

**QUIET ROOM POLICY**
**FIRST CREATED: JULY 2017 – EDITION 1**

<b>EDITION NO.</b>	<b>REVIEW DATE:</b>	<b>FGB APPROVAL DATE:</b>
<b>1</b>	<b>JULY 2017</b>	<b>19/10/17</b>
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<b>6</b>	<b>JULY 2024</b>	<b>No changes</b>

Policy Agreed	<b>September 2020</b>
To be reviewed	<b>JULY 25</b>
Owner	<b>LAURA CLEGG</b>
Signed	
Designation	<b>DEPUTY HEADTEACHER</b>



# **New Park Academy: Quiet Room Policy**

## **1. Rationale for the use of a Quiet Room**

1.1 A Quiet Room is a specially designed and specifically dedicated room to which a child may be removed when their behaviour puts their Health & Safety, or that of others, at serious risk. Schools may continue to use 'time out' as a calming strategy, by the child being removed to a designated area of the classroom.

1.2 A Quiet Room should be used as part of an overall strategy for dealing with such behaviour where it has been specified in a pupil's individual Behaviour Management Plan, Internal Risk Assessment or Safety and Support Plan.

1.3 The use of a Quiet Room should lessen the necessity for the use of Physical Intervention and the number of violent incidents in the school, the amount of injuries to adults and children and damage to school property and the fabric of the building. The use of the Quiet Room needs to be seen as part of the overall package of support mechanisms within the school designed to help children and young people to manage their behaviour and gain greater self-control.

## **2. Links with other policies/documents**

2.1 This policy should be used in conjunction with the following policies and documents.

The LA Guidelines on the Safe Use of Physical Intervention in Schools

Behaviour and Restrictive Physical Intervention Policy

Health and Safety policy

DfEE Circular 10/98

DoH/DfES Guidelines on UPR in Special Schools. (2002)

Safeguarding Policy

2.2 The Pupil's Individual Behaviour Management Plan, linked to the Individual Risk Assessment (IRA), Education Health and Care Plan, Personal Education Plan (PEP).

### **3. Operational guidelines including removal**

3.1 The criteria for removal to the Quiet Room are the same as those quoted within 1996 Education Act S.550A for the use of a physical intervention. Provided that they are trained and authorised by the headteacher to do so, staff may use reasonable force, including removal to a designated room, in order to prevent the pupil from doing (or continuing to do) any of the following:

- Committing a criminal offence.
- Harming themselves or another, or
- damaging the property of themselves or another (including school property).

This includes the reasonable belief that the child is about to or is likely to fulfil one of these criteria. Such a belief should normally be based on predicted behaviours as outlined in the child's the Individual Risk Assessment.

The child must remain in the Quiet Room for the minimum time necessary for him/her to be safely returned to normal activity. The child must not remain in the Quiet Room once the member of staff is satisfied that the child has calmed down to such an extent that these criteria no longer exist.

3.2 Children may occasionally 'self-remove' to the Quiet Room; this may be appropriate. However, schools need to consider whether such self-removal is likely in the long term to lead to an improvement in behaviour (i.e. the child begins to take control/responsibility for his/her behaviours), or whether it is work avoidance.

3.3 The child in the Quiet Room must not be left unsupervised. The level of supervision should be in relation the level of stimulation of the child. Unless the child is in danger of self-harming, supervision can mean being outside the room.

The child should be clear about the behaviour required to end the use of the Quiet Room. The Quiet Room must never be used as a punishment.

**3.4 Under no circumstances must a child or young person be locked in the Quiet Room. THIS WOULD BE A CRIMINAL OFFENCE and may be construed as False Imprisonment under the Children Act (1989).**

3.5 Once the member of staff is satisfied that the child is sufficiently calm that the above criteria do not exist, the use of the quiet room should not be continued.

#### **4. Recording and Reporting**

4.1 Any incident when a child is spending time in the quiet room should be recorded in CPOMS.

#### **5. Monitoring**

5.1 The headteacher should monitor the amount of time spent in the Quiet Room by individual pupils as part of the review of IRAs or PEPs.

5.2 The use of the room by individual adults should also be monitored to indicate patterns, such as difficulties between certain adults and individual children. Any such emerging patterns may lead to extra support in class, or for individual adults.

5.3 The room should be regularly monitored as into its effectiveness against individual pupils e.g. whether the pupil is more comfortable with soft furnishings or it is more beneficial to the pupil to remove distractions.

#### **6. The Quiet Room**

6.1 The Quiet Room should be safe, secure, and large enough for an adult to withdraw safely; it should not be 'inviting' enough to make it attractive for children.

6.2 It should be properly lighted (preferably recessed lighting, with switches outside the room). Lighting should remain on at all times.

6.3 Fire doors will need to be closed when a child is accessing a time out area in the vicinity of the doors.

6.4 It should be kept clean, with no dangerous/harmful objects in it.