



**Seclusion Policy Greenvale School  
February 2022 (Reviewed)**

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### **Introduction:**

Greenvale school promotes measures and practices that will lead to the reduction of restrictive practices and the increase in the use of a range of positive handling risk reduction strategies which are non-physical. Restrictive physical intervention is used only in the context of a well-established and well implemented positive behaviour management framework (Team-Teach) with the exception of emergency situations. We describe our approach to promoting positive behaviour in our Behaviour Policy. Our Positive Behaviour Policy includes positive behavioural interventions and support strategies to reduce and prevent the need for the use of physical interventions and seclusion. If behaviours need intervention to keep students and staff safe, the policy dictates that the least restrictive intervention will be used.

This policy sets out how seclusion is used at Greenvale School.

### Definition of Seclusion

*The joint guidance issued by the Department of Health and the Department for Education and Skills (July 2002) determines that: “seclusion involves separating an adult or child against their will, restricting their freedom of movement and forcing them to spend time alone.” “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. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms” (Behaviour and discipline in schools – Advice for headteachers and school staff January 2016).*

### Definition of Withdrawal:

*Withdrawal is a method of removing a child or young person from a situation which causes them anxiety or distress and taking them to a safer place where they have a better chance of composing themselves- (Reducing the need for restraint and restrictive interventions- June 2019)*

**Withdrawal:** Individuals who need to calm down away from the class group may use the small group rooms adjoining classrooms in the school. Students can be encouraged to see this as a positive way to manage their own behaviour. They should be encouraged to go for a short time (use timers to set limits) when they become agitated/stressed. If a student chooses to go to this room and to remain there, this is considered **Autonomous withdrawal** and not seclusion. Staff should always be able to observe the individual through the glass panel in the door. Staff should take steps to support them and monitor their progress. Where this is the case, appropriate

provision is made for this in the child or young person's support plan and kept under review with the child, parents and/or young person.

### **Physical Intervention**

If the behaviour of a student becomes extremely challenging in class and others or themselves are in danger, it may be possible to remove the other students from the situation. If this is not possible, it may be necessary for staff to take an individual to a calm, safe room using a Team-Teach physical intervention. If it is seen to be in the best interests of the individual for staff to physically intervene, it must be written into a behaviour support plan as one of the planned reactive strategies and the behaviour plan must be shared with the parents/carers of the student and signed by them to show their agreement.

The school learning mentors are responsible for updating the behaviour support plan together with the class teacher; any Team Teach strategies will be agreed by Team Teach trainers. This updated behaviour support plan will then be sent home by the Key Stage coordinator to be agreed by the parents/carers and signed by them: a signed copy will returned to the school to be kept in a central file. Any situation where staff have needed to physically intervene with a student must be recorded as a physical intervention on CPOMS and in the Bound and Numbered book.

### **Seclusion**

Outside of an emergency situation, where staff need to exercise duty of care to prevent harm, seclusion is not acceptable and is likely to be a breach of Human Rights and criminal law, i.e. false imprisonment. The use of seclusion must be seen as a restrictive physical intervention and must be recorded on the CPOMS on-line system and also recorded in the Bound and Numbered Book if it is used.

If the student tries to force their way out of the room it may be necessary to temporarily restrict their liberty while help is called or until they calm. Staff may need to remain on the other side of the door and hold the door closed or lock the door if necessary. This is seclusion.

When somebody is secluded at Greenvale School (this includes seclusion in a classroom or seclusion outside, as well as seclusion in a "quiet room") :

- They must be observed continuously to ensure that they are safe and also to see when they are calm to ensure that the seclusion is as short as possible
- They must be spoken to at regular, short intervals (e.g. every 3 minutes) so that they are given the opportunity to return to their usual circumstances as quickly as possible
- An explicit description of the behaviour needed to be shown to end the seclusion should be given e.g. sit on the chair. If this intervention is upsetting them and making the seclusion last longer, then make the interval slightly longer; given an activity if appropriate e.g. a favourite "sensory" item or a strategy to help them calm.
- The seclusion must end as soon as possible; as soon as the individual seems calm, staff should ask permission/attempt to re-enter the room or unlock and open the door.

- Those involved in managing the incident should consider changing the member of staff who secluded the student, as a change of face often has positive results.
- If the student CHOOSES to remain in these circumstances, then it is considered withdrawal and not seclusion but they must still be observed.
- ***When seclusion is used a Learning Mentor and / or a member of SLT must be called / present.***

If it is seen to be in the best interests of the individual for staff to seclude a student, it must be written into a positive behaviour support plan as one of the planned reactive strategies and the behaviour plan must be shared with the parents/carers of the student and signed by them to show their agreement.

The seclusion strategy in the plan must include details of ways to help the student to calm as quickly as possible e.g. give space, distract, give the student a laminated photo to look at.

In order to be reasonable, any action must be proportionate and necessary. Any restriction should involve the minimum force, the minimum restriction and the shortest possible time. All actions should be taken with the best interests of the child or vulnerable adult as the paramount consideration. Withdrawal does not need to be recorded.

All seclusion entries on CPOMS and in the Bound and Numbered Book are reviewed in a weekly senior leadership meeting, to ensure that they are being recorded in the proper way, that the guidance in the individual Behaviour Support Plan for that student is being followed and that the seclusion policy is being followed.

At this time, it is also considered if the situation (and the risk associated with it) could have been assessed and managed in a different way. Any issues arising from the incident are discussed with individual staff and any general issues arising are shared with all staff in briefings and this also informs future staff training.

The number of times seclusion is used for each student is reviewed termly in a meeting of the Key Stage coordinators. At these meetings, ways of reducing the number of times that seclusion is used are considered. Any outcomes are discussed with all relevant staff and implemented for each student. The effect of changes are reviewed at the weekly meetings and also the termly meetings.

### **Associated Resources**

Guidance on Positive environments where children can flourish (approach to inspection) Updated 6 October 2021

Guidance on reducing the need for restraint and restrictive intervention (June 2019)

Behaviour and discipline in schools – Advice for headteachers and school staff (January 2016)

Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (2003)

Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders (2002).

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