

#372417

JLIG  
JLIG-E-1, 2

### **PHYSICAL RESTRAINT**

Positive and proactive strategies are the first methods for addressing challenging behavior. A continuum of interventions designed to de-escalate behaviours should be listed in the student's Individual Education Plan (IEP) or Behaviour Intervention Plan (BIP). These interventions include proactive and reactive classroom management strategies with the goal being both to address the student's challenging behavior and to teach new replacement behavior. In critical or crisis situations, it may be necessary to use specific de-escalation techniques, which may include physical intervention, in order to ensure a safe environment and to assist the student in gaining control. Physical restraint is the most invasive of the physical interventions. This technique involves an adult (or adults) taking bodily control of a student who is physically out of control. At this point, the student is not exercising rational thought or action and requires assistance.

Staff shall undertake physical restraint in accordance with Policy JLIG and the following procedures:

1. Staff shall always attempt to de-escalate a potentially dangerous situation in an effort to allow the student to make choices and to control and be responsible for personal behaviour. In order to provide a safe environment for our students, staff are sometimes required to use restraint in dealing with aggressive and/or violent behaviour with students who are not exercising control over their own behaviour. *Under no circumstances should restraint be used in a punitive manner. Physical restraint is not a discipline procedure.*
2. Where a student is identified as having special needs which may necessitate using physical restraint procedures, an IEP or BIP including the guidelines for the use of restraint is required. The parent/guardian must also sign the Agreement for Use of Physical Restraint, JLIG-E-1. If deemed necessary, further conditions may be added to the Agreement at the discretion of the school principal.
3. Where a student is identified as having special needs which may necessitate using physical restraint procedures, training of school based staff shall occur.
4. Two staff members should be involved in every restraint. If a second staff is not available immediately it is imperative that one be called as soon as possible. Each school should have trained backup personnel identified to serve.
5. A team leader should be designated. The Team Leader is responsible to communicate with others so as to ensure that the most effective and least intrusive control possible is used. The teacher or principal will communicate each incident of restraint arising out of uncharacteristic behaviour to the parents/guardians on the day of the incident. Arrangements for the child to leave the school will be made at the discretion of the principal in consultation with the staff involved.

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6. Due to the seriousness of these procedures all instances of uncharacteristic behaviour requiring the use of restraint must be documented in a formal report, JLIG-E-2, by the teacher, school principal and other attending adults. The documentation must include the precipitating events, behaviours (those of both the student and the attending adults) during the restraint and the follow-up process of integrating the student back into the group. When appropriate ( i.e. the behaviour is uncharacteristic of the student), a copy of the report must be submitted to the Administrator of Educational Support Services, the school principal and appropriate Clinical Services personnel within 24 hours of the incident. The parent/guardian and other agencies, where appropriate, will receive written notification of the incident.
7. Whenever a restraint procedure is used two debriefings are required. One is with the student. In this debriefing the student is helped to understand what happened, possible consequences and provided opportunity to develop alternate strategies to handle such problems in the future. The second debriefing is with the program staff. The purpose of this debriefing is to provide support to the staff involved with the restraint. Each program should re-plan alternatives that will support staff who have been involved in a restraint. After each incident of restraint, program staff will evaluate patterns of behaviour and review the pro-active interventions employed.
8. After any instance of uncharacteristic behaviour resulting in restraint, a formal meeting with the principal, parents, student and teacher to review the incident is required.

Note: "Uncharacteristic behaviour" is behaviour that arises without expectation or predictability, and has not been planned for in an Individualized Educational Plan.

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