

Westfield Public Schools
Physical Restraint and Behavior Support Policy

This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq., effective on January 1, 2016

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Westfield Public School community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Westfield Public School staff and made available to the parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Westfield Public School from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

- 1. Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide**
 - a. Westfield Public Schools will utilize a variety of internal and external supports to identify students in need and provide interventions to address academic, emotional and social needs.
 - b. Interventions include but are not limited to: relationship building, positive behavioral interventions (PBIS), or student support interventions that can also be utilized, for example: Peer Mediation, Student Assistance Team (SAT)/Response to Intervention Team (RTI), counseling, referral for evaluation in the area(s) of need. Functional Behavior Assessment, (FBA), clinical assessments, behavior plans and behavior contracting, and home school communication will also be utilized.
- 2. Methods for Engaging Parents**
 - a. Westfield Public Schools will conduct an annual workshop, open to the entire school community, concerning restraint prevention and the use of restraint solely as an emergency procedure. This workshop may be coordinated with the special education parent advisory council, the parent-teacher organization, and other relevant community groups.
 - b. Any parent with concerns about the use of physical restraint at any school within Westfield Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.
- 3. Alternatives to Physical Restraint and Methods of Physical Restraint**
 - a. Alternatives
Physical restraint shall not be used unless the following, less intrusive behavior

interventions and supports have been unsuccessful or deemed inappropriate by school staff:

SUGGESTED OPTIONS INCLUDE:

- Positive behavioral interventions
- Recognition and support for positive behaviors
- Calm, neutral, respectful approach and posture
- Non-judgmental tone of voice
- Use of humor
- Active and quiet listening strategies
- Validation, empathy
- Distraction techniques
- Active problem solving
- Compromise and negotiation
- Clarification of expectations
- Verbal redirection
- Use of logical and natural consequences
- Opportunity for time out or chill space
- Relaxation techniques
- Behavior shaping
- Restructuring the classroom environment (e.g. reduce noise and distractions, change seats, groups or seating arrangement)
- Loss of earned tokens/rewards/privileges
- Call administrator and/or school adjustment counselor for support
- Escape and evasion techniques
- Physical escort to a separate space for time-out
- Removal of student from room or removal of others from room to limit audience

b. Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant

physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

TYPES OF RESTRAINTS UTILIZED

The Children's Crisis Prevention Intervention (CPI) POSITIONS:

- i. CPI Children's Control Position** – is designed to be used with children. You should consider using this position only with individuals considerably smaller than yourself. Gain control of the child's arms from behind and cross the arms in front of the child. The arms should be positioned high on the child and secured by locking one arm under the other. This will prevent the child from slipping through and will minimize any pressure on the child's chest or abdomen. Position yourself behind the child while maintain close body contact and standing to one side. This position allows you to maintain a balanced stance while managing the child. The auxiliary team member(s) will monitor for safety and assist, if needed.
- ii. CPI Team Control Position** -- is used to manage individuals who have become dangerous to themselves or others. Two staff members hold the individual as the auxiliary team member(s) continually assess the safety of all involved and assist, if needed. During the intervention, staff members who are holding the individual should:
(a) Face the same direction as the acting-out person while adjusting, as necessary, to maintain close body contact with the individual, (b) Keep their inside legs in front of the individual, (c) Bring the individual's arms across their bodies, securing them to their hip areas, and (d) Place the hands closest to the individual's shoulders in a C-shape position to direct the shoulders forward.
- iii. CPI Transport Position** – will assist you in safely moving an individual who is beginning to regain control. Prior to moving an individual, assist the person into a more upright position and remove your hand from the individual's shoulder. Reach under the individual's arm to grab your own wrist. This cross-gain grip better secures the individual between staff during transport. Remove your leg from directly in front of the individual prior to transport while maintaining close body contact. It is not recommended to transport an individual who is struggling. If necessary, return to the CPI Team Control Position if the individual's and/or staff's safety is at risk.
- iv. CPI Interim Control Position** -- is a temporary control position that allows you to maintain control of both of the individual's arms, if necessary, for a short time. Start from the CPI Transport position, maintain control of the individual's arm, but release the cross-grain grip. Use your free arm to reach across and gain control of the opposite arm. If the individual attempts to strike, use your free arm to block, and safely move away.

STANDING HOLDS

- i. **Single Person Half Basket** – Staff member is at the Side Escort Position. Staff member slides cupped hand onto student's tricep (e.g. staff's right cupped hand on student's right tricep) and crosses student's arm across his body to other side. Staff's other arm is placed behind student's body to grasp other shoulder. Staff member drops arm that is on the shoulder down to the wrist that is across the student's body, making sure the opposite arm is under the crossed body arm. Staff clasps the wrists and stands behind the student protecting his head and face from a head butt.
- ii. **Single Person Basket Hold** – Staff member is at the Side Escort Position. Staff member slides cupped hand onto student's tricep (e.g. staff's right cupped hand on student's right tricep) and crosses student's arm across his body to other side. As the staff member crosses the student's arm in front of the student's body, he grasps hands at the wrist making sure the opposite arm is under the crossed body arm. Staff grasps both wrists and stands behind the student at an angle protecting his head and face from a head butt.
- iii. **Two Person Switch** – From the Two Person Side Escort Position, both staff members cupped hands are slid from front to back under the student's arms, clasping the staff members own other arm or shirt. At the same time, staff turns facing the student with their hips touching the student's hips. Staff members lean back slightly to take the student off balance. Staff members move forward to engage in escort or hold position.

TAKE DOWNS

- i. **Single Person Basket Take Down** (utilized only when staff has a size/strength advantage). From a Single Person Basket Hold, staff member supports student's body with hip. Staff member shuffles forward leg backward and slowly lowers student while maintaining a straight back to ensure staff and student safety.
- ii. **Two Person Basket Take Down** – Same as above but second staff assists in the take down by laterally moving in and holding the student's lower legs to prevent movement and reduce student lower body strength.
- iii. **Two Person Hook Arm Take Down** – From the two person switch, at the same time, both staff members step out with short, choppy steps using their outside legs. Both members lower their bodies to the inside knee. The inside leg slides forward placing the staff members in a sitting position with the inside leg forward and the outside leg back. At the same time, the student is lowered to the floor in a progression from seating to supine.

4. Prohibited Forms of Restraint

- a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Westfield Public Schools.
- b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Westfield Public Schools.

- c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
 - i. The student has a documented history of serious self-injury and/or injuries to other students or staff;
 - ii. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
 - iii. There are no medical contraindications documented by a licensed physician;
 - iv. There are no psychological or behavioral contraindications documented by a licensed mental health professional;
 - v. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
 - vi. The building Principal, or designee, has provided written approval.

Westfield Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

5. Staff Training, Physical Restraint Reporting, and Follow-Up Process

a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
 - 1) Westfield Public Schools Physical Restraint and Behavior Support Policy
 - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
 - 3) The role of the student, family, and staff in preventing physical restraint;
 - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
 - 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
 - 6) Identification of Westfield Public School staff who have received in-depth The Children's Control Position (CPI) training (as set forth below in section (a)(iii)) in the use of physical restraint.
- iii. In-Depth Training
 - 1) At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
 - 2) Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
 - 3) In-depth training will include:
 - A. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship

building and the use of alternatives to restraint;

- B. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- C. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- D. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- E. Demonstration by participants of proficiency in administering physical restraint; and
- F. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

b. Physical Restraint Reporting

i. Report to building Principal:

- 1) Staff shall verbally inform the Principal of any physical restraint as soon as possible and by written report within one (1) school day.
- 2) The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.

ii. Report to Parent(s) of Physically Restrained Student:

- 1) The Principal or designee shall make reasonable efforts to verbally inform the student's parent of the physical restraint within twenty-four (24) hours.
- 2) The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the parent has provided the District with an email address.
- 3) The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The parent and/or student may also pursue the Grievance Procedure described in Section 10, below.

iii. Report to Department of Elementary and Secondary Education (DESE):

- 1) Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
- 2) Westfield Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.

iv. Report to Law Enforcement and Other State Agencies:

- 1) Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;

- 2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.

v. Contents of Written Report

- 1) The written report of any physical restraint shall include:
 - A. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
 - B. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - C. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
 - D. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - E. Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

c. Follow-Up Procedures

- i. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

6. Building Principals Shall Develop and Implement Procedures for Period Review of Physical Restraint Data.

- a. These procedures shall include weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
- b. These procedures shall include monthly, administrative review of school-wide

physical restraint data.

7. **Building Principals Shall Develop And Implement Procedures To Ensure that the Reporting Requirements of this Policy and 603 CMR 46.06 Are Met.**
 - a. On a Monthly Basis --- Administrative Review
 - b. Principal (or designee) reviews restraint data to determine patterns of use, and make adjustments as necessary or appropriate to policy, conduct training, or take other action to reduce or eliminate the use of restraints.
 - i. Document and maintain a written record of the administrative review.
8. **Building Principals Shall Develop and Implement Procedures for Providing Timely, Oral and Written Notice to the Parents of Any Student Who Undergoes Physical Restraint.**
9. **Building Principals Shall Develop and Implement a Procedure for the Use of Time-Out.**
 - a. Such procedure shall include the process by which staff will obtain the Principal's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.
 - b. An log will be kept documenting the time the student entered and exited the time out, the name of the person sending the student to time out, the behavior of the student upon entering and exiting, as well as at 30 minutes, and the principal's/designee's signature approving continuation of the time out beyond 30 minutes.
10. **Grievance Procedures.**

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to the building principal.

The building principal will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building principal and the Department of Elementary and Secondary Education.

A written report will be developed by the building principal and provided to the complainant.

1st reading: waived

2nd/final reading: December 22, 2015

* Required

Massachusetts Department of Elementary and Secondary Education

Print Form

Restraint Report Form for Districts

Below is a worksheet that corresponds to a single restraint record.

LEA Code: * [dropdown] District: * [dropdown] SASID: * [text]

School: * [text]

Does Student have an IEP? *

Student Name: * [text] Gender: * [text]

Yes No

Date of Restraint: [text] Start Time: * [dropdown] [dropdown] End Time: * [dropdown] [dropdown]

If the restraint lasted longer than 20 minutes please provide an explanation for why an extended restraint was required.

Name of Person Filling out Form: * [text]

Person 1 Involved: * Name: [text] Title: [text] Person 2 Involved: Name: [text] Title: [text] Person 3 Involved: Name: [text] Title: [text] Observer: Name: [text] Title: [text]

Subject Period: Choose One * Academic Enrichment Homeroom Lunch Study Hall Recess Other

Location of Restraint: Choose One * Classroom Hallway Cafeteria Gymnasium Bathroom Outside Other

Hold Used: Choose One * Standing Seated Floor Supine Floor Prone Other

Was anyone injured during the restraint? * Yes No

* If yes please fill out and submit to the Department a Restraint Injury Report within three days of the restraint

Description of injuries(if any) and medical care provided: [text area]

Date, Time, and Method of Parental Notification: [text area]

Description child's demeanor and well being and how it was monitored during the restraint: [text area]

Name of Principal or designee who was immediately notified and if necessary approved continuation beyond 20 minutes: [text area]

Description of why restraint hold was chosen: [text area]

Date, time, and method of Department notification in the event of injury: [text area]

Antecedent Activity: * [text area]

Description of Disciplinary actions taken: [text area]

Description of de-escalation techniques and alternatives to restraint that were attempted: [text area]

Parents wishing to discuss the restraint , consequences that may be imposed, or any related matter should contact: [text area]

Behavior that justified the need to use restraint: * [text area]

Clear Find a Record Submit/Update Close Form