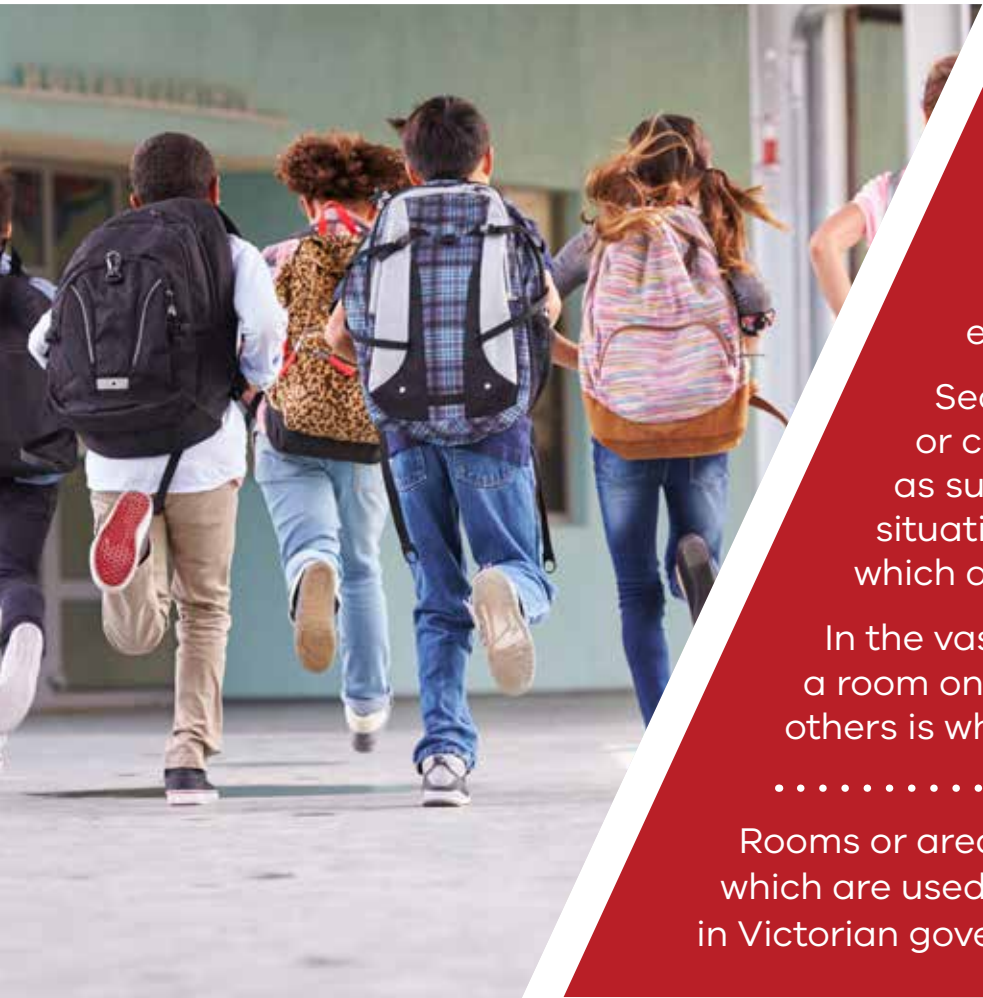


WHAT IS SECLUSION?



Seclusion is: Solitary confinement of a person in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, ie it is not locked.

Seclusion **does not** include timeout; individual learning spaces; or chill out rooms. It **does not** include or refer to situations such as supervised in-school suspensions, detentions, exam situations, situations where the student can freely exit an area or other situations which are not a response to behaviours of concern.

In the vast majority of cases, the only time that a student should be in a room on their own in response to behaviours that cause harm to self or others is when a room has been evacuated, leaving the student alone.

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Rooms or areas designed or used specifically for the purposes of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian government schools

The seclusion of a student significantly increases their risk of harm while also increasing the risk of harm to staff supporting them.

Seclusion must never be a planned response. It cannot be part of a behaviour support plan. If a report of seclusion is made, strategies to prevent reoccurrence must be developed or reviewed.

Every instance of seclusion must be visually monitored throughout by a staff member to ensure that the seclusion is justified, time limited and that the student, and other students and staff are safe.

Each instance in which a student is left alone in a room or area and is unable to exit **must** be reported as seclusion.

Behaviours of concern do not happen in isolation from the student’s environment and current functional skills.
Effective interventions to support the student will involve staff modifying the learning environment and teaching new skills to their students.

Seclusion is not an effective means of creating meaningful behaviour change.
Each instance of seclusion can undermine the professional relationship between the student and their teacher.

REPORT EQUALS SUPPORT
School reports of incidents involving seclusion of students will result in Area contact with the school to review the incident and ensure that support for the student and school are provided.



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