

In accordance with Manitoba Education (2021) Safe and Caring Schools “**A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion**” all students in Manitoba have a right to appropriate educational programming (Manitoba, AEP Regulation) in a safe, caring and inclusive learning environment (Manitoba, Public Schools Act and Safe Schools Charter). In Manitoba, a positive whole-school approach to planning for safety and belonging (Manitoba Education and Training, Whole-School Approach: Manitoba Education, Supporting Positive Behaviour; Manitoba Education; Manitoba Education Training and Youth: From Challenges to Possibilities) is combined with a supportive response to meeting the safety needs of all persons in the school environment (Manitoba, Education Administration Act). In Manitoba, all schools are expected to engage in preventative practices as opposed to those that are punitive and reactive (Manitoba Education and Training, Code of Conduct). These efforts facilitate a positive school climate and build a culture of trust and respect.

Frontier School Division recognizes that it has a responsibility to maintain safe and caring school environments for all students and employees. Frontier School Division emphasizes preventative and positive behavioural supports and every effort is made to employ preventative approaches that impede the need for the use of seclusion. Frontier School Division recognizes the use of emergency physical seclusion procedures may be necessary when a student presents imminent danger to themselves or others. 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.

Information: [A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion \(Manitoba Education, 2021\)](#)

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1. Definitions and Terminology

Behaviour: All behavior is a form of communication. When a student is unable to communicate their needs verbally, they may use their behaviour to tell us they are stressed, distressed or that there is a problem that needs to be resolved.

Seclusion: Seclusion is the involuntary confinement of a student alone in a room or area where the student cannot freely exit or is physically prevented from leaving.

Physical Restraint: Physical restraint refers to a personal restriction that immobilizes 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.

Time Out: Time out occurs when access to reinforcement is removed for a period of time following the occurrence of an identified problem behaviour in order to reduce or stop that behaviour. Time out may involve removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour. If a student chooses to be alone in a room, space or area, and is free to leave at any point, this is not considered to be time out or seclusion.

Sensory/Regulation/Calming Spaces: Sensory space is a term that encompasses a broad variety of therapeutic spaces (e.g. calming space, sensory modulation/integration room, multi-sensory room). The use of a sensory/regulation space is not to be confused with the use of seclusion. A sensory space is used proactively to meet a student's needs and promote self-regulation.

2. Guiding Principles

a. Prevention

Frontier School Division will provide opportunities for staff to increase their understanding of behaviour and learn to plan, manage, and respond to behaviour in ways that support a safe, caring, and inclusive school community.

Students who require specific skill and strategy instruction to meet their needs will work with the Student Support Team and parents/guardians to develop a student-specific plan. The Team will work together to identify the student's needs by trying to understand what the student is communicating through their behaviour. This information will help inform the selection of effective teaching strategies, environmental adjustments, ways to help students manage their own behaviour, pro-social skills, replacement behaviours, and appropriate response.

b. 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, given the frequency and severity of the event, and take into account the student's state of development. The Principal must ensure that all staff be made aware of the school's safety response procedures.

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 and people who have care and charge of the student should immediately call for assistance from the Principal and those staff members who have adequate knowledge and training to de-escalate and manage the event. Stressors should be removed from the environment when possible.

Working as a team, staff should focus on protecting the safety of all students including the student at risk of causing immediate serious physical harm to self or others. The goal is to secure and stabilize the situation in a calm, coordinated manner.

If necessary, other students in the vicinity should be moved in a calm, orderly manner to a safe distance. The student in crisis should not be left alone. The environment should be scanned for potential dangers. Objects that could cause immediate serious physical harm should be removed if it is safe to do so. Attention should be given to procedures for safe evacuation.

Seclusion may need to be employed as a safety response as a last resort and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted. A person familiar with the student should assess the risk for injury when the student's behaviour is escalated.

If seclusion is used, it must be discontinued as soon as the immediate risk of serious physical harm to the student or others is dissipated. School staff must have clear criteria for discontinuation of seclusion, and this must be communicated to the student.

If seclusion is used, procedures must ensure the following:

- The student is safe.
- Seclusion does not restrict freedom of movement in a manner that restricts the student's breathing or that physically harms the student.
- Regard and 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.
- 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.
- Health and safety policies and/or regulations are to be followed.
- Seclusion is discontinued as soon as the immediate risk of serious harm to self and others has dissipated.
- School emergency response procedures are followed in the event that further safety measures are necessary.

3. **Reporting**

Every instance of seclusion is to be reported and documented.

Any event that involves use of seclusion must be reported, on the day of the event to the Principal. The Principal (or designate) must report every instance of seclusion, on the day of the event to the:

- Parent(s)/legal guardian(s);
- Area Superintendent (or designate).

4. **Documentation**

Each event must be documented using the Seclusion/Restraint Incident Reporting Form (Appendix G.1.O-EX1). Documentation must be:

- Placed in the Pupil Support File,
- Entered into the Divisional Student Information System,
- Provided to the Area Superintendent,
- Completed within forty-eight (48) hours.

Each event of the use of seclusion must be documented with the Seclusion/Restraint Incident Reporting Form.

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 debriefings(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 behaviours, 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.

6. Monitoring and Review

The Frontier School Division Board is responsible to ensure regular policy review and evaluation of the seclusion policy.

The Frontier School Division will monitor, evaluate, and review data to the use of seclusion. The data collected will enable the Frontier School Division to understand the circumstances around the use of seclusion, facilitating 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.

7. Policy References

Policies and protocols that Principals reference to guide and respond to behaviours that contravene safe and inclusive learning environments include but are not limited to:

- C.2.I – Threat Assessment,
- G.1.B – Student Suspension,
- G.1.C – Student Expulsion,
- G.1.E – Investigation by Police in Schools

Information: [C.2.I – Threat Assessment](#)
[G.1.B – Student Suspension](#)
[G.1.C – Student Expulsion](#)
[G.1.E – Investigation by Police in Schools](#)

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1. To be filed in the School Pupil Support File and entered into the Divisional Student Information System **within 48 hours**.
2. To be completed by School Principal and a copy provided to the Area Superintendent.

Student Name: _____ School: _____

Date of Incident: _____ Location of seclusion: _____

Witnesses: _____

Staff member making the decision to use seclusion: _____

Antecedent/Precipitating Incident/Event: _____

Description of interventions used prior to the implementation of seclusion: _____

Clear description of the student's behaviour: _____

Who was at risk of immediate serious physical harm that resulted in the use of seclusion:

Names of other staff members involved and their role in the seclusion/restraint event:

Observation of student behaviours, in order of occurrence, during seclusion/restraint:

What was the length of time of the seclusion? _____

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 actions: _____

Details of contact with Parent(s)/Guardian(s), Principal, and Area Superintendent:

Date of planned debriefing(s): _____

Date of planned Student Support Team meeting (SSP review/update): _____

Student Specific Plan(s) in place: _____

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

Information: [The Public Schools Act Section 47\(1\), 47.1.2.\(2\)](#)
[The Education Administration Act, Regulation 92/2013, Regulation 77/2005](#)
[The Human Rights Code \(Manitoba\) Section 9\(2\)](#)

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**SECLUSION/RESTRAINT –
INCIDENT REPORT FORM**
Exhibit G.1.O-EX1

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