



# Pukekohe North School

Princes Street, Pukekohe. Phone 0-9-238-8552

## Child Physical Restraint Policy:

### Rationale:

When little people are overwhelmed by BIG emotions, it's our job to share our calm and NOT join their chaos. Pukekohe North School is committed to managing behaviour positively.

### Purposes:

The purpose of this policy is for staff to focus upon preventing behaviours that challenge and when necessary; de-escalate them.

We want students to feel valued and to believe that teachers want the best for them.

### Guidelines:

1. **Physical Restraint is when a staff member deliberately uses their body to limit the movement of the student (This includes blocking the exit of a student through a doorway)**
2. **Physical restraint can ONLY be used to prevent the imminent danger of physical injury to the student, other students or staff members**
3. **DO NOT USE Physical Restraint**

**\* for behaviour that disrupts the classroom but isn't putting anyone in danger of injury**

**\*for refusal to comply**

**\*in response to verbal threats**

**\*to stop a student leaving the classroom or school without permission**

**\*as coercion, discipline or punishment**

**\*for property damage, unless the property itself could inflict injury**

4. **Behaviour has a function- to gain or avoid something. Staff should study student behaviour and understand the purpose of their actions. i.e. Gain attention, gain a tangible object or agenda, gain sensory satisfaction or to avoid a task or situation**

### How we support Student's Behaviour:

1. Staff should consider the visible influences on student behaviour

•Light •Heat •Movement •Noise •Tasks •Resources •Peers •Adults •Routine •Smell

2. Staff should consider the hidden influences on student behaviour

•Tiredness •Health •Food /drink •Home life •Disorder •Self-esteem/ student beliefs

•Parental values/belief •Family history •Cognitive ability •Executive functioning •Problem solving

•Theory of mind

3. Staff should consider what we can control and what we might be able to influence about student behaviour. Staff can assist students behaviour by establishing a calm and safe environment to reduce the negative impacts of stressors

4. Staff must manage their reactions through: •Self control •Personal calming strategies •Not taking it personally •Making it about the process not the person
5. Staff must respond constructively with students to •Build trust •Maintain safety •Retain dignity •Build relationships •Maintain professionalism \* Increase the chance of a positive outcome – preserve mana
6. When stressed, students can react in the following ways -Actively - Run, Throw, Fight or Passively - Freeze, Hide or Stop Responding
7. To assist our students behave staff should use the following evidence-based responses
  - Prompt •Proximity of teacher •Signal or non-verbal •Ignore low level, attend and praise when appropriate •Redirect, what should you be doing? •Reteach •Choice •Student conference
8. Staff need to Explicitly Teach Behaviour •Clear agreed expectation •Modelling by telling and showing
  - Practise •Timely constructive feedback, pre-correct /prompt, supervise •Reteach
9. Staff will use a Support Plan to provide guidance and structure to our most needy students. This plan will be established in conjunction with Team Leaders / Senior Staff members / Whanau members.
10. Should a staff member be required to Physically Restrain a student, a copy of the MOE Restraint Form will be placed on the student's Personal File and a copy provided to whanau

**Conclusion:**

The only things we can control are what we **do, think** and **believe...** and what we **do, think** and **believe** can **influence** the outcome to increase the likelihood of positive behaviour traits.

**Approved by the Pukekohe North School Board of Trustees at their meeting of:**

November 2018

**Next Review:**

November 2021



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**Support Plan : For:**

**Date:**

Emotional State	I am seeing:	I need to:	I can say:
Ready to Learn			
Out of Sorts			
Escalating			
Out of Control			
Calming Down			

**Notes:**