



POLICY/STATEMENT - USE OF TIME-OUT AREAS

Responsibility:	L E Pownall
Review:	October 2018

This should be viewed in the context of the School Behaviour Policy and Physical Intervention Policy.

Introductory statement from 'Policy and guidance for the use of time out/withdrawal rooms in schools/educational settings.' (p3) Vale of Glamorgan policy and guidance adopted by Llantwit Major School and reviewed in July 2016.

"Estyn (2012) states that there is no formal definition of 'time out'. However, it would normally include one or more of the following:

- allowing a child / young person time and space away from the class so they can regain composure and control over their emotions;
- preventing a child / young person being involved in activities until the unwanted behaviour stops and the child/ young person engages appropriately;
- asking or instructing the child / young person to leave the activity and return when they feel ready to be involved and stop the behaviour that is of concern; and
- using a teacher or support staff to accompany the child / young person to another location for a set period of time.

Time-out is usually implemented as part of a structured behaviour support plan. The purpose of using time-out is to achieve a change in the child/ young person's behaviour over a period of time. This should be used alongside other behaviour interventions as part of an individual behaviour plan or pastoral support programme. In addition the child/ young person should be supported following an exposure to time out; this will help them select alternative behavioural possibilities."

The use of the time out area must ensure that safeguarding and welfare of the child/young person is of paramount importance. The paramount consideration is that the action is taken in the best interest of the child/young person and that it reduces, rather than increases, risk to themselves or others.

Regular risk assessments will be undertaken with colleagues (and when necessary, staff from other appropriate agencies) to ensure a shared understanding of the use of the time out area and restraint procedures to prevent inappropriate incidences arising.

Consideration will be given to the following:

1. Time-out should only be used as part of an agreed behaviour management plan.
2. Time-out is used for children and young people 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.
8. Use of the time out area is recorded in writing via a policy located on the website.
9. Clear monitoring arrangements must be in place.
10. Opportunities are created to give the child/young person the choice to rejoin the class, group, activity.
11. The time out area should be seen as an extension of the classroom.
12. Good practice will always be concerned with assessing and minimising risk to children/young people, staff and others and ensure intervention is in the best interests of the child/young person.
13. Good practice will always be concerned with pre-planning responses, where possible.
14. Use of the time out area will always be followed by a dialogue between child/young person and staff to discuss the incident and protect good relationships.
15. The use of the time out will be explained to the child / young person and should be clearly understood.
16. 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.
17. Governors and Council officers will be kept updated regarding the use of the time out area in line with Council Policy.