



St Joseph's Chiltern Restraint and Seclusion Policy

St Joseph's is a school which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the [CES Limited Student Behaviour Framework](https://www.sjchiltern.catholic.edu.au/) which is available at <https://www.sjchiltern.catholic.edu.au/>.

1. Vision

The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

1. that the values of the Gospel are central to who we are, what we do, and how we act
2. in leadership encompassing vision, innovation and empowerment.

2. Background

Schedule 4 Clause 12 of the Education and Training Reform Regulations 2017 requires CES Limited to ensure the care, safety and welfare of all students attending at Sandhurst Catholic Schools in accordance with any applicable State and Commonwealth laws and all staff employed at each school is advised of their obligations under those laws.

The [Guidelines to the Minimum Standards and Requirements for School Registration](#) requires each Sandhurst Catholic School to address when it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community. This policy sets out how and when restrictive interventions such as restraint and seclusion will be used in Sandhurst Catholic Schools. It establishes the responsibilities of staff when determining whether it is appropriate to use any form of restraint or seclusion and the procedures to be followed.

Restraint and seclusion in Sandhurst Catholic schools should only be used as a final recourse and then only when certain conditions are met and standards and procedures followed.

3. Purpose

To purpose of this document is to:

1. Provide a definition of restraint and seclusion and the circumstances for its

acceptable use

2. Outline procedures to be followed in any circumstance where restraint and/or seclusion is appropriately used to ensure the safety of all
3. Actively promote student and staff safety.

4. Principles

1. Every effort should be made to prevent the use of physical restraint or seclusion.
2. Make the best interests of the child a primary consideration.
3. Every person has a right to be safe
4. Student behaviour is integrated in a strategic, whole of school approach to wellbeing and learning.
5. Capacity building across for all staff though embedded and continuing professional learning.
6. Staff must take reasonable care for their own health and safety when confronted with challenging student behaviours and should only physically intervene if they are confident that they can do so without placing their own health and safety at risk.

5. Scope/Application

The policy applies to Sandhurst Catholic School Principals and Staff.

6. Definitions

Break space or equivalent	The practice of using a break space, chill out, time out or quiet place (referred to as 'break place' in this section) for students does not amount to seclusion. Exit to a break space is a planned intervention used as part of an overall approach to supporting a student exhibiting behaviour of concern. The use of a break space may form part of a plan to support a student's behaviour. It is used to assist students to settle and return to a state of calm, so they are able to participate academically and socially. The use of a break space can be either teacher-directed or self-directed and takes place in a setting that is not locked and enables visibility and supervision.
Duty of Care	Every teacher and school authority owe students in their care a duty to take reasonable measures to protect them from risks of injuries or harm that are reasonably

	foreseeable.
Dynamic Risk Assessment	An on-the-spot assessment, informed by staff professional judgement, to determine whether to use restraint or seclusion.
Dangerous forms of restraint	<p>Any form of physical intervention that restricts breathing, relies on locks or pain for control, or causes undue discomfort. Examples of dangerous forms of restraint include:</p> <p>any restraint which covers the student's mouth or nose, and in any way restricts breathing;</p> <p>the application of pressure to a student's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints;</p> <p>holding a student's head forward, headlocks, choke holds;</p> <p>take-downs, which allow students to free-fall to the ground whether or not in a prone position (holding a student face down) or supine position (holding a student face up) or otherwise wrestling holds (including 'full or half nelsons'), using a hog-tied position or straddling any part of a student's body;</p> <p>basket holds, bear hugs, 'therapeutic holding'.</p>
Least Restrictive Intervention	<p>A practice that:</p> <p>is not more restrictive or intrusive than necessary to prevent a person from inflicting harm on themselves or others; and</p> <p>is applied no longer than necessary to prevent harm or danger.</p>
Mechanical and Chemical Restraints:	<p>Mechanical Restraint refers to the use of a device to prevent, restrict or subdue a person's movement for the primary purpose of influencing that person's behaviour.</p> <p>Chemical Restraint refers to the use of medication primarily to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness, or a physical condition.</p>
Physical restraint	<p>In this policy, physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person. In some limited circumstances, it may also be necessary to restrain a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.</p>

Protective Physical Interventions	Protective physical interventions involve physical contact to block, deflect or redirect a student’s actions, or to disengage from a student’s grip. In these situations, the student remains free to move away.
Seclusion	Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e; it is not locked.

7. Roles and Responsibilities

Role of the School Principal

13. Ensure a safe learning and working environment for students and staff
14. Ensure staff understand their duty of care in responding to escalated student behaviour
15. Ensure all staff understand and adhere to the ‘Three Conditions for Restraint and Seclusion’
16. Ensure all instances of restraint and seclusion are promptly reported to the school leadership
17. Ensure procedures for restraint and seclusion are followed and promptly report any incident of restraint and seclusion to CES Limited.
18. Ensure procedures for restraint and seclusion are implemented and parents/carers communicated with promptly
19. Ensure any instance of restraint of seclusion is clearly documented in a timely manner.

Role of the Executive Director

1. Ensure the Restraint and Seclusion Policy is enacted across all CES Limited schools
2. Ensures clear expectations and training are provided to Principals in complying with this policy
3. Receive, assess and respond to reports from school on the policy and its implementation as required
4. Provides regular report to CES Limited Board as required
5. Support schools with the development of strategies to implement the Restraint and Seclusion Policy and Procedures.

Role of the CES Limited Board

1. Approve the CES Limited Restraint and Seclusion Policy for implementation in Sandhurst Catholic Schools
2. Receive reports from the Executive Director on implementation and compliance across all schools
3. Review and assess reports from the Executive Director

Related policies and procedures

1. [Restraint and Seclusion Procedures](#)
2. CES Limited Student Behaviour Framework

Other Resources

1. [CEVN – Positive Behaviour Guidelines](#)
2. [CEVN – Safe and Sound Practice Guidelines](#)