

POLICY FOR THE USE OF CHILL-OUT ROOMS WHEN MANAGING CHALLENGING BEHAVIOUR

**(CHILL-OUT ROOMS CAN BE USED FOR A VARIETY OF PURPOSES. THIS POLICY ONLY APPLIES IN CASES WHERE A ROOM IS BEING USED WITH PARTICULAR STUDENTS FOR MANAGING THEIR CHALLENGING BEHAVIOUR)*

Always seek advice from James Foster, Behaviour Management Coordinator, if in doubt.

- When Chill-out Rooms are being used for managing challenging behaviour, the room should contain only soft furnishings and items – nothing hard which could cause harm.
- Chill-out Rooms should never be locked and the student should be observed at all times.
- Care should be taken that the action taken cannot be deemed punishing or unreasonable.
- A recording sheet should record the name of student, reason for the use of the room and length of time spent in the room, (ie the time the student entered the room and the time s/he came out).
- Use of Chill-out Rooms as a behaviour management tool should be regularly reviewed with the Behaviour Management Coordinator, (normally half-termly).
- Behaviours which could lead to using the Chill-out Room should be defined/identified/understood by the student, (as far as possible), and the staff concerned.
- Chill-out Rooms should only be used for behaviours that are destructive to property, physically aggressive towards others, or severely disruptive to class activities
- As per Team-Teach guidelines all other approaches detailed in the student's Behaviour Programme should be attempted before use of the room is deployed, (unless a student is self-regulating and taking themselves onto the room to calm down).
- When a student is in a phase of regular Chill-out Room use for managing their behaviour, this should be outlined in their Behaviour Programme.
- Students should be invited to use the room rather than being told to use the room as far as is possible.
- Duration/initiation/termination of Chill-out Room occupancy times in emergency should, as far as possible, be planned and agreed beforehand.
- The conditions of supervision as well as the duration should be considered and planned.
- If a student cannot be persuaded or guided into a Chill-out Room when required, a 'Red Alert' should be sent out for assistance.
- When 'high intensity', (hazardous), behaviour occurs the student should be moved as quickly and effectively as is possible into the Chill-out room with a minimum of fuss.
- Other students should then be reassured and settled back to work.
- Transition strategies should be developed so the student can return from the Chill-out room with dignity and as little fuss as possible.
- Recording sheets for de-escalating behaviours arising from use of the Chill-out Room should also be set up.

James Foster

updated 21 October 2014

To be reviewed biannually – next review date Autumn 2016