



Restrictive Intervention Policy

Introduction:

St Joseph's Primary School is committed to ensuring the safety and wellbeing of all students, staff and acknowledges that at times, students may behave in a way that could cause physical harm or danger to themselves or others. Such behaviour can result in distress for the students involved, those witnessing the incident, their parents, carers and staff members.

Our school adopts proactive strategies aimed at creating a climate where positive behaviour is explicitly taught and reinforced, where incidences of negative behaviour are responded to in a systematic and consistent manner.

Where a student's behaviour poses an imminent threat of physical harm or danger to themselves or others, and all less restrictive means of intervention have been exhausted, physical intervention, restraint or seclusion must be considered. The school will make all reasonable attempts to avoid the use of physical intervention, restraint or seclusion when dealing with behaviours of concern.

St Joseph's Primary School adopts the [Victorian Department of Education & Training, Restraint & Seclusion Guidelines](#) to ensure all reasonable measures are taken to prevent, de-escalate and respond to behaviours that can cause physical harm or danger to themselves or others.

In accordance with the Victorian Department of Education & Training Guidelines, this Policy outlines the principles to be adopted in the unlikely event that physical intervention, Restraint or seclusion may be required.

Scope:


The School's Restrictive Intervention Policy applies to all members of the School Community including Staff Members, Casual Relief Teachers, Parents, Carers, Students and Volunteers.

Definitions:

Restrictive Intervention: Refers to any intervention that is required to restrict the behaviour of a student/s including:

- » Physical Intervention
- » Physical Restraint
- » Seclusion

Physical Intervention: Physical contact that serves to block, deflect or redirect a student's actions, or disengage from a student's grip, but from which a student can move away freely. Protective physical interventions should not be confused with physical restraint.

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Physical Restraint: The use of physical force to prevent, restrict or subdue the movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Episodes of physical restraint must be reported.

Seclusion: Is the solitary confinement of a person in a room or area (e.g. playground area) 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 isolated in a room or area. This area is not permitted to be locked.

Implementation:

Duty of Care:

St Joseph's Primary School acknowledges that there are a broad range of legislative provisions that apply to managing behaviours that may lead to physical harm or danger, to self or others, occurring in schools. The Principal, Staff Members and any other person engaged by the school to work with our students have a legal duty of care to take reasonable steps to protect students from risk of injuries or harm that are reasonably foreseeable. This duty of care cannot be delegated to others.

Regulation 25 of the Victorian Education and Training Reform Regulations 2017 states that, 'A member of staff may take any reasonable action that is immediately required to Restrain a student of the school from acts or behaviour that are dangerous to the member of staff, the student, or any other person.

The Principles for Reduction and Elimination of Restraint and Seclusion:


To ensure St Joseph's Primary School adopts actions to reduce or eliminate the requirement for physical intervention, Restraint or seclusion, the following principles are to be applied. The following 'Principles' establish the framework within which physical intervention, Restraint or seclusion can be used, whilst acknowledging that these are measures to be avoided wherever possible. They make clear that the safety, dignity and human rights of students must be upheld.

Principle 1:

- » The Victorian Education Department & Catholic Education Commission of Victoria restrict the use of restrictive intervention, Restraint or seclusion, which applies to all students in Victorian schools.

Principle 2:

- » Physical intervention, Restraint or seclusion must not be used, except in situations where the student's behaviour poses an imminent threat of physical harm or danger to themselves or others; where such action (i.e. to physically Restrain or seclude) would be considered reasonable in all the circumstances; and where there is no less restrictive means of responding in the circumstances.
- » Restraint or seclusion should be discontinued as soon as the immediate danger has dissipated (Refer to [Regulation 25 Education And Training Reform Regulations 2017](#)).

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Principle 3:

- » Every effort should be made to prevent the need for the use of restrictive intervention, physical Restraint or seclusion.

Principle 4:

- » The School will never use mechanical Restraints or a drug/medication that restricts a student's freedom of movement, or to control behaviour.

Principle 5:

- » Any behavioural intervention must be consistent with the Charter of Human Rights and Responsibilities Act 2006 and also the student's rights to be treated with dignity and to be free from abuse.

Principle 6:

- » Physical intervention, Restraint or seclusion must never be used as punishment or discipline (e.g. placing in seclusion for non-compliant behaviour); as a means of coercion or retaliation; or as a convenience.

Principle 7:

- » Physical intervention, Restraint or seclusion should never be used in a manner that restricts a student's breathing or harms the student.

Principle 8:

- » Any use of physical intervention, Restraint or seclusion must trigger a review and, if appropriate, a revision of behavioural strategies currently in place to address behaviour that causes harm to self or others. If positive behavioural strategies are not in place, staff will develop them.

Principle 9:

- » Where a student/s demonstrate behaviour that causes physical harm to themselves or others necessitating the use of physical intervention, Restraint or seclusion, strategies to address this behaviour and the underlying cause must be reviewed.

Principle 10:


- » All Staff Members, and all other relevant school employees should be trained regularly on the appropriate use of effective alternatives to physical intervention, Restraint or seclusion, such as positive behaviour supports (PBS).

Principle 11:

- » In every instance in which physical intervention, Restraint or seclusion is used, the student must be carefully and continuously monitored to ensure that the physical intervention, Restraint or seclusion is being used appropriately, and that the student, other students and Staff Members are safe.

Principle 12:

- » Parents & Carers should be informed of the School's 'Restrictive Intervention Policy'.

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Principle 13:

- » Parents & Carers must be notified as soon as possible following any or each instance in which physical intervention, Restraint or seclusion is used with their child/student.

Principle 14:

- » The School will regularly review and update, as appropriate, the policy regarding the use of physical Restraint or seclusion.

Principle 15:

- » Each incident involving the use of physical intervention, Restraint or seclusion must be investigated and documented in writing with specific data collected to add to staff understanding of the application of the Principles and to inform the review of the policy.

Post Incident Review & Parent & Carer Notification:

When a student's behaviour escalates to warrant the use of physical intervention, Restraint or seclusion the Staff Members involved must immediately notify the Principal or a member of the Leadership Team. A written account of the occurrence and all action taken must be completed and provided to the school Principal by the conclusion of the school day or as soon as practical after the incident. (*Refer to the school's Record of Restraint or Seclusion Form*)

The Parents or Carers of the student/s involved will be immediately informed and will be required to meet with the Principal and relevant Staff Members. Appropriate behaviour management strategies will be developed in consultation with the Parents, Carers and Student/s. In the event that appropriate behaviour management strategies cannot be agreed upon, further advice will be sought from the *Victorian Catholic Commission of Education*.

This policy is not intended to extend responsibilities of the School beyond the law.

The School reserves the right to change or modify this policy at any time and will communicate this to the broader school community.


Monitoring & Review:

St Joseph's Primary School, School Council, Principal & Staff Members will monitor and review the effectiveness of this policy and associated principles. The policy will be revised where required, or at least once every three years.

Updates to the school's 'Restrictive Intervention Policy' and associated principles will be communicated to all members of the school community.

References:

[Victorian Catholic Commission of Education – Positive Behaviour Guidelines](#)

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[Victorian Department of Education & Training - Restraint & Seclusion Guidelines](#)
[Victorian Department of Education & Training - The Principles for Reduction and Elimination of Restraint and Seclusion in Victorian Government Schools](#)
[Victorian Government - Education And Training Reform Regulations 2017](#)



Record of Restraint / Seclusion

This *Record of Restraint / Seclusion* must be completed by the relevant staff member/s in situations where a student's behaviour poses an imminent threat of physical harm or danger to themselves or others; where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances.

Incident Information:

Student Name:	Age:	Year Level:
Location of Incident:	Duration of Incident:	
Staff Member/s Involved:		
Witnesses:		

Behaviour/s Resulting in Restraint / Seclusion:

Intentional harming of self / other students:		Undressing self / others:	
Intentional harming of adults:		Sexualised behaviour to self / others:	
Potential damage to property leading to injury to self / others:		Unintentional harm to self, others or property:	
Absconding with risk of harm:		Possession & likely use of weapon:	
Verbal abuse with potential to lead to harm:		Other:	

Techniques Implemented to De-Escalation Prior to Restraint / Seclusion:

Active listening techniques:		Using non-verbal cues:	
Acknowledging the student's underlying or expressed emotion (anger/distress):		Problem solving with the student to address the cause of escalation, only if	
Non-threatening body stance and body language:		Distracting the student from the source of any anger or distress:	
Providing options (within limits) to help the student feel they are still in control of their		Moving to an alternative space with the student to remove access to the triggers:	

Other:

If De-Escalating Techniques were not implemented, why not?

Immediate danger of personal injury to student, other students or adults:	
Occurrence in a high-risk environment that presented an immediate threat to safety	

Other:



Reasons for Restraint / Seclusion:

To avert an immediate danger of personal injury to the student, other students or adults:	
To avoid serious damage that will immediately impact on the safety of others:	
To prevent a criminal act that impacts on the safety of self or others:	
Additional Information:	

Techniques used in the Restraint / Seclusion:

Physical Restraint: Used to prevent, restrict or subdue movement of a student's body or part of their body.	
Protective Physical Intervention: Physical contact used to block, deflect or redirect a student's actions, or disengage from a student's grip.	
Seclusion: Removal of student for from the immediate environment.	
Additional Information:	

Student Response Resulting in Restraint/Seclusion:

De-escalated quickly:		Escalated:	
De-escalated gradually:		Escalated Repeatedly:	
Calmed then re-escalated:			
Additional Information:			

Injury Detail:

Injury to Student:	Y	N	
Details:			
Injury to Staff Member/s:	Y	N	
Details:			


Post Incident Debrief / Discussion / Notes:

Names of Staff Members Involved:

Actions to be Implemented to Prevent Reoccurrence:

Behaviour Support Plan to be developed:	
Behaviour Support Plan to be reviewed:	
Risk Assessment to be conducted:	
Student Safety Plan to be developed:	
Student Safety Plan to be reviewed:	

Immediate Actions arising from the Incident:

**Incident Notification:**

Principal notified and fully briefed:	
Parent/s & Carer/s notified and fully briefed:	
Name of Parent/s & Carer/s notified: 1: 2:	
Catholic Education Melbourne notified and fully briefed, where deemed appropriate: Name of CEM Representative informed:	

Record of Incident Acknowledgement:

I acknowledge that the information detailed in this document are a full and accurate record of events:

Report Convener:

Name:

Signature:

Date:

Principal:

Name:

Signature:

Date: