

Promoting **Positive**

Relationships and Understanding
Distressed Behaviour

**Appendices and
Supporting Documents**

Appendix	Description	PDF documents	Word versions
Appendix 1	Generic risk assessment	SLC risk assessment for reference	For customisation by establishments
Appendix 2	Behaviour Assessment and Support Plan	Template for reference and exemplars	Blank template for use in establishments
Appendix 2a	Behaviour Assessment and Support Plan (with prompts)	Template for reference	
Appendix 3a	Staff debriefing form	Template for reference	Blank template for use in establishments
Appendix 3b	Child/young person debriefing form	Template for reference	Blank template for use in establishments
Appendix 4	Distressed Behaviour Tracking and Monitoring sheets	Template for reference	Blank template for use in establishments
Appendix 5	Training needs analysis and impact measurement record	Template for reference and exemplar	Blank template for use in establishments
Appendix 6	Guidance for the use of quiet rooms	Guidance document	
Appendix 6a	List of quiet rooms	Guidance document	
Appendix 6b	Quiet room log sheet	Template for reference	Blank template for use in establishments
Appendix 7	Physical intervention recording sheet	Template for reference	Blank template for use in establishments

RISK ASSESSMENT FORM

NOTE: REFER TO WORK INSTRUCTIONS WHEN COMPLETING THIS FORM

RISK ASSESSMENT REFERENCE NUMBER: INC/PPRUDB

VERSION: May 2019

The risk assessment below is a generic template agreed for educational establishments in South Lanarkshire Council.

This template should be considered, customised and signed off for your establishment.

Advice and support are available from Support Services Coordinators.

<p>RESOURCE: Education SERVICE: All SITE: [Establishment name]</p>		<p>TASK : Promoting Positive Relationships and Understanding Distressed Behaviours Date of Assessment :</p> <p>PERSONS AFFECTED Contractor <input type="checkbox"/> Visitor <input type="checkbox"/> Young Person <input checked="" type="checkbox"/> Public <input checked="" type="checkbox"/> Employee <input checked="" type="checkbox"/> Service User <input checked="" type="checkbox"/></p>		<p>Residual Risk Value (1 – 9)</p> <p>3</p>
<p>DESCRIPTION OF TASK OR PROCESS</p> <p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>1. Classroom activities</p>	<p>SPECIFIC HAZARD</p> <p>A. Physical harm to a. Self b. Peers c. Staff</p> <p>B. Emotional harm to a. Self b. Peers c. Staff</p> <p>C. Verbal incidents</p>	<p>Risk Value (1 - 9)</p> <p>9</p>	<p>POSSIBLE CONTROL MEASURES</p> <p>School Controls Assessment of needs, including information regarding the background and any underlying conditions. Identification of underlying reasons for behaviours and potential triggers.</p> <p>Consider the environmental triggers and interventions: <ul style="list-style-type: none"> • Reduced levels of noise and visual stimuli • Predictable rules and routines in place • Adapted/differentiated curriculum/learning and teaching approaches • Use of a quiet place/sensory room/ quiet room <p>Early intervention strategies: <ul style="list-style-type: none"> • Ensure all staff are aware of the need to promote positive relationships • Implement all appropriate supports in line with a staged intervention approach </p></p>	

Consider the use of the following interventions:

- Reward system/buddies/Circle of Friends
- Advice/Guidance/Support from other agencies
- In-school communication system
- Parental support
- Individualised timetable/curriculum
- Base support (supportive/smaller group to work with staff)
- Protective equipment for staff e.g. arm protectors
- One to One working with learners / Reduced adult : child ratios

De-escalation techniques:

- Distraction techniques used in the classroom
- Removal of other children
- Red card warning system / time out cards

Approaches following an incident:

- Solution oriented approaches
- Restorative interventions
- Consequences/sanctions as appropriate to school and individual
- Referral to SMT
- Further assessment and staged intervention
- Prepare Wellbeing Assessment
- Exclusion, where appropriate (see OP A8 for further guidance)

Recording Assessment and Planning Tools:

- Wellbeing assessment
- Behavioural/welfare referrals
- Welfare concern reports
- Behaviour records
- Behavioural assessment and support plan
- Distressed behaviour tracking and monitoring sheets
- Staff and child/young person de-briefing records
- Violent incident reporting – refer to Operating Procedure A30

Staff Training, Awareness Raising and Support:

- See Promoting Positive Relationships and Understanding Behaviour information pack

			<ul style="list-style-type: none"> • Refer to Promoting Positive Relationships and Understanding Behaviour training matrix to ensure that all relevant training opportunities are in place • Promoting positive relationships approach • Awareness of specific conditions and Additional Support Needs • Understanding of the reasons behind the behaviour • ASD consultation • Staff debriefing • Colleague support (emotional support) <p>Extended/external support:</p> <ul style="list-style-type: none"> • Senior Manager Pupil Support • Input from specialist support teachers • Support from Kearsley Campus behaviour support teams • Educational psychologist • Allied health professionals • Social Work <p>Multi-agency meeting to discuss strategies and support</p>	
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>2. Movement around the school, including entering and leaving the building</p>	<p>A. Physical harm to</p> <ol style="list-style-type: none"> Self Others Property <p>B. Emotional harm to</p> <ol style="list-style-type: none"> Self Others Property <p>C. Verbal incidents</p> <p>D. Absconding</p>	9	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Consider appropriate levels of supervision when moving around the campus</p> <p>Refer to “Pupil flight risk” risk assessment</p>	3

<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>3. Breaks and lunchtimes</p> <p>a. Dining hall b. Playground</p>	<p>A. Physical harm to</p> <p>a. Self b. Others c. Property</p> <p>B. Emotional harm to</p> <p>a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>		<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Consider appropriate levels of supervision when in the dining hall and playground</p> <p>Consider triggers and reasons for behaviour in deciding reasonable adjustments, including suitable arrangements for dining and breaks. (Be aware of the necessity to put reasonable adjustments in place in light of the Equality Act 2010.)</p> <p>Refer to “Playground Supervision” risk assessment</p> <p>It may be necessary to consider alternative venues/times for dining and breaks</p> <p>Plan to reintroduce to shared venues and times as part of a supported transition</p> <p>Refer to “Pupil flight risk” risk assessment</p>	
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>4. Transport to and from school by bus/taxi</p>	<p>A. Physical harm to</p> <p>a. Self b. Others c. Property</p> <p>B. Emotional harm to</p> <p>a. Self b. Others c. Property</p> <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p>9</p>	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Compliance with Passenger Assistance on Vehicles guidance within the Occupational Health and Safety Management System</p> <p>Consider controls, including appropriate seating e.g. close proximity to or distance from the escort</p> <p>Clear and consistent rules and routines in place for accessing and leaving transport e.g. The pupil is not allowed to leave the bus without direct instructions from a member of staff.</p> <p>Distraction techniques during journey</p> <p>Ensure that seatbelt is worn at all times to discourage pupil getting out of seat during journey</p> <p>Share relevant and appropriate information with transport provider, in line with GDPR guidelines</p> <p>Refer to “Pupil flight risk” risk assessment</p>	<p>3</p>

<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>5. Transport to and from community activities, e.g. school trips, college placements, etc.</p>	<p>A. Physical harm to</p> <ol style="list-style-type: none"> Self Others Property <p>B. Emotional harm to</p> <ol style="list-style-type: none"> Self Others Property <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p>9</p>	<p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Refer to appropriate operating procedures and risk assessments for external trips, activities and placements.</p> <p>Compliance with Passenger Assistance on Vehicles guidance within the Occupational Health and Safety Management System.</p> <p>Consider controls, including appropriate seating e.g. close proximity to or distance from the escort.</p> <p>Clear and consistent rules and routines in place for accessing and leaving transport e.g. The pupil is not allowed to leave the bus without direct instructions from a member of staff.</p> <p>Distraction methods during journey.</p> <p>Ensure that seatbelt is worn at all times to discourage pupil getting out of seat during journey.</p> <p>Share relevant and appropriate information with transport provider, in line with GDPR guidelines</p> <p>Consider appropriate levels of supervision for out of school activities.</p>	<p>3</p>
<p>Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>6. Teaching and Learning in the Community, e.g. School Trips, college placements etc.</p>	<p>A. Physical harm to</p> <ol style="list-style-type: none"> Self Others Property <p>B. Emotional harm to</p> <ol style="list-style-type: none"> Self Others Property <p>C. Verbal incidents</p> <p>D. Absconding</p>	<p>9</p>	<p>Refer to “Pupil flight risk” risk assessment</p> <p>Refer to and consider appropriate school controls and extended/external supports, as in 1. Classroom activities above</p> <p>Refer to appropriate operating procedures and risk assessments for external trips, activities and placements.</p> <p>Consider triggers and reasons for behaviour in deciding reasonable adjustments, including suitable arrangements for this trip. (Be aware of the necessity to put reasonable adjustments in place in light of the Equality Act 2010.)</p> <p>Refer to “Pupil flight risk” risk assessment</p>	<p>3</p>

<p>Dynamic Risk Assessment Log</p> <p><i>In exceptional circumstances a Risk Assessment may need to be changed to accommodate fast changing circumstances - this section should be used to record these changes.</i></p>	Risk found and date		
---	---------------------	--	--

IF IN DOUBT ABOUT THIS RISK ASSESSMENT ASK THE HEALTH AND SAFETY SECTION

<p>Name of Assessor:</p> <p>Signature of Assessor:</p> <p>Designation:</p> <p>Assessment Date:</p>	<p>Name of Responsible Manager :</p> <p>Signature of Responsible Manager:</p> <p>Designation:</p> <p>Authorisation Date:</p>	<p>Name of Health & Safety Reviewer:</p> <p>Signature of Reviewer:</p> <p>Designation:</p> <p>Review Date:</p>
--	--	--

Appendix 2

**Behaviour Assessment and Support Plan
(Individual Risk Assessment and Behaviour Support Plan)
Additional Support Plan, Part 3**



Name of child or young person: _____		Establishment: _____		Date of assessment: _____	
Wellbeing analysis					
General profile: Please comment on my wellbeing. Include issues relating to emotional, physical, social and mental wellbeing, as appropriate.					
What are my health issues/medication? (Diagnosed medical conditions, health/mobility needs and medication)					
What is my behaviour usually like? (Describe behaviours you would expect to be the norm, before escalation)					
Risk Assessment					
What are the likely effects of my behaviour on myself and others?					Post - intervention - evaluation - Risk value See Management Arrangements for advice on rating High – red Medium - amber Low – green
What other things could happen?					
What interventions/support are appropriate?					
What interventions/support should be avoided?					

**Behaviour Assessment and Support Plan
(Individual Risk Assessment and Behaviour Support Plan)
Additional Support Plan, part 3**

Behavioural Support Plan (Describe the supports that work best)	
<p>How do my distressed behaviours present?</p>	
<p>How can you support my distressed behaviours? (de-escalation)</p>	
<p>How can you respond to my extreme behaviours? (only where applicable)</p>	
<p>Agreed by:</p>	
<p>Child/young person: _____</p>	<p>Date: _____</p>
<p>Parent/carer: _____</p>	<p>Date: _____</p>
<p>Establishment contact: _____</p>	<p>Date: _____</p>
<p>Plan Review Date: _____</p>	

**Behaviour Assessment and Support Plan
(Individual Risk Assessment and Behaviour Support Plan)
Additional Support Plan, Part 3**

Name of child or young person: _____	Establishment: _____	Date of assessment: _____
Wellbeing analysis		
<p>General profile: Please comment on my wellbeing. Include issues relating to emotional, physical, social and mental wellbeing, as appropriate.</p>	<p>Background detail of the child/young person in relation to their wellbeing and their presentation which should cover social, emotional, mental and physical wellbeing, including:</p> <ul style="list-style-type: none"> • Any relevant known behaviours and triggers. This can be updated as new, unexpected behaviours and triggers arise • Knowledge of learning and sensory needs, as well as any form of alternative communication • Pupil strengths • Rationale for plan 	
<p>What are my health issues/medication? (Diagnosed medical conditions, health/mobility needs and medication)</p>	<p>Details of <u>diagnosed</u> medical conditions and medication, including:</p> <ul style="list-style-type: none"> • Healthcare needs and support required • Physical restrictions / mobility needs and how these are supported 	
<p>What is my behaviour usually like? (Describe behaviours you would expect to be the norm, before escalation)</p>	<p>Outline of my current behaviours and communications.</p> <ul style="list-style-type: none"> • What does my behaviour look like on a normal day in class, playground, canteen etc. before it escalates? • Early signs of escalating behaviour 	
Risk Assessment		
<p>What are the likely effects of my behaviour on myself and others?</p>	<p>What is the likely impact of the behaviours, including physical, verbal, emotional and mental? Please describe the types of behaviour which cause self-harm or harm to others Who is likely to be affected by the harm?</p>	
<p>What other things could happen?</p>	<p>Are there secondary risks attributed to this behaviour? For example, damage to school property, increased supervision for safety purposes, the need to evacuate a classroom</p>	
<p>What interventions/support are appropriate?</p>	<p>What support strategies are required to reduce the risks? For example, classroom management procedures, pupil supervision procedures, part time timetable, soft start, etc. Who implements this support? For example, class teacher, pupil support teacher or whole school team Risk reduction strategies</p>	
<p>What interventions/support should be avoided?</p>	<p>Any supports that raise the level of anxiety for the child/young person. This could include personal space, shouting, forcing eye contact, becoming emotional with child/young person</p>	
Post - intervention - evaluation - Risk value		<p>See Management Arrangements for advice on rating</p> <p>High – red</p> <p>Medium - amber</p> <p>Low – green</p>

**Behaviour Assessment and Support Plan
(Individual Risk Assessment and Behaviour Support Plan)
Additional Support Plan, part 3**

Behavioural Support Plan (Describe the supports that work best)	
<p>How do my distressed behaviours present?</p>	<p>Examples of distressed behaviour, which could be communicated in a variety of ways, e.g. shouting, swearing, throwing objects. Please describe:</p> <ul style="list-style-type: none"> • Known patterns of behaviour, including early signs of escalating behaviours • What prompts/triggers behaviours? • What the child/young person is trying to communicate? • What circumstances have occurred which have caused the distressed behaviours? Can this be unpredictable?
<p>How can you support my distressed behaviours? (de-escalation)</p>	<p>Please describe the supports required to prevent escalation of behaviours or to assist de-escalation.</p> <ul style="list-style-type: none"> • Supports in class • Supports in transition times • Supports in social time - Make reference to how situations were resolved/de-escalated and any actions that helped support behaviour to de-escalate
<p>How can you respond to my extreme behaviours? (only where applicable)</p>	<p>Extreme behaviours include significant health risks to themselves or to others. This may include, self-harm and violence towards others. Responses may include:</p> <ul style="list-style-type: none"> • Support from other staff • Contacting home • Contacting other agencies
<p>Agreed by: _____ Date: _____</p>	
<p>Child/young person: _____ Date: _____</p>	
<p>Parent/carer: _____ Date: _____</p>	
<p>Establishment contact: _____ Date: _____</p>	
<p>Plan Review Date: _____</p>	

Staff Debriefing Discussion Template

Appendix 3a

Pupil details	
Name of Child/Young Person	
Date of discussion	
Debrief carried out by	
Incident details	
Date	
Time	
Location	
Were you / was anyone hurt?	Yes /No- (please highlight)
Was First Aid required?	Yes /No- (please highlight)
Who was told about the incident?	
What time were parents / carers contacted and by whom?	

What was happening before the incident?
Suggestions for discussion: Where were you? Who was there? What happened?
Describe the incident and what you were thinking / how you were feeling at the time?
Suggestions for discussion: Was this a change of behaviour for the child/young person?
All behaviour is communication - What do you think the child/young person was trying to communicate by their behaviour?
Suggestions for discussion: Anxiety, fear, confusion, was there a change to routine, are there underlying factors?
What strategies/supports did you use? How effective were they?
Suggestions for discussion: Was a BASP in place? Were all of the supports in place? In hindsight, would you do anything differently?
Who was affected by the incident? In what way?
Suggestions for discussion: Pupils, Staff, members of the public, you (the staff member). Include physical injuries to staff member or pupils.

What action was taken to resolve the incident?

Suggestions for discussion: Was a member of the management team involved? Was there a restorative conversation? Will you be part of a discussion to develop/review a BASP? Can you suggest any actions to resolve the incident?

What can we do to reduce the risk of this happening again?

Use this time to review the strategies/supports in the BASP with the staff member and update accordingly.

Is there anyone who could help you post incident?

Suggestions for discussion: Colleague, GP, Occupational Health Service, Other

Violence at Work form completed? (please highlight)	YES	NO
Staff signature	Date	
Staff member conducting the Debrief	Date	

Child/young person Debriefing Discussion Template

Appendix 3b

Details of child/young person	
Name of Child/Young Person	
Date of discussion	
Debrief carried out by	
Incident details	
Date	
Time	
Location	

What was happening before the incident?
Suggestions for discussion: Where were you? Who was there? What happened?
What were you thinking/feeling at the time? What are your thoughts/feelings now?
Who do you think was affected by the incident? In what way?
Suggestions for discussion: You, other children/young people, staff, members of the public. Include physical injuries to staff member or pupils.
What needs to happen to make things better/have a positive outcome?
Suggestions for discussion: Restorative conversation? Making a new plan to support you?
What can we do to reduce the risk of this happening again?
Use this time to review the strategies/supports in the BASP with the child/young person and update accordingly.
Is there anyone else who could help you?
Suggestions for discussion: Parents, GP, CAMHS, SLT, PST, other.

Discussion with parent/carer

Parent/carer must be informed of the incident by telephone or in person. Briefly outline key points from your discussion. How does the parent/carer feel about the incident? How can we work together to improve outcomes?

Summary of actions – linked to wellbeing indicators		Person responsible
Safe		
Healthy		
Active		
Nurtured		
Achieving		
Respected		
Responsible		
Included		

Signature of child/young person:	Date
Signature of parent/carer (if present):	Date
Signature of staff member conducting debrief:	Date

Distressed Behaviour Tracking and Monitoring Sheet
Establishment Weekly Monitoring Sheet (Page 1)

_____ School

Pupil's Name: _____ Class: _____ Week beginning: Mon / /

PLEASE COMPLETE EVERY BOX

Please break the day down into the periods which most suit your establishment, e.g. Secondary school - periods of the day and breaks, e.g. Period 1, period 2, period 3, interval Primary, Early Years and other services – broken into the time periods of the day, e.g. 9.00-10.40, interval, 10.55-12.35, lunch

Day									
Monday									
<i>Staff initials</i>									
Tuesday									
<i>Staff initials</i>									
Wednesday									
<i>Staff initials</i>									
Thursday									
<i>Staff initials</i>									
Friday									
<i>Staff initials</i>									

Code behaviours by category and indicate frequency numerically (i.e. 'x2' if it happens twice or 'x3', 'x4' etc)

Behavioural category	Code	Examples
Positive behaviours	✓	e.g. asking for help, sharing, showing kindness to others, making good choices, saying sorry, turn taking, being polite, helping others, having all the necessary materials/resources, settling to work, making an effort at the task, completing work
Verbal incidents	V	e.g. swearing, shouting, screaming, repetitive questioning
Physical incidents	A	e.g. hitting, spitting, biting or throwing things directed at adults or pupils
Self-harm	O	e.g. property destruction, throwing objects (not at people)
	S	e.g. hitting or biting self; self-stimulatory/obsessional behaviours that interfere with access to education/care programmes; absconding or other behaviours that put student at risk.

Distressed Behaviour Tracking and Monitoring Sheet

Weekly Monitoring Sheet (Page 2)

Additional Information (changes in staff or routine; illness or absence; description of new behaviours or behaviours that do not fit the codes; etc)	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Distressed Behaviour Tracking and Monitoring Sheet
Establishment Monthly Data Analysis

To be completed by a member of establishment management team or the responsible member of staff

Pupil's Name: _____ Class: _____											
Morning											
	August	September	October	November	December	January	February	March	April	May	June
Incidents towards pupils											
Incidents towards staff											
Incidents involving property only											
Afternoon											
	August	September	October	November	December	January	February	March	April	May	June
Incidents towards pupils											
Incidents towards staff											
Incidents involving property only											

N.B. This form can be adapted to collect detailed information about frequency/timing of incidents only after consultation with management team through behaviour support meetings. Other data can be incorporated as appropriate e.g. if individual self-harms this should be recorded.

Distressed behaviour recording, tracking and monitoring Guidance for establishments

When dealing with incidents of distressed behaviour, it is important to refer to and follow the guidance on the Promoting Positive Relationships and Behaviour Information Pack. A generic risk assessment is in place for all establishments. When a more individualised behaviour plan and risk assessment is required, it is essential to complete a Behaviour Assessment and Support Plan. This document must be developed in consultation with the staff team working with the child or young person and establishment management team. Opportunities to facilitate discussion around the completion and review of this plan should be arranged in partnership with the establishment, educational psychologist, Support Services and other agencies, as appropriate. This can be discussed at any appropriate meeting, including a JAT meeting, case conference or specially convened planning meeting. It is also essential that the parents/carers are involved in the development of the BASP and that the child/young person's views are sought and considered. The information provided from professionals, parents and the child/young person will help to develop and regularly review the Behaviour Assessment and Support Plan.

Often, behaviours and habits can take a significant time to change and so sufficient time must be allowed for the identified strategies and approaches to have an effect. As a general guide, it is recommended that a period of 3 to 6 weeks is required before reviewing the effectiveness of specific strategies.

For some children and young people, a closer analysis of behaviour is required to identify triggers, ascertain the reasons behind behaviours to enable us to introduce appropriate strategies and supports. The distressed behaviour tracking and monitoring documents are examples of good practice for recording, monitoring and tracking to work towards a potential reduction in the number of incidents and these have been developed in line with guidance received from Education Scotland during school inspections.

Weekly monitoring sheet

The sheet is divided into sections of the school day and recording for the week can be incorporated onto one sheet to see at a glance potential triggers or flash points. This is a quick and simple way of recording and the code is detailed at the bottom. If there is a need for further explanation there is space overleaf to add more detailed information. Staff should initial their recordings to allow more detailed discussion on the individual incident and circumstances.

Page 1 of the weekly recording sheet should be adapted to suit the structure of the day within individual establishments or services. This can be in blocks of time to match your day/session or the periods of a secondary day, e.g.

- Primary school: 9.00-10.40am, playtime, 10.55-12.35, lunch
- Secondary school: Period 1, period 2, interval, period 3.....

Monthly Data Analysis

An identified member of staff, e.g. member of the management team, PT Pupil Support, etc. should collect recording sheets, for each child or young person, and transfer this information on a monthly basis for data analysis. The codes are detailed on the sheet but can be altered to suit individual circumstances. The purpose of this is to target spikes and patterns of behaviour and monitor if interventions are having a positive impact.

All of the documents mentioned above are working documents and should be used as a support for the establishment to have consistency and clarity around procedures. Word versions of the documents are available on the Intranet and Glow for establishments to use as required. Good communication is key to the process and it is essential to include all members of staff who work with the child or young person. Parents and the child/young person should also be consulted throughout the process.

Appendix 5

Promoting Positive Relationships and Understanding Distressed Behaviour Training Needs Analysis and Impact Measurement Record

Establishment	Date
<p>Issues leading to training need</p> <div style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg); pointer-events: none;">Sample</div>	

Pre-training measures (e.g. staff confidence, behaviour referrals, exclusions, violent incidents, pupil / parent satisfaction)	Training to be implemented	Date of training	Timescale for change	Post training measures	Next steps

Guidance on the Use of Quiet Rooms in South Lanarkshire ASN Establishments 2019

This guidance does not apply to mainstream establishments

1.0 Background

This guidance document sits within the framework of the Promoting Positive Relationships and Understanding Distressed Behaviour Information Pack which is based on the principles of better relationships, better learning, better behaviour.

A number of ASN establishments in South Lanarkshire have designated quiet rooms specifically to allow pupils who display distressed behaviour or who require a break from the busy learning environment, space to calm during the school day. A list of the quiet rooms included in this guidance can be found at Appendix 6a.

This guidance is designed to assist staff in using these rooms proportionately, safely and effectively and staff are reminded that all instances of seclusion are considered as physical intervention.

2.0 Purpose of a Quiet Room

The use of quiet rooms should be seen in terms of a planned response to promote de-escalation of distressed behaviours. Where it is identified as part of a behaviour assessment and support plan that the use of a quiet room would be helpful, this may be done for the following reasons:

- Where access to a quiet and calm space will promote safety and may help children to de-escalate and settle
- Where the child's behaviour presents a significant risk of harm to themselves or other children and adults

It is important to recognise that use of quiet rooms should **never** be used as a form of punishment or exclusion.

3.0 Use of the Quiet Room

The use of the quiet room should form part of the child or young person's individual behaviour plan (Behaviour Assessment and Support Plan) and should be agreed by the relevant member of the management team and parents/carers. Children and young people's views must be gathered in an appropriate manner and included in the development of this plan. The use of a quiet room may heighten anxieties for some pupils who have had previous traumatic experiences. In these circumstances, the use of the quiet room should be considered very carefully. Staff need to be sensitive to the response of pupils as they may not be fully aware of the pupil's history and previous experiences.

The quiet room should be used as part of, and not as an alternative to, class management strategies. It is important to incorporate any need for a low stimulus environment into the classroom planning and layout and to consider any alternative strategies which may be helpful to support the child or young person's distressed behaviour, e.g. redirecting attention, physical exercise, a worry/sensory box, etc.

The quiet room should be used to:

- Help children and young people manage their anxiety and emotions
- Reduce the risk of harm to self and others

A child or young person may choose to access the quiet room independently through self-regulation or can be prompted to do so.

4.0 The Physical Environment

Where a quiet room is required regularly to support a child or young person in times of distress, it is helpful to think carefully about the purpose and contents of the space.

Quiet rooms are:

- Low stimulus, calming environment
- Where appropriate, furnished with items which present minimal risk of harm, such as cushions, mats, bean bags, blankets, etc.
- It can be helpful to think of resources which can be stored nearby and used to redirect and de-escalate
- Viewing panels – Where the child or young person is unaccompanied inside the quiet room, staff must supervise the child/young person at all times using the viewing panels/windows. This should be done in a manner which is sensitive to the needs of the child/young person and situation, taking care that monitoring the child/young person does not escalate anxieties and tension. **Staff must be able to see the child/young person at all times, albeit in a discrete manner.**

5.0 Operational Guidelines

When using a quiet room, staff must consider the following guidance.

- Staff should work with children and young people to help them understand the purpose of the quiet room. It is very helpful to include an induction or rehearsal early in the session during a calm period to familiarise the child/young person with the environment. Following this, a discussion should take place with the child/young person on how to make the experience calming rather than leading to heightened anxiety
- Staff should work with children and young people to help them understand their emotions and how these affect their behaviour
- Staff should work with children, young people, parents and other staff to identify approaches which help the child/young person to self-regulate when they become distressed or anxious
- Staff must take account of all health and emotional needs

- The child/young person must be supervised at all times when using the quiet room to ensure safety but some discretion may be required to remove the likelihood of escalation
- Staff should be aware of any footwear or other items which may pose a risk during a time of distress to the child/young person's safety
- Where appropriate, an adult should accompany the child or young person into the quiet room, although staff should avoid entering the quiet room where this is likely to further trigger the behaviours
- When the child/young person is in a state of distress, staff should keep engagement to a minimum whilst the quiet room is in use however some discretion may be required
- When a quiet room is likely to be required for de-escalation of behaviour and anxiety, it should not be timetabled for other activities
- Doors should **never** be locked or secured in any way that impedes emergency evacuation or contravenes the establishment emergency fire action plan
- Any unaccompanied time in the quiet room should be for the shortest time necessary to allow the child/young person to de-escalate and re-engage safely with others
- De-briefing for staff and pupils should be used, as appropriate, as part of a restorative process
- The Behaviour Assessment and Support Plan should be reviewed regularly.
- The use of quiet rooms should be incorporated into the establishment emergency evacuation plan

The use of quiet rooms requires dynamic risk assessment to determine whether its use is appropriate and/or safe for the pupil and staff at that point in time. The use of reasonable minimal physical assistance and support will be included in the child or young person's Behaviour Assessment and Support Plan and discussed with staff and parents/carers in advance. This will only be used when appropriate to prevent self-harm and injury to others, including children, young people, employees and service users and should not be used universally. When a child or young person is reluctant and/or resistant to accessing a quiet room, staff should consider alternative strategies to allow opportunities for de-escalation. This might include using an alternative, more appropriate, more accessible environment or reducing the number of people and stimuli in the surrounding area to aid de-escalation.

Issues regarding the appropriate use of quiet rooms should be discussed with the management team, who can also take advice from Inclusion Officers.

It is important to recognise that any physical intervention should always only be an action of last resort and that there is always a risk of injury to the child, young person or member of staff.

6.0 Recording and Monitoring

All use of quiet rooms must be recorded and monitored. This should include the use of a log sheet (Appendix 6b of the PPRUDB Supporting Documents) which includes pupil and staff details, date, time and reason for use. This data will be monitored regularly by the Head of Establishment to identify emerging patterns and falls under the Council's Information Governance procedures. Parents/carers must be informed immediately every time the quiet room is used for de-escalation purposes.

List of Quiet Rooms included in this guidance

Establishment	Number of quiet rooms
Auchinraith PS ASN Base	3
Blackwood PS ASN Base	2
Cairns PS ASN Base	3
Carluke PS ASN Base	4
Carstairs Junction PS ASN Base	1
Cathkin PS ASN Base	2
Chatelherault PS ASN Base	7
Crosshouse PS ASN Base	1
Duncanrig Secondary ASN Base	3
Greenburn School	8
Greenhills PS ASN Base	5
Hamilton Grammar ASN Dept	1
Hamilton School for the Deaf	1
Hareleeshill PS ASN Base	4
High Blantyre PS ASN Base	4
Kear Campus School	1
Lanark Grammar ASN Dept	2
Murray PS ASN Base	3
Newton Farm PS ASN Base	4
Robert Owen PS ASN Base	4
Rutherglen High School	1
Sanderson High School	2
St John's (Ham) PS ASN Base	1
Stonehouse PS ASN Base	3
Uddingston Grammar VI Unit	3
Victoria Falls Primary Base	1
Victoria Park School	8
West Mains School	8
Whithorn Primary Base	2

School Name
Use of quiet room

(When a child is unaccompanied inside the quiet room for de-escalation of distressed behaviour)

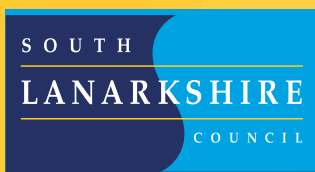
Week Beginning:					
Week Date	Time and Duration	Name of Pupil	Event	Action	Staff

Completed log sheets will be held in school in accordance with the Council's Information Governance procedures

School Name
Use of physical intervention

Week Beginning: Date	Time and Duration	Name of Pupil	Circumstances of event <small>Description of event and physical intervention</small>	Parents/carers informed <small>Date/time</small>

Completed log sheets will be held in school in accordance with the Council's Information Governance procedures



If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1015

Email: equalities@southlanarkshire.gov.uk

www.southlanarkshire.gov.uk