



Best Practice Guide for Schools



The Safespace

The 'Safespace' is a soft, calming relaxation space for children and adults with complex needs, who would be unsafe in a standard room.

Key Features:

- Designed to support single or multiple users with a wide range of needs
- Significantly reduces the risk of injury from hard surfaces
- Calming low stimulation environment
- Easily transformed into a sensory space

Policy and Training

The Safespace should be included in relevant school policies, used only as a planned intervention and accompanied by an individual risk assessment. It is important to designate one or more key staff members to ensure that the Safespace is maintained and used appropriately and that all staff are trained in and adhere to best practice.

Uses of the Safespace

One-to-One Space

For those with a short attention span, or who are vulnerable to distraction, the Safespace can provide a low-stimulation environment in which one-to-one work can take place, without the need to withdraw from the classroom.

Sensory Space

Safespaces can be used as a sensory space by adding equipment such as fibre optics, special effects projections and sensory toys. This environment is ideal for carrying out therapeutic work, intensive interaction and deep massage.

Promote Behaviour Self-Management

The Safespace can also be used to reduce background noise, distraction or anxiety in the classroom. With a behaviour support plan, students can learn to recognise the changes in their body when they are about to go into crisis. They can be invited to use the Safespace as a calm space when they start to feel anxious or agitated. This strategy can help to reduce the incidence and duration of crises. It can allow the student to remain in the classroom, and not be isolated from their peers.

Reduce Restrictive Interventions

The Safespace must always be used as the least restrictive intervention and its use should be documented in a restraint reduction plan. When used as an alternative to a physical or chemical intervention it can reduce the risk of injury to the individual concerned, other students and staff members. It can be part of a toolkit that provides a student in crisis with a private, calm space where they can begin to de-escalate in a safe environment and it also helps staff maintain their relationship with students.

Positive Behaviour Support Planning

“A Positive Behaviour Support Plan is a document created to help understand behaviour and support behaviour change in children and adults who have learning disabilities”

[The Challenging Behaviour Foundation.](#)

The aim of a behaviour support plan is to reduce the need for restrictive intervention by helping the student to develop the ability to regulate their own behaviour.

The ways in which the Safespace is to be utilised should be discussed with all those involved in the care of the individual. All interventions should be documented within the individual's behaviour support plan.

Refer to our 'Behaviour Support Plan Fact Sheet' for additional information.

Monitoring and Review

Use of the Safespace should be used following school procedures which have a clear monitoring and review process in place. This should indicate whether, for example, when used as part of a behaviour support plan, the frequency and duration of crises are reduced.

A Safespace should not be used for the following:

- As a substitute for inadequate supervision
- An unplanned or informal restrictive practice
- Any intervention which is not regularly monitored
- As a storage area – The 25cm gap around the outside is essential for keeping the user safe and objects should never be stored within its immediate vicinity.

Best Practice Checklist

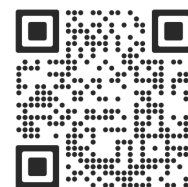
We work closely with professionals and offer a range of training and resources to ensure that the Safespace is always used as the least restrictive intervention.

Below is a best practice checklist for you when using the Safespace and making a decision which helps to identify the least restrictive intervention for an individual.

- The student's well-being and those caring for them must be at the centre of all decision-making,
- Adopt a multidisciplinary team approach, including family members and all relevant professionals.
- Set a clear intention to use the least restrictive practice to keep the student safe that is proportionate to the situation and implemented for the shortest possible time.
- Conduct a detailed assessment that is regularly reviewed in a structured way with the reasons for decisions recorded.
- Complete a risk assessment – recording potential incidents, the likelihood of these occurring and the consequences of these.
- Your decision should avoid adopting blanket solutions (fettering of discretion) that don't take into account the individual's needs. Such decisions should be made on a case-by-case basis.

Watch our films to find out how Safespaces are used in schools throughout the UK and worldwide.
www.safespaces.co.uk/safespaces-films

Scan the QR Code



Resources

Safespaces Behaviour Support Plan Fact Sheet

Contact us at info@safespaces.co.uk to request a copy.

HM Government: Reducing the need for restraint and restrictive intervention

(Published June 2019)

www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

NICE: Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges

(Published May 2015)

www.nice.org.uk/guidance/ng11

NICE: Decision-making and mental capacity

(Published October 2018)

<https://www.nice.org.uk/guidance/ng108/chapter/recommendations>

NHS Digital: Mental Capacity Act 2005, Deprivation of Liberty Safeguards Assessments

(Published July 2010)

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-capacity-act-2005-deprivation-of-liberty-safeguards-assessments/mental-capacity-act-2005-deprivation-of-liberty-safeguards-assessments-england-2009-2010-first-report-on-annual-data>

Social Care Institute for Excellence: Deprivation of Liberty Safeguards

(Published May 2015)

<https://www.scie.org.uk/mca/dols>

The UN Convention on the Rights of Persons with Disabilities UK implementation

(Published November 2020)

<https://commonslibrary.parliament.uk/research-briefings/cbp-7367/>

Legislation

UK Government Legislation: The Education Act 2002

<https://www.legislation.gov.uk/ukpga/2002/32/contents>

UK Government Legislation: The Disability Discrimination Act 2005

<https://www.legislation.gov.uk/ukpga/2005/13/contents>

UK Government Legislation: The Equalities Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

UK Government Legislation: The Children's And Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>



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