



Y Daith  
Pupil Referral Unit

## Time-Out Policy

Date ratified: 03/12/13  
Reviewed: November 2015  
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## **Introduction**

### **How can we define 'time-out'?**

Time-out at Y Daith is defined as;

***“A behaviour management strategy that has not been planned in advance, used to manage the behaviour of a particular pupil”***

The guidelines set out here, reflect the use of time-out strategies, including a dedicated Time-out Room at both sites of Y Daith.

As a term “time-out” properly describes a behaviour intervention, the joint guidance published by the Department for Health and Department for Education and Skills (2002) describes time-out as:

***“restricting the service user’s access to all positive reinforcements as part of the behavioural programme”***

Time out is usually implemented as part of a structured behaviour support plan and is indicated where possible on the pupils’ risk assessments

### **What is the purpose of 'time out'?**

- The purpose of using “time out” is to achieve a change in the pupil’s/student’s behaviour over a period of time when used alongside other behaviour interventions as part of an individual behaviour plan or pastoral support programme.
- In addition the pupil/student should be supported following an exposure to time out to help them select alternative behavioural possibilities.

Time-out lies within a continuum of behavioural interventions to assist pupils to self-regulate and/or control their behaviour. Importantly, the implementation of time out is not contingent on the pupil/student being placed in a specific room.

Time-out strategies include isolation in the pupil/student’s classroom, another teacher’s room or with a member of the senior management team. Due to the environs in which KS3 work, i.e. a large rural open space, time out can sometimes

take place outside of the PRU buildings. At the most restrictive end of the continuum, it can mean the use of a dedicated time out room in KS3 and KS4.

**Time out should not be used as a punishment, to threaten pupils/students, to humiliate them or make them feel afraid.**

Staff are assigned to continuously monitor the pupil/student in the time-out room. The staff must be able to see and hear the pupil/student at all times.

Time-out may not be effective for all. Each pupil/student is unique and may require alternative strategies to deal with inappropriate behaviours. Assessments therefore have to take place which reflect strategies to be used with the individual.

Pupils/students particularly those who are vulnerable, should not be placed away from direct adult supervision as part of any behaviour management strategy.

At Y Daith we have a whole school behaviour policy from which procedures for the management of challenging behaviour are devolved. This is shared with the Management Committee, parent(s)/carer(s) and pupils/students.

***We do all we can within Y Daith to manage behaviour positively. However, there are times where we may need to use time-out to keep a pupil/student safe or to maintain good order within the PRU.***

Time-out is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions.

Any decision about the establishment of time-out strategies has been taken after consultation with the PRU community in the context of the development and review of the PRU's behaviour policy.

Space at both sites is at a premium. At KS3, there is a room (known as the Green Room) which is used for time-out situations as well as discussions with pupils, meetings and also for counselling purposes (Action for Children). Where possible,

meetings are held in other rooms which can be booked from the ATF. At KS4 there is a dedicated time-out room available.

In KS3, if there is a situation where the Green Room is already occupied (Counselling sessions or required by another pupil needing 'time out'), the Resource area will also be utilised for allowing a pupil to have space, time etc to gather their thoughts. If it is felt that the pupil requiring 'time-out' needs to have extra space, then the Resource Room would be utilised for this purpose.

At KS4, students are directed to a room known as the 'old sofa room'. The old sofa room is the dedicated time-out room. If it is in use, the hall will be used as an alternative. If it is felt that the learner is significantly agitated and needs more space to 'cool' down, then they would be directed to the hall straightaway.

### **Time-out Strategies**

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 opted for by pupils/students as a means of calming themselves during a stressful situation within a safe predictable environment.

A time-out strategy is used only for the minimum period of time necessary for the pupil/student to regain enough composure to be able to return safely to their next class.

Procedures for the use of time-out strategies are communicated to all pupils/students, parents and carers and PRU staff.

The use of time-out takes into account factors such as the age, cultural background, individual needs, 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.

Procedures for the use of time-out strategies include de-escalation strategies. Team Teach techniques are used to equip staff with appropriate behaviour management skills to safely resolve situations where they may be confronted with anxious, hostile or violent behaviour.

### **Designated Time-out Room**

The use of a designated time-out room is only implemented within the context of the PRU's behaviour policy.

A designated time-out room is only used with a pupil/student after less intrusive interventions, which have been implemented and documented, have not been successful in managing the behaviour.

Time-out allows a pupil/student to safely de-escalate, regain control and prepare to meet expectations to return to his or her next class.

Time-out is 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. An example of this would be the supplying of a 'time-out' card for a pupil who feels that they are liable to lose their temper, flare up etc. The production of the card will allow them to remove themselves to another area of the PRU (dedicated time-out room or resource area). They would be accompanied there by staff.

The teacher-in-charge ensures that parents or carers are notified if a serious incident occurs with their child. This is done by telephone initially, with a text message or letter to follow if contact cannot be made or if there are other issues which need to be discussed or by letter.

**Appendix 1** provides a model for this notification.

The dedicated time-out room;

- Has been risk assessed in relation to student and staff
- Allows for meaningful educational activity to be provided for students and has adequate ventilation, lighting and heat
- Has adequate space for students and staff
- Allows pupils/student to have lunch and toilet breaks when appropriate if time out occurs across these periods
- Is conducive to de-escalating inappropriate behaviour
- Is not locked, latched or secured in any way that would, in case of emergency, prevent staff or the pupil from exiting the room
- Is supervised at all times
- Displays rules and expectations
- Displays visual supports for de-escalation strategies and for appropriate behaviour.

The teacher-in-charge ensures that a register for the use of the designated time out room is maintained. This register records information on the number of times the time out room has been used and by whom. **(Appendix 3)**

The number of time-outs used by pupils will be reported at Management Committee meetings. Data should be used by the PRU community to assess the effectiveness of the strategy within the context of the regular review of the school's behaviour policy and to inform future planning re pupils' behaviour plans.

## Appendix 1 Sample letter

Y Daith  
C/O Amelia Trust Farm  
Five Mile Lane  
Barry  
CF62 3AS  
Tel: 01446 782039

Y Daith  
The Court House  
Westgate  
Cowbridge  
CF71 7AR  
Tel: 01446 774460



Dear,

This letter is to inform you about the use of time-out with your son/daughter  
\_\_\_\_\_ of year \_\_\_\_\_ consistent with the Behaviour  
Policy which is in operation at Y Daith.

Time-out was used with your son/daughter between \_\_\_\_\_ (time) and  
\_\_\_\_\_ (time) because

Please feel free to contact the school to discuss the behaviour that led to your child  
requiring time-out.

Yours sincerely,

M. Sweeden

## **Appendix 2**

A suggested checklist for the organisation of a dedicated time-out room includes;

- The use of time out has been discussed with and understood by the PRU community and incorporated as part of a continuum of behavioural interventions in the PRU behaviour policy.
- Has been risk assessed in relation to student and staff safety
- Allows for meaningful educational activity to be provided for students
- Has adequate ventilation, lighting and heat
- Has adequate space for students and staff
- Allows arrangements for the student to have lunch and toilet breaks when time-out occurs across those periods
- Is conducive to de-escalating inappropriate behaviours
- Is not to be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room
- Is supervised at all times
- Displays rules for behaviour within the room
- Displays school rules and expectations
- Displays visual supports for de-escalation strategies and for appropriate behaviour.

### **Communication and Evaluation**

- Procedures for the use of time-out have been communicated to all students, parent(s)/carer(s) and PRU staff
- Training has been conducted for PRU staff in procedures for the use of the dedicated time-out room
- A record of the use of the dedicated time-out room with each individual student and for each occasion is maintained
- Procedures for notifying parents or carers of the use of the time-out room with their child have been developed
- A register of the use of the dedicated time-out room is maintained and forwarded to the Education Authority each term



- Procedures to be followed if a student does not comply with the use of the time-out room or if the use of the time out room is not successful in managing the behaviour of the student have been developed
- Data on the use of the time-out room is used to assess its effectiveness in supporting an individual student
- Data on the use of the time-out room is used to assess the effectiveness of the strategy within the context of the regular review of the school's behaviour policy.

The teacher-in-charge records the use of the dedicated time-out room with each individual student. 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 dedicated time-out room
- Behaviour observed in the time-out room
- Duration of time the pupil was placed in time-out.
- Follow up discussions



