



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

**EXHIBIT:**

All students in Seine River School Division have a right to appropriate educational programming [1] in a safe, caring, and inclusive learning environment [2] [3]. In Manitoba, a positive preventive whole school approach to planning for safety and belonging [4] [5] [6] is combined with a supportive response to meeting safety needs of all persons in the school environment [7]. As stated in the policy IGB, all students have unique abilities and successful inclusion has benefits for all students.

Seine River School Division is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members while supporting mental health and wellbeing. Our schools are expected to provide students with safe, caring and inclusive learning environments that contain a continuum of supports, services, and interventions for all students [19] [20].

Seine River School Division supports the following *principles* regarding the use of seclusion in school settings:

- In promoting and guaranteeing the rights of children, as per the United Nations Convention on the Rights of the Child, children should be free from all forms of physical or mental violence and be treated with dignity [21].
- In all decisions the best interests of the child should be the primary consideration.
- To engage in strengths-based practices that emphasize positive behavioural interventions and supports [4] that make the need for seclusion unnecessary [22].
- Be aware of, and engage the assistance of, additional resources and supports that may be available in their community [23].
- Teachers and other professionals have a responsibility to engage in ongoing professional development.
- Parent(s)/legal guardian(s) are an integral part of the student support team [14].
- Seclusion is used only in exceptional circumstances when a student is engaging in intense violent behaviour that presents a significant and immediate risk to the student or others.

Seine River School Division will provide reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis. Seine River School Division follows *The Human Rights Code* which specifies that there must be reasonable accommodation of students' special needs unless they demonstrably cause undue hardship due to cost, risk to safety, impact on others or other factors

APPROVED: February 22, 2022

REVISED:



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

**EXHIBIT:**

The use of seclusion is one of the most intrusive [8] responses to a crisis because of the detrimental impact on students, staff, and relationships. Seclusion can lead to both physical and psychological trauma [9], damaged relationships, and increased challenging behaviour; therefore, it should only be considered as a last resort.

Seclusion is the involuntary confinement of a student alone in a room or area where they are physically prevented from leaving [9] [10] [11]. It is used in a situation where there is clear, significant and immediate danger to the student or others. Seclusion is a response, not a room.

Seclusion is different from calming and sensory interventions, behaviour management [8] (e.g., time-out, consequence), or student choice to be alone in a space or area.

**Definitions:**

**Behaviour**

The way in which a person acts in response to a particular situation or stimulus. Behaviour has a purpose and may be a way to communicate a need or a way to cope with stress/stressors [10] [12] [13].

**Calming Space**

A calming space is any designated space that provides opportunities for students to experience a reduction in sensory input. It may include specific activities or tools to calm the nervous system. A calming space when used appropriately serves as a preventative measure, proactively supporting a student's sensory needs and promoting self-regulation. The use of a calming space would be included in a student-specific plan [14], if being used on a regular basis [15] [13].

**Challenging Behaviour**

"Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or result in exclusion" [16].

**Isolation**

Someone is in an area away from other people and on their own, but is not confined to that area.

**Seclusion**

Seclusion is the involuntary confinement of a student alone in a room or area where they are physically prevented from leaving [9]. It is used in a situation where there is clear, significant and immediate danger to the student or others. Seclusion is a response, not a room [9]. Seclusion is not used to help students attain skills and knowledge, and therefore not included in a student-specific plan.

APPROVED: February 22, 2022

REVISED:



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

**EXHIBIT:**

**Sensory Space**

A sensory space is an umbrella term used to categorize a broad variety of therapeutic spaces (e.g., sensory modulation/integration room, and multi-sensory room). A sensory space is used proactively to meet a student's sensory needs and promote self-regulation. The use of a sensory space would be set up and monitored in consultation with an occupational therapist and would be included in a student-specific plan [15] [17] [18].

**Time-out**

Time-out and seclusion, although often used interchangeably, are not synonymous. Time-out is used to reduce behaviour by removing access to reinforcement for a specified and limited period. Time-out does not necessarily require removal of a student to an isolated or secluded setting [8] [9].

**Guidelines for Implementation:**

- Seclusion is only used [9]:
  - when a student is engaging in intense violent behaviour that presents a significant and immediate risk to the student or others
  - *and* when all other less restrictive interventions have been tried and were unsuccessful
  - *and* until the danger of serious harm to self or others has dissipated
- Seclusion is not used:
  - as discipline, as a consequence, or to force compliance [9]
  - in the student-specific plan (e.g., a strategy in a behaviour intervention plan) [14]
  - as a substitute for appropriate educational programming [9]

**Guideline #1: Prevention:**

- Before the use of seclusion, school divisions must:
  - be engaged in whole school planning for safety and belonging [4]
  - develop processes and supports that utilize a team approach for helping students with challenging behaviour
  - ensure all school staff receive ongoing training and professional learning in strengths-based positive interventions and supports
  - ensure specific school staff receive ongoing training and professional learning in conflict/crisis de-escalation strategies
  - educate staff and parent(s)/legal guardian(s) about the use of seclusion [9] [24]
  - include copies of policy and/or procedures on the use of seclusion in teacher handbooks and the school crisis plan [24]

APPROVED: February 22, 2022

REVISED:



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

**EXHIBIT:**

**Guideline #2 - Response:**

Principals have the responsibility and authority over the conduct of a student. They must ensure that the interventions and responses used or implemented in carrying out duties to maintain order and safety in school are appropriate, considering the frequency and severity of the event. They must take into account the student's state of development.

If a student's behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or others, staff who are working with the student should immediately call for assistance from the principal and those staff members who have adequate knowledge and training to de-escalate the event. Stressors should be removed from the environment when possible.

If seclusion is used, procedures must ensure the following:

- The student is safe and school staff follow the school crisis plan.
- Seclusion does not restrict freedom of movement in a manner that restricts the student's breathing or that physically harms the student.
- Respect for the student's dignity is maintained to the greatest extent possible.
- The student can communicate their basic human needs and have those needs met to the greatest extent possible.
- Staff observing the student are able to communicate effectively with the student at all times.
- any student in seclusion be continuously observed by an adult both visually and aurally for the entire period of seclusion - occasional checks are not acceptable [9]
- A staff member is assigned the role of observer and notetaker to record a factual account of the event.
- Continuous visual and aural monitoring must be maintained for the entire period of seclusion.
- All health and safety policies and/or regulations related to Workplace Health and Safety Manitoba regulation (M.R. 217/2006) are followed [25]
- Seclusion is discontinued as soon as the immediate risk of serious harm to self or others has dissipated.
- School emergency response procedures are followed in the event that further safety measures are necessary.

**Guideline #3: Reporting:**

Every instance of Seclusion is to be reported and documented on the day of the event.

Any event that involves the use of seclusion must be reported by the principal (or designate) on the day of the event to the:

- Parent(s)/legal guardian(s);
- Student Services Coordinator
- Superintendent (or designate)

APPROVED: February 22, 2022

REVISED:



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

EXHIBIT:

**Guideline #4: Documentation:**

Each event must be documented using the divisional Seclusion/Restraint Incident Reporting Form found in CLEVR. Documentation must be:

- placed in the pupil support file
- entered into the divisional student information system (CLEVR)
- provided to the Student Services Coordinator
- completed within 48 hours

**\*\*Any use of restraint MUST be reported on the Seclusion/Restraint Incident Reporting Form even if seclusion was not part of the incident.**

**Guideline #5: Debriefing**

If seclusion is used, the event must be debriefed in order to review and reflect upon the circumstances and its impact. Debriefing meetings will occur with the parent(s)/guardian(s), the student, and the school staff involved in the event. Debriefings should be in-person if possible and take place as soon as possible after the event. Additional debriefing should be made available to others who were impacted physically and/or emotionally by the event.

Debriefings are led by the principal (or designate) and a summary of the debriefing(s) and any outcomes decided upon is placed in the pupil file and the divisional student information system.

The student support team must meet as soon as reasonably possible after the seclusion event to:

- examine what happened
- review and reassess the functions of the student's behaviors, and any other precipitating factors
- engage in the student-specific planning process to write or revise the student-specific plan, identifying what needs to be changed to decrease the chance of the behaviour recurring
- identify staff development or training needs and initiate a plan for addressing these needs
- identify steps to reintegrate the student into the school community to restore a sense of safety and belonging

**References**

- [1] Manitoba Government, *Appropriate Educational Programming Regulation*, Winnipeg, MB: Queen's Printer, 2005.
- [2] Manitoba, *The Public Schools Act (C.C.S.M. c.P250)*, Winnipeg, MB: Queen's Printer - Statutory Publications, 1987.
- [3] Manitoba, *The Safe Schools Charter (Various Acts Amended)*, Winnipeg, MB: Queen's Printer -

APPROVED: February 22, 2022

REVISED:



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

**EXHIBIT:**

Statutory Publications, 2004.

- [4] Manitoba Education and Training, *Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging*, Winnipeg, MB: Author, 2017.
- [5] Manitoba Education, *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.*, Winnipeg, MB: Author, 2011.
- [6] Manitoba Education, Training and Youth, *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*, Winnipeg, MB: Author, 2007.
- [7] Manitoba, *The Education Administration Act (C.C.S.M c. E10)*, Winnipeg: Author, 2013.
- [8] S. McLean, M. C. I. Breitenbach, P. Jackman, S. Jozsa and J. & Michaud, *Current Research Regarding Time-out*, Halifax, Nova Scotia, 2014/2016.
- [9] Council for Children with Behaviour Disorders, *CCDB's Position Summary on the Use of Seclusion in School Settings*, vol. 34, 2009(b), pp. 235-243.
- [10] British Columbia Ministry of Education, *The British Columbia Ministry of Education Provincial Guidelines - Physical Restraint and Seclusion in School Settings*, Vancouver, BC: Author, 2015.
- [11] Council for Exceptional Children, *CEC's Policy on Physical Restraint and Seclusion Procedures in School Settings*, Arlington, VA: Author, 2009.
- [12] R. J. Gerrig and P. G. Zimbardo, *Psychology and Life*, 16 ed., Boston, MA: Allyn and Bacon, 2002.
- [13] S. Shanker, "Shanker Self-Reg Glossary of Key Terms," MEHRIT Center, 2018. [Online]. Available: <https://self-reg.ca/glossary/>. [Accessed 11 Jul 2019].
- [14] Manitoba Education, *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*, Winnipeg, MB: Author, 2010.
- [15] Pembina Trails School Division, *Guidelines for Sensory Spaces/Calming Spaces*, Winnipeg: Author, 2014.
- [16] Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Therapists, *Challenging behaviour - A unified approach: Clinical and service guidelines for supporting people with learning disabilities who are at risk of receiving abusive or restrictive practices (College Report CR144)*, London: Royal College of Psychiatrists, 2007. , p. 10.
- [17] Occupational Therapy Innovations, *Sensory Room: An Umbrella Term*, UK, 2018.
- [18] Hanover School Division, *Utilization for Multisensory Environments*, Steinbach, MB, n.d..
- [19] Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming in Manitoba: Standards for Student Services*, Winnipeg, MB: Author, 2006.
- [20] Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming: A Handbook for Student Services*, Winnipeg, MB: Author, 2007.
- [21] United Nations General Assembly, *Convention on the Rights of the Child*, New York, NY, 1989.
- [22] Manitoba Education and Training, *Safe and caring Schools: Provincial Code of Conduct Appropriate Interventions and Disciplinary Consequences*, Winnipeg, MB: Author, 2014 (Revised 2017).

APPROVED: February 22, 2022

REVISED:



**POLICY:**

REGULATION: IGBA Use of Seclusion in Seine River School Division

**EXHIBIT:**

[23] Healthy Child Manitoba, *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders*, Winnipeg, MB: Healthy Child Manitoba and Manitoba Education, 2013.

[24] Manitoba, *Safe Schools Regulation 77/2005*, Winnipeg, MB: Queen's Printer, 2005.

[25] Manitoba, *Manitoba Workplace Safety and Health Act and Regulation 217/2006.*, Winnipeg: Author, 2006.

[26] Manitoba, *Education Administration Act (C.C.S.M. c. E10)*, Winnipeg, MB: Queen's Printer - Statutory Publications, 1987.

APPROVED: February 22, 2022

REVISED: