

SCHOOL DISTRICT  
RESTRAINT HANDBOOK

PURPOSE

The purpose of this handbook is to provide for the appropriate use of restraints and to protect students from harming themselves, other students, staff or properly in a manner that protects the student's dignity and well-being.

DEFINITION

A restraint is a method used to physically and involuntarily restrict a persons movement or physical activity.

RESTRAINT HANDBOOK

Physical restraint should only be used in emergency situations, after less intrusive alternatives have failed or been deemed inappropriate, and with caution. If student's Behavior Intervention Plan calls for restraint the requirement of an emergency situation is eliminated. School personnel should use physical restraint with two goals in mind:

- (a) to administer physical restraint only when needed to protect the student, other students and/or a school staff member from imminent harm; and
- (b) to prevent or minimize any harm to the student as a result of the physical restraint

Only those individuals who have been properly trained in physical restraint will use physical restraint on a student. Whenever possible, the administration of a restraint will be witnessed by at least one adult who is not participating in the restraint. Training as required by

individual programs will be provided to maintain certification in that program. Students who have known medical or psychological limitations on restraint will be restrained only in cases of imminent danger to self or others and only with caution.

Each incident of restraint should be reported to the principal and any restraint on a student with medical or psychological limitations will also be reported to the school nurse for review. The report should include the names of the school staff involved, the name of the student involved and a description of the incident leading up to the restraint and the procedures used in the restraint along with information regarding whether any additional actions are required by the school. Following the release from a restraint the participants will implement follow-up procedures. These procedures will include reviewing the incident with the student to address the behavior that precipitated the restraint, review of the incident with the person who administered the restraint to discuss whether proper procedures were followed and follow-up to determine if any discussion needs to occur with those who witnessed the incident. Parents should be notified as soon as is reasonable and in no event later than 8 hours after the restraint has terminated and they should be provided with a copy of the report outlining the reasons for the restraint and the procedures followed both before and after the restraint has been conducted.

If a student who receives special education services also has a Behavior Intervention Plan which contemplates the use of restraint the IEP team should consider other de-escalation techniques as the first response and restraint only as a last resort to prevent harm to the student and others. The preceding steps should also be followed for each restraint carried out pursuant to an IEP.