



Physical Restraint Plan

Restricting the use of restraint applies to all students, not only students with disabilities. Any behavior intervention must be consistent with a child's rights to be treated with dignity and respect, and to be free from abuse and neglect.

Maintaining a school environment that is conducive to student learning requires that the environment be orderly and safe. It also requires that appropriate student behavior be promoted, taught, and modeled. Physical restraint of a student may sometimes be necessary to protect the student or other individuals from an imminent risk of injury. Physical restraint will be used with extreme caution and only in emergency situations, after other less intrusive alternatives have failed. The emphasis is on prevention and de-escalation, which promotes safety for all and reduces the risk of injury to both students and program staff. The primary techniques and strategies used with the student should be positive behavior supports, verbal de-escalation, and conflict de-escalation strategies to prevent or minimize the need for physical restraint. Any behavior intervention used must be consistent with the student's most current individualized education program and BIP, if applicable.

The two conditions of physical restraint are:

1. Physical restraint is used only in a situation in which there is imminent risk of injury to the student, other students, school employees, or visitors
2. Less restrictive procedures have been implemented without success

The three goals of physical restraint are:

1. To administer physical restraint only when needed, as a last resort, to protect a student and/or member of the school community from physical harm
2. To prevent or minimize any harm to the student as a result of the use of physical restraint
3. To use physical restraint for only a short time period, or until the imminent risk of injury has passed

The two conditions described above, with the names of those staff members involved and any other circumstances surrounding use of the physical restraint, must be documented with a copy placed in the student's record and an incident report provided to the parent. Both the parent and administrator should be informed as soon as possible after each use of physical restraint.

The Executive Director of Special Education or his/her designee will provide all staff with guidelines and information regarding physical restraint. The only school personnel who should physically restrain students are those who have been trained through an approved restraint training program. The only physical restraints to be used are those taught by an approved restraint training program. Training in conflict de-escalation and positive behavioral interventions and supports would be appropriate training related to physical restraint. Staff also must be made aware of the possible effects of physical restraint, first aid and CPR, and any additional local or state regulations regarding its use.

Each building will provide its staff with a list of the school's personnel who have been trained through a restraint training program. However, nothing precludes any teacher or employee from using professional judgment to implement reasonable force to protect students, other persons, or themselves from physical harm in the case of an emergency. In such circumstances, any untrained staff shall request assistance from trained staff

as soon as possible. In addition, nothing in this plan should interfere with or prohibit any rights or responsibilities of law enforcement.

Since physical restraint is an emergency procedure and is used only if there is a threat of physical danger to the student or others, a large number of “emergencies” is an indication that normal educational or behavioral programming may not be working adequately and should be revised. In the case of a student eligible for special education, a meeting of the case conference committee should occur to review the circumstances.

Physical restraint is considered an emergency procedure. Therefore, it should not be included in a student’s IEP as a routine or typical procedure. However, an Emergency or Crisis Plan should be created in situations where the student truly presents a predictable risk of injury and where less restrictive de-escalation methods have failed on multiple occasions. Parents should be involved in writing these safety plans to the extent feasible. Parents should be informed if the school feels a student is at high risk for physical restraint.

This Physical Restraint Plan, in conjunction with the school’s Teacher Directed Time Out plan, and the procedures and forms promulgated by the Superintendent (or his designee) to implement both, shall collectively constitute the school’s “restraint and seclusion plan” as required by Ind. Code 20-20-40-14.