INTERLAKE SCHOOL DIVISION

Preparing Today's Learner for Tomorrow

Administrative Procedure 4150

Seclusion and Physical Restraint

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Board Governance Policy Cross Reference:

Administrative Procedures Cross Reference:

Appropriate Educational Programming and Inclusion

Violent Threat Risk Assessment

Form Cross Reference:

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Legal/Regulatory Reference:

Appropriate Educational Programming Regulation

Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging

Safe Schools Charter

The Education Administration Act

The Public Schools Act

Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms

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The Interlake School Division (ISD) strives to meet the individual learning needs of every child through a rigorous yet differentiated program. At times, however, some students demonstrate a need for additional support in order to meet Manitoba Education curriculum outcomes. As a result, ISD provides targeted support and intervention through a collaborative process to help students succeed.

In accordance with the document provided by 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 & Training, Whole-School Approach; Manitoba Education, Supporting Positive Behaviour; Manitoba Education, Training & 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

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opposed to those that are punitive and reactive (Manitoba Education & Training, Code of Conduct). These efforts facilitate a positive school climate and build a culture of trust and respect.

In ensuring a safe, caring, and inclusive learning environment, policies and procedures must be based on a philosophy of inclusion allowing every individual in the school community to feel accepted, valued, and safe.

Guideline 1: Prevention

- ISD will provide opportunities for all 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 for all.
- The student support team will work together to identify the specific expectation(s) a student is having trouble meeting, referred to as unsolved problems, and support the student in solving those problems. This is also referred to as identification of lagging skills.
- This information will help inform the selection of effective teaching strategies, environmental adjustments, and ways to support the student in developing skills that will align with expectations. In addition, this information will support identifying predictable problems.
- Students who require specific skill and strategy instruction to meet expectations, will work with the student support team and parents/guardians to develop a student-specific plan.
- Seclusion is a safety procedure, not to be used as a teaching strategy. It is not an intervention strategy to be used for anticipated behaviour. Anticipated behavior is predictable based on our knowledge of the student and can be supported through effective planning. In most instances, proactive behavioral support plans will largely negate the need for restrictive measures.

Guideline 2: Definitions and Terminology

Behaviour: All behaviour 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 solved.

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. This generally occurs in a room with a door that has a lock that is engaged, or if not engaged, the door is otherwise blocked or held shut.

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 behavior in order to reduce or stop that behavior. Time out may involve removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior. 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.

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Sensory/Regulation 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.

Guideline 3: 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 consider 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 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.
- 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.
- Seclusion may need to be employed as a last resort, as a safety response only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted. If seclusion is used, it must be discontinued as soon as the immediate risk of serious physical harm to the student or others has dissipated.
- 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;
  - respect for the student's dignity is maintained;
  - the student can communicate their basic human needs and have those needs met;
  - 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 audible monitoring must be maintained for the entire period of seclusion;
  - health and safety policies and/or regulations are followed;
  - seclusion is discontinued as soon as the immediate risk of serious harm to self and/or others has dissipated; and
  - school emergency response procedures are followed in the event that further safety measures are necessary.

Guideline 4: Reporting and Documentation

Reporting: 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 Administrator: and
- Superintendent (or designate).

Documentation: Each use of seclusion must be documented using the Physical Restraint/Seclusion Reporting form found within Clevr software. Documentation must be:
- placed in the pupil support file;
- provided to the Student Services Administrator; and
- completed within 48 hours.

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 are placed in the pupil file and in CLEVR.
- The student support team must meet as soon as reasonably possible after the seclusion event to:
    - examine what happened;
    - review and reassess lagging skills and unsolved problems, 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; and
    - identify steps to reintegrate the student into the school community to restore a sense of safety and belonging.

Guideline 6: Monitoring and Review

The Interlake School Division is responsible to ensure regular review and evaluation of the seclusion procedure.

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

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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.

This would include, at a minimum, a review of the following:
- incident reports to identify any patterns or trends to inform decision making;
- harm incurred by students and staff;
- repeated use of seclusion for an individual student, multiple uses within the same classroom, or multiple uses by the same individual that would trigger a review by the school and the school division and may indicate a need for additional training and/or support;
- adherence to seclusion policies and procedures;
- staff professional support and training needs;
- environmental considerations;
- the effectiveness of policies and procedures in decreasing seclusion using indicators established in consultation with parents/legal guardians, students, and community-based service providers; and
- the need to update the content of seclusion policies and/or procedures to ensure consistency with any new developments/or new practices.

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