



The Calm Room Policy & Guidance

THE GRANGE PRIMARY SCHOOL
GUIDANCE AND POLICY FOR USE OF THE CALM ROOM

The policy should be read in conjunction with the Behaviour, Safeguarding and Care and Control Policies.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils placed in our resourced provisions that have a Calm Room. Its contents are available to parents/carers and pupils.

Every effort will be made to ensure that all staff working in our resourced provisions with Calm Rooms. at The Grange Primary School:

- (i) Clearly understand this policy and their responsibilities, in the context of their duty of care, in taking appropriate measures when using the Calm Room.
- (ii) Are provided with appropriate training.

Each class will have a name for their Calm Room. which suits the needs and understanding of their children.

The definition of a Calm Room in terms of this Policy and Guidance is as follows:

'a room that offers a pupil an opportunity to calm during the school day which may also be the modified area identified within a resourced provision environment that offers a low sensory working environment'.

CONTEXT:

There are times when children need access to a quiet and calm space. A Calm Room is a sensory-controlled calming area. The purpose of a Calm 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 all cases the use of a Calm Room, at The Grange Primary School, will form part of a pupil's Positive Handling Plan or Behaviour Support Plan and will be agreed by the school leadership and parents/carers and their agreement recorded. Pupils are consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access the Calm Room, sometimes with a prompt from staff. This is known as 'self-referral'. In exceptional circumstances, when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm Room using agreed positive handling strategies.

As a planned approach the Calm Rooms 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 expected that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil, this will be included in pupil's individual Positive Handling Plan or Behaviour Support Plan.

OUR CALM ROOMS:

Three of the resourced provision classes have a Calm Room that is unique to the needs of the pupils in that particular class. Although the Calm Room is not a formal teaching room, from time to time, pupils may choose or be encouraged to work in them. It is a place of safety and creates a calming environment for the pupil. Lights are low, cushions, blankets, bean bags are sometimes present for pupils who like or need to lie down. Soft blankets and covers can be helpful to pupils who like to cover themselves up. At times it may be helpful to play music and have an array of soft toys for the pupil to play with.

Staff can see the pupil at all times, they are constantly monitored and each time a room is used, it is formally recorded in the classes Calm Room book.

A decision to use physical intervention to support the pupil in accessing the Calm 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, staff or visitors.
- Damage to property.
- An offence being committed.

PROCEDURE FOR USE OF THE CALM ROOMS:

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, in the pupil's Behaviour Support Plan or the pupil's Positive Handling 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 Calm Room'.
5. If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the four legally defensible criteria outlined above apply, staff may consider it necessary to escort the child to the Calm Room using an approved physical intervention in line with school's Care and Control policy,
6. Once in the Calm Room, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Calm Room.
7. When the Calm Room has been used, the incident must be recorded appropriately in line with school policy.

8. While a child is in the Calm Room, senior staff should ensure that appropriate staffing is available to support the child.
 9. If child chooses to take themselves to the Calm Room and would like to be alone, a member of staff will monitor the child from outside of the room.
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- **At no time should pupils be unsupervised in a Calm 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 and/or mirror and offer reassurance. Staff should re-enter the Calm Room when the pupil indicates that this is possible.**
 - **At no time should pupils be locked in a Calm Room.**
 - **If a pupil tries to leave the Calm 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 and take action accordingly. This response must be recorded after the event in line with school policy.**

HELPING OUR PUPILS TO UNDERSTAND HOW TO USE THE CALM ROOM:

Where appropriate –

1. Introduce the Calm Room in a positive, proactive way that helps the pupil to understand the benefits that can come from its usage.
2. Explain to the pupil 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. The Calm Room should not be used on a 'scheduled' basis. It is meant to be used as and when a pupil 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.
4. The best outcome of using a Calm Room is when a pupil learns how to 'self-regulate' independently and is able to calm her/himself down.
5. The Calm 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 pupil move towards the room and during and after they have spent time there.
6. It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Calm Room' or the pupil themselves may feel that 'this is a good time to use the Calm Room'.

RECORDING:

Each Calm Room has a folder (*Appendix 1*) for recording its use in each individual class. Standard recording includes;

- The time the child entered and exited the room.
- The child's name.
- The date of using the calm room.
- A clear indication of whether or not the pupil self-referred and which member(s) of staff supervised the session.
- Where appropriate, a reference to whether this has been recorded in the black incident book.

For incidents that need to be recorded in the black incident book (**Appendix 2**), recording needs to include:

- Entry date linked to Serious Incident form or Use of Reasonable Force form.
- The context against which the room was used.
- The child's name.
- The time of incident.
- The date of using the calm room.
- The location of the incident.
- If a physical intervention is used.
- If there was an injury.
- Staff involved.
- The Serious Incident Log Number and if positive handling has been used, the relevant form
(**Serious Incident Report – Appendix 3 and Use of Reasonable Force – Appendix 4**)

MONITORING INCIDENTS:

The Deputy Headteacher has the ultimate responsibility for monitoring the use of the Calm Rooms. She will be supported by the Assistant SEND Manager and the SEND Governor. In addition, class teachers have the responsibility for monitoring the use of Calm Rooms in their classroom on a daily basis, ensuring that recording procedures are followed in line with school policy. In addition, on a half termly basis the SEND Manager and/or the Assistant SEND Manager will analyse the data generated and use this to inform both overall provision and the individual plans for pupils.

COMPLAINTS:

The availability of a clear policy about the use of Calm Rooms and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

APPENDIX TWO:

Please ensure a member of the Leadership Team has seen your entry

Entry No	Date	Pupils initials	RF/SIR	Location of incident	Time	Details	Any physical intervention needed	Injury	Staff involved	SLT signature	Date

APPENDIX THREE:



Grange Primary School Serious Incident Record

Child: Class:	Entry No:
Date:	Time:
Trigger/Cause (where possible to identify)	
Description and Strategies used:	
Behaviour/s involved;	
Injuries (pupil/staff)	
Action taken - Reflect Repair Rebuild	
Pupil's response:	
Person reporting:	
Witness:	

APPENDIX FOUR:

The Grange Primary School

CARE AND CONTROL OF PUPILS

RECORD OF THE USE OF REASONABLE FORCE

SECTION ONE

SERIOUS INCIDENT BOOK REFERENCE NUMBER

Reference should be made to the School's Policy on Care and Control of before completing this report form.

This report should be completed as soon as practically possible after the incident.

Name of Pupil.....

Registration Group/Class & Year Group.....

Date and Time of Incident.....am/pm

Place and Activity.....

Reporting Staff

Job / Role

Other adult(s) involved in incident.....

Looked After Child Y/N Ethnicity

1.RECORD OF INCIDENT

Why was the use of reasonable force in the best interests of the pupil?

Why? (Dynamic Risk assessment)

Was the pupil concerned liable to injury? Yes / No

Were other pupils liable to injury? Yes / No

Were staff /people liable to injury? Yes / No

Was property about to be damaged?	Yes / No
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Was good order prejudiced?	Yes / No
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Other? Please describe below	Yes / No
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Agreed by Special headteachers 23.04.09

1.1 Concise details of how the incident began and presenting behaviours?

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1.2 Strategies other than restrictive physical intervention that were used - Please tick

Verbal/non verbal advice and support	Humour
Reassurance	Options (offered)
Calm talking/communication /help script	Distraction
Time out (offered)	Time out (directed)
Step away/move away	Help Protocol
Pupil(s) told to stop fighting	
Other : Please describe	

1.3 Description of graded physical intervention used

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Approx duration of physical intervention

1.4 Record of any immediate injuries to pupil

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Action Taken

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Time of check..... Staff name

Record of later check

Time of check..... Staff name

Pupil Accident Log ☐

1.5 Were any other pupils injured? YES/NO Name(s).....

Pupil Accident Log ☐

1.6 Were you injured ? YES/NO

1.7 Were any other adults injured? YES/NO

Name(s).....

1.8 Record of any damage to property

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1.9 Measures taken to ensure that the pupil was calmed after the incident

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1.10 Signature of staff making reportDate.....

**The Grange Primary School
CARE AND CONTROL OF PUPILS**

RECORD OF THE USE OF REASONABLE FORCE

SECTION TWO : LEADERSHIP TEAM ACTION

SERIOUS INCIDENT BOOK REFERENCE NUMBER

2.1 Person completing this section

2.2 How parents /carers informed/by whom

2.3 Signature of member of staff informing parents/carers.....

Date..... **Time**

2.4 Any further action /information

2.5 Signature of Head/Deputy

Name **Signature**

Role..... **Date**.....

Does the pupil have a positive handling plan? YES/NO

Has this incident been logged in the Serious Incident Book? YES/NO