



Policy: Use of Seclusion Rooms
Policy Number: EG
Policy Type: Student

Background

Hanover School Division recognizes that it has a responsibility to maintain safe and caring school environments for all students and employees. The Division emphasizes preventive and positive behavioral support and every effort is made to employ preventative approaches that impede the need for the use of seclusion.

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 in a safe, caring, and inclusive learning environment. In Manitoba, a positive whole-school approach to planning for safety and belonging is combined with a supportive response to meeting the safety needs of all persons in the school environment.

Policy

All schools In Hanover School Division are expected to engage in preventive practices as opposed to those that are punitive and reactive. These efforts facilitate a positive school climate and build a culture of trust and respect. The Division recognizes that the use of emergency physical seclusion procedures may be necessary when a student presents imminent danger to themselves or others. Seclusion is used as a last resort after prevention strategies, de-escalation interventions, and less restrictive measures have been exhausted.

Date Policy Created	Apr. 5, 2022
Date of last Review	April 8, 2025
Reference(s):	<p>Legal References:</p> <ul style="list-style-type: none"> ● <i>Public Schools Act. The Safe Schools Charter</i> ● <i>Education Administration Act</i> ● <i>Safe Schools Charter</i> ● <i>Appropriate Education Programming Regulations</i> ● <i>Appropriate Disciplinary Consequences in Schools Regulation (92/2013)</i> ● <i>Workplace, Safety and Health Act Regulation 217/2006</i> <p>Provincial Documents:</p> <ul style="list-style-type: none"> ● <i>Safe and Caring Schools. A Whole-School Approach to Planning for Safety and Belonging.</i> Winnipeg, MB: Manitoba Education & Training, January 2014. ● <i>Safe and Caring Schools. Provincial Code of Conduct. Appropriate Interventions and Disciplinary Consequences.</i> Winnipeg, MB: Manitoba Education & Training, January 2014. <ul style="list-style-type: none"> ● <i>Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.</i> Winnipeg, MB: Manitoba Education, 2011. <p>Literature References:</p> <ul style="list-style-type: none"> ● Council for Exceptional Children (CEC) Policy on Physical Restraint and Seclusion Procedures in School Settings. September 2009. ● Provincial Guidelines - Physical Restraint and Seclusion Procedures in School Settings. British Columbia Ministry of Education. 2015. <ul style="list-style-type: none"> ● <i>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.</i> Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Pathologists, 2007. <p>HSD Policy:</p> <p>Section A: Foundations and Basic Commitments</p> <ul style="list-style-type: none"> ● AG - Safe Schools policy ● AG-A - HSD Code of Conduct <p>Section J: Students</p> <ul style="list-style-type: none"> ● JF - Student Code of Behaviour ● JFA - Student Discipline
Related Forms:	<p>Administrative Procedure:</p> <p>SS- 45. Extreme Behaviors of Students: Prevention and Response</p> <p>SS-47. Calming, Sensory, Seclusion Rooms and Physical Restraint</p>