**Physical Restraint Policy**

The Cumberland School Department is committed to ensuring that each student enrolled within its schools shall be treated with dignity and be free from unreasonable use of physical restraint as a crisis intervention.

Physical Restraint should only be used for the purpose of preventing harm or injury to the student or others. A physical restraint must not include procedures that intentionally cause pain, injury, trauma or humiliation. Only the least intrusive physical interaction needed to adequately protect the child or others shall be used. Such physical restraint shall be terminated as soon as the need for protection has ended. Furthermore, physical restraint should not be used for the purpose of changing behavior in situations where no protection from harm or injury is needed.

**Crisis Intervention and Physical Restraint Procedures**

**Intent:**
The Cumberland School Department employs Crisis Prevention Intervention (CPI) as its methodology of intervention to support students during crisis situations. Consistent with CPI those methods should be used prior to the use of physical restraint. The intent of these procedures is to ensure that every student participating in the Cumberland School Department is free from unreasonable and unnecessary physical restraint and that such an intervention is used only in situations to avert harm or injury.

**I. Keeping Members of School Community Informed**

**Annual Professional Development:**

Each school year, the Cumberland School Department policy and procedures concerning Physical Restraint and Crisis Intervention will be reviewed and provided to all school staff. Others members of the school community wishing to review a copy of these documents can access it in the following way;

Cumberland School Department website [www.cumberlandschools.org](http://www.cumberlandschools.org)

Copies are available in the main office of each school

Contact Person: Director of Administration/Office of the Assistant Superintendent
School Staff:

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

Staff hired after the beginning of the school year will be trained in strategies and de-escalation techniques by their building principal or responsible administrator/designee. Training will consist of intervention techniques and district policy.

II. Methods for Promoting Safety and Preventing Violence

A. Social and Emotional Learning for All Students:

The Cumberland School Department is engaged in on-going training and implementation for all PK-12 staff in the research based practices of Positive Behavioral Intervention and Supports (PBIS).

The Cumberland School Department supports a developmental guidance program K-12 which includes violence prevention and conflict resolutions.

B. Behavioral Intervention to Support Students Experiencing Behavioral Challenges

The Cumberland School Department employs the following strategies:

- **PBIS:** Tier 1, 2, 3 strategies as appropriate to individual school stages of implementation
- **Functional Behavioral Assessment (FBA):** Functional Behavioral Assessments are conducted by qualified personnel consistent with PBIS practices and/or RI Special Education Regulations
- **Behavioral Intervention Plans (BIP):** Behavioral Intervention Plans are developed in response to Functional Behavioral Assessments consistent with PBIS practices and/or RI Special Education Regulations.

C. Crisis Intervention: De-escalation Procedures

There may be instances when the behavior of one or more students escalates beyond the student’s immediate control, creating danger of violence or self-injury. The first course of action should be the application of specific intervention strategies designed to defuse the situation by 1. addressing individual student emotional needs and 2. de-escalating the immediate behavior. The intent of de-escalation is to restore a student’s capacity to control the immediate impulse/behavior and redirect him or her toward a safer or more constructive resolution.
In the event of student behavior representing a crisis, the following de-escalation strategies should be employed: The initial strategies delineated through the initial training, or through the Crisis Prevention Institute training may be utilized.

+ Empathetic response   + Clear/firm expectations
+ Decrease Stimulation   + Time out
+ Re-direction of behavior   + Negotiate for delay
+ Relaxation Techniques

D. Physical Restraint

1. Restraint Procedures:
As delineated in the Physical Restraint policy of the Cumberland School Department, physical restraint is used only in the following circumstances:

Physical Restraint should only be used for the purpose of preventing harm or injury to the student or others. A physical restraint must not include procedures that intentionally cause pain, injury, trauma or humiliation. Only the least intrusive physical interaction needed to adequately protect the child or others shall be used. Such physical restraint shall be terminated as soon as the need for protection has ended. Furthermore, physical restraint should not be used for the purpose of changing behavior in situations where no protection from harm or injury is needed.

In the event that physical restraint is needed, it will be administered consistent with procedures outlined in the CPI training manual and RI Physical Restraint Regulations as approved by the Rhode Island Department of Education.

Physical Restraint Versus Instructional Physical Guidance

Physical Restraint using Manual Restraint is defined as the use of physical intervention intended to hold a person immobile or limit a person’s movement by using body contact as the only source of physical restraint.

Instructional Physical Guidance is a teaching technique that involves physical contact between the adult/supervisory person and the child. This enables the child to learn or model the physical movement necessary for the development of the desired competency. Example: Hand over hand guidance in instructing a child in a writing technique.

Emergency Situations: Consistent with RI Physical Restraint Regulations, the procedure outlined in this document shall not create a barrier in maintaining a safe school environment and do not limit the ability of school personnel or their agents from using reasonable force to protect students other persons or themselves from imminent serious physical harm.
2. Informing School Personnel

As soon as possible, but no later than the next school day, the staff member who administers a physical restraint/crisis intervention submits a written report to the building principal.

The Principal will maintain an ongoing written and electronic record of all reported instances of physical restraint. For students with disabilities, the building principal will send copies of the written report to the Special Services Office.

The Cumberland School Department will report incidents of physical restraint as required by regulations to the Rhode Island Department of Education.

3. Informing Parents

Consistent with the RI Physical Restraint Regulations (2002), the student’s parent/guardian should be notified as soon as possible, but no later than two calendar days after the restraint incident.

4. Follow-Up Steps

Follow-up steps include: Review of restraint with student, staff involved and the appropriate administrator; and consideration of further action, including preventative behavioral interventions.

5. Restraint Prohibitions

Physical restraint is prohibited in the following circumstances, consistent with Rhode Island Physical restraint regulations effective September 2, 2002:

**Prohibitions.** Physical restraint/crisis intervention is prohibited in the following circumstances:

(a) As a means of punishment;
(b) As an intervention designed to, or likely to cause physical pain;
(c) As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
(d) As in any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
(e) 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 trained personnel as a limited emergency intervention when a documented part of a previously agreed upon written behavioral intervention plan;
(f) As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan;
(g) As in any intervention that precludes adequate supervision of the child;
(h) Any intervention which deprives the individual of one or more of his or her senses.

6. Restraint Safety Procedures

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

Safety Requirements. Additional requirements for the use of physical restraint/crisis intervention are:
(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a 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.
(b) Restraint shall be 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 shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
(c) Program staff shall 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.
(d) Following the release of a student from a restraint, the Public Education Program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student, as appropriate, to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.
7. Authorized Staff

Each building administrator in the Cumberland School Department shall identify staff trained in CPI techniques to serve on the school-wide CPI team. These staff members will participate in advanced training in the use of physical restraint/crisis intervention beyond the basic training offered to all staff each year.

Only identified trained personnel authorized by the building administrator may administer physical restraint with students. Whenever possible, the administration of a physical restraint shall be witnessed by at least one adult who does not participate in the restraint, however, this does not preclude any teacher, employee or agent of the Cumberland School Department from using reasonable force necessary to protect students, other persons, or themselves from imminent, serious physical harm.

8. Procedures for Investigating Complaints

Complaints concerning the implementation of these procedures will be handled through the Cumberland School Department’s existing policy and procedure for handling complaints.

This policy replaces the previously adopted policy dated: 9/12/2002
Procedures Reviewed by CSC Policy Sub-Committee: 9/8/2011
Amended Policy & Procedures Reviewed & Approved by CSC Policy Sub-Committee: 9/22/2011
Amended Policy & Procedures Reviewed & Approved by Cumberland School Committee: 9/22/2011
Name of Reporter: ________________________________  Position: ___________________

I. Student Information
Student Name: ________________________________  DOB: ___________
School: ________________________________  Grade: ______________

II. Restraint Information
   A. Person(s) present who administered the restraint:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
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   B. Timeframe of physical restraint

<table>
<thead>
<tr>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Duration</th>
<th>Type of Restraint (Children’s Control Position, Team Control Position, Transport Control)</th>
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<td>3.</td>
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III. Antecedents/De-Escalation
   A. Antecedent Information: Prior to restraint, please describe the student’s behavior that prompted the need for physical restraint

Categorize the emergency situation (Check all that apply.)
- ☐ Imminent risk of harm to others
- ☐ Imminent self-harm
- ☐ Occurrence of harm to others
- ☐ Occurrence of self-harm
- ☐ Other
B. De-Escalation Attempts: Prior to restraint, please describe the de-escalation efforts of staff and alternatives attempted prior to physical restraint (Check all that apply.)

- Empathetic response
- Relaxation Techniques
- Reality Orientation
- Decrease Stimulation
- Clear/firm expectations
- Time out
- Re-direction of behavior
- Negotiate for delay
- Staff reassignment
- Other (Please describe): ________________________

IV. Physical Restraint

A. Safe Area: Was the student escorted to a safe area?  
- Yes  
- No

Description of student’s behavior during and following the escort:

B. Description of Physical Restraint Administered

- Children’s Control Position
- Team Control Position
- Transport Control

V. Recovery/Debriefing

A. How did the restraint end? (Check all that apply.)

- Student reached tension reduction
- Communication established
- Police called
- Parent Contacted

B. Did an injury occur during the restraint?  
- Yes*  
- No

* If YES: Please submit an Incident Report and submit to building administrator

Name of INJURED Student/Staff: ________________________

Nature of Injury: ____________________________________

C. Follow-Up Actions: Additional actions the school has taken or will take:

- Review/Conduct Functional Behavioral Assessment
- Review/Develop Behavior Intervention Plan
- Schedule Manifestation Determination
- Disciplinary Referral to Building Administrator
- Other: _____________________________________________

D. Parent Notification: Parent notification is required within 2 (two) CALENDAR days.

- Method of Notification:  
  - Letter
  - Phone Conversation
  - School Conference

Signature of Person Completing Report: ________________________

Date: ________________________

CC Report: Building Administrator, Director of Administration, Special Services for students with IEPs ONLY
Crisis Intervention Report

Cumberland School Department

Directions: This form is to be used when the Crisis Intervention Team (CPI) is called for assistance. This form should not be completed if physical restraint is used to respond to student dysregulation. The Physical Restraint Report must be completed. This form should be used if the CPI team is able to de-escalate an emergency situation involving student behavior without the use of physical restraint.

Date: ________________________________ Name of Reporter: __________________________ Role:_______________________

I. Student Information

Student Name: __________________________ Grade: _______ School: __________________________ Teacher: _________________

II. Crisis Prevention Intervention Information

A. Description of activity prior to calling for assistance from the CPI Team:

B. Description of event that triggered the call for assistance from the CPI Team:

C. Categorize the emergency situation (Check all that apply.)

☐ Imminent risk of harm to others ☐ Imminent self-harm
☐ Occurrence of harm to others ☐ Occurrence of self-harm
☐ Other

D. Location of the event:  ☐ Classroom # _____ ☐ Cafeteria ☐ Hallway ☐ Other: _________________

E. Time that Crisis Intervention Began: __________________________ Time that Crisis Intervention Ended: __________________________
III. Record of Intervention(s):

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Staff Intervention</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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</tbody>
</table>

IV. CPI Team Respondents:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
</tr>
</thead>
</table>

Signature of Reporter: ____________________________________________

Date: _______________________________