

Portland Public Schools

Information Sheet for School Staff about Physical Restraint

Did you know that any time you have physical contact with a student that restricts their movement it may be considered to be a “physical restraint”?

What is “physical restraint”? Physical restraint is defined as “restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student. Physical restraint does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.” (See examples on reverse.) Oregon law prohibits the use of mechanical, chemical or prone restraints.

When is physical restraint permitted? Physical restraint may only be used on a student if the student’s behavior “imposes a reasonable threat of imminent, serious bodily injury to the student or others. Physical restraint:

- may not be used for discipline, punishment or convenience of school personnel.
- may only be used if less restrictive interventions would not be effective in preventing imminent serious bodily injury.
- may only continue for as long as the behavior poses a reasonable threat of imminent serious bodily injury.
- may only be implemented by district personnel who have current NCI training, except in an emergency. (Register for NCI training on Learning Campus under Special Education.)

What is required after a physical restraint?

- A staff person who observed or implemented the restraint must complete an online report of the incident.
- Parents/guardians must be given verbal or electronic notice by the end of the school day, and a copy of the written report within 24 hours, along with notice of a debriefing meeting that parents may attend.
- A debriefing meeting must be held within 2 school days, and parents must be given a copy of the summary on the incident report form.
- The student’s behavior support plan must be reviewed after five incidents of physical restraint/seclusion in a school year.

For More Information:

[PPS Physical Restraint and Seclusion AD](#)

[PPS Restraint & Seclusion Procedures](#)

[PPS Restraint & Seclusion Incident Report Form](#)

[PPS Administrative Approval Form](#) (if more than 30 minutes)

[PPS Student Services web page for Seclusion/Restraint](#)

[ODE Technical Assistance Manual for Seclusion/Restraint](#)

PPS Information Sheet on Use of Seclusion

Portland Public Schools

Examples of Physical Restraint	Non-examples of Physical Restraint
Restriction of a student's movement by one or more staff persons holding the student or applying physical pressure upon the student because there is reasonable threat of imminent serious bodily injury to self or others.	<ul style="list-style-type: none"> • Hand-over-hand prompting (guiding student's hand by placing adult's hand over student's hand) for instructional purposes (i.e. for writing, feeding, learning new physical tasks). • Re-directing a student from a potentially dangerous situation by taking his/her hand or arm and gently guiding them away. • Providing deep pressure to a student who is in need of sensory input.
The student struggles or goes limp when physically escorted by a staff member. But for the adult force, student would not leave current place.	The student willingly goes when physically escorted by a staff member (i.e. holding hand, arm around shoulder).
Carrying a kindergarten student who adults determine needs to be removed because the student is acting unsafe.	Kindergarten student is injured on the playground and is carried to the school office.
Pulling a student by arm or leg out from under a desk or table when student refuses to come out.	Offering a student a hand to come out from under a desk or table. Student takes hand and adult assists student back to seat.
High school student who has been removed from school is attempting to enter building. Adult grabs student and physically leads student away from school as student continues to struggle.	High school student who has been removed from school is attempting to enter building. Adult attempts to positively engage and redirect the student using de-escalation strategies as needed.
Staff stop a student fight by holding a student who is struggling to return to the fight.	Staff stop a student fight by using verbal redirection and de-escalation strategies. The student willingly goes when physically escorted by a staff member (i.e. holding hand, arm around shoulder).