



Three Lane Ends Academy

Positive Behaviour Policy

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Three Lane Ends Academy Positive Behaviour Policy

At Three Lane Ends Academy we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually. Regular training for all staff members reflects and supports this ethos and the PSCHE curriculum reflects this.

Adults are expected to act as role models to reflect the key rules and inspire and motivate pupils to do the same. Staff strive to set high expectations all the time in line with school and Multi-Academy Trust standards and this extends to behaviour – in line with legal and procedural guidelines. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our community.

We have the following key values that allow everyone to work together in an effective and considerate way.

P	– Presentation
R	– Responsibility
I	– independence
D	– determination
E	– equality

We have the following rules:

1. We strive to succeed
2. We never give up
3. We look after everyone and everything

Whole School Reward Systems

The rules are displayed in each classroom and are referred to by staff members using corrective language throughout the day. Often, positive praise for those pupils consistently carrying out the school rules encourages others to reflect upon their own behaviour and reminds of the correct way to behave – reinforcing school expectations. Adults continually use this strategy in the first instance whilst working in any area of school or on the playground. We use a number of strategies to reinforce positive behaviour from the following:

- Pupils know that positive behaviour and self-discipline is a reward in itself – bringing greater trust, respect and responsibility within the community and from the adults and peers they work with. Adults in school remind of this continually through verbal praise, Star of the Day certificates, discussions with parents. Children can also be recognised by having their name moved onto the ‘Proud Cloud’ for impressing a staff member. PRIDE certificates will be awarded at the end of each term to selected children who have demonstrated their ability to follow the school rules and demonstrate our values.

- The school is divided into four 'houses': red, blue, green and yellow. Children are given 'house points' when their work/attitude/behaviour warrants this and they are collected on a class display throughout the week. These points are collated, totalled and shared. They are announced in assembly each week which leads to a 'house reward' for the winning team at the end of each term.
- Academic achievement is also rewarded: 'Star of the Week' will be awarded in each class for a pupil whose effort, or quality of work warrants it.

Our Academy also acknowledges the efforts and achievements of children **out of school**. We encourage them to bring in their certificates, medals and photographs of major achievements that can be shared in celebration assembly and displayed in our entrance hall for a short period.

Consequences

These are also measures to support and encourage children to make the right choices. The school employs a traffic-light type approach, which is based on the language of choice, to manage behaviour and there are a number of sanctions to ensure the whole school community has a right to a safe and positive learning environment based on respect for all. We aim to employ each sanction appropriately to individual situations.

At the beginning of each lesson pupils begin with a fresh start on 'green'.

If a pupil displays behaviour that needs addressing, the following will happen:

Eg. A **non-verbal cue** may be used first to alert the child to what they are doing that they shouldn't be – signalling to a pupil to put all four legs of their chair on the floor, to stop talking to their partner, to think more carefully about the way they are lining up...

The teacher may then give a **descriptive reminder** of what the child is doing that they shouldn't be, or if needed, a reminder of the behaviour that is expected if they feel the child is not aware what this should look like - David, you are calling out – we put our hand up if we want to speak - make the right choice.

Thomas, we face the front with hands by our sides when we line up – make the right choice.

They might also choose to give a **group directive reminder** – Remember hands up before speaking please. This language focuses the pupil on the behaviour that needs to change, without placing too much emphasis on disruptive, or unsafe behaviour.

Or, they may give a **conditional direction** to help the student focus on the correct behaviour – When you have completed this paragraph, you can finish your painting.

If the child continues with the behaviour addressed, they will be given a further warning and their name will be moved from 'green' to 'amber' as a reminder to them that their behaviour needs addressing and that continuation of the wrong choices will result in a consequence. It is likely that the teacher will also seek to have a quiet discussion with the child in question, in order to try and resolve the problem, or address a concern but this cannot always immediately happen when the teacher is organising, or directing the whole class. Moving to amber would lead to an in-class consequence such as the child having to sit in a different place.

If pupils have their name moved to 'red' during class time, they will leave the classroom to work in an alternative room. They will be expected to complete any unfinished work at play or dinner time. They

will also be given a Reflection Form to complete in order to reflect on their behaviour and the strategies they can apply next time to deal with the situation more effectively. It is an opportunity for them to consider why they reacted as they did and what triggered the reaction. This record will be used to support further discussion, if needed, with a member of staff. The Reflection Form will be kept in order to monitor any patterns of behaviour for particular children and create a record of repeated incidents. Parents will be informed. The form includes:

- The rule broken
- The child's record of the incident
- The staff member's record of the incident
- What the child will do differently next time

Every Day Procedures

In the Classroom

At the beginning of the year, each class teacher will ensure the following is in place to ensure that pupil rights and responsibilities can be upheld consistently throughout the year. They will:

- Frequently remind of the whole school behaviour expectations and how this will be translated into their classroom practice – having high expectations of what this must look like at all times
- Formulate class rules that apply directly to their classroom and consider what this will look like in practice
- Establish clear routines and systems to ensure that pupils stay safe in the classroom
- Establish organisational routines that will contribute to the smooth running of each lesson and transitions around school
- Teach moral and social understanding and consideration through the PSHCE and RE curriculum specifically

Outside the Classroom Environment

To enable the smooth running of the school and a calm atmosphere, all staff uphold the following guidelines when in the school environment:

- Pupils walk calmly down the corridors quietly/respectfully when moving from one part of school to another
- They are asked to stop and wait for their adult at particular transition points in the corridors to ensure that all are safe and orderly and they remain calm
- Any pupils breaking rules in the corridors or outside, will be spoken to by the nearest adult and appropriate consequences put in place
- During a wet playtime, staff stay in their classrooms with their pupils to ensure they are safe – pupils are never left on their own in a part of the school without an adult
- Pupils only leave the classroom to go to the toilet, when there is a wet playtime.

Lunchtime Supervision and Routines

In order for lunch times to remain safe, secure and happy times for all pupils, the following procedures and systems are in place:

- Dinnertime staff work both within the dinner hall and outside on the playground and position themselves appropriately so that pupils can be monitored and supported
- Dinner time staff follow the same consistent procedures as all other staff members.
- If pupils need 'time out' to consider their behaviour, they will ask a child to sit in a quiet area away from others, or to stand with a designated adult, to reflect on their behaviour for a short, specified amount of time before re-joining their peers
- If a pupil engages in dangerous behaviour, or ignores the instructions given by an adult, they will be escorted away from the playground in order to discuss consequences away from their peer audience by a member of the senior leadership team
- During a wet dinnertime, dinner staff supervise classrooms

Emergency Procedures

If there is an incident of extreme behaviour on the playground, or a pupil leaves the school premises, the following procedure is followed:

- A member of the SLT is notified immediately in order to take charge of the situation – they may choose to use positive handling in the most extreme of circumstances to ensure the situation is always under control and safe for pupils and staff (see Positive Handling Policy for further details)
- A member of lunchtime staff notifies the Headteacher, or most senior member of staff in school, as well as the police if a pupil has left school premises
- Only two members of staff manage the situation. Other staff members work to ensure that other pupils are led away from the situation to reduce the 'audience' and ensure a crowd of pupils or adults does not develop
- One member of staff should stand by in order to step in or relieve another adult after 10 minutes if this support is needed

SEND

Social, Emotional and Mental Health is one of the categories of Special Educational Needs in the Code of Practice 2014. A pupil may be placed onto the SEN register under this code. We recognise that for a small number of children whose behaviour is beyond the whole school rewards and consequence system, a more personalised approach is required in order to support them. These areas will be identified in collaboration with other professionals when a child is in receipt of an Education, Health and Care Plan (EHCP) and on the school's Supporting Me to Learn (SML) document. All pupils requiring support with SEMH will have an individual SML plan agreed by the teacher, pupils and parents. Support, where appropriate, from Educational Psychologists and the Social, Emotional, Mental Health Team may be sought.

Individual Behaviour Plans

It is recognised that some children may need a tailored emotional and behavioural plan to regulate their behaviour and feelings in addition to the school-wide behaviour strategies. Children who are regularly moved to 'red' on the Traffic Light System or are struggling to manage their behaviour in class will be discussed with behaviour support staff and an individual plan formulated with the teacher, parents and carers. Such plans may involve: modification to classroom seating arrangements, extra breaks in learning and could also incorporate advice from Senior Leaders and Support Agencies.

Bullying (Including Discrimination of any kind)

Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group – either physically or emotionally. Bullying behaviour can also be directed at a number of children- meaning to intimidate or belittle. Our Academy takes bullying incidents very seriously and any children who have been involved in bullying, after investigation, may receive an exclusion. We do not tolerate bullying of any kind. Please see our Anti-Bullying Policy for more details. School also maintains a central log (CPOMS) of any allegations of bullying, so that they can be investigated fully but also so that patterns that highlight involvement of particular children can be monitored.

It will furthermore be reiterated to pupils that we celebrate differences – we do not use those differences as insults against people.

Fixed Term and Permanent Exclusions

School has adopted National policy for national exclusions arrangements. Only the Headteacher, or an adult acting in the headteacher's absence, has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If the Headteacher excludes a pupil, parents will be informed immediately and invited into school, giving reasons for the exclusion. At the same time, the Headteacher must make it clear that the parent can appeal the decision by writing to the Governing body. The Local Authority, Governing Body and Board of Trustees are notified about any fixed term exclusions.

Under the guidance from the DFE documents related to exclusions, children's behaviour may reach the threshold described in the DFE documentation and therefore an exclusion may be issued. TLEA is aware of groups nationally over represented in exclusions, including those with SEND and those who are disadvantaged, and ensures that it upholds its duty to include all children equally within the curriculum, the classroom and the wider life of the school. Children with additional needs may need "Supporting me to learn plans" to help to maintain their inclusion in a mainstream setting. School works with a wide variety of outside agencies to ensure this happens. The safety and wellbeing of all staff at TLEA is paramount.

Roles and Responsibilities in Promoting Positive Behaviour

The Headteacher, teaching and support staff:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy – treating each child fairly.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- To achieve a settled atmosphere in the classroom so that quality learning can take place
- To ensure that poor behaviour is not dwelt on, that children can recover quickly and repair can take place.
- To record incidents where pupils have had sanctions for their behaviour, in collaboration with lunchtime supervisors, to monitor any emerging patterns of persistence
- Report to/meet with parents/carers when necessary
- Conduct 'reintegration meetings' with pupils who have been excluded from school to ensure they are 'ready' to re-enter their class. Such meetings will remind the pupil of the rules of the school and will agree a strategy – moving forward – to ensure that these rules will not be broken again. Any worries, or issues from parent, child or teacher will also be discussed and it will be explained that if the child cannot agree to abide by the rules of the school, they are not ready to return safely into class. Other alternative arrangements may then need to be made for a short time whilst this agreement is reached in a way that satisfies all adults involved

The Governing Body will:

- Support the school in the implementation of the policy
- Consider any exclusions contained in the Headteacher's report at their meeting
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- The Discipline Committee will meet to discuss individual cases where children are becoming close to permanent exclusion, or to discuss parent appeals concerning fixed term exclusion
- If the Governors decide that a child should be reinstated, the Headteacher must comply with this instruction
- Review the effectiveness of the policy

Parents will:

- Support the school in the implementation of the policy, reinforcing important messages at home and discussing the importance of the school rules with their child
- Attend reintegration/strategy meetings with their child's class teacher, the behaviour team, or the Headteacher to support their child with changing their behaviour
- Share any concerns constructively with the appropriate members of school staff

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration/ not listening/refusing to work Running inside the school building Ignoring instructions both inside and out Beginning to distract others from their learning Unfair play Continuation of unacceptable behaviour Rudeness Affecting other pupils learning Inappropriate remark to other pupils Minor challenge to authority Spoiling others' games on the playground Name calling	Verbal warning and request to comply x 1 Second verbal warning – move to Amber. Amber = in class consequence e.g. move away from friend if chatting.	Staff will use a non-verbal cue, or a group reminder, or will use tactical ignoring, or praise others displaying correct behaviour before a direct warning to give pupils time to correct their behaviour independently.
Stage 2	Persistent stage 1 behaviour	Move from Amber to Red = work in an alternative classroom for the rest of the lesson. Complete unfinished work at play/dinner. Complete a Reflection Form.	Three occurrences in a week, conversations with parents. Where this is the case for more than one week, implement an Individual Behaviour Plan
Stage 3	Unacceptable disruptive/ behaviours such as: Discrimination Bullying Vandalism Stealing Violence Very serious challenge to authority Swearing Throwing objects with intent to harm Harming someone Damaging school's/pupil's property Leaving class/school without permission Repeated refusal to do set task/continued or more Serious challenge to authority Harmful/offensive name calling Fighting Walking away from staff member Verbal abuse Continuous disruptive behaviour	Move immediately to Red. Work in an alternative classroom for the rest of the lesson. Complete a Reflection Form at play/dinner. Inform parents. Internal isolation Ban on representing school or visits outside of school. Meeting with parents.	Individual Behaviour Plan Multi Agency referral Restorative practice to be used
Stage 4 Exclusion(s) Withdrawal from school events until consistent change of behaviour	Persistent Stage 3 behaviour	Immediately taken to Headteacher. SLT Team alerted. Telephone and/or letter home to arrange a meeting. 1 st occurrence – half day internal isolation 2 nd occurrence – full day isolation 3 rd occurrence – fixed term exclusion If incidents continue to occur and there has not been an improvement in the behaviour of the child, one or more of the following sanctions would be carried out: - • Ban on representing the school and/or trips outside school – fixed period • Exclusion for a minimum of one to five days– fixed period • Governor disciplinary sub- committee convened.	

		<ul style="list-style-type: none"> • Possible permanent exclusion from school
Stage 5	<p>Persistent Stage 4 Behaviour</p> <p>When over a prolonged period of time, despite numerous strategies to re-engage, a pupil refuses to work with the school.</p> <p>Dangerous behaviour that poses a risk to the education and welfare of others within the school or themselves.</p> <p>Any pupil who assaults, injures or harms a member of staff.</p>	<p>As above</p> <p>Permanent Exclusion</p>

Guidance on the use of Quiet Rooms (“My Space”)

(Please refer to separate guidance on the use of Low Arousal Areas)

Definitions of terms used in this guidance

Quiet Room (“My Space”) - a room that offers a pupil an opportunity to calm during the school day.

Low Arousal Area - a modified area identified within a school that offers a low sensory working environment (**please refer to Guidance on the use of Low Arousal Areas**).

1. Overview comment

Separate guidance in respect of the use of Quiet Rooms and Low Arousal Areas has been developed in order to address confusion over the appropriate use of these two very different resources.

‘Low Arousal Rooms’ were installed in some schools to offer children with autism an environment that was low in stimulation (people, sounds, light, noise, movement). These were designed to allow the pupil to access learning away from the overload of a mainstream classroom. Often the pupils who accessed these rooms presented behaviour that was challenging to manage when they were in their classrooms. This often led to those pupils being taught away from their classrooms for most of their school day. In best examples the pupil had a ‘mixed economy’, sometimes in the Low Arousal Room, other times in class.

Low Arousal Rooms have also been used to allow pupils to calm in some instances.

It is therefore important to make a clear distinction between the use of the two resources and to ensure consistency in what they are called and how they are used.

This policy relates to the use of a room to allow a pupil to calm as safely and effectively as possible.

2. Best Practice for use of Quiet Rooms in schools

There are times when children need access to a quiet and calm space. A Quiet Room is a sensory controlled calming area. The purpose of a Quiet Room is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills.

In the majority of cases the use of a Quiet Room should form part of a pupil’s individual behaviour plan and should be agreed by the school leadership and parents/carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access the Quiet Room, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Quiet Room using agreed positive handling strategies.

The Quiet Room should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing the Quiet Room should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances the Quiet Room can be used as a means of

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

In this policy it is anticipated that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil. This could be through PECS, Makaton, use of visual cues or verbal communication; this will be included in the behaviour plan.

3. What should be in a Quiet Room?

The Quiet Room is not a teaching room. It is a place of safety and should create a calming environment for the pupil. Lights should be low. Cushions, mattresses, bean bags could be used for pupils who need to lie down. Soft blankets and covers can be helpful to pupils who like to cover themselves up. In some cases, the school may choose to have soft padding on walls for further protection for pupils who are very agitated. Staff must be able to see the child at all times. Outside windows need to be tinted. Radiators must be covered (boxed in). It may be helpful to use music but speakers must be flush to the wall.

4. Helping pupils to understand how to use the Quiet Room

1. Introduce the Quiet Room in a positive, proactive way that helps the child to understand the benefits that can come from its usage.
2. Explain to the child that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry. Use language that is simple and positively stated.

3. Explain that the Quiet Room will be for them when they are in it.
4. Staff should avoid entering the Quiet Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.
5. The Quiet Room should not be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.
6. The best outcome of using a Quiet Room is when a child learns how to 'self-regulate' independently and is able to calm her/himself down.
7. The Quiet Room needs to be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the child move towards the room and during and after they have spent time there.
8. When introducing the Quiet Room initially, the child should be asked to spend five to ten minutes in there. They can lie down on something comfortable if they want to (e.g. a bean bag, specially provided mattress, etc.) or they can stand and move around if they want to. This introduction session should be used in a proactive manner, when the child is calm and receptive, in order to help her/him feel good about being there.
9. Following several sessions when the child has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain to the child that the Quiet Room will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry.
10. It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Quiet Room' or the child themselves may feel that 'this is a good time to use the Quiet Room'.
11. Staff should then be alert to warning signs that the child may need a break and remind the child that this may be a good time to use the Quiet Room.

5. Procedure for the use of the Quiet Room

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual behaviour plan.
2. If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.
3. Other staff should be alerted for support as appropriate.

4. If the pupil continues not to comply, staff should suggest 'this is a good time to use the Quiet Room'.
5. If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the five legally defensible criteria (as in section 2 above) apply, staff may consider it necessary to escort the child to the Quiet Room using an approved physical intervention in line with school policy, WCC's 'Guidance on the Use of Force and Physical Intervention' and the law.
6. Once in the Quiet Room and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Quiet Room.
7. When the Quiet Room has been used, the incident must be recorded appropriately in line with school policy.
8. While a child is in the Quiet Room, senior staff should ensure that appropriate staffing is available to support the child.

At no time should pupils be unsupervised in a Quiet Room. It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a window.

At no time should pupils be locked in a Quiet Room.

If a pupil tries to leave the Quiet Room before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment (please also refer to WCC's 'Guidance on the Use of Force and Physical Intervention' as above).

Attached log sheet (Appendix B) must be completed when Quiet Room has been in use.

This response must be recorded after the event in line with school policy in the Sanctions Book that is located in the Business Managers office. If this becomes a regular requirement it must be included in the pupil's individual behaviour plan.

USE OF “MY SPACE”



Positive use
Friendships,
Quiet Reading,
Discussions and chats;
1:1 support,
Sleep

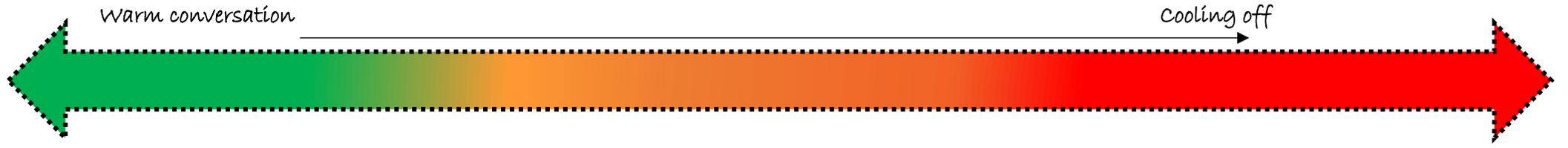


Bereavements
Safeguarding issues and disclosures



Thinking...
Chosen by child, cool spot with a timer.
Self-regulation, may or may not be in My Support, depends on regularity.

Last Resort
Child cannot self-regulate and has lost control for a short period.
Indicators maybe aggression towards objects, children, staff - NOT when child cannot conform.
In child's Support Plan – When all other support has been exhausted child supported or guided to room, time recorded, bound book completed and parents informed.



Warm conversation

Cooling off

Guidance on the use of Low Arousal Areas

(Please refer to separate guidance on the use of Quiet Rooms)

Definitions of terms used in this guidance

Low Arousal Area - a modified area identified within a school that offers a low sensory working environment.

Sensory input - how pupils experience input from their senses. Some pupils will have sensory sensitivity. This can affect one or more of the five senses, i.e. sight, sound, smell, touch and taste. A person's senses can be over-developed (hypersensitive) or under-developed (hyposensitive). Both can have an impact on how pupils experience school and access learning.

Quiet Room - a room that offers a pupil an opportunity to calm during the school day (please refer to **Guidance on the Use of Quiet Rooms**).

1. Why would a school need Low Arousal Areas?

Some pupils struggle in schools because of the high level of sensory input within the school/classroom environment. This may be very relevant for pupils with an autism spectrum disorder. Other pupils may have sensory processing difficulties as a distinct diagnosis or have a need for a Low Arousal Area because of an additional physical need such as a visual impairment.

In these instances the Low Arousal Area may be used as a means of

- a) lowering the pupil's stress/anxiety levels caused by sensory input and
- b) increasing successful access to the curriculum.

Low Arousal Areas should be designed as teaching areas. This distinguishes them from Quiet Rooms, which are not intended as teaching areas.

2. Identifying and agreeing use of a Low Arousal Area for an individual pupil

The use of a Low Arousal Area should be discussed with and agreed by an Educational Psychologist or Specialist Teacher. These discussions should also include decisions on frequency of use. All discussions should be shared with parents/carers and their agreement should be recorded. Children and young people should be consulted in accordance with their age and level of understanding.

Use of a Low Arousal Area should be specified in the pupil's individual learning plan, facilitating regular review of its use.

3. Low Arousal Area layout and design

A Low Arousal Area is a teaching and learning area and should be set up to achieve optimum results for any pupils who access it. It may be located in a part of a classroom or in an appropriate corridor or open area of the school.

A table and chairs should be available. Soft furnishing may also be considered if the area is to be used for less structured teaching.

A Low Arousal Area should be an environment in which sensory clutter is reduced as much as possible. This could be in the form of visual or auditory stimulus. The décor should be simple and unfussy.

It is generally accepted that low arousal colours such as cream (not yellow or white) should be used for walls and patterned wallpaper should be avoided.

Some people with sensory difficulties can find it helpful if furniture is placed at the sides of a room and the central space is kept clear. Using colours that distinguish the walls, floors and furniture makes rooms easier to navigate.

It can be useful to put pupil's belongings in big, clear plastic boxes so that they can be easily stored away when not in use. The area will then be less cluttered and the pupil is less likely to be distracted.

Pupils should always have a choice about whether or not to access a Low Arousal Area. The Low Arousal Area can be a room but should be easy for a pupil to leave at any time. There should be no physical or other restrictions preventing the pupil from leaving the area.

Use of a Low Arousal Room should never be a physical intervention, the outcome of a physical intervention or a sanction.

The use of locks or double handles which effectively prevent the pupil from leaving a room as part of a sanction are, in any case, illegal (please also refer to Guidance on the use of Physical Intervention and Guidance on the use of Quiet Rooms).

Pupils must never be unsupervised while using a room designated as a Low Arousal Area. Staff may decide that allowing the pupil to be alone in the room for up to 5 minutes is appropriate in some circumstances but must be able to see inside the room at all times. Schools may consider taking the door off completely to ensure that it remains an open area.

Monitoring and Review

Signed

Date:

Headteacher

Signed

Date:

Chair of Governors