

Guidance on the Use of “De-escalation Rooms”

To be read in conjunction with the Care and Control Policy and the Behaviour policy.

Guidance:

1. The use of seclusion is defined as any time when a child/young person is forced to spend time alone in a room from which they cannot leave against their will. At our school this will usually occur in rooms known on different sites as “Calm Rooms”, “Reflection Rooms”, “Isolation Rooms”, “Quiet Rooms” or “Seclusion Rooms. For the purpose of the rest of the document, these will be referred to as “De-escalation Rooms”.
2. Use of seclusion is a serious matter that effects the human rights of the individual involved and therefore staff must be clear about how and when it is appropriate to use this strategy as a means of supporting behaviour.
3. The Academy’s Care and Control Policy states that this strategy “will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented”. These risks include both physical and psychological harm.
4. Exceptional circumstances may arise because a child or young person needs to be taken to a place of safety in order to safely manage/or contain their behaviour if there is no other way of making a situation safe. These may include:
 - a) When a child/young person demonstrates aggressive or violent behaviours which constitute a danger to other students and/or staff.
 - b) When use of seclusion is a safer alternative than Restrictive Physical Intervention
5. When a child/young person is placed in the De-escalation room against their will, staff must:
 - a) Ensure that the child/young person is continually supervised / monitored at all times.
 - b) The time spent in seclusion is the minimum possible
 - c) Support the child/young person to de-escalate the situation as quickly as possible.
6. Where a child/young person has been identified as likely to require the use of the De-escalation room, the use of seclusion should be part of an Individual Behaviour Plan (IBP) and/or Personal Handling Plan (PHP). This should be explained to and shared with parents/carers when these plans are written.
7. Use of seclusion will never be used as a punishment for children/young people.
8. All use of seclusion must be recorded:
 - a) Seclusion in all circumstances should be recorded on appropriate the behaviour log forms

- b) If Restrictive Physical Intervention has been used seclusion should be recorded using the appropriate documentation
9. Some children/young people may use the De-escalation room independently as an area where they can take “time out” in order to manage their own behaviour. Where this strategy has been agreed, it should be clearly written down in their IBP / PHP. Arrangements for how these children will be supervised must also be clear and included in the appropriate plan.
10. If a student is in the de-escalation room with the door is open and they can easily walk out, then it is **not** seclusion. In these circumstances the use of either room must be recorded as above and where appropriate this approach should be included in the child/you person’s IBP / PHP.
11. Other areas:
- There may be occasions when children/young people are placed other areas of the school where they do not wish to be and cannot easily leave. For example, an enclosed playground area may be used as a large, safe, secure outdoor space for a child/young person to calm down. When other areas are used in this way, this constitutes seclusion and should be recorded as if a de-escalation room was being used.
12. If staff are in doubt as to how to appropriately record an incident, they should speak to their line manager and ask for guidance before completing paperwork.

Scott Jacques
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