

RIVERSIDE SCHOOL

POLICY FOR THE USE OF CHILLOUT ROOMS
WHEN MANAGING CHALLENGING BEHAVIOUR

This policy is informed by the school's Team-Teach training guidance;

Reviewed and approved at Meeting 3 of the Governing Board –6 January, 2024

This policy will be reviewed on a biennial model

Next review date: Autumn 2025

INTRODUCTION

1. The main aim of the use of our Chillout Rooms (or a quiet Room by any other name) is to provide a safe place for the student to relax, unwind, calm, and spend some quiet thinking time.
2. All Chillout Rooms have windows to let in natural light from the classroom, and soft furnishings of various types, (*but there should be no hard objects or items that could be thrown*).
3. Chillout Rooms can serve the purpose of being private and intimate 'corners' that can be used by students according to their own individual needs to self-manage their own behaviour and anxiety. The intention is that pupils learn how to self-regulate and manage their own behavior, avoiding escalation of and any need for physical intervention.
4. Such Room use would not need to be recorded, and students would not need to be accompanied in the Room, only periodically checked. However, always a last-resort as per Team-Teach principles.
5. However, Chillout Rooms can also be used to help manage behaviour which is causing - or is about to cause - physical aggression towards others or significant destruction of property.
6. Similarly if a student who is causing – or is about to cause – physical harm or destruction of property, chooses to go into a Chillout Room and is then calm, this also does not need to be recorded in the Chillout Room record book, although the incident should be recorded on Solar.
7. **In the rarer event that it is unavoidable that Team-Teach positive handling is used to help a student into the Chillout Room -or to be safely held within the Room - this should be recorded in the Chillout Room record book.**

WHEN CHILLOUT ROOMS ARE USED AS OUTLINED IN POINT 6. ABOVE:

- Doors must never be locked, (*the purpose of locks on doors are to prevent entry when required, never to lock a student 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 Chillout Rooms as outlined in Point 6. above, the green box should be popped to override the access control, and all the rules below then apply*).

- All approaches other than positive handling, as detailed in the student's Positive Behaviour Profile, including an invitation to use the Room, should be attempted before use of the Room is deployed.
- The student should be moved as quickly and effectively as is possible into the Chillout Room with a minimum of fuss. (Other students should then be reassured and settled back to work, or taken to another space, depending on the judgement of staff).
- A Red Alert should be called as soon as feasibly possible, and the Senior Member of Staff who arrives will take full overall responsibility during the episode.
- Care must be taken that the action taken cannot be deemed punishing, unreasonable or unsafe.
- Full details of every episode of physically challenging behaviour involving staff positive handling should be recorded in the *Chillout Room Record Book*, and a standardised letter sent home to the parent informing them of the positive handling/restraint.
- Behaviours which could lead to using the Chillout Room with particular students should be defined/identified/understood by the student, (as far as possible), and the staff concerned should make themselves familiar with the details student's RAG-rated Behaviour Profile, in particular how to spot a student heading for the Red Zone, and what actions to take if they enter the Red Zone (for example some students find it calming to be handed a mobile phone with a parent at the other end).
- The aim should be to return the student to their Green Zone as soon as possible
- The duration/initiation/termination of Chillout 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 Chillout Room with dignity and as little fuss as possible.

For other related guidance see:

Behaviour Management Policy

Safeguarding and Child Protection Policy