



Bedwas Junior School Time Out Policy

(This policy should be read in conjunction with all school policies particularly the Safeguarding, Behaviour, Restraint and Inclusion policies. This policy is based on the model provided by Caerphilly LA.)

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 wellbeing for children and young people.

Principles of Time Out Intervention

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 an 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.
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 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.

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.

Role of Time out areas

The purpose is not seclusion and children should be supervised at all times. For some children the use of a 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. The child must be visible at all times. 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.

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 or Inclusion Manager must be consulted immediately.

Policy reviewed by
The Inclusion Team
February 2017

To be reviewed February 2020



Signed by Chair of Governors _____