

***The whole package^{1*}**: a review of the use of Quiet Place in Knowsley primary schools.*

*I would like to thank Headteachers , therapists , teachers, parents and pupils at the Quiet Places I have visited for the time given to me . Thanks also to Penny Moon of **A Quiet Place Ltd** for her time.*

Special thanks must go to Pat Charnock and Amanda Koukoulas for their help in organising interviews with parents, mentors , pupils and teachers. These were very important in giving me an understanding of how Quiet Places work with different groups of users of the service. The organisation was excellent.

Liz MacGarvey

NOTE: When **A Quiet Place (Ltd)** is used it refers to Quiet Places as created and developed by the Quiet Place organisation. Without the suffix, it refers to the general concept of a therapeutic centre in school

^{1*} The title of this report is drawn from an interview with a pupil at St Margaret Mary's school who asked why *all* schools couldn't have Quiet Places as part of the whole package of education.

Summary and recommendations:

- Quiet Places are a valuable resource in schools and, where possible, should be offered in a greater number of schools. They provide a therapeutic centre for pupils who are distressed and often support parents troubled by their child's behaviour or by circumstances which have contributed to distress in the child. Parents and teachers can ask for referral for a child to the Quiet Place for help which includes focused intervention for six sessions over a six week period initially by trained therapists and by "bodyworkers" who provide massage treatment and relaxation therapy. Training in peer massage and circle time is also offered to groups of pupils and to whole classes. The 4 Quiet Place schools also offer outreach activities-mainly massage techniques, relaxation and Circle Time- to schools in their area.
- A review of literature informing provision of Quiet Places and interviews with representatives of all stakeholders indicates the value placed on Quiet Places as effective helping agencies.
- There are some aspects of provision-among them outreach, staff monitoring and data- which need further discussion and negotiation with A Quiet Place (Ltd). Currently, the provision of outreach is the least effective aspect of Quiet Place provision.
- Outreach services could be made more consistent by shared training, agreed and published timetables and clear signalling of outcomes. Greater involvement of BEST team members might be encouraged.
- It is my opinion that a steering group , made up of representative stakeholders and the Knowsley BEST team should be established as soon as possible to provide an overview of this important resource and to oversee the modifications necessary to improve efficiency in the delivery of Quiet Place services.

This review of the provision known as Quiet Place based in 4 of our primary schools has been commissioned by the Lead Development Headteacher acting on behalf of BIP primary school headteachers.

The purpose of the review is:

- To consider the impact of Quiet Places in the schools they serve
- to evaluate the value for money represented by Quiet Place Ltd
- to exam the level and impact of outreach work
- to make recommendations based on current levels of funding and to consider what might be preserved and what alternatives there might be when and if funding is cut.

The provision is a “bought-in” service, jointly managed by the organisation known as A Quiet Place Ltd and by the headteachers and governors in individual schools. The name Quiet Places is a trademark one and each *Quiet Place* is run to a model prescribed by the company though there are slight modifications to the Quiet Place programme occasioned by the differing circumstances of each school.

A key question has been raised for this review and it concerns the centrality of the service and nature of the programme designed and developed by A Quiet Place (Ltd). The Knowsley Partnership BIP fund pays the total running cost of £147,791 to maintain quiet places four Knowsley primary schools ; of this sum, around £ 20,000 is paid to A Quiet Place (Ltd) for training, monitoring and evaluation. How far is this running cost justified as money spent outside the LA ?

A further question arises from this overall cost. How far is this sum being effectively used in the service of the boroughs most disadvantaged children? The issue of cost effectiveness will necessarily include two key aspects of provision- firstly, how individual schools are served by the Quiet Places programme and secondly how Quiet Places reach out to other BIP schools in their area.

How the Review was conducted

The following processes inform the review of Quiet Place provision and the recommendations which follow

Literature review:

- A Quiet Place (Ltd) Report Overall Findings for 2005-2006
- Individual reports on Quiet Places schools
- Ofsted references provided by Penny Moon of A Quiet Place (Ltd)

- Protocol papers and administration documents , including paperwork associated with therapies and that associated with contractual arrangements with A Quiet Place (Ltd)
- Evaluations from parents, teachers and children provided by individual schools

Interviews

I spoke at length to Headteachers, therapists and body workers in individual schools and with teachers, parents and pupils in two of the four schools. These were semi-structured discussions most lasting around 45 minutes.

I conducted an interview with a Knowsley BIP Support Worker and the in school mentor in a primary school attempting to establish its own therapeutic provision. There are several such initiatives across Knowsley primary schools and I believed it to be important to consider this alternative provision in the light of questions regarding the cost of maintaining A Quiet Place (Ltd) provision.

Interview with Penny Moon, Director of A Quiet Place (Ltd)- this was an open conversation covering Quiet Places provision in Knowsley and possible alternatives to existing provision.

Additionally, I spoke informally to two doctors, one a GP and one a paediatrician specialising in child psychology. These were brief (20 minutes) and focused on the perceived efficacy of therapeutic services in schools.

Finally I spoke to a Liverpool Hope academic with a background in supporting children with special needs through therapeutic procedures. This covered much of the same ground as I had addressed in my discussions with the doctors referred to above.

The purpose of such extensive discussion was to give myself as well rounded a picture as possible of the opinions and responses of representative “stakeholders” in the v provision. It is important that the review process be as reflective as possible of the views of those who administer and of those who experience the Quiet Places programme in Knowsley.

Important note: This review is not intended to be an evaluation of *individual* school’s provision-it is intended to look at how they work and are used across the four schools and to inform the headteacher partnership about the functioning of Quiet Places as a service. Inevitably, there is reference made to its functioning in individual schools and comparisons made but this is with the intention of analysing what v provision looks like when optimally functioning and what modifications there have been to the Quiet Places parent company’s programme in particular schools in the light of their specific circumstances. Such variations are discussed as significant features of the provision as a whole.

I have not attempted to comment on evaluative reports for specific schools or to analyse numeric data – these reports are in the public domain and open to scrutiny at any time .

What does A Quiet Place (Ltd) provide for schools?

Contractual arrangements between Quiet Places Ltd and its partner schools provide:

- Management and administration of the A Quiet Place (Ltd) system
- Training of staff and consultancy services in the form of regular contact with headteachers and oversight of the provision
- Supervision of therapists
- Development and administration of QA procedures
- Ongoing research and evaluative reports

In practical terms, this means that training in A Quiet Place (Ltd) protocols and therapies is offered to both therapists and to additional members of staff for a total of three days per year. There is regular supervision of psychotherapists (at least fortnightly) and of bodyworkers. Data using A Quiet Place (Ltd) proformas is collected and analysed on an annual basis. Responsibility for gathering the data falls usually to the psychotherapist but collection and analysis rest with A Quiet Place (Ltd)

What is the schools' response to the service provided by A Quiet Place (Ltd)?

Headteachers and therapists I spoke to were all appreciative of the breadth of knowledge and commitment to the Quiet Place concept evidenced by the Quiet Places Director and her staff. Each of the therapists interviewed valued supervision and therapeutic training. Headteachers in general valued the service reflected in the paperwork and data collection services "If I had to do all that, it simply wouldn't be possible" was one Head teacher's comment and it fairly summed up the general view (though note the important caveats below)

While clear that therapeutic supervision could be made available within Knowsley, therapists valued the professionalism and commitment of Quiet Places supervisors, although a question was raised by one therapist regarding the qualification for supervision of one of the Quiet Places staff providing supervision. This perception may be a result of differing types of qualification for supervision. Quiet Places supervisors are all certified for supervision of Quiet Places provision.

There were, however, some concerns raised about the A Quiet Place (Ltd) and school partnership.

The occasional conflicts between the demands of the Quiet Places protocols and training and the needs of schools and the multiple demands on staff time were frequently raised in discussions with therapists and headteachers.

There are strict protocols laid down by A Quiet Place (Ltd) governing therapeutic intervention. Two therapists referred specifically to the need to intervene spontaneously as a result of a particular family's or pupil's needs or to move beyond the protocols and in such cases, Quiet Places protocols were perceived as occasionally restrictive. One Headteacher spoke feelingly of the school's own training and development needs militating against the demands for release of time and staff for A Quiet Place (Ltd) training although all four headteachers were clear about the need for therapists to receive regular supervision and time for this was seen as essential.

Another Headteacher regretted that she could not always take up the training offered as part of the contract with Quiet Places Ltd Three of the Headteachers commented on the difficulty for staff accessing training which was city-centre based and often run as two-light sessions. The Quiet Place Director grapples with the issue of best timing for training and this is currently being re-negotiated.

The monitoring of staff

The issue of procedures when a therapist or bodyworker is perceived as unsatisfactory was twice raised by therapists although not by headteachers. This may be because headteachers are clear that the responsibility for staff in their school rests ultimately with them and their governors and the lines of responsibility are clearly stated in contract papers. However, the fact that monitoring of staff was raised as an issue does reflect an important concern. Quality assurance rests with A Quiet Place (Ltd) and where there is an issue raised- from whatever source- procedures for dealing with complaints need to be completely transparent and seen to be effective. There is some question currently as to whether staff monitoring is as transparent and effective as it needs to be for optimal functioning of Quiet Places.

It is critical that the procedures to be followed in the event of a member of the QUIET PLACES staff being thought to be unsatisfactory are clear to everyone and as clearly applied.

Where an outside agency-in this case A Quiet Place (Ltd)- is involved in working with governors and headteachers-it is even more important that those aspects of staff performance the agency is responsible for are specified in employment documentation. Currently, this does not appear to be available.

Data Collection

There is a wealth of data collected by therapists and analysed and annotated by A Quiet Place (Ltd). Some questions arise, however regarding the reliability and the effective use of the data and there is no clear agreement about what constitutes useful data for school. For example, one Headteacher reported a data gap which should not have occurred and the therapist at the school reported her concern that data was not efficiently collected by the person responsible. While the paperwork makes clear where responsibility lies for collection of data, there is less clarity about what happens when gaps arise. There is some uncertainty about the provenance and reliability of data-for example, the reliability of parents' responses to sensitive questions is rightly called into question and where fed into results can give a false impression. There are two levels of annual reporting: one, an overall report which looks across the data in Quiet Places across the country; the second level is for individual schools. The annual overall report is replete with data and could usefully form a morning's in-service concerning the efficacy of therapeutic intervention and the place of the analysis of emotional health in schools' reporting systems; the individual report is less useful currently. Without analytical commentary on the meaning of a school's data results, the data is of little practical use in informing future planning. Such terms as *in line with*, *above* and *below* with reference to a wealth of detail concerning aspects as various as a pupil's place in the family, eating habits and emotional resilience lack meaning when the detail is overwhelming and its relevance in terms of the programme's effects is hard to determine.

In order for data to be perceived as useful and to be used effectively there needs to be on-going discussion between schools and the Quiet Place organisation as to what

information each needs and how it can effectively be gathered and presented. The data analysis service provided by the Quiet Places can only effectively meet schools' needs if schools are active partners in the process of data collection and analysis.

The perception of the efficacy of Quiet Places among the schools using them

I spoke to a range of staff, parents and pupils to gain their perspective on the use of Quiet Places within their schools.

There was in all schools a strong sense that the provision of therapeutic services within school has had substantial positive impact. Even where hard data was not available, Headteachers and, reportedly, the majority of staff in schools are convinced that children are helped and moreover that staff are both helped and professionally developed by the presence of such a centre in the school.

School Heads regard Quiet Places as a significant factor in behaviour improvement. I interviewed teachers in two Quiet Places schools. In the first school, I interviewed two teachers, one a mature NQT, the other an Assistant Head and both were clear about the effectiveness of the Quiet Places provision. Despite experience differences, there was a close agreement in what each in separate interviews with me had to say.

I would not like to be without it. it gives kids the time you just haven't got-it focuses on the kids who need individual attention and prevents them from slipping through the net.....

You don't feel as isolated when you see a child in trouble..you know there is someone who can focus on the child and provide the one to one that you can't as a class teacher give them.

Staff in all schools referred to spoke the learning for them in observing and joining in "circle time" with their class:

Circle time provides staff with a chance to observe kids in a totally different setting.

I watch the kids in circle time and I think "oh, I must try that"

We can see that here's another way to reach out to the kids.

One Senior Teacher spoke of seeing changes among staff as a result of Quiet Places:

It's another line of support for good, caring teachers who are aware that they cannot provide the one to one support of a kind that that some children need; staff benefit from the provision and learn more about the children because of it.

She added that it provided a way of reaching out to parents "a way they find accessible and effective"

The parents I spoke to in St Dominic's Quiet Place agreed with this assessment of Quiet Places and they were eloquent in their appreciation of what Quiet Places had provided for them and their children

I have been through the mill and Quiet Places has helped me and a lot of other parents who've been here. I've been helped to see things straight and I've known this was someone I could trust.

One parent- a highly articulate Mentor at the school- gave me permission to quote a detailed self-portrait as part of her defence of the Quiet Places provision. Now returning to education and a valued mentor at the school, she recognises the problems many children and families face.

I left school which I had hated at 15 without qualifications and became a mother very young. You don't have the strategies that you need to cope and there is such a lot of social disadvantage here. Many of us are the 4th generation of unemployed parents here. The parenting skills of young and vulnerable families are inadequate. They need this support. They won't go to the Primary Care Trust but they will come here. I've seen behaviour patterns drastically changed through parenting techniques discussed here. It's private here, it's low key, accessible and confidential

Environment tailored to suit the child is an important element in Quiet Places provision and is an aspect frequently referred to by interviewees of all kinds- parents teachers and pupils. One of the mentors was very clear about the benefits of the magical environment provided by Quiet Places –

Children are sometimes afraid to show their feelings, especially in an area like this. Here in Quiet Places they are allowed to be kids; they're not judged. Without Quiet Places we'd end up with a lot more damaged kids.

In her interview, this mentor made explicit a point made obliquely by two other adult interviewees and by two of the children “*Many children can't cope academically if they can't cope with the emotional side of life; they find learning more difficult*”

People have to see what children are dealing with in their lives.

This last point was echoed by a Y6 teacher.

I look at some children and I think what would I have done in their circumstances?

In a defence of therapeutic interventions specifically, she added “*If we now have the knowledge of what helps, why can't we use it?*” And this teacher also put forward the argument for Quiet Places I had heard from the other teachers I spoke to *I look at a child and I'm concerned but I don't have anything to go on .In Quiet Places I have someone I can turn to to provide help for the child.*

The children I spoke to (at St Margaret Mary in pairs; at St Dominic's in two groups) were as positive about Quiet Places as parents and teachers had been.

I have selected below some of the comments of individuals which reflect the thoughtful and specific points made by many of those interviewed.

All of those interviewed spoke with little need for prompting and found it easy when asked to offer examples of the ways in which they and others had been helped.

It helps you get your anger over (sic)

If you're sad, you don't want to tell everyone, so you come here.

I went to bed late all the time but now I go early. Quiet Place did that

When dad died and people were skitting me, Quiet Places helped me...

It helped me to stick up for myself

Quiet Places has helped a lot of people in this school

Of course school is about education, but it's more than this...

One Y5 boy told me that he thought all schools should have Quiet Places because they helped so much with behaviour: *Why can't we have **the whole package**, learning, sports and behaviour*

These interviews matched closely the written evidence that Quiet Places are appreciated by the service users and all of the interviews were marked by the ability of the respondents to give specific examples of how they had been helped or seen others be helped by the Quiet Places programme.

The issue of Outreach

Quiet Places were funded partly on the basis that they would offer their services to other schools. Where this happens, participating schools appreciate the service and all evaluations indicate the usefulness of the therapies and the training provided. However, On the evidence of my observations and discussions, I must conclude that consistency in availability and accessibility of outreach is the least satisfactory aspect of provision compounded by the surprising variation of therapist time across the four schools.

Only in one school is outreach consistently working well. Significantly, the therapist' available time is less in those schools where outreach is less frequent or consistent.

For outreach to work, several things have to happen:

1. There has to be a transparent referral system and timetable agreed well in advance for training or PSHE events such as Circle Time, peer massage therapies, and work with parents.

2. There has to be commitment from the participant (non- Quiet Places) school to receive training from the Quiet Places organisation. My understanding is that such training is available within the terms of the current contract with Quiet Places.
3. The participant (non Quiet Places) schools should consider providing, wherever possible, a suitable environment for therapy in order to minimise the movement of children. Quiet Places (Ltd) can advise on this and within Knowsley, we have therapists who can also offer practical guidance. It is possible to transform a small room, even on a temporary though regular basis.

Revisiting Criteria

All four schools who have Quiet Places also have high levels of need but many Knowsley schools would argue the case for their own school to be considered as greatly in need of such support. The data used when assessing whether or not a school should be offered a high level of support includes criteria such as crime and disorder rates and employment rates and these are often linked to mental ill-health. I would recommend that a steering group revisit the criteria so that necessary cut-off points are transparent.

Help for Families

In two of the schools the emphasis on parental involvement was marked. The therapists here had clearly identified the role of the Quiet Places as an ‘independent’ source of support for parents in difficult circumstances. The time available to me for this review has not allowed me to make a special study of the role of Quiet Places in supporting families but I would suggest that this is an important hidden asset and one that could usefully be developed. *For this reason, I believe it to be important that we firstly establish the cost to the LA of behaviour support overall and the cost per intervention of referral to educational psychologists for regular ‘treatment’. This, together with records of parent/child use of Quiet Place would add evidence to our claims for Quiet Places as effective interventions.*

Evidence points to a rise in the number of young people requiring treatment for mental distress and disorder. *“Self-harm among young people is a major public health issue in the UK. It affects at least 1 in 15 young people, blights the lives of young people and seriously affects their relationships with families and friends. It presents a major challenge to all those in services and organisations that work with young people, from schools through to hospital accident and emergency departments”* (Mental Health Foundation website)

"There is also disturbing evidence, shown in research carried out by SANE and others, that the numbers of those who self-harm is growing, and that they are doing so in increasingly damaging ways." Quote from speech by Marjorie Wallace (CEO) SANE organization.

Suicide rates among, especially, young men continue to be high (though please note that here “high” is a very relative term. We are dealing with very small numbers in the population as a whole). Although hard evidence of effective prevention of mental ill health is impossible, it is possible to gather data relating to exclusions and to improved behaviour and well-being. There is evidence that Quiet Places programmes help distressed children and Head Teachers believe that Quiet Places help reduce exclusions. Given the problems facing a significant minority of our children in Knowsley, it is critical that we examine closely the

benefits of therapeutic interventions in school and set these against the likely costs if they did not exist. It may be time to review the way in which we approach the treatment of pupils suffering mental distress. In view of the *Every Child Matters* agenda and the concept of extended and integrated schooling it may be that Quiet Places offers a very powerful model of treatment which we should consider developing rather than curtailing.

However, should funding continue to be an issue there are alternative models available to us.

1. 'Spread' Provision

Extend provision to 2 schools but on a reduced basis. Offering bodyworker for one day a week and psycho-therapist for one and a half to two days per week in each of 2 schools. Mentors could be trained to work in Quiet Places by the Quiet Place organisation.

One off additional funding would be needed to establish the Quiet Places base room. In this model we would be doubling the number of schools running Quiet Places to boost out-reach support by offering 'blocks' of time to clusters of schools. For example, in each term, give seven and a half days circle time and massage therapies to 2 further schools and identify a regular morning session for the psycho-therapist. This would spread provision further and introduce to 3 times as many schools, the concept of therapeutic intervention.

2. Maintain 1 school as a centre of excellence offering training and supervision to mentors trained in Quiet Places programmes who would maintain Quiet Places in their schools and 'buy in' psycho-therapeutic help in the centre.

3. Maintain all 4 centres but extend their role to serve clusters of schools as above.

Each of these options has something to recommend them. All would reduce the level of commitment to the current Quiet Places schools and I should stress that I would regard this as an enforced necessity in the light of budget constraints.

However, if we were to be forced to rethink provision as a result of this and pressure from those primary schools who also face serious need, then I would recommend option 4 which, while it does not reduce spending does spread the service. Option 4 however, would require that the staff be regarded as trainers and this would involve professional development costs. Additionally, there are the costs involved in the training of mentors across participating Quiet Places schools. If spreading the cost in this way was not enough to justify funding, then Option 3 would be preferred.

Which ever option were to be chosen, there is a need to consider in-depth training of staff in participating schools in the concept of Quiet Places provision- not only of those mentors trained to maintain Quiet Places but of all staff.

In examining Quiet Places provision, I have taken as read some consensus that the provision of a quiet place in school with the possibility of therapeutic intervention is regarded by schools and by the Authority as a good thing. However, there is not very much evidence of whole staff engagement in or knowledge of the concept of Quiet Places provision and the literature and research underpinning provision of such a service. While aware of the

constraints of staff time, I regard the authority's financial commitment as of an order that requires some assurance that those schools benefiting from the allocation of resources are conscious of a responsibility to observe and gather evidence of the effects of Quiet Places on the school as a whole.

If either model 3 or 4 were to be adopted by the Authority, it would represent a significant investment in the concept and would require at the very least the training of mentors to maintain the rooms and the listening & strategy building function of the therapeutic provision. Without the supervision of a fully trained therapist, Quiet Places – if not fully endorsed by Head Teachers and understood and acknowledged by all staff to be a therapeutic provision – have the potential to become dangerous places for distressed children. It is therefore, in my view, essential that participating schools who might in the future decide to establish Quiet Places provision on the lines suggested in models 3 & 4, consider very seriously the ethical and health and safety implications of deciding to develop such provision.

A ROSE BY ANY OTHER NAME?

There is little reason to doubt that, given the resources it has currently, Knowsley could run its own Quiet Places, albeit under a different name. The expertise of Support Workers within the Authority's BEST team is such that the authority could provide therapies and supervision. Several of the people interviewed offered defensible reasons as to why internal auditing and QA practices might very well help schools provide a more context specific service better suited than to the schools changing needs.

These included:-

- The often rigid application of Quiet Places protocols
- The occasional lapse of focus of some training services and consultation
- The perceived inflexibility training schedules
- The uncertain quality of data support

I have examined each of these in turn and have considered the saving represented by the fee paid to A Quiet Place (Ltd). In arriving at my conclusions regarding the benefits of the relationship in Quiet Places (Ltd.), I have talked more than once to those headteachers involved in Quiet Places provision and have raised the points above with them.

Having listened closely to these views, I have concluded that the cost for the service provided by Quiet Places when it is delivered and accessed as laid out in the contract is a modest one when set against the overall cost of our four Quiet Places.

Furthermore, the expertise and the knowledge developed by A Quiet Place (Ltd) is considerable, both of therapeutic provision and of the world of primary schools –especially in disadvantaged areas. The provision of therapeutic programmes is not something that can be lightly undertaken by schools and the presence of an external partner with a vested interest in the rigorous application of safety protocols and quality assurance frameworks is in itself a factor in protecting vulnerable people.

Short term interventions focused on measurable outcomes, emotional intelligence training and the application of 'safe touch' therapies developed in line with knowledge of psychotherapeutic intervention for distressed children are the result of lengthy experience of what works best for schools as well as children. The protocol occasionally experienced as constraint, may militate against flexibility but, on balance, may help to maintain high safety standards.

Schools in more challenging areas often have difficulty getting into school the parents of children judged as in need of the 6 week therapeutic intervention. Some flexibility here would be helpful.

Signed consent forms, for example, are often the best that some schools can hope for with regard to parental consent.

Equally, it is vital that teachers and schools be prepared to give to the referred pupils pre and post intervention help that involves not just the therapist and pupil but the whole school.

The paperwork associated with the Quiet Places programme and the data that has to be collected, should in my view be thoroughly reviewed by Quiet Places (Ltd) in close consultation with headteachers. It would appear that there are difficulties in collecting data, some of which is judged by schools to be unnecessary.

These are all resolvable issues but they require a degree of commitment from all partners including parents.

I would recommend that a small steering group be established which would include parents and even, where appropriately invited, children.

Recommendations:

the funding of Quiet Places be continued and expanded using the combined expertise of A Quiet Place (Ltd) and trained staff within BEST. Alternative sources of funding should be actively sought.

a steering group be established made up of representatives of all stakeholders to oversee the work and the potential development of Quiet Places. Such a group could consider the implications of a "roll-out" of Quiet Places provision to non-BIP schools.

overseen by the steering group, a subgroup be set up to review the data used and analysed by Quiet Places and to ensure its fitness for purpose. This group should also review the

contractual relationship between the school and Quiet Places especially with regard to staff performance and training needs.

Liz MacGarvey , January , 2007

Action Plan requested by meeting of Quiet Place Headteachers following Draft Report on January 11th 2007

Quiet Place Action Plan

To formally set up a Quiet Place Steering Group to meet half termly

Membership to include the four Headteachers from schools with Quiet Places, two non BIP Headteachers, the Education Improvement Partnership and Social Inclusion Manager plus representation from the Local Authority

Group also to invite Penny Moon Quiet Place Manager to all future meetings

First meeting agreed for Wednesday February 28 th 1-30 -3-00 p.m. in the Education Development Centre

Priorities for the Steering Group would be

- Format of future school reports
- Staff training
- Supervision and Performance Management of Quiet Place staff
- The development of a menu of outreach activities and consideration of which services would be free and which should incur charges
- Quality assurance procedures
- Future sustainability

Timeline to be written by the Steering Group

Group to commission future research as appropriate

References

1. Quoted from website of The Mental Health Foundation
www.mentalhealth.org.uk

2. Marjorie Wallace CEO quoted on website : www.SANE.org.uk accessed 9th January 2007

Background material

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Ofsted Report 2003 for St Dominic Junior School

Renwick, F, Spalding, B (2002) *'A Quiet Place' Project: an account of Early Therapeutic Intervention within Mainstream Schools*
British Journal of Special Education 29 (3), 144–150.

Spalding, Bob, *A 'Quiet Place' : Supporting Children and Families Under Stress* Presented at ISEC 2000