

KAIKORAI VALLEY COLLEGE

Reducing Student Distress and Use of Physical Restraint Procedure



Outcome statement

Kaikorai Valley College is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students. Non-teaching staff need to be authorised by their employer before they may use physical restraint.

Physical Restraint

Our principal, teachers, and board-authorized staff members can only physically restrain a student if the following 3 conditions are met (and is a last resort):

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

Guidelines

1. Every staff member who uses physical restraint is to complete a staff physical restraint incident report to the Ministry using the online reporting form on the Community Portal (see ***ESL login***).
2. A copy of this report needs to be placed in the student's file and a copy provided to their whānau/parents/caregivers.
3. Every teacher is required to complete the online training module Physical Restraint - Understanding the Rules and Guidelines. On completion provide the certificate to your principal.
4. Staff must complete future training in identifying stress triggers, understanding unmet needs and preventing, minimising and responding to student distress as required.
5. Any student who is identified as having a high likelihood of being involved in a crisis situation where physical restraint may be used on them, who has been subject to physical restraint more than once a term, or who's caregiver or parents request must have a Support Plan in place (see **Support Plan** following and **Appendix i** for further detail).

6. If physical restraint has been identified in a support plan for an ākonga, then you must complete training in safe physical holds before you can be authorised to use physical restraint.
7. Parents and caregivers need to know if their tamariki have been physically restrained. SLT will notify whānau, parents or caregivers when physical restraint has been used on their tamariki as soon as possible, at minimum, before their tamariki have been released into their care (see Caregiver Notification following and appendix attachments following for further detail).
8. The school should hold a debriefing session within *three working days* of the incident (or later by mutual agreement). Participants may include staff involved and the Principal or the Principal's delegate. If the Police were involved in the incident they may also be invited to the debriefing session. A separate debriefing session may be offered to the parents/caregivers if appropriate (see **Appendix ii** for further detail).
9. KVC supports the well being of ākonga and staff following an incident of physical restraint to ensure that support can be provided if there are any adverse impacts. Monitor the wellbeing of other staff and ākonga in accordance with your school's policy.
10. Counselling and support are available for staff and their colleagues through the Employment Assistance Programme (EAP), or with local counselling services, or talk to your principal, tuakana, or a member of the SLT about any support you may need.

Online Incident Reporting

Incident reports must now be submitted online using the physical restraint incident reporting form.

You can access it from the [Community Portal](#) or [log in](#) using Chrome or Edge as your browser. You will need an [Education Sector Logon \(ESL\)](#) and your school's delegated authoriser will need to assign the role of 'physical restraint school user' to that ESL.

The [online training module](#) and [checklist](#) will provide all the information you need to get started.

Support Plan

The Education (Physical Restraint) Rules 2023 require that all students who meet the following criteria. Support plans should be created in collaboration with parents or caregivers, as they will have valuable insights to share about how to support their tamariki. Parents or caregivers must provide informed consent if physical restraint is part of a support plan.

- any student they identify as having a high likelihood of being involved in a crisis situation where physical restraint may be used on them (e.g. based on information provided by a previous school).
- any student who is subject to the use of physical restraint more than once a term.

- any student if requested by their parents or caregivers.

Caregiver Notification

Parents and caregivers need to know if their tamariki have been physically restrained.

- Schools are required to notify parents or caregivers when physical restraint has been used on their tamariki as soon as possible (at minimum, before their tamariki have been released into their care).
- Schools are required to provide parents and caregivers with a reasonable opportunity to actively participate in a debrief about the incident within *three working days* (or later by mutual agreement).
- Debriefs provide a useful opportunity to reflect on the incident, share insights between home and school, and agree to any changes to the support plan to prevent something similar from happening again.

Definitions	<p>As defined in the Education and Training Act 2020:</p> <p>Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.</p> <p>Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.</p> <p>Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.</p>
Legislation	<p>Education and Training Act 2020 (Sections 99-101)</p> <p>Education (Physical Restraint) Rules 2023</p> <p>Health and Safety at Work Act 2015</p>

This procedure is to be read in conjunction with the boards:	<p>Physical Restraint procedure</p> <p>Health and Safety Workplace Procedure</p> <p>Safe School Policy</p> <p>Child protection policy</p> <p>Search Seizure and Confiscation of Student Property Procedure</p> <p>Concerns and Complaints procedure</p> <p>Protected Disclosure Procedure</p> <p>Counselling for Staff Procedure</p>
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	Pastoral Procedure
Supporting documentation	The Ministry of Education's Physical Restraint Guidelines Appendix 1 of the Rules School Records - Retention and Disposal Schedule

Date of approval by the Board of Trustees	27 June 2023
Reviewed	
Reviewed	

Appendix i

Support Plan:

Appendix 2: Support plan template

There are many ways a support plan can be developed—this is an example that covers key aspects of a support plan. This can be adapted as needed.

Student name	
Date	DD / MM / YY
Next review date	DD / MM / YY
Team members	Whānau, student, teachers, teacher aide etc
Whānau/family Information	Agreed protocols for sharing information and communication (frequency, mode, approach)
Strengths and needs	What strengths can be enhanced to support learning and wellbeing? Learning, sensory, social, communication, medical and personal care, self-regulation
Proactive strategies - learning environment, home environment, teaching and learning, peer relationships	
What is working well? What can be further enhanced and generalised?	

Recognise and respond to signs of distress				
Stress Triggers	How the ākonga feels	What we see	Support, strategy, approaches and resources (minimising distress)	Calming techniques, physical contact (maximising wellbeing)
e.g. Transitioning from task to task	e.g. <ul style="list-style-type: none"> › Confused › Anxious › Panic › Lost 	e.g. <ul style="list-style-type: none"> › Shut down › Standing still › Crying › Melt down 	e.g. <ul style="list-style-type: none"> › Visual timetable › First and next › Simple and slow language › Prompting by other ākonga › Material, resources and table set up for task 	e.g. <ul style="list-style-type: none"> › Reduce language or say nothing › Give the child time to regulate › Provide calming toy or sensory resource e.g. apple › When the ākonga has calmed, show visual and ask if they are ready to go back to the task.
Names of people who can help in situations of distress	Name trusted adults, friends and classmates, siblings or other whānau at the school, kaumatua, internal or external counsellor, or mentor and how they can help			
Any additional information				

If the use of physical restraint has been identified as being part of this support plan, please complete the physical restraint consent form.

Appendix 3: Sample consent form

If the use of physical restraint has been agreed to form part of a support plan, you will need to get consent from parents or caregivers. This form can be adapted to align with your school values and approaches.

Consent for including physical restraint in a support plan	
Name of student	
Teachers and authorised staff members working with the student who are trained to use physical restraint	
Physical holds that may be used, if necessary, to prevent imminent harm	
Any physical, health or psychological conditions that may be impacted by physical restraint and how these will be managed	
Any steps being taken to eliminate the use of restraint for this student	
Actions to be taken following an incident of physical restraint (must include notification of parents/caregivers and monitoring of student wellbeing)	
This form will be reviewed (circle one): weekly/monthly/every term/every six months/annually	
Signatures	Date
Principal or principal's delegate:	/ /
Parents or caregivers:	/ /

Appendix 4: Checklist – following an incident of physical restraint

TASK	COMPLETED	NOTES
Has the principal/delegated manager been notified of the incident?	<input type="radio"/>	
Have whānau been notified?	<input type="radio"/>	
Has a debrief with whānau been booked?	<input type="radio"/>	
Has the Ministry been notified via the online physical restraint reporting form?	<input type="radio"/>	
Has a review meeting been scheduled?	<input type="radio"/>	
Have any referrals been made?	<input type="radio"/>	
Does a support plan need to be developed or reviewed?	<input type="radio"/>	
Does your school policy on physical restraint need to be reviewed?	<input type="radio"/>	
Signed	<input type="radio"/>	
Date / /		

Appendix ii

Debriefing forms:

Appendix 5: Sample debrief form

This form can be adapted to align with your school values and approaches.

Date of debrief	
Time of debrief	
Date of Incident	
Attendees at the debrief	
Who was involved in the incident?	
What led up to the incident?	
What approaches/strategies were used - how effective were they?	
What would we do again or differently?	
Next steps/agreed actions	
Principal or principal's delegate signature	Date
	/ /