

Plasyfelin Primary School

Use of time out Policy

September 2021



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Man gwyrddach



National Context

This policy is provided within the context of and is directly influenced by a range of guidance documentation from the Welsh Government including *The All Wales Child Protection Procedures (AWCPP)*, *Pupil Support and Social Inclusion*, the *UN Convention on the Rights of the Child*, *Safeguarding Children; Working Together under the Children Act 2004*, *Safe and Effective Intervention* (March 2013), *British Institute of Learning Disabilities Guidance* (bild), and the Estyn report *A survey of the arrangements for pupil's well-being and behaviour management in pupil referral units*.

The School Effectiveness Framework: Building effective learning communities together (2008) has been designed to improve children and young people's learning and well-being, through tri-level reform. It aims to ensure that all activities and programmes are aligned in a coherent manner with the central aim of securing improved learning and well being for children and young people.

Local Context

The policy supports the aims and objectives identified in the CCBC Single Education Plan, The Inclusion Strategy and Learning Education and Inclusion (LEI) Service Improvement Plan, Behaviour Strategy, Bullying Prevention Strategy, CYPP Partnership Plan and Strategic Equality Plan. The Strategy runs alongside schools policies relating to for example Behaviour Management, Safe use of Physical Restraint, Safeguarding, E Safety and Equality.

This policy runs alongside schools behaviour management policy and guidance regarding positive handling plans and use of restrictive physical intervention.

Aims

The aims of the policy are to:

- support schools in developing appropriate behaviour management and reduce exclusions
- provide schools / EOTAS provisions with the necessary guidance to implement a whole school / provision approach to the use of time out areas
- support the development of good practice
- support schools in using time out areas appropriately
- develop efficient and effective early intervention and support strategies for the more vulnerable pupils
- recognise the importance of supporting young people to manage their own behaviour
- encourage schools/EOTAS provisions to work collaboratively with a range of partners to support and promote the welfare and well being of children and young people

Principles

Except for unanticipated situations that pose an immediate concern for the physical safety of a child / young person or others, the use of a time out area should only be used in conjunction with the local authority guidance, school Behaviour Policy, IBPS's and a positive handling plan. Each school should have their own policy which outlines key factors as follows (**Appendix 1** provides a model).

- A child or young person must not be locked in a room / area
- A child or young person must not be in a area where they cannot be continuously observed and supervised
- Use of time out / time out area must be time limited and appropriate to the age and risk posed and in the best interest of the child / young person
- Staff must be trained on / clear about the use of the area

- Any time out / use of area must be recorded and information provided to parents. (In the case of time out whether self or adult directed this would be recorded as a positive strategy within the IBP.
- The use of a time out area will be recorded and kept in a specific file
- Clear monitoring arrangements must be in place

Proactive Physical Interventions

It is sometimes reasonable to use physical intervention to prevent extreme behaviour from becoming dangerous, provided that it is an agreed part of a positive handling plan. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the best interest of the child and that it reduces, rather than increases, risk.

Time Out

Estyn (2012) states there is no formal definition of 'time out'.

Time out differs from seclusion in that it is delivered as part of a behavioural programme and is evidence based.

Time out would normally include one or more of the following:

- allowing a pupil time and space away from the class so they can re-gain composure and control over their emotions;
- preventing a pupil being involved in activities until the unwanted behaviour stops and the pupil engages appropriately;
- asking or instructing the pupil to leave the activity and return when they feel ready to be involved and stop the behaviour that is of concern; and
- having teaching or support staff accompany the pupil to another location to prevent them from taking part in an activity for a set period of time.

Time out should only be used as part of an agreed behaviour management plan and individual positive handling plan. This may involve removing the pupil from a situation, which causes anxiety or distress, to a location where they can be continually observed and supported until they are ready to resume their usual activities. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Time out may also enable the child / young person to appropriately select to remove themselves from a situation, which causes anxiety or distress, to a location where they can be continually observed and supported until they are ready to resume their usual activities.

Time out is a behaviour management tool providing short-term management for the target behaviour. Time out is implemented to eliminate immediate high risk presented by the behaviour of the person. The purpose of using 'time out' is to achieve a change in a person's behaviour over period of time when used alongside other behaviour interventions as part of an individual support plan. Importantly, the implementation of time out is not contingent on placing a person in a specific area.

Time out should not be implemented where more appropriate and less aversive strategies could be implemented. Time out may be implemented as part of a behaviour support plan and might include:

- Preventing a child / young person being involved in the activities which reinforce their target behaviour until the behaviour stops and the person engages appropriately.

- Asking/instructing the person to leave the activity and return when they feel ready to be involved and stop the behaviour that is of concern.
- Accompanying the person to another setting and preventing them from taking part in the activity they were undertaking/ participating in for a set period of time.

Process and implementation

Role of Time out areas

The purpose is not seclusion and children and young people should be supervised at all times. For some children the use of a time out / time out area may help in deescalating a situation or in enabling the young person to manage their own feelings. It should be time limited and seen as one of many strategies that may help support in managing behaviour. The use of the 'time out' area will vary depending upon the needs and age of the pupil. Basic principles for staff include ensuring that pupils are not left unattended, although in some cases it is acceptable and appropriate for the pupil to be in the area and a staff member just outside the area. Staff may encourage a pupil to request 'time out' prior to an incident escalating; this may also be part of scheduled activities through the day on a pupil's individual schedule.

There are many ways in which the use of 'time out' area can help support a pupil with challenging behaviour and these strategies could be included in the PHP.

The use of this area must ensure that safeguarding and welfare of the pupil is of paramount importance. Staff must not use this area as somewhere where a pupil can be left for extended periods of time. It should also not be seen as an area that will detain a pupil against their will and the door must NEVER be locked. If there is a need to use the area during a serious incident in any other way than the agreed strategy in the IBP then the Head Teacher must be consulted immediately.

Links to other strategies

This policy links to the:

- Inclusion Strategy
- Behaviour Strategy
- Bullying Prevention Strategy
- Special Educational Needs (SEN) policy
- Safeguarding policy
- Health and Safety Policy
- Policy and Guidance for the Use of Reasonable Force
- Strategic Equality Plan

Listening to Learners

Caerphilly LA concurs with the views stated in the WAG Document "Listening to Learners" (2007 and the special educational needs SEN Code of Practice for Wales that in all aspects, learners should feel confident that their views will be listened to and valued).

The Children and Young People's plan sets out how learners are listened to and given a comprehensive range of education and learning opportunities

As outlined in the Welsh Government document *Extending Entitlement* (2007) 'all children and young people have the right to be consulted, to participate in decision-making and to be heard, on all matters which concern them or have an impact on their lives.' Where possible children and young people will be encouraged to participate in all the decision-making processes that occur. This acknowledges that individual needs and circumstances will need to be taken into account.

Partnership

A Policy needs collective support. The LA works in collaboration with the Welsh Government, schools and external agencies to ensure appropriate guidance is in place.

Monitoring, Evaluation and Review

The LA will monitor the adherence to the following protocol through the following:

- Supporting schools / EOTAS provisions to develop a protocol
- Providing information to schools regarding the use of time out areas
- Supporting schools to develop appropriate recording mechanisms
- Requesting copies of the school use of area protocol
- Gathering information regarding the use of restraint and use of time out areas
- Termly monitoring and scrutiny of recording information provided by schools
- Termly review with the school and other colleagues (Safeguarding / BSS) as appropriate

Model Policy - Use of time out areas**Name of School: Plasyfelin Primary School**

This should be viewed in the context of the LA Behaviour Strategy and Restraint Policy.

Proactive physical interventions should only be used as part of a holistic strategy when the risks of employing an intervention are judged to be lower than the risk of not doing so. They should be part of a broader approach to behaviour management.

Time out should only be used as part of an agreed behaviour management plan, IBP and individual positive handling plan. This involves removing the pupil from a situation, which causes anxiety or distress, to a location where they can be continually observed and supported until they are ready to resume their usual activities. The paramount consideration is that the action is taken in the best interest of the child and that it reduces, rather than increases, risk.

The decision to use positive handling must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a positive handling intervention.

The use of the time out area must ensure that safeguarding and welfare of the pupil is of paramount importance.

Regular risk assessments will be undertaken with colleagues from appropriate agencies to ensure a shared understanding of the use of the time out area and restraint procedures to prevent inappropriate incidences arising.

1. Time out should only be used as part of an agreed behaviour management plan and individual positive handling plan. It is considered to protect the pupil's safety and that of other peers and staff.
2. Time out is used for pupils to prepare themselves for the classroom.
3. Use of time out area must be for relatively short, time limited periods relevant to age and risk.
4. A child or young person must not be locked in an area.
5. A child or young person must not be in a area where they cannot be continuously observed and supervised.
6. Staff must be trained on / clear about the use of the time out.
7. Discussion regarding how the time out area is used must be shared with parents and a signed written agreement produced.
8. Use of the time out area is recorded in writing and parents notified as with any other incident of physical intervention.
9. Clear monitoring arrangements must be in place.

10. Opportunities are created to give the pupil the choice to rejoin the class, group. activity.
11. The time out area should be seen as an extension of the classroom.
12. Any physical intervention should be designed to achieve outcomes that reflect the best interests of the pupil and others affected by the behaviour requiring positive handling.
13. Good practice must always be concerned with assessing and minimising risk to pupils, staff and others and ensure intervention is in the best interests of the child / young person.
14. Good practice must always be concerned with pre-planning responses, where possible.
15. Use of the time out area should always be followed by a dialogue between child / young person and staff to discuss the incident and protect good relationships.
16. The use of the time out area explained to the child / young person and should be clearly understood.
17. The time out area can be used as a managed space when there is a situation that a child / young person feels he/she cannot engage in.
18. Governors and LA officers will be kept updated regarding the use of the time out area.

Signed:

Head Teacher Mr M Jones

Chair of Governors Mrs K Lewis

Date: October 2021