



## **QUIET ROOM POLICY AND GUIDANCE ASC Provision**

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including Behaviour and Discipline, associated Safeguarding Policy documentation and the School's Care and control Policy.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils placed in the Base. Its contents are available to parents/carers and pupils.

Every effort will be made to ensure that all staff who work in the ASC Bases at Waterloo Primary School:

- (i) Clearly understand this policy and their responsibilities, in the context of their duty of care, in taking appropriate measures when using the Quiet Rooms and
- (ii) Are provided with appropriate training.

**The definition of a Quiet Room in terms of this Policy and Guidance is as follows:**

*'a room that offers a pupil an opportunity to calm during the school day which may also be the modified area identified within a Base learning environment that offers a low sensory working environment'.*

### **Context:**

There are times when children need access to a quiet and calm space. A Quiet Room is a sensory-controlled calming area. The purpose of a Quiet Room is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills.

In all cases the use of a Quiet Room, at Waterloo Primary School, will form part of a pupil's support plans and will be agreed by the school leadership and parents/carers and their agreement recorded. Pupils are consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access the Quiet Room, sometimes with a prompt from staff. This is known as 'self referral' at Waterloo Primary School. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Quiet Room using agreed positive handling strategies.

As a planned approach the Quiet Rooms can be used as a means of: -

- (a) Helping the pupil to manage their own emotional state;
- (b) Reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) Reducing the need for prolonged use of physical intervention.

In this policy, it is expected that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil. This could be through PECS, Signalong, use of visual cues or verbal communication; this will be included in pupil's individual Support Plans.

### **Our Quiet Rooms:**

Each learning environment has a Quiet Room that is unique to the needs of the pupils in that particular class. Although the Quiet Room is not a formal teaching room, from time to time, pupils may choose or be encouraged to work in them. It is a place of safety and creates a calming environment for the pupil. Lights are low, cushions, mattresses, bean bags are sometimes present for pupils who like or need to lie down. Soft blankets and covers can be helpful to pupils who like to cover themselves up. All radiators are covered (boxed in) and at times it may be helpful to play music and have an array of soft toys for the pupil to play with. Staff can see the pupil at all times, they are constantly monitored and each time a room is used, it is formally recorded.

The Quiet Room, unless being used for a planned learning activity, should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing the Quiet Room should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- Self-harming.
- Injury to other children, staff or visitors.
- Damage to property.
- An offence being committed.

### **Procedure for the use of the Quiet Rooms:**

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's Behaviour Support plan.
2. If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.

3. Other staff should be alerted for support as appropriate.
  4. If the pupil continues not to comply, staff should suggest 'this is a good time to use the Quiet Room'.
  5. If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the four legally defensible criteria outlined above apply, staff may consider it necessary to escort the child to the Quiet Room using an approved physical intervention in line with school's Care and Control policy,
  6. Once in the Quiet Room, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Quiet Room.
  7. When the Quiet Room has been used, the incident must be recorded appropriately in line with school policy.
  8. While a child is in the Quiet Room, senior staff should ensure that appropriate staffing is available to support the child.
- **At no time should pupils be unsupervised in a Quiet Room. It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a window or mirror.**
  - **At no time should pupils be locked in a Quiet Room.**
  - **If a pupil tries to leave the Quiet Room before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment and take action accordingly.**  
**This response must be recorded after the event in line with school policy. Once used for any named pupil, the use of the Bases Quiet Room must be reflected in that pupil's Behaviour Support Plan and where appropriate, the pupils Individual Positive Handling Plan should be reviewed.**

### **Helping our pupils to understand how to use the Quiet Room:**

*Where appropriate –*

1. Introduce the Quiet Room in a positive, proactive way that helps the pupil to understand the benefits that can come from its usage.
2. Explain to the pupil that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry. Use language that is simple and positively stated.
3. Explain that the Quiet Room will be for them when they are in it.

4. Staff should avoid entering the Quiet Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.
5. The Quiet Room should not be used on a 'scheduled' basis. It is meant to be used as and when a pupil is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.
6. The best outcome of using a Quiet Room is when a pupil learns how to 'self-regulate' independently and is able to calm her/himself down.
7. The Quiet Room needs to be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the pupil move towards the room and during and after they have spent time there.
8. When introducing the Quiet Room initially, the pupil should be asked to spend five to ten minutes in there. They can lie down on something comfortable if they want to (e.g. a bean bag, specially provided mattress, etc.) or they can stand and move around if they want to. This introduction session should be used in a proactive manner, when the pupil is calm and receptive, in order to help her/him feel good about being there.
9. Following several sessions when the pupil has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain to the pupil that the Quiet Room will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry.
10. It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Quiet Room' or the pupil themselves may feel that 'this is a good time to use the Quiet Room'.

### **Recording:**

Each Quiet Room has a folder for recording the use of the Quiet Room in each individual Base. Standard recording includes;

- Where appropriate, a reference to the Serious Incident Log Number and if positive handling has been used, the relevant RPI form.
- The context against which the room was used.
- A clear indication of whether or not the pupil self referred and which member(s) of staff supervised the session.

### **Monitoring incidents:**

The Headteacher has the ultimate responsibility for monitoring the use of the Quiet Rooms. He/She will be supported by the SEND Governor. In addition, class teachers

have the responsibility of monitoring the use of Quiet Rooms in their classroom on a daily basis, ensuring that recording procedures are followed in line with school policy. In addition, on a half termly basis, a teacher with UPS responsibility will analyse the data generated and use this to inform both overall provision and the individual plans of pupils.

**Complaints:**

The availability of a clear policy about the use of Quiet Rooms and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Adopted by the Governing Body -  
To be reviewed - January 2022