



Green Gates Academy
Guidance

“The use of time out from the
classroom into The Green Room”
September 2017

Purpose of this Guidance

This document sets out to support staff AT Green Gates Academy in considering the use of time out in the Green Room for pupils as part of the practice of school to support with the behaviour management of pupils. It will form the background to the formulation of guidance given to our staff around their implementation and how pupils are encouraged to use The Green Room to help manage their emotions and regulate their behaviours. It is recognised that the issue of behaviour in schools can be an emotive subject, and extreme uncontrolled behaviour, whilst relatively rare, presents serious challenges to those involved. The use of strategies such as that of restrictive physical intervention should be avoided where possible but nonetheless it is recognised that there will be occasion where their use is necessary. It must also be acknowledged that although the challenges of management of more extreme emotional based behaviours lies more within the specialist sector, such incidents may occur in any school or setting. It is key that all staff who may be involved in the safe containment of difficult behaviour are fully protected from any potential safeguarding and legal challenges around their actions.

What is the purpose of a The Green Room

Essentially, “The Green Room” is a place where pupils spend time away from other pupils supervised by a member of staff and either allowed time to talk or given time to de-escalate their behaviours/anxieties, using de-escalation techniques, time for reflection, relaxing techniques, sensory regulation and the five-point scale. Generally, this is used as a positive strategy to help more vulnerable pupils identify their own systems for calming themselves and managing their emotions effectively through encouraging use of the facility as and when necessary. The Green Room should be used as a place to help pupils manage their behaviour and anxieties at times when pupils show high levels of arousal, with support and direction from staff.

Guidelines for The Green Room

Care must be taken in the movement of the child into The Green Room, should restrictive physical intervention be required then all necessary procedures in accordance with the principles of Team Teach must be followed. It is the professional responsibility of staff to ensure that an individual is monitored and cared for throughout an incident. Pupils may choose to take themselves to The Green Room, with permission from staff or using The Green Room card.

When staff are using The Green Room for pupils they must:

- Act lawfully, reasonably and proportionally in all the circumstances
- Ensure the health and safety of the pupils, themselves and other staff involved.
- Follow all requirements as directed in the school’s child protection policy, behaviour policy and team Teach policy
- Ensure that pupils have time to eat, drink and use the toilet
- Ensure that the door is not locked.

- When pupils are in The Green Room the details should be logged by the member of staff.
- Force of restraint such as locking or holding a door shut should only be used when a pupil or others are at immediate risk of harm.
- Use of The Green Room must be for relatively short, time-limited periods relevant to age and level of risk.
- Where physical confrontation is likely from the pupils two members of staff must be present.
- The pupil should be monitored always.
- The use of The Green Room will be followed by a dialogue between the pupil and the staff to discuss the incident and protect relationships
- Pupils should leave The Green Room when it is evident through their behaviour that they have calmed and no longer present a risk. Throughout the period the adults involved need to remind the pupil of this.
- The Green Room should always be used for the right reasons
- The use of The Green Room should always be accessed by trained and skilled professionals
- The use of the Green Room should be used as an exception rather than a rule
- The use of The Green Room should be used for the shortest time possible

An important element of the planning for identified pupils is worked to ensure their understanding of the above and support in the development of more appropriate strategies of emotional regulation. This will be best done at times when the child is calm and emotionally secure.

Staff Training and Support

Those who are involved, or likely to be, in the implementation of behaviour support need to be fully aware of the implications of its use in terms of the emotional consequences for those involved. As well as the advice and information contained in this guidance. Training needs to emphasise that this is only the final stage of an intervention process and that other strategies to defuse and manage a situation more positively should be put in place first. Additionally, wherever possible all should have appropriate training which typically would be the additional module of the Team Teach training programme. Where this is not the case, for example where someone is employed on a supply basis, as a minimum at least one member of staff should be fully trained.

Action following incidents

It must be recognised that an incident that results in the need for time out will be distressing for all concerned. Once the situation has calmed then it is important that appropriate actions are taken.

- First and most importantly should there have been an injury then basic first aid or if necessary medical help must be sought. Injuries should be recorded and reported in accordance with school procedures. Schools should act to report injuries to staff or pupils in accordance with RIDDOR

- Secondly attention needs to be given to emotional needs that may arise. All those involved (including the child) should be offered emotional support and/or an incident debrief following an incident. Support may be provided by many colleagues: the classroom support team; a mentor on the school staff; a member of the Senior Management Team.
- All incidents must be recorded using the serious incident form. Best practice would also include an entry into a Team Teach log.
- All team members must have access to relevant professional supervision and support where needed
- It is essential that the room is well maintained. Any damage to the room or any health and safety issues should be reported and recorded to the health and safety manager
- Finally, parents and carers should be informed as soon as possible after the incident

Children's Rights

Like all children, those with disabilities have the right to protection from abuse. Key articles of the UN Convention on the Rights of the Child (UNCRC) on this subject include:

- Article 2, which says all children have the rights the Convention lays out, and that no child should be discriminated against
 - Article 3, which says the best interests of a child should always be considered in all actions that concern them
 - Article 19, which says children should be protected from all forms of violence and injury
- Article 23, which says children with disabilities should enjoy full lives in conditions that ensure their dignity
- Article 29, which says a child's education should allow them to develop their personality, talents and mental and physical abilities to their fullest potential. Additionally, the 2008 Concluding Observations of the UN Committee on the Rights of the Child urged the UK to make sure that "restraint against children is used only as a last resort and exclusively to prevent harm to the child or others and that all methods of physical restraint for disciplinary purposes be abolished"

Guidelines for the Green Room for Pupils

- Pupils may be directed by their tutor team to use The Green Room to calm down when they are angry or upset.
- Staff may remove pupils from the classroom to The Green Room if pupils demonstrate that they are presenting a risk to themselves or others.

- Pupils can voluntarily use The Green Room with permission from their tutor team, or using the Green Card option.
- Pupils must use the room as an area to calm down if they feel angry/anxious/upset
- Pupils must return to their classroom once they feel ready to do so. When a pupil leaves the room, they must make sure that it is left tidy, ready for the next pupil to use.
- Any damage caused in The Green Room by a pupil, a letter will be sent home to parents and a financial contribution to the repair of the damage must be made by the pupil.
- Pupils must respect The Green Room and ensure that it stays in good condition

Monitoring

The use of The Green Room will be monitored on a termly basis. The findings from the monitoring carried out will be used to further support and improve behaviour support.