



## Restraint and Seclusion Policy

### Definition:

- In this policy, restraint means the use of physical force to prevent, restrict or subdue movement of a person's body or part of their body for the primary purpose of behavioural control. Students are not free to move away when they are being physically restrained.
- Seclusion is the solitary confinement of a student in a room or area (eg garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room.

### Purpose:

- It may be necessary to restrain a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the other student or any other person

### **Regulation 15 of the Education and Training Reform Regulation 2007 provides that:**

*"A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts of behaviour dangerous to the member of staff, the students or any other person."*

### Aim:

- To ensure the safety of all students, staff, families and visitors at our school.

### Implementation:

#### **Who is authorised to use restraint?**

All members of staff are authorised to use restraint including SSO's and visiting staff. It is expected that this right will be used sparingly and only under the circumstances described below.

#### **When is it appropriate to use restraint or seclusion?**

It is appropriate to use restraint when all other behaviour management strategies have not worked. Restorative Practice is our first step in this process followed by assertive discipline techniques of warnings and consequences.

Examples of situations where it may be appropriate to use restraint are:

- The situation is an emergency and the danger of harm to the other student and /others is imminent.
- The restraint is used to prevent the student from inflicting harm on him/herself and /or others.
- There is no reasonable alternative that can be used to avoid danger.
- Seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 15.

**Restraint should not be used unless all of the above requirements are met.**

#### **When is not appropriate to use restraint?**

- To intentionally provoke or punish a child
- To cause harm or injury to the student
- To maintain order or respond to a class/ school disruption
- To respond to a student's refusal to comply
- To respond to verbal threats from a child
- To respond to a student leaving the classroom/ school without the school's permission
- To respond to destruction caused by the student
- As part of the schools Behaviour Support Plan

***Any restraint which covers the students mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints, must not be used.***

***Room or areas designed specifically for the purpose of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian government schools***

### **During Restraint**

- Staff should use the minimum force required to avoid the danger of harm.
- Apply restraint for the minimum duration required and remove the restraint once the danger has passed. Staff should talk to the student during the incident
- Staff should make it clear to the student why the restraint is being applied.
- Staff should also calmly explain that the restraint will stop once it is no longer necessary to protect the student and others.
- Ensure that they type of restraint used is consistent with a student's individual need and circumstances including

-age/ size of the student

-gender of the student

-any impairment of the student eg physical, intellectual, neurological

-any mental or psychological conditions of the student, including any experience of trauma

-any other medical condition of the student

-the likely response of the student

-the environment in which the restraint is taking place

It is also advisable whenever possible, that at least one other staff member is present to witness the restraint being used. Staff should monitor the student for any indications or distress.

### **How are incidents of restraint or seclusion recorded?**

- Parents are contacted on the same day and given full details of the incident.
- The incident is reported immediately to the principal. A full report is made to be stored on the staff server.
- This report must contain: Name, date, time, witnesses, behaviours that triggered the action, other strategies attempted, restraint used, child's response, injuries or damage to property and actions taken after the incident.  
(see attachment for report format)
- A hard copy of the incident should be files on Cases or other as appropriate
- Staff involved to prepare a personal account of the incident by recording their involvement or observations of the incident.

### **The incident may need to be reported to:**

- The Security Services Unit: *Reporting emergency or incident*
- WorkSafe: *WorkSafe Notification*
- Edusafe: *Report an injury, incident or hazard*

**Support:**

The appropriate supports must be offered to the following people

- The students who has been restrained and their parents/ guardians
- Other students and staff members who were involved in or witnessed the incident. This may include debriefing in relation to the incident, and counselling support

**Plan for the future:**

Post incident, the school should consider the prevention and de-escalation strategies that might reduce the likelihood of an incident happening again.

-reviewing the student's Behaviour Support Plan

-Consider the training needs of staff working with the student

**Evaluation:** This policy will be reviewed as part of the school's 3 year cycle review. This policy was ratified by school council on 24/08/2017