

The River East Transcona School Division recognizes the interplay between learning and behaviour and believes the best learning and behaving takes place in a safe, caring, and respectful and inclusive environment. The division recognizes its responsibility to promote safe, caring, respectful and inclusive learning environments for students, staff, and the community.

Universal interventions promote positive behaviour while teaching specific behavioural expectations. Targeted and intensive interventions support students at risk for escalated behaviours by using a team approach to implement proactive and reactive strategies and to teach replacement behaviours.

Sometimes, seclusion is used as a reactive procedure in specifically identified situations.

Seclusion is a safety response used only in situations when a student is in extreme distress and their behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or others, and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted. It is not used as an intervention strategy for anticipated behaviour.

Seclusion is not a defined space/room/area. Rooms, spaces, or areas designed specifically for the purposes of seclusion are not to be created. 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 seclusion.

Effective Date: February 19, 2008  
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Board Motion(s): 51/08; 94/18; 6/23  
Legal/Cross Reference: JICDAD-R1 Seclusion Response Procedure

Review Date: