

# Hauraki Primary School Policy Document

## Physical Restraint

### **Rationale**

As part of its overall safe school policy, Hauraki School actively seeks to provide an environment that is physically and emotionally safe for all students and staff. This includes understanding, recognising and safely responding to student distress and minimising the use of physical restraint.

### **Purpose**

The safety, wellbeing and security of students and staff is a primary consideration of Hauraki school. To ensure that as a school we protect and safeguard the welfare of all students in our care, we will:

- comply with all our legal requirements set out in the Education and Training Act 2020 (the Act) and Education (Physical Restraint) Rules 2023
- align our practices with *Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint*, which provides a practical approach for recognising and understanding student distress, providing acceptable physical contact, and minimising the use of physical restraint, including eliminating unjustified physical restraint.
- provide guidelines and ideas for de-escalating situations.
- record any incidents of physical restraint and provide reflection and debriefing of these incidents.

### **Definitions**

#### **Imminent harm**

Imminent harm is an immediate threat that a person will cause and/or suffer harm which jeopardises the health and safety or wellbeing of themselves or others if protective action is not taken immediately.

#### **Significant emotional distress**

Significant emotional distress means harm that is caused by the intentional acts of one person that significantly affects the emotional wellbeing of another person, to such an extent that they need intensive support to cope and recover.

#### **Seclusion**

Seclusion is putting students alone in a room they can't leave (or think they can't leave) against their will. Seclusion is not time out. Time out can be when a student is asked to leave an activity or area because of their behaviour and go to another specified area.

Seclusion is prohibited under section 98 of the Act and is not used at Hauraki School.

#### **Authorised staff members**

Under the Act, teachers, including relief teachers and people with a Limited Authority to Teach (LAT), are automatically authorised to use physical restraint. Other staff members, such as teacher aides, must be authorised by the Hauraki School Board (the Board) to use physical restraint.

## **Guidelines:**

1. Student and staff wellbeing is at the heart of these guidelines. Hauraki school **recognises** signs of distress in our students. We use preventative and de-escalation techniques in the first instance, as these strategies may prevent or de-escalate potentially serious behaviour:
  - Identify the student's personal signs of stress or unhappiness and intervene early.
  - Monitor wider classroom/playground behaviour carefully for potential areas of conflict.
  - 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.
  - Address private or sensitive issues in private.
  - Avoid the use of inappropriate humour such as sarcasm or mocking.
2. Hauraki school **responds** to signs of distress by using de-escalation techniques in the first instance. De-escalation techniques may include:
  - Creating space and time by removing the audience, giving the student some physical space, and using silence and non-action as an opportunity to gather thoughts.
  - Communicating calmly and simply. Talking quietly, even if a student is loud, remaining calm and respectful and giving the student clear choices and/or direction to help them feel more secure and regain control.
  - Being mindful of body language
  - Thinking ahead in case the situation escalates - make sure you have an exit plan, send for help if necessary.

## **Individual Behaviour Plans**

3. A student who regularly presents with high-risk behaviour should have an individual Behaviour Plan. This plan should outline the preventative and de-escalation strategies, which, if successfully implemented, may prevent the need for physical restraint. Key staff, parents and caregivers should be involved in the development of the plan and all staff should be made aware that there is a Behaviour Plan in place.
4. We do not include physical restraint in a Behaviour Plan unless all other possible strategies have been explored. We require informed consent from parents/caregivers and whanau if physical restraint is to be included in a support plan, and our intention is to minimise and where possible eliminate its use. Hauraki school will notify the Ministry of Education (the Ministry) if physical restraint is part of a Behaviour Plan.

## **When physical restraint can be used**

5. Physical restraint is a serious intervention and can only be used by authorised staff members if all **three** of these conditions are met, **and** only as a last resort:
  - 1) The physical restraint is necessary to prevent imminent harm, including significant emotional distress to the student or another person; and
  - 2) You reasonably believe there is no other option available in the circumstances for preventing the harm; and
  - 3) The physical restraint is reasonable and proportionate in the circumstances. This means only applying as much force as is necessary, and for the minimum time necessary.

6. Authorised staff members will need to use their professional judgement to decide what constitutes imminent harm, but it could include:
  - 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 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.
7. If you are in any doubt, if you are not authorised to use physical restraint, or feel you are in a physical danger, get help from colleagues or call the police.
8. Hauraki school does not use unsafe physical restraint techniques under any circumstances. Unsafe physical restraint techniques include:
  - Restraint that restricts breathing or communicating, including speaking or sign language
  - Face-down restraint
  - Immobilising through pressure points and pain holds
  - Actions such as tackling, sitting, lying on, or kneeling on a person
  - Headlocks or putting pressure on the chest or neck
  - Bending joints backwards.

### **Notifications and Reporting**

9. If physical restraint is used, the following notifications must be made:
  - 1) Staff inform the principal (or their delegate) as soon as possible to support students, other staff, and anyone affected by the situation. The principal can be informed verbally in the first instance, but staff must also complete the *Staff Physical Restraint Incident Report form (Appendix One)* as soon as possible after the physical restraint.
  - 2) Hauraki School will notify parents/caregivers as soon as possible after physical restraint has been used (at minimum before the student is returned to their care). Parents/caregivers will be provided with a reasonable opportunity to actively participate in a debrief about the incident, including how it was managed with regard to the guidelines, within three working days of the incident (or later by mutual agreement). See *Appendix 4: Physical restraint debriefing form – parents or caregivers, student*

At this meeting, give parents/caregivers the opportunity to discuss the incident, invite them to become active partners in exploring alternatives to physical restraint. If appropriate, involve the student in this debriefing session.
  - 3) The school will notify the Ministry through the online incident reporting form or our student management system. We will keep a secure copy of the notification, in line with the Privacy Act 2020 and the Official Information Act 1982.
  - 4) The principal will report the use of physical restraint and analysis of physical restraint to the Board. If the principal considers that the use of physical restraint was unjustified, they are responsible for following up with the Board and subsequent reporting to the Teaching Council.

### After physical restraint is used

10. If physical restraint is used, Hauraki school will **restore** connections to ensure staff and students feel secure in their environment again:
- Check the staff member and the student who has been physical restrained regularly to ensure they are not in shock. Monitor their physical and psychological wellbeing, so that appropriate support can be provided if there are adverse effects from the use of physical restraint.
  - 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. *See Appendix 2: Staff reflection form*
  - Consider whether all preventative and de-escalation strategies were used according to the individual Behaviour Plan, if there is one, and whether the restraint used was safe.
  - Hold a debriefing session with involved staff, Principal and another member of staff not involved in the physical restraint incident. Hold it within two days of the incident. *See Appendix 3: Debriefing form for staff involved in physical restraint incident*
  - If the Ministry or Police were involved in the incident, invite them to participate in the debriefing session.
  - Write notes from the reflection and debriefing meetings, including next steps and actions.

### Monitoring

11. Hauraki school will monitor our use of physical restraint by keeping records of every instance of physical restraint of a student. We keep the records for a minimum of 10 years from the date of last action. The principal will check for trends by monitoring and analysing these records of physical restraint. If the trend shows increased use, the Board will consider how to minimise use of restraint.

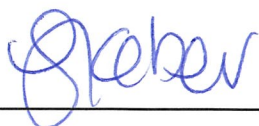
### Training

12. All authorised staff will complete the Ministry's online training module on physical restraint.

### Process for Authorisation

13. The Board may authorise a staff member who is not a teacher to use physical restraint after they have completed physical restraint training as set out in the Education (Physical Restraint) Rule 2023. The Board must make the authorisation in writing and give a copy of the authorisation to the staff member.
14. The Board may, in its discretion, revoke an authorisation at any time in writing.

Signed: \_\_\_\_\_



Date: \_\_\_\_\_

22/5/23

**Presiding Member of the Board**

**Review Date:** \_\_\_\_\_

Term 2 2026

### Related policies

- Discipline
- Health and Safety

## Appendix 1: Staff physical restraint incident report form

Report completed by:	Date of incident	Date of Report	
Name or student			
Date of birth	Gender	M	F
Ethnicity			
Time restraint started			
Time restraint ended			
Name/s of staff member/s administering restraint			
Trained in safe physical restraint? Yes No			
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			
Property – describe the serious and imminent risk to the safety of self or others			
Reason restraint was considered necessary			
Serious and imminent risk to safety – describe			
Actual injury – describe and attach injury form			
Signatures			
Principal or Principal's delegate	Staff member involved	Other staff (witnesses)	

Place a copy of this form on the student's file

Note: The information in this form may be subject of requests made under the Privacy Act 1993 and the Official Information Act 1982

## Appendix 2: Staff reflection form

### Events leading to the incident

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Describe what was happening before the behavior started to escalate. What was the student doing? What do you think might have triggered the behavior? How were other students reacting to the student?

### Behaviour of the student

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What did you notice about the student's behavior 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 restraints?

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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 students?

### The restraint method used

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Describe the nature of the physical restraint. Include the type of hold and number of people required

### Monitoring

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Describe how the student's physical and emotional distress was monitored while they were restrained.

### After the restraint ended

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Describe the mood of the student following the restraint. What help and support were they offered?

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### 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? How about others?

Signature of the person who applied the restraint    Signature of any staff witnesses

**Note:** The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

### Appendix 3: Debriefing form for staff involved in physical restraint incident

\_\_\_\_\_  
Date of incident      dd/mm/yy

\_\_\_\_\_  
Date of debriefing    dd/mm/yy    Time of debriefing

\_\_\_\_\_  
Names of people at the debriefing

\_\_\_\_\_  
Findings of debriefing

\_\_\_\_\_  
Next steps/actions

\_\_\_\_\_

\_\_\_\_\_

Principal or Principal's delegate signature

\_\_\_\_\_

**Note:** The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

## Appendix 4: Physical restraint debriefing form – parents or caregivers, student

Date of incident	dd/mm/yy	
Date of debriefing	dd/mm/yy	Time of debriefing
Names of 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

**Note:** The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.