

Restrictive Intervention Policy

St Peter's Lutheran School



Scope	All School community members - staff, students, parents / guardians, School Board members.
Responsible Officer	Principal
Contact Officer	Principal
Authorisation	School Board
Date Introduced	May 2022
Next Review Date	May 2025 This policy will be reviewed every three years, or as required by legislation.
Relevant Legislation or Source	Charter of Human Rights and Responsibilities Act 2006 (Vic) Disability Discrimination Act 1992 (Cth) Education and Training Reform Regulations 2017 (Vic) Equal Opportunity Act 2010 (Vic) Occupational Health and Safety Act 2004 (Vic)
Linked SPLS Policy	Child Safe Policy, Duty of Care Policy, Behaviour Management Policy
Linked SPLS Procedure / Guidelines / Plans	Restrictive Intervention Procedure, Staff Code of Conduct
Linked SPLS Forms / Checklists / Registers	
Key Words	Restraint, Seclusion, Behaviour Management
Destination / Storage	School Website, Complispace
Communication	Staff induction, cyclical staff training/meetings

Revision / Modification			
Date	Version	Summary	Policy/Procedure
18/05/2022	1.0	New policy	Restrictive Intervention Policy



POLICY STATEMENT

1. RATIONALE

The purpose of this policy is to ensure that ALL staff of St Peter's Lutheran School are informed about student restraint. Restraint is only used when certain conditions are met and ensures that appropriate standards and procedures are followed.

2. DEFINITIONS

Behaviour of Concern: Behaviour that can cause physical harm to the person or any other person.

Restrictive Intervention: Any intervention that is used to restrict the rights or freedom of movement of a person including:

- physical restraint
- seclusion
- mechanical restraint
- chemical restraint

Physical restraint: means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person.

In some limited circumstances, it may also be necessary to restrain a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.

Seclusion: the solitary confinement of a student in a room or area (e.g. a garden) 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 left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked.

Mechanical Restraint: Mechanical restraint is the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing a person's behaviour.

Note: this does not include devices being used by a student that have been assessed and prescribed by an appropriate professional and are used for the specific and approved purposes for which such devices were designed, such as:

- adaptive devices or mechanical supports used to achieve proper body position;
- balance or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- vehicle safety restraints when used as intended for the safe transport of a student in a moving vehicle;
- restraints for medical immobilisation (cast or splint to allow healing);
- orthopaedically prescribed devices that permit a student to participate in activities without risk or harm.

Mechanical restraint is not included in the definition of Regulation 25, as the use of a device would not be considered a reasonable action in response to an emergency situation within a school context. It is included here for awareness.

Chemical restraint: Any medication primarily used to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition.



Chemical restraint is not included within the definition of Regulation 25, as the use of a medication would not be considered a reasonable action in response to an emergency situation within a school context. It is included here for awareness.

3. POLICY

Regulation 25 of the Education Training Reform Regulations 2017 provides that:

‘A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour that is dangerous to the member of staff, the student, or any other person.’

To ensure St Peter's Lutheran School adopts actions to reduce or eliminate the requirements of physical intervention, restraint or seclusion, as per best practise, the following principles are to apply.

4. PRINCIPLES

- The Victorian Education Department and Lutheran Education Australia - Victoria, New South Wales, Tasmania (LEVNT) restrict the use of restrictive intervention, restraint or seclusion, which applies to all students in Victorian schools.
- 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).
- Every effort should be made to prevent the need for the use of restrictive intervention, physical restraint or seclusion.
- The School will never use mechanical restraints or a drug/medication that restricts a student's freedom of movement, or to control behaviour.
- 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.
- 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.
- Physical intervention, restraint or seclusion should never be used in a manner that restricts a student's breathing or harms the student.
- 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.
- Where a student demonstrates 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.
- 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).
- 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.

Restrictive Intervention Policy

St Peter's Lutheran School



- Parents / Guardians should be informed of the School's 'Restrictive Intervention Policy'.
- Parents / Guardians 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.
- The School will regularly review and update, as appropriate, the policy regarding the use of physical restraint or seclusion.
- 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.

5. RESPONSIBILITIES

The Principal is responsible for the communication and implementation of the policy to the community.