

KEA STREET SPECIALIST SCHOOL AND RESOURCE CENTRE

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36 Kea Street
ROTORUA

Leadership Procedure

RESTRAINT

RATIONALE

At Kea Street School we aim to ensure the safety of our students and staff.

At times a student may be at imminent risk of endangering themselves, others or property and may require to be restrained. Use of restraint is a restrictive intervention and should only be used when all other de-escalation techniques and strategies have proven to be ineffective and if he or she reasonably believes that there is a serious and imminent risk to the safety of the student or others.

PURPOSE

To ensure that all staff and students feel and are safe at all times.

GUIDELINES

- Kea Street School will follow the guidelines for registered schools in New Zealand on the use of physical restraint. August 2017
- Students requiring restraint must have an individual protocol. Protocols are reviewed 6 monthly including training in that student's restraints procedures with the class team and MAPA trainer. Parents must have signed the protocol.
- Redirection and de-escalation is first priority.
- At all times, students' dignity, comfort and prevention of pain or injury will be priority.
- Only staff trained in that student's restraint protocol can implement the restraint.
- A member of the same gender should be present if possible.
- Remember cultural needs of the student. These should be documented.
- Be aware of how the joints of the body move, never force a joint against its normal direction of movement.
- **Do not** put pressure on the neck or head when bringing the head and shoulders down. When the person is lying face down on the floor, do not place pressure on their back as this may restrict their ability to breath (positional /restraint asphyxia). Do **NOT** restrain if they are on their stomach.
- **Never** put undue pressure on the subject's elbow, shoulders or back when standing from kneeling or lying on the floor, by using them to push yourself up e.g. knees into back, pushing on elbow to stand. If you have difficulty standing, discuss interchanging with someone else before standing.
- Listen to what the person is saying. If they say they are in pain, listen to them and take remedial action (it **IS** possible to do this while maintaining a firm, effective hold).
- Be aware that people may have old injuries etc. that are not immediately apparent.

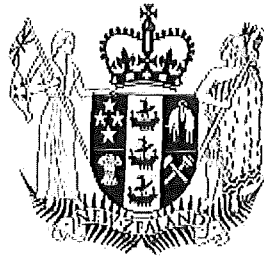
"Together we Learn, Care and Achieve"

- Be aware of your own adrenaline or over enthusiasm.
- Restraint **IS NOT** a punitive measure, it is a **last resort** when redirection or de-escalation does not work. And it must be reasonable and proportionate in the circumstance.
- Restraint **IS NOT** a form of punishment.
- If possible, **DO NOT** attempt this alone (e.g. approach them when escalated).
- One person should be the team leader; That person will communicate with and instruct the others in the team and the person being restrained. The other team members are to listen and follow instruction and direction only.
- Pain **IS NOT** a part of personal restraint. It is possible for the person being restrained to cause themselves pain if they force their arms against the holds. This should be explained to the person and compensatory measures taken to decrease pain. Deliberate induction of pain **IS NOT** appropriate.
- All incidents or restraint are documented with the same day and signed by staff administering the restraint and at least one witness.
- Parents/caregiver are notified the same day.
- If a student is restrained in the absence of an individual protocol, the need for one to be developed is reviewed within 7 days of the restraint.
- Any restriction of movement is a restraint if it is over 10seconds in duration.
- Students with the most challenging behaviours will have specific physical intervention and restraint techniques in their behaviour plans.
- Specific training for using restraint techniques will be given.
- If restraint is used the member of staff must complete the information for the MOE and employer form ASAP.
- The employer may give written authorisation for a non-teaching member of staff who has completed the MAPA course to use restraint.
- The school will hold a list of personnel authorised to use physical restraint.

Principal: S. A. Collins

Date: 20 - 06 - 2018

Review Date:



Education (Physical Restraint) Rules 2017

Pursuant to section 139AD of the Education Act 1989, the Secretary for Education makes the following rules.

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Rules

1. Title

These rules are the Education (Physical Restraint) Rules 2017.

2. Commencement

These rules come into force on 15 August 2017.

3. Interpretation

In these rules,—

Act means the Education Act 1989

authorised staff member has the same meaning as in section 139AC(2) of the Act

employer has the same meaning as in section 139AC(2) of the Act

teacher has the same meaning as in section 139AC(2) of the Act.

4. Information to be made available

Every employer must ensure that the following documents are available for inspection at the school:

- (a) any guidelines issued by the Secretary under section 139AE of the Act; and
- (b) the names and positions of authorised staff members.

5. Authorisation of staff members who are not teachers

- (1) An employer may authorise an employee, who is not a teacher, to use physical restraint in accordance with section 139AC of the Act.
- (2) Every authorisation under sub-clause (1) must be in writing.
- (3) The employer must give the employee a copy of the authorisation.
- (4) The employer may, by written notice to the employee, revoke an authorisation at any time.

6. Notifying the use of physical restraint

- (1) Every employer must take appropriate steps to ensure parents or caregivers are notified if physical restraint is an element in a student's Individual Behaviour Plan
- (2) A notification under sub-clause (1) must include an explanation of how physical restraint will be applied in accordance with the Guidelines.
- (3) Every employer must take appropriate steps to ensure parents or caregivers are notified as soon as possible on the same day about any incident of physical restraint, including how it was managed in accordance with the Guidelines.

7. Monitoring the use of physical restraint

- (1) Every employer must take appropriate steps to ensure that, for any student who has been physically restrained and for any staff member who has used physical restraint, their physical and psychological wellbeing is monitored for the rest of the school day following an incident of physical restraint.
- (2) Every employer must ensure that the records kept under clause 9 are analysed so that trends can be identified.
- (3) Every employer must check that documentation about each incident is complete.

8. Reporting on the use of physical restraint

- (1) Every employer must report every incident of physical restraint to the Ministry of Education using the form attached to these Rules (Appendix 1).

- (2) Every staff member who uses physical restraint must complete a staff physical restraint incident report. The employer must place a copy of the form in the student's file and provide a copy to the student's teacher/s, parents and/or caregivers.

9. Keeping records

- (1) Every employer must keep written records of every instance of physical restraint of a student that is carried out under section 139AC of the Act.
(2) Any record must be kept for a minimum period of 7 years.

10. Training and support for staff

Every employer must ensure teachers and authorised staff members are suitably supported and trained.

11. School Policies

- (1) Every employer must have a school policy on managing challenging behaviour and using physical restraint that is consistent with the Guidelines.
(2) Every employer must take appropriate steps to ensure that parents, students, school staff and the community know about the school's policies for managing challenging behaviour and using physical restraint.

Dated at Wellington this 15 day of 08.....2017.

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Secretary for Education.



Appendix 1

Information for the Ministry of Education and the employer form

Information for Ministry of Education and the Employer: completed by	Date of Incident		Date of report	
Name of School				
Student's National Student Number (no name)				
Date of birth	Year level	Gender M <input type="checkbox"/> F <input type="checkbox"/>		
Ethnicity				
First time the student has been physically restrained?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
The student was physically restrained more than once during the day?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, how many times?			
The student has an Individual Behaviour Plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Physical restraint was a part of the plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Were parents notified?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Was anyone injured? If yes describe	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Was the staff member who applied the restraint a teacher or authorised staff member?	Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide details			
Role of staff member who applied the restraint?	<input type="checkbox"/> Teacher <input type="checkbox"/> Other If other, describe role			
Did the staff member who applied the restraint receive any training prior to the incident?	Yes <input type="checkbox"/> No <input type="checkbox"/> 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	