



## School Policy for the Use of Quiet Rooms

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### **1. Introduction**

At the Brook Special Primary School, we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. Therefore, we must consider safe and acceptable use of all the spaces in the school and ensure we risk assess them all before use.

We have 16 different classrooms and many other shared spaces in which our pupils learn and thrive. In some classrooms, there is a small room that can be utilised for various activities and purposes. This policy outlines the acceptable use of such rooms for these purposes including any uses to support behaviour and when a child may enter into a crisis.

This policy must be read in conjunction with the school Policies for 'Wellbeing' and 'Use of Positive Physical intervention'

This policy is available

- Online at
- From the school office if a hard copy is required

### **2. Aims:**

The aims of this policy are

- To define what the school means by a "Quiet Room"
- To define 'seclusion'
- To outline the school's practice and procedures when using such spaces.
- To make specific reference to the use of these spaces when supporting a child's behaviour.
- To ensure all staff combine their knowledge of the child's needs and rights with a dynamic risk assessment to best support the pupils to ensure all are safe.

### 3. Definitions

The Brook school have 16 classrooms and the following classes have small rooms within them which we call "Quiet rooms." The classrooms with these are:

- Ants and Spider (shared middle room) (ground floor Ks1)
- Crickets, Bumble Bee and Ladybird (first floor Ks1)
- Swifts, Honeysuckle and Nightingale (ground floor Ks2)
- Sunflowers, Kingfisher and Daisy (first floor Ks2)

Some classes may refer to these spaces as a 'pod,' 'breakout room,' 'snug' or other name (often chosen by the pupils). For the purpose of this policy, they will all be referred by the name "Quiet Room.'

Some classes have small, enclosed outdoor spaces attached to their classrooms called "Class Gardens". Some are shared with another class. The following classes have these:

- Ants, Spider, Dragonfly, Lacewing, Snowdrop, Poppy and Daffodils

There are also two outside first floors 'Terraces' (Ks1 and Ks2). All classes can use these spaces, but they are most often used by the following classes:

- Crickets, Bumble Bee and Ladybird (first floor Ks1 Terrace)
- Sunflowers, Kingfisher and Daisy (first floor Ks2 Terrace)

These outdoor spaces can sometimes be used as a quiet space in the same way that the classroom "Quiet Rooms" are used. This means the same practices for the safe and acceptable use are applied of any of the spaces outlined above.

Other classes have bathrooms within their classrooms. These spaces are not used as quiet rooms and only ever for use of the toilet/shower, storage and to support intimate care. These include:

- Dragonfly and Lacewing (ground floor Ks1)
- Snowdrop, Poppy and Daffodils (ground floor Ks2)

#### **Seclusion:**

This policy recognises the following definition of seclusion:

"When a person is forced to spend time, on their own, against their will"

#### 4. Practices and Procedures for the use of Quiet Rooms

The Quiet Rooms can be used for all manner of activities and purposes. These include (but are not limited to) the following:

- One-to-one target work
- Reading (choosing time or structured lesson time)
- Play (independent or group)
- Relaxation, sleeping and sensory massage.

The pupil may choose to initiate these activities on their own or be invited to do so by a supported adult. They may choose to do these alone or be accompanied by a supported adult.

The following principles should apply:

- The door should be open to enable access to the spaces when not being used.
- In all classes there should be symbols made available for the pupils to request to use these spaces.
- The spaces should be safe, inviting and be equipped with the resources necessary for the needs of the pupils in the class.
- When the spaces are used for these purposes, it **does not** need to be logged on sleuth or other platforms
- When the pupils are using the space alone staff must regularly check on the pupils and it must be possible for the pupil to leave the space of their own will. This will ensure the pupil is not unintentionally “secluded.”

#### **Use of Quiet Rooms and quiet spaces to support the behavioural and emotional needs of our pupils:**

At times the spaces may also be used to support the behavioural and emotional needs of the pupils. For example, pupils may need to seek a quieter environment or to be alone to help regulate their emotions and reduce the likelihood of a behaviour leading to a crisis. The following practices and procedures must be adhered to:

##### Using ‘pro-active’ strategies:

- Pupils can use the ‘Quiet Rooms’ in a pro-active way to help self-regulate their emotions and behaviour. For example, to access a sensory activity (as part of their sensory diet), a calming activity or to have time for privacy.
- When the pupils are using the space alone staff must regularly check on the pupils and it must be possible for the pupil to leave the space of their own will. This will ensure the pupil is not unintentionally “secluded.”
- If a pupil regularly uses the spaces for these purposes, then it must be written on their “My Needs Profile” and their “Wellbeing Plan” (if they have one).

### Using 're-active' strategies:

- Pupils can also use the 'Quiet Rooms' in a re-active way to help self-regulate their emotions and behaviour to prevent themselves from entering into a crisis.
- If the pupil is unable to initiate the choice to use the space in this way, in the first instance, a staff member must invite and encourage them to do so.
- Pupils should be praised/rewarded for making positive choices to help them regulate their emotions in this way.
- The use of 'Quiet Rooms' is considered an acceptable and positive strategy to reduce the likelihood of a behaviour escalating into a crisis situation and the potential need for staff to use reasonable force.
- In some instances, the pupil may need to be escorted into the room using contingent touch or a supportive guide by staff members.
- Any use of a 'Quiet Room' that supports a behaviour as a re-active measure **must be recorded** on Sleuth. Even if this was initiated by the child themselves.

### Using 'restrictive" strategies:

- In rare instances, when a pupil is causing (or about the cause) physical harm to themselves or others, damaging property, committing a criminal offence, or prejudicing the maintenance of good order and discipline, it may be necessary for them to be proportionately restrained and escorted to the "Quiet Room" for their safety and the safety of others.
- All procedures outlined within the school's 'Policy on Positive Physical Intervention' must be adhered to.
- If it is deemed reasonable, proportionate and necessary for the pupil to be restrained, then a minimum of two members of staff must carry out this restraint.
- Even after a pupil has been restrained and escorted to the "Quiet Room," if it is safe to do so and at the pupil's request, they may be left alone. However, staff must regularly check on the pupil and it must be possible for the pupil to leave the space of their own will. This will ensure the pupil is not unintentionally "secluded."
- Further or continued use of restraint inside the "Quiet room," may be reasonable and necessary in order to support the pupil to calm and recover from a crisis. In this instance, they would not be left alone.
- If use of reasonable force and restraint was used, the staff member must:
  - **Record** the event on **Sleuth** with 24hours
  - **Inform the parents/carers** via phone call *before* the child arrives home.
  - **Record any injuries** to other pupils or staff appropriately.
  - Follow **all other procedures** outlined in the "Policy on the Use of Positive Physical Intervention" (i.e., rebuild with pupil, debrief with staff, update profiles and plans).

### In addition:

- Transition strategies should be in place to enable the pupil to return from the 'Quiet Room' with dignity and as little fuss as possible.

Staff must **never**:

- **Lock or hold closed the doors** with a child inside the “Quiet Room.” The purpose of any locks on these doors are to prevent entry when required, never to lock anyone in.
- Use the “Quiet Room” as sanction or **punishment**.

### **Restricting Liberties**

At the school, children and young people may **never** be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways in which they are not able to communicate their needs, including non-verbal cues.
- Prevented from leaving spaces or rooms unless it is for their own protection or to prevent harm to others.

### **Exceptional Circumstances**

In exceptional circumstances, a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present, and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the Haringey MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children’s Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child’s risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

## **5. Links with other Policies**

The policies below all relate to issues surrounding the use of 'Quiet Rooms' and should be referred to, when necessary, in relation to this policy.

- Wellbeing (and positive behaviour support) Policy
- The Use of Positive Physical Intervention Policy
- Safeguarding and Child Protection Child protection Policy