



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

Lord Selkirk School Division has followed directives from Manitoba Education in developing this policy. (Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion, 2021)

Definitions and Terminology

Behaviour

All behaviour is a form of communication. When a student is unable to communicate their needs verbally, their behaviour may indicate 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 a student 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 Spaces

Sensory spaces 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.

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Guiding Principles:

Prevention

LSSD 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 strategies.

Response

Principals have the responsibility and authority over the conduct of a student. They shall ensure that the interventions and responses used or implemented in carrying out duties to maintain order and safety in school are appropriate. They should consider the frequency and severity of any event threatening this safety and order. The principal should consider the student's state of development when dealing with student conduct.

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

The student in crisis should never be left alone and the environment should be scanned for potential dangers. If necessary, the other students in the area should be moved to another location under the supervision of a staff member.

Seclusion may need to be employed as a last resort, and 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 physical harm to the student or others has dissipated.

If physical restraint is used, procedures shall ensure the following:

- it is used only in situations when a student poses an immediate risk of physical harm to themselves or others;
- it immobilizes the ability of a student to move their torso, arms, legs or head freely only in order to secure and maintain the safety of the person or the safety of others;
- it can be used to transport a student to an environment in order to seclude the student;

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- a staff member shall be assigned the role of observer and notetaker to record a factual account of the event;
- health and safety policies and/or regulations shall be followed;
- physical interventions should not exceed what are reasonable or proportionate actions warranted under the circumstances (Canada, Dept. of Justice); and
- it should be discontinued as soon as the immediate risk of physical harm to the student or others has dissipated.

If seclusion is used, procedures shall 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 shall be assigned the role of observer and notetaker to record a factual account of the event;
- continuous visual and aural monitoring shall be maintained for the entire period of seclusion;
- health and safety policies and/or regulations shall be followed;
- seclusion is discontinued as soon as the immediate risk of harm to self or others has dissipated; and
- School emergency response procedures shall be followed in the event that further safety measures are necessary.

Reporting

Every instance of physical restraint and seclusion shall be reported to the principal (or designate) and documented.

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

- parent(s)/legal guardian(s);
- Director of Student Services (or designate); and
- Superintendent (or designate).

Documentation

Each event shall be documented using the divisional

Restraint/Seclusion Incident Reporting Form.

Documentation must be:

- placed in the pupil support file;
- entered into the divisional student information system;
- provided to the Director of Student Services (or designate); and

- completed within 48 hours.

Debriefing

If physical restraint or seclusion is used, the event shall be debriefed in order to review and reflect upon the circumstances and its impact. Debriefing meetings shall occur with the parent(s)/guardian(s), the student, and the school staff involved in the event. Debriefings shall be in-person if possible and take place as soon as possible after the event.

Additional debriefing shall be made available to others who were impacted physically and/or emotionally by the event.

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

The student support team shall 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;

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- 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.

Monitoring and Review

The Lord Selkirk School Division Board shall be responsible to ensure regular policy review and evaluation of the Physical Restraint and Seclusion Policy takes place.

Lord Selkirk School Division shall monitor, evaluate, and review data related to the use of physical restraint and/or seclusion. The data collected will enable LSSD to understand the circumstances around the use of physical restraint and seclusion, facilitating the implementation of more effective strategies to support educational and behavioural programming.

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 physical restraint and/or 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 physical restraint and/or seclusion policies and procedures;
- staff professional support and training needs;
- environmental considerations;
- the effectiveness of policies and procedures in decreasing physical restraint and/or seclusion using indicators established in consultation with the safety and health committee, parents/legal guardians, students, and community-based service providers; and
- the need to update the content of physical restraint and/or seclusion policies and/or procedures to ensure consistency with any new developments/or new practices.

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