

CHALCOT LODGE PRIMARY SCHOOL

POLICY: RESTRAINT OF STUDENTS POLICY

INITIAL COPY

RATIFIED/ REVIEW

29/7/2014

PURPOSE

To clarify misconceptions relating to the restraint of students, and to identify the circumstances by which the restraint of a student is the proper course of action.

GUIDELINES

The physical restraint of a student is a matter often clouded in misinformation. The physical restraint of a student by staff can (and sometimes should) occur in certain circumstances, but is generally a measure of last resort to prevent an individual harming themselves or others.

In this policy, restraint means the use of physical force to prevent, restrict or subdue the movement of a person's body or part of their body for the primary purpose of behavioural control.

Regulation 15 of the Education and Training Reform Regulations 2007 states: "A member of the 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 dangerous to the member of staff, the student or any other person." The regulation authorises 'reasonable' action which is 'immediately' required to 'restrain' a student.

IMPLEMENTATION

- In less serious cases, the reasonable action would involve a warning or instruction to the student not to proceed.
- In emergency cases where an imminent threat of injury to a student or others is reasonably predicted, and there is no reasonable alternative, the reasonable action may involve the physical restraint of the student.
- The object of the restraint is to avert the danger to themselves or another person. It should therefore be measured (i.e. reasonable in the circumstances) and removed once the danger has passed. Staff should make it clear to the student when and why the restraint is to be applied. Staff should also calmly explain that the restraint will stop once it is no longer necessary to protect the student and/or others.
- Examples of students being lawfully restrained by staff members may include:
 - restraining students from fighting, after they have ignored instructions to stop;
 - restraining a student to prevent them from inflicting harm on him/herself and/or others, after they have ignored instructions to stop;
 - restraining a student to stop them from running out of the school grounds onto a busy road; and
 - or restraining a student who is emotionally reacting in a way that they may injure themselves.

- It is not uncommon that parents will threaten legal action if ever their child is touched by a staff member. Such threats or the possibility of such threats should not prevent staff members from carrying out their duty of care.
- The staff member(s) involved in the restraint must immediately notify the Principal who will contact the parents, record the incident, and ensure follow-up support is provided to both the students and staff as required (including bystanders).
- The Principal should arrange for all staff involved/present at the incident to prepare a statement/record of their involvement or observations of the incident.
- Disciplinary action for students who have needed to be restrained may also be warranted.
- It is recognised that some students with intellectual or physical disabilities may at times have difficulty controlling their bodies, and therefore may need to have flailing limbs etc guided or restrained by staff as a normal procedure.

How to Restrain

- If applying restraint, staff should only:
 - use the minimum force required to avoid the danger of harm; and
 - apply restraint for the minimum duration and remove the restraint once the danger has passed.
- It is also important to consider the following:
 - the age of the student;
 - the stature and weight of the student;
 - any impairment of the student eg. physical, intellectual, behavioural, sensory (visual or hearing) or communication;
 - any mental or psychological conditions of the student;
 - any other medical conditions of the student;
 - the likely response of the student; and
 - the environment in which the restraint is taking place.

Documentation of Incident

Maintain records of the incident must include:

- the name of the student involved;
- date, time and location of the incident;
- names of witnesses (staff and other students);
- the behaviour of concern that necessitated the action;
- any other strategies used or attempted;
- an outline of the physical restraint used;
- the student's response and the outcome;
- any injuries or damage to property; and
- actions taken after the incident.

EVALUATION

The restraint of Students policy will be reviewed by the Principal and Assistant Principal in consultation with the Education Policy committee, every three years or sooner if required.

Chalcot Lodge Primary School

POLICY: ON-SITE SUPERVISION OF STUDENTS POLICY

INITIAL COPY
28/07/2014

RATIFIED / REVIEW

POLICY STATEMENT

Adequate supervision of students in the school yard is a requirement of the school's duty of care. The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff. The principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

GUIDELINES

As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school. This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.

It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.

Parents/carers may require their child to leave the school grounds to:

- attend appointments during school time
- be dismissed early from school to attend an appointment

It is important the school has a process to authorize these requests and accurate student records are maintained.

IMPLEMENTATION

A roster system will be used to timetable staff members for yard supervision.

Yard supervision will include before school, recess and lunch breaks, and after school.

Supervision Before and After School

- The school will provide staff supervision for students arriving before school between 8.45am and 9.00am.
- The school will provide staff supervision for students after school between 3.30pm and 3.45pm.
- This information is provided to parents/guardians on a regular basis via the school newsletter. Outside of these times the supervision and/or the collection of students is the responsibility of parents/guardians.
- Sufficient teachers will be allocated by the school principal or their nominee to supervise students during these periods
- Should a teacher be called away to other duties alternate supervision arrangements will be put in place in consultation with the principal or their nominee.
- Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning.
- Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period.
- Parents will be regularly informed via the school's newsletter, the times when staff members will be rostered to undertake yard supervision before and after school each day.
- If departing prior to dismissal time, students must be signed out by an authorised adult.
- A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

Supervision at Recess and Lunch Time

- Students are required to be adequately supervised during recesses and lunch times. In order to ensure that students are adequately supervised, a 'Yard Duty Roster' will be created each term allocating teachers to supervise students in defined areas of the school grounds during these times.
- Details of the roster are communicated to teachers at staff meetings and via the staff pigeon holes.
- Changes to the daily duty roster will be communicated to staff before 9.00am.
- When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.
- Where there is reasonable concern for the student's safety or the safety of others, immediate contact will also be made with the police and the Department's Emergency and Security Management Branch, telephone 9589 6266 (24 hour service).

Early Departure of Students Prior to Dismissal Time

Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early. Details will include the student's name, class, the time of departure and the name of the person collecting the student.

- No parents/carers are permitted to take students directly from the classroom.
- Students can only be collected by an authorised person 18 years and over.
- No students will be sent home on their own outside of normal dismissal time.

Arrangements for Students Not Collected After School

- Supervision and/or the collection of students after 3.45pm is the responsibility of parents/guardians. Students remaining in the school yard awaiting collection after 3.45pm will be directed to the office waiting area.
- If it becomes known that a student who is normally collected from the school, remains at the school well beyond the normal time of collection, attempts will be made to contact the parents/carers, or the emergency contact person identified by the parent/guardian in the school records.
- Where all reasonable attempts have been made to locate the parents/guardian and the emergency contact persons, and the time is well beyond a reasonable time for collection, consideration will be given to contacting the police or the Department of Human Services and for them to arrange for the care and protection of the student.

Arrangements for Student Supervision on School Camps and Excursions

- The school will provide supervision ratios in line with the Department's policy as outlined in the DEECD School Policy & Advisory Guide, depending on the nature and location of the school activity.

EVALUATION

This policy will be reviewed by the Principal in consultation with the Education Policy Committee, every four years, or sooner if required.

Chalcot Lodge Primary School
'Restraint of Students' Policy – Comment Slip

SIGNED: _____ Date: _____

Name: _____

Phone Number: _____

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Chalcot Lodge Primary School
'On Site Supervision of Students Policy' – Comment Slip

SIGNED: _____ Date: _____

Name: _____

Phone Number: _____

Supporting children's social development

Suggestions for parents and carers

Family relationships and expectations have a major influence on children's social development. The quality of relationship within the family, particularly those between parents, carers and children, sets the foundation for children to relate to others. Children also learn how to manage relationships by observing the ways that parents, carers and other family members relate to others.

How parents and carers can help:

- **Teach social and emotional skills**
Teach children social skills such as listening to others, taking turns, making friends and resolving conflict. Emphasise skills for cooperative and respectful relationships and acknowledge children's efforts to use them. For ideas about how you can teach social and emotional skills see the range of KidsMatter Primary resources on social and emotional learning.
- **Use positive discipline**
Setting reasonable expectations for children's behaviour, and communicating them clearly and respectfully, sets the tone for cooperation. Being consistent and positive in your approach to discipline communicates to children that they are valued, even if a particular behaviour is not. For further ideas see the KidsMatter Primary resources on Effective discipline.
- **Talk about values**
Read stories that emphasise moral values with your children. Ask their opinions on whether they think a particular action is respectful, responsible, caring etc. Discuss the pros and cons of different kinds of values for promoting effective social relationships. Make talking about values and opinions part of everyday conversation, for example by talking about things you see on TV.
- **Capitalise on 'teachable moments'**
When something happens that requires a moral response it presents a 'teachable moment'. Ask children to think about what the problem is and what they could do to improve the situation. For example, when feelings have been hurt you could ask your child's opinion of what the person might be feeling hurt about. Extend your child's thinking through asking questions like, "How could you find out what Jo is feeling sad about?" and "What do you think you could do to help?"
- **Involve children in family discussions and decision making**
Encouraging children to contribute to family discussions and decision-making gives them practice in listening to others' views and seeing things from different angles. Listening and contributing to family discussions helps children understand what your values are and shows them that their voices are valued. Involving children in these ways in family discussions and decision making promotes respectful and responsible behaviours.
- **Promote a strong sense of identity**
When parents and carers notice and acknowledge what children do to help, it shows children that their contributions are worthwhile. This gives them a sense of pride and encourages them to 'do the right thing'. Help children to work out ways to stand up for what they believe in and let them know that you are proud of them when they do. This helps children to build confidence in their own strengths and values.
- **Supervise media use**
When children are repeatedly exposed to violent or inappropriate media images it encourages them to see these things as normal. Children do imitate the behaviour they see on TV or on the internet. It is very important for parents and carers to supervise children's media use and ensure that the things they view are appropriate for their age and level of understanding.

This resource is part of the KidsMatter Primary initiative. We welcome your feedback at www.kidsmatter.edu.au



Australian Government

Department of Health and Ageing



beyondblue



APS

Australian Psychological Society



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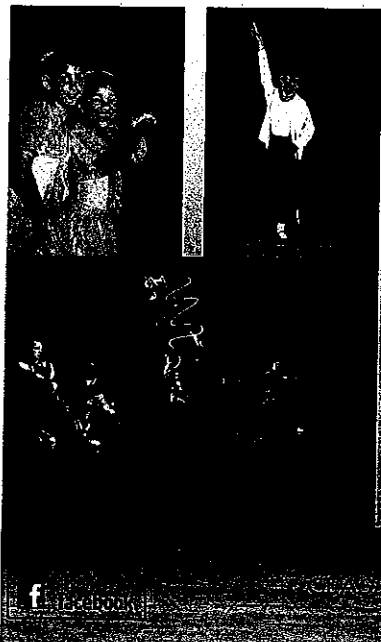
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