
Blaenbaglan Primary School - Ysgol Gynradd Blaenbaglan

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'Together, we believe, achieve & succeed'



Time-out and Withdrawal Policy

2022/23

Signed: *Per Short*

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POLICY & GUIDANCE FOR THE USE OF TIME-OUT / WITHDRAWAL ROOMS IN SCHOOL

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1. Introduction

This policy and guidance sets out the requirements for the use of time-out strategies, including dedicated time-out rooms in Blaenbaglan Primary School. 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 re-gain 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 teaching or support staff to accompany the child/ young person to another location to prevent them from taking part in an activity 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 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.

2. National Context

This policy is provided within the context of and is directly influenced by a range of guidance documentation from the Welsh Government including:

- *The All Wales Child Protection Procedures (AWCPP);*
- *Pupil Support and Social Inclusion;*
- *the UN Convention on the Rights of the Child;*
- *Safeguarding Children; Working Together under the Children Act 2004, and the Estyn report 'A survey of the arrangements for pupil's well-being and behaviour management in pupil referral units.'*

3. Local Context

NPT considers it vitally important that all schools and educational settings have a clearly articulated whole school / provision behaviour policy from which procedures for the management of challenging behaviour are devolved and which is shared with governors, parents and the children and young people. (see Rights Respecting Behaviour Policy)

The intention of this guidance is to ensure there is an overall framework to assist all schools and educational settings in formulating and developing its own particular policies and procedures in relation to using time out appropriately as part of its behaviour management programme.

4. Aims and Objectives

The aims and objectives of the policy are to:

- Support schools in developing appropriate use of time-out strategies as part of their behaviour management processes
- Provide schools and educational settings with the necessary guidance to implement a whole school / provision approach to the use of time out areas
- Support schools in using time out areas appropriately
- Recognise the importance of supporting young people to manage their own behaviour
- Encourage schools/ educational settings to work collaboratively with a range of partners to support and promote the welfare and well-being of children and young people
- Support the development of good practice

5. General Principles

Except for unanticipated situations that pose an immediate concern for the physical safety of a child / young person or others, the use of a time-out area will only be used in conjunction with the Council guidance, our Rights respecting Behaviour Policy, IBPs and positive handling plans. The following key factors will be considered:

- There is an agreed understanding that time-out lies within a continuum of behavioural interventions that assist the child/ young person to self-regulate and/or control their behaviour. Importantly, the implementation of time-out is not contingent on them being placed in a specific room. Time-out strategies could include isolation in the child/young person's classroom, another teacher's room or with a member of the senior management team or, at the most restrictive end of the continuum, the use of a dedicated time-out room.
- Time out should not be used as a punishment, to threaten pupils, to humiliate them or make them feel afraid.
- Staff must be assigned to continuously monitor the child/ young person in a time-out room. The staff must be able to see and hear them at all times.
- An understanding that time-out may not be effective for all children/ young people. Each child/young person is unique and may require alternative strategies to deal with inappropriate behaviours.
- A child/ young person, particularly those who are vulnerable, should not be placed away from direct adult supervision as part of any behaviour management strategy.

6. Process and Implementation

Each school/ educational setting must have a time-out policy or statement within their Behaviour Policy that reflects their own context and takes account of this guidance.

Schools and educational settings are advised to refer to their time-out practice within the prospectus that they give to parents/carers. A model paragraph might run:

'We do all we can within our school to manage behaviour positively. However, there are times when we may need to use time-out to keep a child or young person safe, or to maintain good order within the school'

Time-out strategies

- 1.** Time-out strategies are included by some schools in their school behaviour policies for use when a student is behaving inappropriately and a temporary separation from that particular environment may assist in supporting the child/young person to demonstrate appropriate behaviour.
- 2.** Time-out strategies are not to be used as punishment or as a means of removing students indefinitely from the classroom. Time-out may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment
- 3.** A time-out strategy should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.
- 4.** Procedures for the use of time-out strategies should be communicated to all pupils, parents and carers and school staff and must include information for parents and carers about the process to be used when parents or carers may have concerns or complaints about the use of a time out-strategy.
- 5.** Any use of a time-out strategy must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy will depend upon:
 - the seriousness or frequency of the behaviour
 - level of disruption to learning
 - risk of harm to the student or others
 - risk of damage to property.
- 6.** Procedures for the use of time-out strategies should include clearly articulated steps to be followed if a student does not comply with the time-out strategy, or if the use of the time-out strategy has not been successful in managing the behaviour of the student.
- 7. Team-Teach training** should be considered to equip staff with appropriate behaviour management skills to safely resolve situations where they may be confronted with anxious, hostile or violent behaviour.

Dedicated Time-out Room

- 1** The use of a dedicated time out room should only be implemented within the context of the school's behaviour policy and following full consultation with the school community.
- 2** A dedicated time out room should only be used with a child/young person after less intrusive interventions, which have been implemented and documented, have not been successful in managing the behaviour.
- 3** A time out room is an area for a child/young person to safely de-escalate, regain control and prepare to meet expectations to return to his or her class. . Time out rooms are to be used in conjunction with a behavioural intervention plan in which a student is removed to a supervised area in order to facilitate self-control or to remove a student from a potentially dangerous situation.

4 In some secondary schools time-out may take the form of a withdrawal room that is utilised as a sanction for a number of reasons such as avoidance of fixed term exclusion; to reduce the risk of escalation of incidents or as a response to unacceptable behaviour.

5 The head teacher should ensure that parents or carers are notified on each occasion the dedicated time out room is used with their child. This could be done by telephone, or by letter.

6 A referral or re-referral to the Behaviour Support Team for the development or refinement of a plan to support the student's behaviour should be considered following the frequent use of the dedicated time out room for a particular pupil. This plan should be developed or refined in consultation with the parents or carers and documented.

7 A dedicated time out room must:

- be risk assessed in relation to student and staff safety
- allow for meaningful educational activity to be provided for students and have adequate ventilation, lighting and heat
- have adequate space for students and staff
- allow arrangements for the student to have lunch and toilet breaks when appropriate if time-out occurs across these periods
- be conducive to de-escalating inappropriate behaviour
- not be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room
- be supervised at all times

8 The head teacher should ensure that a record of the use of the dedicated time out room with each individual student and for each occasion is maintained. This involves keeping accurate records of:

- frequency of use
- antecedent events leading up to the behaviour
- the behaviour itself that led to the use of the designated time out room
- behaviour observed in the time out room
- duration of time the pupil was placed in time out

Appendix 1 provides an exemplar recording pro-forma.

7. Monitoring, Evaluation and Review

The Council will monitor the implementation of this policy and guidance document through the following:

- Monitoring schools / educational settings to ensure an appropriate policy and processes are in place;
- Providing updated information to schools/educational settings regarding the use of time out areas
- Working proactively with schools/ educational settings to develop appropriate recording and reporting mechanisms;
- Collating and using information regarding the use of physical intervention and use of time-out areas effectively to share good practice and target support;
- Scrutiny of recording information provided by schools
- Using the Learning and Skills Time-out survey as a baseline to map progress.

8. Appendices

Appendix 1 – Time-Out / Withdrawal Report Form

Withdrawal report Form :

This form is to be used for first incident of withdrawing a pupil from a class

All information needs to be completed and signed by all staff involved:

School:

Pupil Name:	Date:	Time:
DOB & NC Year:		
Location:		
Names of staff involved in the incident & role in school – do not Use initials:		
If named please sign at bottom.		
Name of witness:	Signature:	
Name of witness:	Signature:	
Name of witness:	Signature:	
Name of witness:	Signature:	

Reasons for withdrawal (Please ✓)

Immediate danger of personal injury to self		Immediate danger of injury to another pupil	
To avoid damage to property		Immediate danger of injury to staff	
To prevent/interrupt absconding within the school		Use of weapon/missiles	
Offsite and in danger		Serious Disruption to lesson	
Other (please state):			

Describe lead up to incident/behaviour

DE-ESCALATION TECHNIQUES USED

Verbal advice/support		Reminder of consequences		Firm clear directions	
Reassurance		Time out offered		Time out directed	
Calm taking		Distraction/diversion		Change of face	
Negotiation		Nonverbal communication		Planned ignoring	
Humour		Limited choices		Step away	
Success reminders					

Briefly describe de-escalation used:

Details of incident:
(please continue on back of sheet if required)

Pupil's View of the Incident
If pupil does not wish to comment this should also be recorded below

Signed (Pupil):

Senior Staff/SLT Review

Further Action Required?	Yes		No	
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Action

Signed (Reviewer): **Date:**

Please ensure all parts of this form are completed, signed manually by involved parties before saving as a PDF file and attaching to the pupil's records. Typed names should not be used in place of signatures.