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## **PHYSICAL RESTRAINT AND BEHAVIOR SUPPORT POLICY AND PROCEDURES**

The Marshfield Public School seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, the Marshfield Public Schools seeks to ensure that every student in the Marshfield Public Schools is free from the use of restraint in a manner that is not consistent with these state regulations.

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to prompt student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. 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. In the event that physical restraint is required to protect the safety of school community members, the Marshfield Public Schools has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students.

Further, nothing in the state regulations or the MPSD policy/procedures which follow, shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in the state regulations or the MPSD policy/procedures, precludes any teacher, employee or agent of the Marshfield Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious harm.

The definitions of physical restraint shall be defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

### **1. STAFF TRAINING**

- A. All staff/faculty will receive training regarding the school's 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.
- B. Required training for all staff will include review of the following:
  - (1) The District's restraint policy and procedures, including the use of time-out as a behavior support strategy distinct from seclusion;
  - (2) The role of the student, family, and staff in preventing restraint;

- (3) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors;
- (4) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
- (5) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
- (6) Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.

C. At the beginning of the school year, the principal will identify those staff who will participate in at least sixteen hours of in-depth training in the use of physical restraint, with at least one refresher training occurring annually thereafter. These staff members will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

(1) 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 dangerous behaviors on the part of a student that may indicate the need for 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; and
- e. Demonstration by participants of proficiency in administering physical restraint.
- f. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students.

## 2. METHODS FOR PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE, INCLUDING CRISIS PLANNING AND DE ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR OCCURRING AMONG GROUPS OF STUDENTS OR WITH INDIVIDUAL STUDENTS

- A. School-Level Supports: school-wide professional development focused on identifying and preventing student violence, self-injurious behavior, and suicide; school-level crisis teams; school-level teams consisting of administrators, teachers, school psychologists, school counselors, nurses, representatives from outside agencies, etc. that meet on a regular basis and are focused specifically on planning interventions and supports for students and monitoring and adjusting, according to the needs of individual students
- B. Safety Care Training (Quality Behavioral Solutions to Complex Behavior Problems) : for all members of the school's crisis team, and other individuals, as appropriate
- C. Functional Behavioral Assessments (FBA)

## 3. GENERAL DE ESCALATION GUIDELINES

- A. Remain calm: To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions, and use supportive, nonthreatening body language.
- B. Obtain Assistance: Whenever possible, school personnel should immediately take steps to notify school administrators , the school crisis team, and/or other school personnel of a potentially dangerous situation.
- C. One Person Speaks: In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior, having one person providing overall direction is advisable. This will often be either the first person on the scene or the staff person with the most information about a particular situation.
- D. Remove Student: If possible, have the student experiencing distress move to another, more private and safe area in order to de-escalate.
- E. Remove Other Students: If it is not feasible to have the student experiencing distress move to another area to de-escalate, consider having other staff members assist and monitor the removal of the other students present until the student de-escalates.

## 4. ALTERNATIVES TO PHYSICAL RESTRAINT

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraint only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of less intrusive methods of interventions that may preclude the need for physical restraint include, but are not limited to, the following:

- A. Active Listening
- B. Use of a low non-threatening voice
- C. Limiting the number of adults providing direction to the student.
- D. Offering the student a choice.
- E. Not blocking the student's access to an escape route.
- F. Suggesting possible resolutions to the student.
- G. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.)
- H. Verbal prompt-A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
- I. Full or Partial Physical Cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirect a student without force. These are used at increasing levels as needed to return a student safely back to task. See physical redirection and physical escort below.
- J. Physical Escort - A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
- K. Physical Redirection - A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
- L. Time Out - A time out shall mean a behavioral support strategy developed in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

## 5. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

- A. Physical restraint may only be used in the following circumstances:
  - (1) When non-physical interventions would be ineffective; and
  - (2) The student's behavior poses a threat of imminent, serious, harm to self and/or others.
- B. Physical restraint is prohibited in the following circumstances:
  - (1) As a means of discipline or punishment;
  - (2) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

- (3) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.
  - (4) As a standard response for any individual student. No written individual behavior plan or IEP may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.
- E. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints otherwise permitted by 603 CMR 46.03 (1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements in 603 CMR 46.04 (3), and in the judgment of the trained staff member, such method is required to provide safety for the student or others present.
- F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.
- G. Additional safety requirements:
  - (1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
  - (2) If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
  - (3) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal. The approval shall be based upon the students continued agitation during the restraint justifying the need for continued restraint.
  - (4) Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

H. After the release of a student from physical restraint, a school administrator or other appropriate school staff shall:

- (1) Review the incident with the student to address the behavior that precipitated the restraint;
- (2) Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
- (3) Consider whether any follow-up is appropriate for students who witnessed the incident.

## 6. METHODS OF PHYSICAL RESTRAINT (per “Safety Care”)

- A. 1-Person Stability Hold: Staff will apply pressure above the student’s elbow to sweep that arm in front of the student. Staff would grasp the student’s swept arm above the wrist and pull arm across the body down toward hip. Step in close behind the person, facing sideways, keeping head back while maintaining a stable hold in a broad stance.
- B. 2-Person Stability Hold: At the direction of the team leader, each staff will approach at the same time. Both staff, with the outside hand, grasp the person’s closest arm just above the wrist. Both staff reach with their inside hand inside the person’s arm and grasp the arm of their own outside hand. Staff move behind the person, facing outward with their hips behind the person’s hips and leaning back with their inside leg close and outside the person’s foot.
- C. Forward Transport: Using a 2- -person stability hold announce to the person, “We are going to walk together to (location).” At the instruction of the leader, both staff take a small step as they bring their forward foot slightly outside the person’s foot. Shuffle forward, maintaining a broad balanced stance and continuous contact.
- D. Reverse Transport: Using a 2-person stability hold, step forward with the outside leg. Bring the hand holding your own arm to the person’s forearm, grasping overhand. Pivot around the person’s arm and then bring it up across your own torso. Reach under the person’s armpit with your inside arm, supporting under their shoulder with your arm, while holding the outside arm above the wrist with an overhand grip. Bring your own hip forward and inward.
- E. Chair Stability Hold: Using a 2-person stability hold, staff places a chair without arms behind the person and holds the chair behind the person, close to his or her legs. The staff on the person’s arm kneels down on either side and somewhat behind the person, with the outside leg out for stability. Keep the person’s arm near the pocket, the elbow bent, and the upper arm vertical.

## 7. PROHIBITED METHODS OF PHYSICAL RESTRAINT

- A. Chemical Restraint:
- B. Mechanical Restraint

### C. Seclusion Restraint

## 8. USE OF "TIME OUT"

- A. As defined in 603 CMR 46.02, "Time-out" is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.
  - (1) During "time-out" a student must be continually observed by a staff member
  - (2) The space must be clean, safe, sanitary, and appropriate for the use of calming
  - (3) Time-out shall cease as soon as the student has calmed
  - (4) Principal approval is required if it is necessary for a student to remain in time-out for more than 30 minutes, based on the student's continuing agitation
  - (5) Time-out shall not be considered "seclusion restraint."

## 9. REPORTING REQUIREMENTS

- A. The staff member who administered such a restraint shall verbally inform the Principal of the restraint as soon as possible, and by written report no later than the next school working day.
  - (1) If the Principal administered the restraint, the principal shall prepare the report and submit it to an MPSD district-wide administrator at the central office
  - (2) The Principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.
- B. The Principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint-within 24 hours of the event, and by email or written report postmarked no later than three school working days following the use of such restraint.
  - (1) If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.
- C. The written report required by both sections B and C above shall include:
  - (1) Names and job title of the staff who administered the restraint, and observers, if any;
  - (2) Date of restraint and time restraint began and ended;

- (3) Name of administrator who was verbally informed following the restraint; as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05 (5)(c).
- (4) Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;
- (5) Student's behavior that prompted the restraint;
- (6) Efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted;
- (7) Justification for initiating physical restraint;
- (8) Description of administration of restraint including:
  - a. the holds used and reasons such holds were necessary
  - b. the student's behavior and reactions during the restraint
  - c. how the restraint ended and
  - d. documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;
- (9) For extended restraints (restraints lasting more than twenty minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;
- (10) Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and
- (11) Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.

## 10. INDIVIDUAL STUDENT REVIEW

- A. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week.
  - (1) If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:
    - (a) review and discussion of the written reports and any comments provided by the student and parent regarding the reports and the use of restraints
    - (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved

- (c) consideration of factors that may have contributed to escalation of behaviors, potential alternatives to restraint, including de escalation techniques and possible interventions to reduce or eliminate the use of restrain in the future
- (d) agreement on a written plan of action

## 11. ADMINISTRATIVE REVIEW

- A. The Principal shall conduct a monthly review of school-wide restraint data.
  - (1) The review shall consider:
    - (a) Patterns in use of restraints, i.e., time of day, day of the week, individuals involved, injuries resulting from restraints, and the number and duration of physical restraints school-wide
  - (2) The Principal shall determine if it is necessary to:
    - (a) Modify the school's restraint prevention and management policy, conduct additional staff training on restraint prevention/ reduction strategies, or take other action to reduce or eliminate restraints

## 12. REPORTING TO THE DEPARTMENT OF EDUCATION

- A. Within 3 school working days of an extended restraint (longer than 20 minutes) or a restraint that resulted in serious injury to a student or staff member, the school will provide to the Department of Education a copy of the written report as described in the regulations and the MPSD Policy a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint
- B. Annually, in a manner and form directed by the Department of Education , every school shall collect and report data regarding the use of physical restraints.

## 13. GRIEVANCE PROCEDURES

- A. Should a parent/guardian have a complaint regarding the implementation of this policy in any manner, the complaint should be submitted to the building Principal in writing within 10 school days after receiving notification of the restraint procedures being implemented.
- B. Upon receipt of a written complaint, the Principal shall work with the parent to resolve the complaint fairly and expeditiously.
- C. The Principal will submit a written summary of the meeting to parents/guardians and the Superintendent's office.

- D. Should a parent/guardian still have concerns regarding the implementation of this policy, they may submit a formal appeal to the Superintendent's office.
- a. A written letter should be submitted within 20 days of the receipt of the written summary report from the Principal. The letter should include the following information: name of the student; name of the school where the physical restraint allegedly occurred; the names of the individuals involved in the alleged physical restraint; the basis of the concern or complaint; the corrective action being sought
  - b. The Superintendent and/or designee shall conduct an investigation in a timely fashion and contact the parent/ guardian regarding the outcome of the investigation and the determination of the need for corrective action.
- E. Nothing in this policy shall limit or restrict the parent/guardian from seeking a redress of their concerns through any other legal options available.

### **HANDBOOK PROVISION**

"Marshfield Public Schools complies with the provisions of 603 CMR sect. 46.00 dealing with restraint of students in the public schools. To that end, the policy developed pursuant to those regulations is available upon request from the Principal, the Director of Special Education and Pupil Personnel Services, and the Superintendent's office. Further, the policy is posted in the main bulletin board of the school near the office.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

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