



SECLUSION POLICY

Approved on 30.11.2020 by the FGB

This policy specifies the procedures to be followed when dealing with pupils with behavioural difficulties, setting out the circumstances in which reasonable force might be used.

Holmwood School recognises that there are times when an individual child needs to be separate from others. A range of circumstances will lead to the following types of separation:

Seclusion - Where a child is behaving in an extreme way that potentially or actually endangers themselves or others or causes serious damage to property. In this rare and extreme circumstance, the child needs to be isolated from others and is unable to comply with reasonable instructions to remain in a safe, supervised space. If SPACE is used with the door closed and the supervising adult outside the door then this separation is **always** classed as Seclusion and must be handled in accordance with the guidance below.

Internal Exclusion – As a fixed term punishment for a serious breach of school policy as an alternative to external fixed term exclusion.

Adult directed Time-out - Where a child behaves in a way that disrupts the learning of others and has not responded to the steps of the school behaviour policy and needs time out to cool off and/or reflect

Child initiated Time-out – where a child has identified that they are at risk of behaving in an extreme manner endangering him/herself or others and needs time to cool-off and reflect

A child who is withdrawn from their 'normal' place of work or play should not be denied access to toilet facilities or food and drink as normally available during the school day.

Seclusion Guidance

Seclusion is the isolation of a pupil or pupils from other people. Seclusion should **only** be used when there is concern for the health and safety of the pupil in question or other pupils or staff.

Under Section 93 Education and Inspections Act 2006, staff in schools have a legal power to use reasonable force in order to keep children and others safe or to prevent disruption to a learning environment. This is entered in our colourful room book.

References

British Institute of Learning Disabilities (2015), Information sheet on the use of confined spaces and tents in classrooms, www.bild.org.uk/capbs/capbsresources

Children Act 1989, www.legislation.gov.uk/

Department for Education (2014) Behaviour and Discipline in Schools, Advice for Head teachers and school staff

www.gov.uk/government/organisations/department-for-education

Department for Education (2013) Residential Special Schools National Minimum standards www.gov.uk/government/organisations/department-for-education

Department for Education and Department for Health (2002). Guidance on Restrictive Physical Interventions for people with learning disabilities and autistic spectrum disorder in health social care and education settings *Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities*

www.gov.uk/government/organisations/department-for-education

Department for Education and Department for Health (2014) Special Educational Needs and Disability 0 to 25 years Code of Practice.

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Mental Capacity Act (2005) www.legislation.gov.uk/

Mental Health Act (1983) www.legislation.gov.uk/

Department of Health (2015) Mental Health Act 1983 :Code of Practice, The Stationary Office

Department of Health (2014) Positive and Proactive Care: reducing the need for restrictive interventions, www.official-documents.gov.uk.