

RIVERSIDE SCHOOL

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

This policy is informed by the school's Team-Teach guidelines - always seek advice from the school's Leadership Team / Team Leaders / Team-Teach Trainers if in doubt.

INTRODUCTION

1. Chill-out rooms can be used to help manage behaviour which is causing - or is about to cause - physical aggression towards others or significant destruction of property.
2. Chill-out rooms can also be used for many other reasons, such as quiet reading, 'quiet time' or sleeping - such room use would not need to be recorded, and students would not need to be accompanied in the room, only periodically checked.
3. Similarly if a student who is causing – or is about to cause – physical harm or destruction of property, chooses to go into a Chill-out room and is then calm, this also does not need to be recorded in the Chill-out room record book, although the incident should be recorded on Solar.
4. **In the rarer event that it is unavoidable that Team-Teach positive handling is used to help a student into the room, this should be recorded in the Chill-out room record book.**

WHEN CHILL-OUT ROOMS ARE USED AS OUTLINED IN POINT 4. ABOVE....

...doors should never be locked, (*the purpose of locks on the doors are to prevent entry when required, never to lock anyone in*). The door can be closed if the student is accompanied by staff, or open with staff in the doorway if safe to do so.

...(*if Sensory rooms are used as Chill-out rooms as outlined in Point 4. above, the green box should be popped to override the access control, and all the rules below then apply*).

...rooms should contain only soft items – nothing hard nor anything that could be thrown.

...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).

...care should be taken that the action taken cannot be deemed punishing, unreasonable or unsafe.

...full details of every episode should be recorded in the *Chill-out Room Record Book*.

...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 through the Behaviour Profile.

...all approaches other than positive handling, as detailed in the student's Behaviour Profile, including an invitation to use the room, should be attempted before use of the room is deployed.

...the duration/initiation/termination of Chill-out room occupancy times and the supervision arrangements in emergency should, as far as possible, be planned and agreed beforehand.

...transition strategies should be in place to enable the student to return from the Chill-out room with dignity and as little fuss as possible.

Martin Doyle, 18 October 2017.

Checked by Jason Sharp & Oliver Tuohy: Team-Teach Trainers and Behaviour Advisers