



ChillVille

POLICY

Policy

This policy describes the purpose of the ChillVille setting and sets out the requirements for when and how this setting may be used by a school to support a student.

Summary

- For the purposes of this policy, ChillVille is a controlled and intentionally created space that provides multi-sensory resources to support a student's learning needs to enable them to engage in learning.
- Schools are expected to support a student's learning within regular learning spaces such as classrooms as much as possible.
- ChillVille must not be used in the disciplining of students.
- ChillVille is to be used to promote a student's engagement in their learning and achieve their learning goals in a manner that proactively supports and responds to the student's sensory needs. This will commonly involve making a space available to a student proactively to prevent problem, challenging or maladaptive behaviours, before the problem, challenging or maladaptive behaviour occurs. ChillVille is not intended to be used in response to problem, challenging or maladaptive behaviours.
- ChillVille may sometimes be used to reinforce and reward positive behaviour where it will assist the student's overall learning and engagement, but this use should not be its main purpose.
- The Department of Education does not support the use of deep pressure equipment, such as weighted blankets and vests, worn by or applied to students as they can pose a risk to the health and safety of students. Such equipment must be used in supervised conditions e.g. teacher or ES support worker.

Details

Use of ChillVille

Students must not be left alone in ChillVille and must be supervised and engaged in sensory activities and experiences provided by a staff member.

Doors of sensory rooms must remain open whilst the room is in use. This includes when staff are working with one or more students in the room.

ChillVille must be continually evaluated by school staff to ensure it is safe, being used as intended, and contributing to positive student outcomes.

All equipment must undergo periodic checks by school staff to ensure they are in good working order and are safe to use.

Student use of ChillVille must be scheduled to provide equitable access by all students with an identified need. Equitable access should be based on student need, not simply equity of time.

Prohibited equipment and practices

ChillVille must not be used in the disciplining of students. Using Chill Ville in response to student behaviour may reinforce the student's use of the challenging behaviour.

ChillVille must not be used for the purpose of separating students from their peers, either during class or break times.

ChillVille is not an alternative curriculum or alternative to formal education.

ChillVille is not an alternative play space for students who prefer not to play outside.

Design of ChillVille

Schools must critically reflect on their need for a sensory room, acknowledging that their establishment can take considerable time, resources and funds.

Sensory interventions

Schools are expected to support students (including students with Autism Spectrum Disorder) in the classroom and across the school environment and routines, within existing tiered supports, as much as possible, without the use of a designated space. Schools can refer to [Behaviour — Students](#) and [Students with Disability](#).

Definitions

Individual Education Plan (IEP)

Individual Education Plan

Problem, challenging or maladaptive behaviour

Behaviour that interferes with the learning of the student or the learning of other students.

Related policies

- Behaviour — Students
- Duty of Care
- Performance and Development for Teacher Class Employees
- Privacy and Information Sharing
- Procuring Low-value Construction Works and Services
- Procurement — Schools
- Records Management — School Records
- Restraint and Seclusion
- School-funded Capital Projects
- Students with Disability
- Supervision of Students

Relevant legislation

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Regulations 2017 (Vic)
- Equal Opportunity Act 2010 (Vic)
- Ministerial Order No. 1038 – Teaching Service (Employment Conditions, Salaries, Allowances, Selection and Conduct) Order 2017 (PDF)
- Ministerial Order No. 1039 – School Council Employees (Employment Conditions, Salaries, Allowances and Selection) (PDF)
- Ministerial Order 870 – Child Safe Standards – Managing the Risk of Child Abuse in Schools (PDF)

Policy Review and Approval

Policy last reviewed	November 2024
Approved by	OGPS School Council
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