

## Policy and Philosophy Document

### Use of Quiet Rooms

Staff are encouraged to work together and discuss the appropriate use of the Quiet Rooms. The rooms have been specifically designed by a specialist company to provide safe and secure settings for pupils who may need “calm areas” or a “place to be” that will not harm them. The rooms are not designed to provide only an occasion for positive handling or a place for pupils alone. They are not to be used as sanctions.

The use of each quiet room is multi purpose and will develop over time.

There is a live video feed if a pupil either prefers to be alone or, because of the level of potential staff directed violence, needs to be alone safely to calm. Use of specialist lighting and calming lighting sequences will be beneficial.

It is anticipated over time that pupils will come to recognise the therapeutic and safe setting and will take themselves to the quiet room until they calm and return safely to their classroom activity.

It is important that staff talk through concerns and worries about situations so as to avoid unnecessarily being presented with problems that they have not thought through. The aim is to reduce the number of physical interventions by influencing attitudes, skills and knowledge of pupils and staff.

The inducing moods section of the Team Teach workbook outlines this proposition.

Key factors:

- Use of consistent terms “quiet room” by all staff;
- Use of advice to pupils that, with permission, they can access the facility but to let them know they will either be accompanied or their actions will be carefully observed by CCTV (this would be true if accompanied too);
- It’s an additional opportunity to calm, today we use walking around outside or taking time to sit quietly or talking and deflection activities. These tactics are still valid along with many more currently used;
- The continuum of interventions for challenging behaviours is significantly extended by the provision of the “quiet rooms”;
- If a pupil needed a “positive hold” and needed to be moved, the staff involved would be able to risk assess while on task as to whether staff take the pupil to the quiet room and sit within the room together whilst they work through our normal systems of holding and deflecting until the pupil is calm;
- If the pupil’s level of aggression is beyond safety levels it may be necessary to take a pupil to the quiet room and withdraw and undertake a watching brief from outside;

- These possibilities will be talked through with all pupils and parents so that they will not be excessively worried or shocked by this usage pattern;
- Patterns of use will develop over time and it may become a programmed pattern of calm prior to potential mood change that pupils recognise themselves and wish to use to avoid high levels of aggression;
- Positive handling plans are used for every pupil in school and are signed by key signatories and shared with parents;
- Holds are graded and recorded on the Behaviour Watch system;
- Parents are informed and meetings arranged if needed;
- Staff are debriefed in line with Team Teach recommendations.

Reviewed September 2016

Designated lead for Safeguarding J Davis, to collate data and parental and staff feelings that could inform policy development.

Austin and Others v UK European Court of Human Rights 26<sup>th</sup> March 2012

In 2012 the European Court of Human rights recognised that there are times when liberty may be restricted, by people who have duty of care.

“...to protect individuals from violence or injury.”

In such circumstances, it should not be considered deprivation of liberty provided the restriction is:

“...the minimum required for that purpose.”

“the least intrusive and most effective means available.”

and those in charge: kept the situation under review.”