

## MILLWOOD SCHOOL, BURY

POLICY: SECLUSION POLICY

### SAFE SPACE and TEMPORARY RESTRICTION OF LIBERTY

DATE: updated April 2017

At Millwood School we have five Safe Spaces installed within small rooms to provide a safe and calming area for children to go or to be taken to if they become upset, anxious or need time away from the main group. These Safe Spaces have become a valuable resource in helping children manage their own feelings and behaviour.

A Safe Space can also be used to take children to when their behaviour becomes difficult or unsafe to manage in the main body of the class, the child has reached crisis point or staff know that time away from the class in a calming space will help de-escalate the situation.

A safe Space can be a place that a child will access sensory integration time and possibly use other equipment in there such as an exercise ball, beanbag, quilt etc.

The use of the Safe Space will be included in an Individual Behaviour Plan or a Sensory Integration Diet.

Safe Spaces can be found presently in;

- Irwell 1
- Irwell 2
- Irwell 4
- Irwell 6
- Redvales 4

Irwell 5 has had the walls of the group room padded for extra safety.

### SECLUSION

The definition of seclusion is the involuntary confinement of a student alone in an area from which the student is physically prevented from leaving.

At Millwood this is an absolute last resort for the minimum amount of time necessary when all other strategies have been exhausted and it is the safest option at that time. It must also be proportionate to the behaviour.

It is a risk assessed personalised and structured (reported, recorded and reviewed) strategy. It is used in the child's best interests, with the aim of preventing the risk of significant harm to themselves or others.

Where a pupil uses a Safe Space and the door is closed or zipped up they will be continually monitored by at least one member of staff. The pupil's behaviour and responses should be documented every 3 minutes until the door is opened or a member of staff enters the Safe Space. It must be recorded on a Seclusion Support Form.

The use of Safe Space and Temporary Restriction of Liberty will be described in full within the pupil's Individual Behaviour Plan.

### **Legal Considerations**

The advice from the DfE states in the Behaviour and Discipline in Schools (January 2016) that;

*“Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.*

*It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.”*

The 2010 Guidance, referring to the 2002 Guidance principles states;

**The use of seclusion** (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.

The use of seclusion must be seen as a restrictive physical intervention. It is only used as part of a holistic broad approach to the management of extreme challenging behaviour. The inappropriate use of seclusion may be unlawful, as will any unreasonable use of force where there is no legal justification. Therefore, seclusion should only be used when:

- It is in the best interests of the person being secluded - and never for ease of management.

- It should be written into a child's individual behaviour plan - if not it must only be used once in an emergency response. After that it must be written into an Individual Behaviour Plan.
- It is the least restrictive response and its use is proportional to the level of risk presented.
- It is used for the minimum period of time to restore safety.
- Other strategies such as de-escalation have been used or are considered to be inappropriate in the circumstances.

**Seclusion must not be used with any intent to punish or teach the person any new behaviours - its use must be as a responsive strategy aimed at managing the presenting behaviour at that time.**

### **Planning the use of seclusion and Safe Space**

If seclusion is considered to be appropriate, the following issues must be addressed before use.

- Any use of seclusion must be in the context of the appropriate local policy and all those involved should have a thorough understanding of this policy.
- The agreement to the use of seclusion for an individual should be part of a detailed individual behaviour plan, which identifies the reasons for an individual's behaviour and provides a holistic graded approach to the risks and management of challenging behaviour. The plan should involve and be agreed by everyone involved with pupil.
- Good practice emphasises the involvement of the individual and their family in the consideration and planning of the use of seclusion.
- Staff involved will be Team Teach trained.
- Staff will need to be trained in the use of seclusion for the individual concerned within the wider context of a holistic approach to behaviour management and in the use of monitoring, recording and reviewing processes.
- When an incident arises, staff should consider the balance of risks between managing the situation where it is happening and withdrawing everyone to create a safe space, compared with moving the pupil to a safe space and then withdrawing.

### **Recording and reporting the use of seclusion and Safe Space**

All incidents must be:

- ***Monitored and recorded on a Seclusion Support Form***
- ***Recorded on a safe space / Seclusion form which will be kept for 75 years.***
- ***Reported to the to the teacher responsible and head teacher as soon as possible.***
- ***Reported to parents / carers by the end of the day.***

### **Reviewing the use of seclusion and Safe Space**

The review should assess each use of a safe space and seclusion and record whether:

- **The use of seclusion is an effective response and how this compares with other possible responses or strategies**
- **It offers a lower level of intrusion than other possible responses or interventions.**
- **It offers improved safety for the secluded person and those around them.**
- **It helps the person to calm and return to normal behaviour as or more effectively than other responses or strategies**
- **It decreases the probability of the same behaviour occurring in the future when taken in the context of the pupil's individual behaviour plan.**

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**SAFE SPACE and SECLUSION RECORDING FORM**

<b>Pupil:</b>	<b>Date:</b>
<b>Staff:</b>	
<b>Location:</b>	<b>Duration of seclusion:</b> <b>Time seclusion began</b>
Was the safe space zipped or locked	<b>Yes    No</b>
Is this included in child's behaviour plan (if no behaviour plan will need to be reviewed and amended immediately )	<b>Yes    No</b>
Triggers & background to the incident:	
Reason for use of safe space / seclusion :	
If moved to safe space interventions used: <b>Single Elbow    Double Elbow    T-Wrap</b> <b>Steering Away</b>	
Other please state:	
Injuries: <b>NO</b> <b>YES</b> (If yes state who and what)	
If "Yes" has accident/incident form been completed?	

Time (3 min intervals)	Comment and staff signature	
How did the incident end?		
Post incident support offered or provided:		
Have parents / carers been informed and how?		
Has class teacher and head teacher been informed? (Time and date)		

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