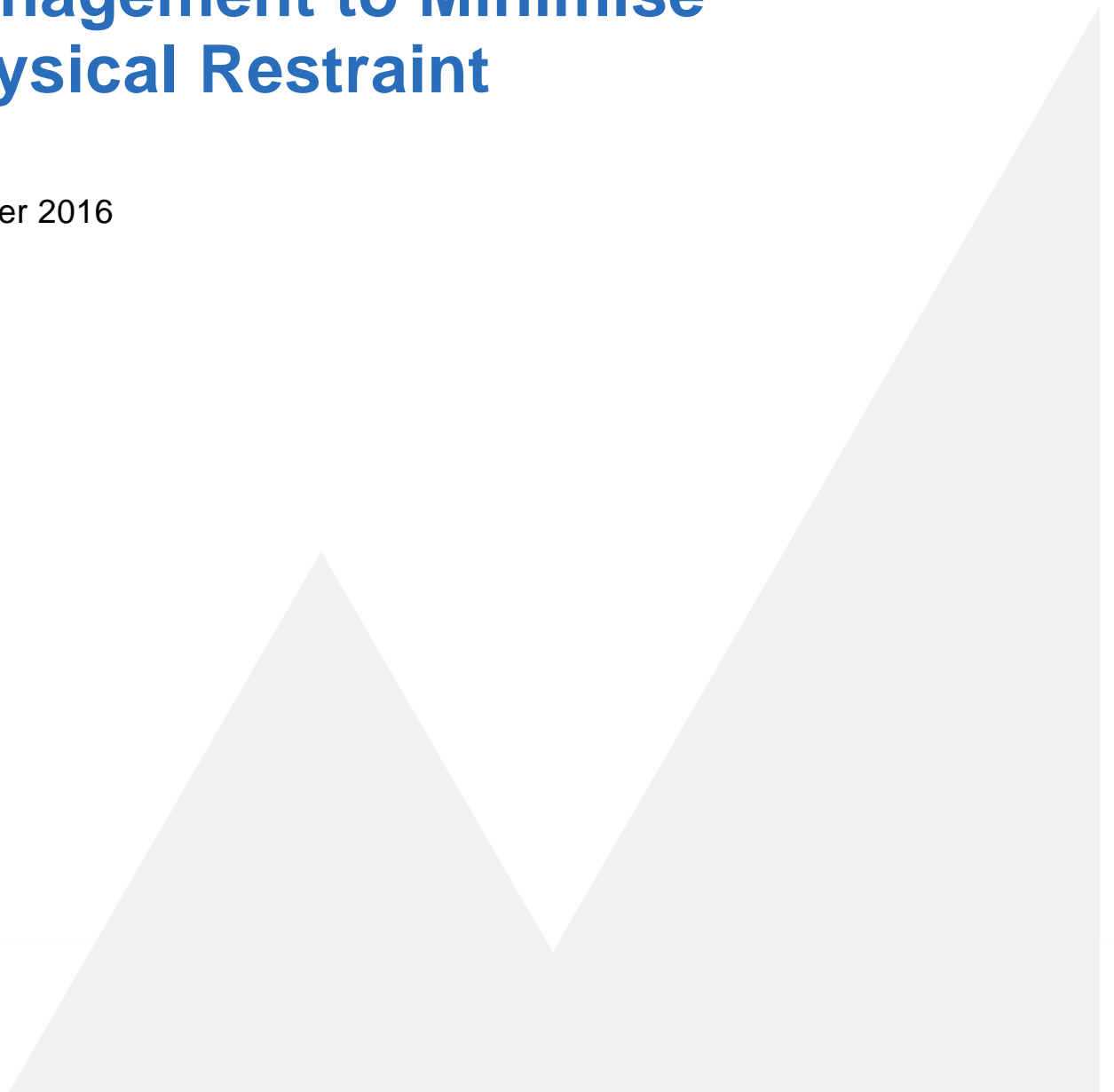




Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint

October 2016



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Foreword

This guide has been developed to help schools address the uncertainty staff experience when faced with a student exhibiting difficult behaviour that may escalate into a dangerous situation.

The guide's aim is to strengthen the good practice already happening in schools, and avoid the need for physical restraint or the use of seclusion.

Student and staff wellbeing is at the heart of this guide. Inclusive practices and safe environments are of greatest importance for all students.

Physical restraint: a last resort

Physical restraint is a serious intervention. The emotional and physical impact on the student being restrained, and the person doing the restraining, can be significant. There are legal and reputational risks if a student is harmed.

Staff need to use their professional judgement when they decide whether to use physical restraint. They should consider their duty of care to students, their right to protect themselves and others from harm, and their obligation to act lawfully.

Physical restraint should only be used in emergency situations when the student's behaviour poses an imminent danger of physical injury to themselves or others.

Eliminating seclusion

Seclusion should no longer be used in New Zealand schools.

Developing the guide: expertise from throughout the sector

An Advisory Group from across the sector developed the guide. The group included representatives from the Special Education Principals' Association of New Zealand, the New Zealand Principals' Federation, the New Zealand Educational Institute Te Riu Roa, the New Zealand School Trustees Association, the Secondary Principals' Association of New Zealand, the New Zealand Post Primary Teachers Association, the Ministry of Health, the High and Complex Needs Unit, and the Ministry of Education.

The guide takes into account current international research and directions. It respects students' rights under the Bill of Rights Act 1990, the Education Act 1989, the United Nations Convention on the Rights of the Child 1989, the United Nations Convention on the Rights of Persons with Disabilities 2007, the National Administration Guideline 5, the Vulnerable Children Act 2014, the Health and Safety at Work Act 2015, and the Crimes Act 1961.

The purpose of this guide

The purpose of this guide is to provide school staff with safe ways to manage potentially dangerous situations where a student may need to be physically restrained.

Following the guide on physical restraint you will find guidance on alternatives to seclusion.

Its aim is to minimise the use of physical restraint. Where there is imminent danger of physical injury, the first response is to prevent or de-escalate the situation. This guide gives generic techniques for de-escalation.

It also gives options for responding if prevention or de-escalation do not work.

The guide describes how to incorporate physical restraint into an Individual Behaviour Plan if necessary. It covers who to involve in the decision-making, including parents and caregivers.

The guide directs staff to training in techniques for managing potentially dangerous situations and applying physical restraint safely.

It also suggests how to debrief and report a situation involving physical restraint.

Student and staff wellbeing come first

Physical restraint affects the wellbeing of both the student and the staff member who applies it. It is associated with injury and increased emotional trauma for both.

Therefore, this guide focuses on staff and student safety and wellbeing. It provides staff with techniques for preventing and de-escalating potentially dangerous situations.

If you follow this guide when deciding whether or not to use physical restraint, you will minimise the risk of hurting a student or being hurt yourself. And the risk of legal liability can be mitigated.

What is physical restraint?

Physical restraint is when a school staff member uses their own body to deliberately limit the movement of a student.

Match physical restraint to the situation

- Only use physical restraint where it is justifiable in the particular circumstances. The guide provides scenarios where it may be justifiable, but school staff need to use their judgement to decide when physical restraint is warranted.
- Respond only proportionately to the level of risk.
- Use the minimum force necessary to respond to the risk of imminent danger.

- Use physical restraint only for as long as is needed to prevent the imminent danger of physical injury and ensure the safety of everyone involved.

You may need to physically help students

The following are not examples of physical restraint.

- Temporary physical contact, such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place.
- Holding a student with a disability to move them to another location, or help them to 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 or body positioning.

Younger children, especially in their first year of school, sometimes need additional help. For example, you may “shepherd” a group of younger children from one place to another. You may hold the hand of a young child who is happy to have their hand held for a short time. You may pick a child up to comfort briefly. This is also not restraint.

Identifying when you may need to apply physical restraint

Use physical restraint only where there is “imminent danger of physical injury”

Physical restraint is a serious intervention. If you have an alternative to physically restraining a student, use it. Resort to physical restraint only when:

- The student’s behaviour poses an imminent danger of physical injury to other students, staff, themselves or others.
- You have used preventative and de-escalation techniques and not been able to reduce the risk of injury.

What is “imminent danger of physical injury”?

You will need to use your professional judgement to decide what constitutes “imminent danger”. 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, for example, 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.

These situations do not pose imminent danger

Avoid using physical restraint to manage behaviour 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 or school without permission.
- As coercion, discipline or punishment.
- For damaging property, unless this could cause injury.

Guidance if you have to use physical restraint

What to do if prevention and de-escalation do not work

- Ideally, physical restraint should only be applied by staff trained in its safe use, and trained in emergency first aid such as CPR.
- There may be no one with training nearby. If, as an untrained adult, you feel you can use physical restraint safely – both for yourself and the student – use your judgement and intervene.
- If you do not have the skills or confidence to safely restrain a student, remove the other students from the scene and call for help.
- Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains after all alternatives have been explored.

Do not use these restraints

If you have to use physical restraint, avoid these restraint holds to minimise the likelihood of injuring a student:

- Physical restraint that inhibits the student's breathing, speaking or main method of communication, for example physical restraint that inhibits a student's ability to use sign language.
- Prone (face-down) physical restraint.
- Pressure points and pain holds.
- Tackling, sitting, lying or kneeling on a student.
- Pressure on the chest or neck.
- Hyperextension (bending back) of joints.
- Headlocks.
- Using force to take/drag a student, who is resisting, to another location.
- Restraint when moving a student from one place to another – trying to get them into a van or taxi, for example – when they are in an escalated state, as this may escalate them further.

Monitor wellbeing throughout when applying physical restraint

- The physical and psychological state of the student being restrained should be continuously monitored by the person performing the restraint and other people present.
- Apply physical restraint only for the minimum time necessary and stop as soon as the danger has passed.
- Monitor the physical and psychological wellbeing of both the student and the staff member who applied the restraint for the rest of the school day. Watch for shock, possible unnoticed injury and delayed effects.
- Contact parents or caregivers on the same day, as soon as possible after the incident, so they can monitor their child's wellbeing at home.
- If the student is in a residential school or home, inform the residential team so they can monitor the student's wellbeing after school.

Use preventative and de-escalation techniques first

Your first aim is to avoid needing to use physical restraint.

Use the following strategies for unexpected "one-off" incidents, as well as for students who regularly present with high-risk behaviours. These are general suggestions. For students with high-risk behaviours, have an Individual Behaviour Plan developed, tailored to the student's needs.

Preventative techniques

Understand the student

- Get to know the student and identify potentially difficult times or situations that may be stressful or difficult for them.
- Identify the student's personal signs of stress or unhappiness and intervene early.
- Monitor wider classroom/playground behaviour carefully for potential areas of conflict.

Respect the student

- Demonstrate a supportive approach: "I'm here to help."
- Be flexible in your responses: adapt what you're doing to the demands of the situation.
- Be reasonable: a reasonable action, request or expectation deserves a reasonable response.
- Promote and accept compromise or negotiated solutions, while maintaining your authority.
- Take the student seriously and address issues quickly.

Preserve the student's dignity

- Address private or sensitive issues in private.
- Avoid the use of inappropriate humour such as sarcasm or mocking.

De-escalation techniques

Safety first – create space and time

- Remove the audience – ask other students to take their work and move away.
- Give the student physical space.
- Name the emotion in a calm even voice: “You look really angry”, “I can see that you are very frustrated”.
- Wait.

Communicate calmly

- Talk quietly, even when the student is loud.
- Try to remain calm and respectful.
- Monitor your own body language and allow the student the opportunity to move out of the situation with dignity.
- Focus on communicating respect and your desire to help.
- Keep verbal interactions respectful.
- When appropriate, give the student clear choices and/or directions to help them feel more secure and regain control.

Think ahead in case the situation escalates

- If escalation occurs, move further away.
- Make sure you have an exit plan.
- Constantly reassess the situation.
- Send for help if necessary.

What may escalate the behaviour

- Threatening the student.
- Arguing or interrupting.
- Contradicting what the student says – even if they are wrong.
- Challenging the student.
- Trying to shame the student or showing your disrespect for the student.

An Individual Behaviour Plan

A student may present regularly with high-risk behaviour. Their support team may agree to include physical restraint in their Individual Behaviour Plan as an emergency strategy for keeping people safe. Making this part of their plan ensures an individualised approach that is tailored to the student's needs.

The Individual Behaviour Plan should outline the preventative and de-escalation strategies which, if successfully implemented, would prevent the need for physical restraint. It should clearly state that physical restraint is only to be used when the student's behaviour poses an imminent danger of physical injury to themselves or others.

The team supporting the student should ensure the type of physical restraint used is consistent with the student's individual needs and characteristics, including:

- The student's age, size and gender.
- Any impairments the student has, for example physical, intellectual, neurological, behavioural, sensory (visual or hearing) impairments, or impairments to communication.
- Any mental health issues or psychological conditions the student has, particularly any history of trauma or abuse.
- Any other medical conditions the student may have.
- The student's likely response to preventative, de-escalation and physical restraint techniques.

Parents or caregivers should always be a member of the team developing the plan

- Parents or caregivers should be able to help make decisions about their child and should agree to the interventions that will be put in place to support them.
- Parents or caregivers should be fully informed if physical restraint is identified in the student's Individual Behaviour Plan, including how it will be applied in accordance with this guide.
- Parents or caregivers should be told as soon as possible on the same day about the incident and how it was managed in accordance with the guide.
- If the student is in a residential school or home, the residential team should be told so the student's wellbeing can be monitored after school.

All relevant professionals and parents or caregivers should have a copy of the Individual Behaviour Plan. It should be signed off by the Principal (or Principal's delegate) and the student's parents or caregivers.

The use of physical restraint should be regularly reviewed and monitored by the team supporting the student.

Training in safe responses

For the whole school

A training package, *Understanding Behaviour – Responding Safely*, has been developed for New Zealand schools. It includes a full-day workshop for all staff and ongoing support afterwards. The training can be delivered in modules rather than a full day if this is a better option for your school. The focus is on preventative and de-escalation techniques. Contact your local Ministry of Education district office for information about this training.

For the team supporting the student

- The team directly supporting the student should be taught how to safely restrain the student when positive, preventative and de-escalation strategies have not been effective. Parents and caregivers who have to use physical restraint in the home environment may want to be part of this training. If there is a Ministry or RTLB practitioner on the team, they can discuss the individualised training options available. Otherwise contact the Ministry about training.
- Some schools have a high number of students with intellectual disability or developmental delay who regularly present with potentially dangerous behaviour. In these schools, ensure that enough staff are trained in safe physical restraint to meet the needs of the student population.

The rest of the school staff should be made aware of these things:

- They should know that physical restraint should only be used in emergency situations, and only when less restrictive interventions have not ended imminent danger of physical injury to the student or others.
- They should know the basic safe handling practices. They should know the forms of physical restraint that may compromise health and safety, and the serious physical risks associated with some physical restraint techniques. These include the risk of asphyxia and sudden death.

Good practice following an incident involving physical restraint

After an incident involving physical restraint, take these steps to ensure everyone involved stays safe, future incidents can be prevented if possible, the parents or caregivers know, and the incident is reported.

- Check the staff member and the student regularly to ensure they are not in shock. Support them as necessary.
- Ensure the parents or caregivers of the student are told as soon as possible after the incident, so they can monitor the student's wellbeing at home.
- If the student attends a residential school, ensure the residential team is told, so the student's wellbeing can be monitored after school.
- Reflect formally on why the incident occurred that resulted in the student being restrained. Consider what might have prevented it, and what might need to change to minimise the likelihood of it happening again.
- Consider whether all preventative and de-escalation strategies were used according to the Individual Behaviour Plan and whether the restraint used was safe.
- Write an incident report for the team directly supporting the student.
- Review the Individual Behaviour Plan and make decisions as a team about what needs to be strengthened to minimise the likelihood of a similar incident.

Suggestions about managing follow-up after the incident

Your school may already have its own processes. Use these best-practice suggestions as you wish to develop procedures that suit your needs.

Reporting the incident

- Tell the parents or caregivers the same day the incident occurred.
- Write up every incident of physical restraint in an incident report and reflect on it. See the templates at the end of this guide.
- Have the staff members involved in the physical restraint sign the report, as well as the Principal or Principal's delegate.
- Put the completed forms on the student's file, and make them available to the student's teacher and parents or caregivers.

Debriefing the incident

Debriefing staff

- Hold a debriefing session with involved staff, the Principal or Principal's delegate, and another member of staff not involved in the physical restraint incident. Hold it within two days of the incident.

- In the debriefing, focus on the incident, the lead-up to it, the different interventions used that were unsuccessful in de-escalating the behaviour, and what could have been done differently.
- If Ministry or RTLB practitioners are part of the student's team, involve them in the debriefing process.
- If the police were involved in the incident, invite them to participate in the debriefing session.
- Write notes from the debrief along with next steps or actions.

Debriefing parents or caregivers

- Offer the parents or caregivers a separate debriefing as soon as practically possible, preferably within two days of the incident.
- At this meeting, give them the opportunity to discuss the incident. Invite them to become active partners in exploring alternatives to restraint. If appropriate, involve the student in this debriefing session.
- Write notes from the debriefing along with next steps or actions.

Managing complaints from parents

It is understandable that some parents may feel upset if their child has been physically restrained. All schools will have a policy on responding to parent complaints.

The school should also contact the local Ministry office if the complaint cannot be easily resolved. If further investigation is required then the Ministry reserves the right to be a party to that process.

Adapting the Individual Behaviour Plan

- Hold a meeting as soon as possible. Involve the team supporting the student, including the parents or caregivers, and the residential team manager if the student is enrolled in a residential school. Use the meeting to review the Individual Behaviour Plan and the physical restraint processes followed in the incident.
- In the updated plan, identify ways to prevent the need to use physical restraint in the future.
- Incorporate in the plan the suggestions of parents or caregivers and, if appropriate, the student.
- If a behaviour specialist from the Ministry or RTLB service is supporting the team around the student, involve them in the review of the plan.

- Put all relevant documentation in the student's file, and copy it to the student's teacher and parents or caregivers.

School policies on physical restraint

- Each school should develop policies on physical restraint that follow this guide. Make policies available for all parents and caregivers.
- Provide a clear complaints process for the students, parents and caregivers.
- Review the policy as part of the school's annual review cycle.

Governance responsibilities

Collect data in accordance with the Privacy Act 1993. Full details are at www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html.

Promote the minimisation of physical restraint

The Principal or Principal's delegate is responsible for:

- Promoting the goal of minimising the use of physical restraint through a focus on alternative strategies.
- Ensuring appropriate training is provided that aligns with the goal of minimising physical restraint in schools.

Monitor and report the use of physical restraint

The Principal or Principal's delegate is responsible for:

- Monitoring the use of physical restraint in the school (to include gathering and analysing information, identifying trends, and checking that documentation about each incident is complete).
- Collating information about physical restraint in a report and sharing data on physical restraint regularly with the Board of Trustees via the Principal's report at Board meetings – do this in a public-excluded session.
- Managing any complaints and feedback.

Oversight by the Board of Trustees

The Board of Trustees is responsible for governance oversight:

- If physical restraint has been used, schools are encouraged to contact the Ministry of Education for advice and support.

- The ERO may review a school's use of physical restraint, as they would any other school operation or procedure.
- The Ministry of Education, through the Health and Safety Sector Reference Group, has provided schools with a practical guide to the Health and Safety at Work Act 2015. The guide provides an overview to the legislation, outlines the responsibilities of boards of trustees and school leaders under it and is intended as a supplementary resource. This will help to support the people involved in governance and leadership at schools/kura to develop a clear understanding of what the legislation means for them. The primary source of information must be the legislation itself, the Regulations made under the legislation and WorkSafe New Zealand. We recommend all schools read this guide – it can be found on the Ministry or NZSTA's websites, <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/h-and-s-for-boards-of-trustees-and-school-leaders/>

Guidance on Alternatives to Seclusion

Seclusion is an extremely serious intervention. It is potentially traumatic and can harm a student's wellbeing. It is an inappropriate response to a child's behaviour and it must be eliminated.

Student and staff wellbeing is at the heart of this guidance. The overall goal is to promote safe, inclusive learning environments that foster the wellbeing and education of all students.

Schools need to consider their duty of care to students, their right to protect themselves and others from harm, and their obligation to act lawfully.

The Advisory Group agreed that eliminating seclusion is both essential and achievable. The research showed us that this practice is risky and potentially harmful, physically and psychologically.

In line with evidence-based practice, it is recommended to focus on interventions that are strengths-based and positive to prevent the need for seclusion.

Seclusion has been associated with trauma and injury (sometimes self-inflicted). All staff should be aware of the possible effects of seclusion on a student's wellbeing. They should also understand that seclusion can no longer be used.

Any schools secluding students should stop this practice immediately. Any instance of seclusion must be reported to the Board of Trustees and to the local Ministry of Education office. The Ministry will support schools to explore other options so that this practice ceases with immediate effect.

What is seclusion?

Seclusion is when a student is involuntarily placed alone in a room, at any time or for any duration, from which they cannot freely exit. The door may be locked, blocked or held shut.

This may occur in any room that is lockable or, even if not locked, where a level of authority or coercion leads to a student believing that they must not or cannot exit the room in which they are confined.

When used in this way, seclusion has no therapeutic value nor does it promote mental and physical wellbeing. It also creates serious health and safety risks if a child cannot leave a locked or blocked room if there is an emergency such as a fire. In the event of something like this occurring this action would be a serious breach of the Health and Safety Act.

Seclusion is not the use of timeout such as:

- When a student is asked to leave an activity or area because of their behaviour and go to another specified area where they must stay until told they can return.
- When a student voluntarily takes themselves to an agreed space or unlocked room (part of a planned intervention) to de-stimulate or calm down.
- When they take themselves, or are asked, to go to a quiet place in the classroom to calm down.

It is seclusion that we are eliminating not other forms of timeout. Every school should take the opportunity to assess their policies with respect to timeout practice to ensure that there is no overlap with or it cannot be construed as seclusion.

Involving the police

In the event that incidents cannot be resolved quickly and where there is a sustained level of significant physical risk the police should be contacted.

Use preventative and de-escalation techniques

Use the following strategies for unexpected "one-off" incidents, as well as for students who regularly present with high-risk behaviours. These are general suggestions. For students with high-risk behaviours, have an Individual Behaviour Plan developed, tailored to the student's needs.

Preventative techniques

Understand the student:

- Get to know the student and identify potentially difficult times or situations that may be stressful or difficult for them.
- Identify the student's personal signs of stress or unhappiness and intervene early.
- Monitor wider classroom/playground behaviour carefully for potential areas of conflict.

Respect the student:

- Demonstrate a supportive approach: "I'm here to help."
- Be flexible in your responses: adapt what you're doing to the demands of the situation.
- Be reasonable: a reasonable action, request or expectation is more likely to achieve a reasonable response.
- Promote and accept compromise or negotiated solutions, while maintaining your authority.
- Take the student seriously and address issues quickly.

Preserve the student's dignity:

- Address private or sensitive issues in private.
- Avoid the use of inappropriate humour such as sarcasm or mocking.

De-escalation techniques

Safety first – create space and time:

- Remove the audience – ask other students to take their work and move away.
- Give the student physical space.
- Name the emotion in a calm even voice: "You look really angry", "I can see that you are very frustrated".
- Wait.

Communicate calmly:

- Talk quietly, even when the student is loud.
- Try to remain calm and respectful.
- Monitor your own body language and allow the student the opportunity to move out of the situation with dignity.
- Focus on communicating respect and your desire to help.
- Keep verbal interactions respectful.

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

Think ahead in case the situation escalates:

- If escalation occurs, move further away.
- Make sure you have an exit plan.
- Constantly reassess the situation.
- Send for help if necessary.

What may escalate the behaviour

- Threatening the student.
- Arguing or interrupting.
- Contradicting what the student says – even if they are wrong.
- Challenging the student.
- Trying to shame the student or showing your disrespect for the student.

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Reporting templates for physical restraint

(Sample only – many schools will have established processes to reflect on incidents where restraint has been used, and have good reporting processes)

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 witnesses

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:		