



A. Guiding Principles

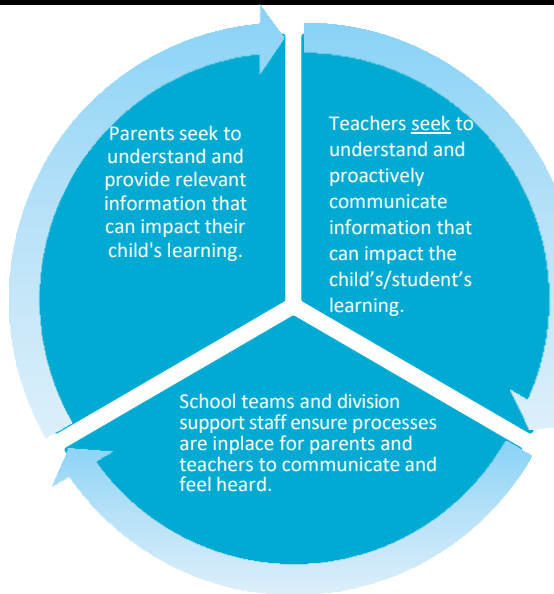
Park West School Division is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe (MB Education, Citizen and Youth: Standards). An inclusive community continually evolves to meet the changing needs of its members while supporting mental health and wellbeing. 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.

Park West School Division recognizes that it has a responsibility to maintain safe and caring school environments for all students and employees. Park West School Division emphasizes preventative and positive behavioural support programming. Every effort is made to employ preventative approaches that impede the need for the use of physical restraint or seclusion.

Seclusion may only be used as a safety response when a student poses an immediate risk of serious physical harm to self or others. Seclusion is used as a last resort after prevention strategies, de-escalation interventions, and less restrictive measures have been exhausted.

Park West 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.
- In all decisions, the best interests of the child should be the primary consideration.
- Schools are expected to engage in strengths-based practices that emphasize positive behavioural interventions and supports that make the need for seclusion unnecessary.
- Schools are aware of, and may engage the assistance of, additional resources and supports that may be available in their community.
- Teachers and other professionals have a responsibility to engage in ongoing professional development in the area of positive behavior supports for all students.
- Parent(s)/legal guardian(s) are an integral part of the student support team.
- 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. Seclusion should only be considered as a last resort.



Fostering Effective Relationships

All members of a school community have a role to play in supporting a child's/student's learning and in creating safe and caring learning environments.

Positive relationships are critical to an effective learning support team. Parents/guardians and school staff need to invest time and energy into building and maintaining these relationships.

B. 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 need or a way to cope with stress/stressors.

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 if being used on a regular basis.

Challenging Behaviour

Behaviour can be described as challenging when it is of such intensity, frequency or a 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.

Isolation

Someone is in an area away from other people and on their own but 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. 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 not used to help students attain skills and knowledge and therefore not included in a student-specific plan.

Physical Restraint

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely in order to secure and maintain the safety of the person or the safety of others (BC Ministry of Education). Physical restraint is a safety response used only in situations when a student poses an immediate risk of serious physical harm to self or others.

Sensory Space

A sensory space is an umbrella term used to categorize a broad variety of therapeutic spaces (e.g., sensory modulation/integration room, regulation room, and multi-sensory room). A sensory area 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 divisional supports and community agencies and clinicians and would be included in a student-specific plan.

Timeout

Timeout occurs when access to reinforcement is removed for a period following the occurrence of an identified problem behaviour in order to reduce or stop that behaviour. Timeout may involve removing a student from sources of positive reinforcement because of specific undesired behaviour. It is one option along a continuum of behaviour interventions supporting behaviour change (CCBD; McLean et al.).

Timeout is commonly used in two ways: non-exclusion and exclusion.

Non-exclusion timeout does not involve removal of the student from the learning environment. It occurs within the classroom where the student maintains the ability to continue to observe and hear what is going on for a period.

Exclusion timeout occurs when the student is withdrawn from the classroom setting for a period where there is no longer access to what is going on in the classroom but where the student has access to other students or staff.

Timeout and seclusion, although often used interchangeably, are not synonymous. Timeout may or may not involve the removal of a student to an isolated setting. It is used as a consequence with the intent of supporting behaviour change. It is never used when the safety of a student is a concern. Seclusion requires a student be isolated as a safety response and is not used as a consequence to support behavioural change.

If a student chooses to be alone in a room, space, or area, and is free to leave at any point (e.g., independent work in a quiet space, student-initiated short break), this is not considered to be time out or seclusion (CCBD; McLean et al.).



C. Procedure

The following procedures shall address the use, or potential use, of seclusion in a school setting:

- Seclusion is only used:
 - 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
 - in the student-specific plan (e.g., a strategy in a behaviour intervention plan)
 - as a substitute for appropriate educational programming
- Before the use of seclusion, schools must:
 - be engaged in whole-school planning for safety and belonging
 - 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 and WEVAS (Working Effectively with Violent and Aggressive States) training
 - educate staff and parent(s)/legal guardian(s) about the use of seclusion
- During the use of seclusion, it is critical that:
 - school staff follow the school crisis response plan
 - risk of further harm to the student is minimized
 - the student be treated with respect and dignity
 - the parent of the student must be contacted as soon as reasonably possible
 - 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
 - internal and external locks on the door shall not be used; however, in student-specific cases, and in consultation with the Superintendent/CEO or Director of Student Services locks may be considered
 - school staff can communicate effectively with the student and are always present
 - all health and safety policies and/or regulations related to Workplace Health and Safety Manitoba regulation (M.R. 217/2006) are followed
- After the use of seclusion:
 - the incident must be reported to the principal, the parent(s)/legal guardian(s), the Director of Student Services, and the Superintendent/CEO (or designate) on the day of the incident
 - the incident must be documented (i.e., a written report that includes details and necessary and relevant information) and a copy placed in the pupil file (it is recommended this be done within 48 hours)
 - debriefing(s) led by the principal (or designate) must occur to reflect upon the circumstances and impact of the seclusion and:
 - take place as soon as possible after the incident



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- include school staff, parent(s)/legal guardian(s), and student
 - be available to others in the school who may have been impacted
 - be noted in the pupil file
 - o the student support team must meet as soon as reasonably possible:
 - to examine what happened/what caused the incident and what could be changed
 - to review the need for the development or revision of a student-specific plan to prevent future incidences

Park West School Division will monitor, evaluate, and review data related to the use of seclusion. The data collected will enable Park West School Division to understand the circumstances around the use of seclusion and facilitate the implementation of more effective strategies to support educational and behavioural programming. The use of seclusion as a safety response is an indication that further work needs to be done to ensure a safe, caring, and inclusive learning environment.



References

Manitoba Education (2021) Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion

Manitoba. *Appropriate Disciplinary Consequences in Schools Regulation*, M.R. 92/2013. Queen's Printer—Statutory Publications, 2013. Available online at https://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=92/2013.

Manitoba. *Appropriate Educational Programming Regulation*, M.R. 155/2005. Queen's—Statutory Publications Printer, 2005. Available online at http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005.

Manitoba. *Education Administration Miscellaneous Provisions Regulation, amendment*, M.R. 156/2005. Queen's Printer—Statutory Publications, 2005. Available online at <https://web2.gov.mb.ca/laws/regs/annual/2005/156.pdf>.

Manitoba. *Safe Schools Regulation*, M.R. 77/2005. Queen's Printer—Statutory Publications, 2005. Available online at https://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=77/2005.

Manitoba. *Workplace Safety and Health Regulation*, M.R. 217/2006. Queen's Printer—Statutory Publications, 2006

Council for Children with Behavioral Disorders (CCBD), a Division of the Council for Exceptional Children (CEC). *CCBD's Position Summary on the Use of Seclusion in School Settings*. 2009. <http://www.ccbd.net/publications/positionpapers>.



Seclusion/Restraint Incident REPORTING FORM

***To be completed by school principal and a copy provided to the Director of Student Services.**

Name of Student:	Date of incident:	Seclusion: <input type="checkbox"/> or Restraint: <input type="checkbox"/>
Has the student been restrained/seclusion before? <input type="checkbox"/> YES <input type="checkbox"/> No Date:		
Location of seclusion/restraint:		
Witnesses:	Name of staff member making the decision to use seclusion/restraint:	
Antecedent/Precipitating Incident/Event:		
Description of interventions used prior to the implementation of seclusion/restraint:		
Clear description of the student's behaviour:		
Who was at risk of immediate serious physical harm that resulted in the use of seclusion/restraint:		
Names of other staff members involved and their role in the seclusion/restraint event:		
Observations of student's behaviours, in order of occurrence, during seclusion/restraint:		



What was the length of time of the seclusion/restraint?:	
Any other uses of other restrictive measures:	
Description of any harm to students, staff or others:	
Criteria for ending seclusion and how this was communicated to the student:	
Immediate post-seclusion/restraint actions:	
Details of contact with parent(s)/legal guardian(s), principal, Director of Student Services, and/or superintendent:	
Date of planned debriefing(s):	Date of planned Student Support team meeting (SSP review/update):
Student-specific plan(s) in place:	

***Attach notes that reports how the student was monitored during seclusion/restraint and by whom.**