

Policies

Westerly Public Schools Procedures Regarding Prevention and Crisis Intervention/Physical Restraint

No. 5011

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Intent:

The intent of this policy is to ensure that every student participating in Westerly Public Schools is free from unreasonable and unnecessary physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, as required by the Rhode Island Board of Regents. These procedures reflect a policy prohibiting corporal punishment. They promote the use of positive, preventive behavioral supports that significantly limit the need for physical intervention, restrict the use of physical force, and ensure that physical restraint is administered in the least intrusive manner possible. These procedures delineate appropriate practice in those instances where physical restraint is absolutely necessary to protect a student or students, staff and/or other school members from imminent, serious physical harm.

The Westerly Public Schools has established the procedures described in this document for the purposes of:

- a. Promoting student safety and preventing student violence, self-injurious behavior and suicide, including de-escalation of potentially dangerous behavior that may occur with an individual student or among groups of students;
- b. Establishing effective crisis intervention practices and, when necessary to ensure safety, appropriate physical intervention procedures;
- c. Keeping all school members informed regarding these procedures as well as preventive interventions, de-escalation, types of restraints and related safety considerations, administering physical restraint in accordance with behavioral intervention plans and/or known medical or psychological limitations;
- d. Identifying staff that are authorized to serve as a school-wide resource to assist other staff in proper administration of these practices, and provide these staff with advanced training beyond the basic information provided to all staff.
- e. Reporting crisis intervention/physical restraint incidents to parents, the Westerly Public Schools' administration, and the Rhode Island Department of Education.

Emergency Situations:

The Westerly Public Schools are committed to maintaining a safe school environment.

While the procedures contained herein direct the use of crisis intervention/physical restraint, they do not prohibit any Westerly Public Schools teacher, employee, or agent from using reasonable force to protect students, other persons, or themselves from imminent, serious physical harm.

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A. Keeping all School Staff and Parents Informed

Annual Professional Development:

Each school year, Westerly Public Schools policies and procedures described in this document are reviewed and provided to all school staff and parents. Others wishing to review a copy of this document can access it by:

Westerly Public Schools Website: www.westerly.k12.ri.us

Copies are available in the main office of each school

Contact Person: Director of Pupil Personnel

Within the first month of school, the staff training is conducted as outlined below. Staff who are employed after the school year begins is provided this training as part of their initial orientation within the first month of their employment by their building principal or responsible administrator.

Schedule/Timeline	Training Component	Training Activities
Prior to opening of school/month of September	District Procedures and Policy	Building Principal or designee will notify and train staff concerning this policy before the opening of School or during September Staff meetings. Parents will be made aware of the policy through mass distribution via student handbooks and/or the district website.
Prior to the opening of school/month of September and throughout the year as necessary.	Positive Behavioral Supports for All Students	Building Principal or designee will notify and train staff concerning Positive Behavioral Supports before the opening of School or during September Staff meetings and throughout the year as needed.
Ongoing Basis	Behavioral Interventions for challenging behaviors including Functional Behavior Assessments	School Mental Health Providers...
Annually, to be determined by certification schedule, with a priority given to those who work directly with special populations.	De-escalation during crisis Types of Physical Restraint and Related Safety Considerations	Designated staff has been and will continue to be trained to be certified trainers for Safety Care through Quality Behavior Solutions (QBS) and will provide Safety Care training for necessary staff. Minimally, all Paraprofessionals and Mental Health staff will be trained in Safety Care as well as identified special education staff, identified administrators and identified bussing staff. A designated trainer will be identified for each school building.

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B. Methods for Promoting Safety and Preventing Violence

1. Behavior Intervention to Support Students Facing or Posing Behavioral Challenges

To support productive relationships and learning and to enhance the connection to school for students who face or pose emotional or behavioral challenges, the following procedures are established in the Westerly Public Schools.

- **Functional Behavioral Assessments**
- **Behavioral Intervention Strategies or Plans** including Multi-Tiered Systems of Support (MTSS), prevention counselors, social workers, and psychologists.
- **Specific building-based programs within Preschool, Elementary, Middle, and High Schools.**

2. Crisis Intervention: De-escalation Procedures

Despite the use of positive behavioral supports and interventions, there may be instances when the behavior of one or more students escalates beyond the student's immediate control, creating a risk of danger to self or others. Safety precautions considered the first course of action should be the application of specific intervention strategies designed to diffuse the situation by addressing students' emotional needs and de-escalating the immediate behavior. The intent of de-escalation is to restore the student(s) capacity to control the immediate impulse/behavior and move toward safer or more constructive resolution of the immediate problem situation.

In the event of student behavior representing a crisis, the following de-escalation strategies should be employed:

- Remove or secure items in the physical environment that are considered too unsafe, remove all vulnerable peers as needed, utilize a stable but protective body position, utilize the Help, Prompt, or Wait strategies as appropriate using neutral facial expressions and tone, provide 5-10 seconds for processing, provide student with choices for incompatible behaviors, and reinforce desirable behaviors using differential reinforcement strategies.

3. Crisis Intervention: Physical Restraint

Restraint Procedures:

It is the policy of the Westerly Public Schools that physical restraint is used only in the following circumstances:

- There must be imminent risk of serious harm to the agitated person or someone else.
- There must be no other practical way to prevent that harm without physical management.
- The risk of not intervening must be greater than the risk of intervening.

Westerly Public Schools limits the use of such force to the amount and duration necessary and reasonable to protect a student or another member of the school community from assault or imminent, serious physical harm.

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In the event that physical restraint becomes necessary:

1. Every attempt should be made to alert additional school personnel for observation or assistance as needed or indicated.
2. Only the safest physical restraint methods approved by the Safety Care are to be used.
3. Every effort should be made to isolate the restraint situation, to avoid prolonging or escalating the situation and only necessary personnel should be present.
4. If the duration of a physical restraint is prolonged, or student becomes deliberately and dangerously assaultive, the students' parent (s) or guardian (s) must be notified to remove him/her from school as soon as possible to avoid further danger. Any contact with police should follow the District procedure.
5. If the student exhibits suicidal or homicidal indicators, the District or school crisis team must be contacted for further intervention in accordance with the school's Crisis Response Plan.
6. The student should be released slowly from the restraint, in stages, to ensure that he/she has regained self-control and no longer presents an apparent danger.
7. Any injury occurring during a restraint must be treated immediately by the appropriate medical personnel, school nurse, or if necessary, the Westerly EMT. Injuries will be recorded in the Physical Restraint Report. Injury Reports will be completed according to district procedures and provided to the school nurse.
8. As soon as possible following the incident, within that same school day, the staff member(s) who administered the restraint will document/debrief the incident in a Physical Restraint Report and inform the building principal. The written report is forwarded to the office of the Superintendent.
9. Follow-up steps include parent notification, review of restraint with student, staff involved, building based or district Safety Care trainer and the appropriate administrator, and consideration of further action, including preventive behavioral interventions. In addition, Quality Behavioral Solutions (QBS) has a form that needs to be submitted regarding staff injuries. Trainers should be contacted to problem solve and remediate skills as necessary.

4. Restraint Prohibitions

Physical restraint is prohibited in the following circumstances, consistent with Rhode Island Board of Regents for Elementary and Secondary Education Physical Restraint Regulations effective September 1, 2002:

- a) As a means of punishment;

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- b) As in any intervention which is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
- c) As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
- d) As in a restrictive intervention which employs a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by Safety Care trained personnel as a limited emergency intervention when a documented part of a previously agreed upon written behavioral intervention plan;
- e) As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan
- f) As in any intervention that precludes adequate supervision of the student;
- g) As in any intervention which deprives the student of one or more of his or her senses.

5. Restraint Safety Procedures

The following safety procedures are in effect, consistent with Rhode Island Board of Regents Physical Restraint Regulations effective September 1, 2002;

- a) Restraint is administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student is released from the restraint immediately and school staff is directed to take steps to seek medical assistance.
- b) Program staff must review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint/crisis intervention on an individual student.
- c) Restraint is administered in such a way that the student is never at any time prevented from breathing or speaking. During the administration of a restraint, a staff member will continuously monitor the physical status of the student, including skin color and respiration. A restraint ceases immediately upon determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
- d) Following the release of a student from restraint, the following follow-up procedures are implemented:

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- Appropriate staff will review the incident with the student, as appropriate, to address the behavior that precipitated the restraint;
- The administrator/principal will review the incident with the staff person (s) who administered the restraint to discuss whether proper restraint procedures were followed. Administrator will debrief with the staff person to consider whether any follow-up is appropriate for the student and for students who witnessed the incident.
- The administrator (specify as above) will review the incident with the student and consider whether any follow-up is appropriate for the student and for students who witness the incident.
- School personnel will follow the Westerly Public Schools conduct standards as in the Student Expectation Handbook, which includes parent notification and meetings as follow-up to the use of restraint.

C. Authorized Staff

Only personnel trained by a Safety Care certified instructor authorized by Westerly Public Schools may administer physical restraint with students. Whenever possible, the administrator of a physical restraint shall be witnessed by at least one adult who does not participate in the restraint. **This training requirement does not preclude any teacher, employee or agent of the Westerly Public Schools from using reasonable force necessary to protect students, other persons, or themselves from imminent, serious physical harm.**

The following staff has received advanced training in the use of crisis intervention/physical restraint and is authorized either to administer restraint or to also serve as a school-wide resource to assist staff in ensuring proper administration of crisis interventions and physical restraint:

School	WPS Staff	Designation/Authorization/Role
District	WPS will have at least five staff members certified as a Safety Care Trainer.	Certified Safety Care Trainer
All Schools	<ul style="list-style-type: none">• Principals/Assistant Principals• Designated staff at each bldg.• A list of Safety Care trained staff will be maintained in the school• Crisis Response Plan and a master list will be maintained at WPS Central Office.	Safety Care Trained

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Advanced Training for Authorized Staff: Training Requirements:

In addition to the basic training provided all staff regarding these procedures, the following advanced training is required for staff considered by the Westerly Public Schools to be qualified to administer physical restraint procedures with students:

Quality Behavioral Solutions (QBS) Safety Care Training

For staff designated to serve as staff trainers or resource persons for colleagues and parents in the use of crisis intervention/physical restraint, the following program of advanced training is required:

- Certification as a trainer through Quality Behavioral Solutions (QBS). Maintenance of this certification requires annual renewal.

D. Reporting Instances of the Use of Physical Restraint/Crisis Intervention

As soon as possible, within the same school day, the staff member who administers a physical restraint/crisis intervention submits a written report to the building principal who will submit a report to the Superintendent using the reporting format in Appendix A.

The Superintendent's Office will maintain an ongoing written record of all reported instances of physical restraint.

As soon as possible, within the same school day, the student's parent(s) or guardian(s) is notified of the restraint incident by phone, or in person. Records of parent notification are maintained in the Required Restraint Incident Report.

Each year Westerly Public Schools shall submit a report regarding all incidents of the use of physical restraint to the Rhode Island Department of Education.

E. Procedures for Investigating Complaints

Complaints concerning the implementation of this policy will be handled through the Westerly Public Schools existing Resolutions for Concern policy and procedure #4190.

Adopted: September 15, 2010

Revised: October 13, 2021

Appendix A

Westerly Public Schools Physical Restraint Documentation Form

Student Name:	School:
DOB:	Grade:
Staff Completing Form:	Staff Title/Role:

Incident Description		
Date Incident Occurred:	Time restraint began:	Time restraint ended:
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other:	Description of activity in which the restrained student or other students were engaged in immediately preceding use of physical restraint (antecedent): 	
Behavior(s) directed at: <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Self <input type="checkbox"/> Other	Why was the use of physical restraint necessary? Describe: 	
Thorough description of efforts made to de-escalate and alternatives to physical restraint that were attempted: <input type="checkbox"/> Help Strategy <input type="checkbox"/> Prompt Strategy <input type="checkbox"/> Wait Strategy <input type="checkbox"/> Managing the Environment <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Proximity <input type="checkbox"/> Redirection <input type="checkbox"/> Active Listening <input type="checkbox"/> Physical Blocking <input type="checkbox"/> Supportive Guide <input type="checkbox"/> Management of dangerous objects <input type="checkbox"/> Other		
Physical Management Method Used: <input type="checkbox"/> 1- Person Stability Hold <input type="checkbox"/> 2- Person Stability Hold <input type="checkbox"/> Small Person Stability Hold <input type="checkbox"/> Forward Escort <input type="checkbox"/> Reverse Escort <input type="checkbox"/> Small Person Carry <input type="checkbox"/> Seated Stability Hold <input type="checkbox"/> Chair Stability Hold		

Appendix A

Westerly Public Schools Physical Restraint Documentation Form

Student's behavior during restraint:
<p>How restraint ended (check all that apply):</p> <p><input type="checkbox"/> Planned release due to determination by staff member that student was no long a risk to himself or others</p> <p style="margin-left: 20px;"> <input type="checkbox"/> Relaxed muscles/no struggling <input type="checkbox"/> Slow , relaxed breathing <input type="checkbox"/> Walking freely with staff support </p> <p style="margin-left: 20px;"> <input type="checkbox"/> Quiet voice or silent <input type="checkbox"/> Verbalizes readiness <input type="checkbox"/> Compliance with staff instructions </p> <p style="margin-left: 20px;"> <input type="checkbox"/> Feet flat on floor or "criss cross applesauce" <input type="checkbox"/> Other: </p> <p><input type="checkbox"/> Emergency release for medical reasons</p> <p><input type="checkbox"/> Safer situation reached due to:</p> <p style="margin-left: 20px;"> <input type="checkbox"/> reaching a new location <input type="checkbox"/> more support staff available </p> <p style="margin-left: 20px;"> <input type="checkbox"/> removal of vulnerable peers <input type="checkbox"/> removal of potentially dangerous objects </p> <p><input type="checkbox"/> Other (describe):</p>
Student's behavior after restraint:
<p>Description of any injury to student and/or staff and any medical or first aid care provided (as per district policy. Nurse indicates below that they assessed the student.</p>
Nurse/Administrator Signature:

<u>Name</u>	<u>Position</u>	<u>Role in Restraint</u>	<u>Certified to administer restraints?</u>
		<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No

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		<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Observer	<input type="checkbox"/> Yes <input type="checkbox"/> No

Parent Notification (Verbal or written notification of parents or guardians following the use of physical restraint is required by the end of the day the incident occurred. OAR 581-021-0062(2)(g))
Name of parent(s) contacted: Phone #: Date and time of contact: Documented attempt to contact parent if unable to contact verbally (describe): Contacted by the following staff member (include name and position):

This report has been prepared by:

(Name)
(Position)
(Date)

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Westerly Public Schools Physical Restraint Documentation Form

Physical Restraint Incident Debriefing Notes

Within two (2) school days of use of physical restraint, a documented debriefing by appropriate staff, including staff involved in the restraint must occur. *OAR 581-021-0062(2)(h)* The purpose of the debriefing is to review the incident and take any necessary actions to reduce the chances that such an incident will reoccur. Those attending the debriefing meeting shall have the opportunity to review the Physical Restraint Report documenting the incident.

Debriefing Information		
Date of Debriefing:	Time of Debriefing Meeting:	Location:
Debriefing Notes:		
Further Action(s) to be taken:		

<u>Signatures of those attending the debriefing meeting</u>	<u>Position</u>
	Teacher
	Principal or administrator
	Case Manager

This report has been prepared by _____
(Name) (Position)