

<b>Calming Room Procedure</b>	
<b>The purpose of this procedure is to ensure we have a consistent approach to the implementation of this intervention.</b>	
<b>Purpose of the room</b>	<p>To provide a room for a child to be able to have reflection time and to regulate their emotions. The room has very little in it to allow minimal distraction.</p> <p>Ratio of adult to child = 1:1 and sometimes 2:1, depending on need.</p> <p><b>At no point should this room be used for seclusion. This means that staff may not leave a child alone in the room without their consent or where they are involuntary prevented from leaving the room/space, without an adult being present with them.</b></p>
<b>Who uses the room?</b>	<ul style="list-style-type: none"> <li>• Children with OT plans</li> <li>• Children with sensory needs</li> <li>• Children with SEMH</li> <li>• Any child who is dysregulated and requiring a calming space/ sensory input</li> </ul>
<b>What training have staff received to support the purpose of this room?</b>	<ul style="list-style-type: none"> <li>• Dysregulation training</li> <li>• Safeguarding training</li> </ul>
<b>When will they use the room?</b>	<ul style="list-style-type: none"> <li>• Children with individual behaviour support/ SEND plans which identify sensory needs will have scheduled times</li> <li>• Dysregulated pupils will have access to the room whenever needed/ in urgent cases. If the room is scheduled for use but is needed for safety/ high levels of dysregulated, the slot will be rescheduled and this will take priority.</li> </ul>
<b>Who will be in the room with the child(ren)?</b>	<p>Children are offered three things:</p> <ul style="list-style-type: none"> <li>• Time in the room on their own with an adult outside the door to monitor and support when needed</li> <li>• An adult inside who will sit quietly and observe/ monitor but who will not verbally or physically interact</li> <li>• An adult (usually a familiar one) to engage with play or regulation activities with the child</li> </ul> <p>If a child is being unsafe, we have two members of staff to support, potentially those who are Dysregulation trained.</p>
<b>What is accessible to the children in the room?</b>	<ul style="list-style-type: none"> <li>• A range of sensory resources</li> <li>• Sensory circuits and movement break cards</li> <li>• Sports equipment (can be used for sensory circuits or to engage in regulation activities)</li> <li>• Sensory lights</li> <li>• Weighted blankets</li> <li>• Cushions/ bean bags etc</li> </ul>
<b>How much time will each child/ group of</b>	<ul style="list-style-type: none"> <li>• There is no set time for children who are dysregulated as this will depend on the point they are at in the crisis curve and what their needs are.</li> </ul>

<b>children have in the room?</b>	<ul style="list-style-type: none"> <li>• If children as for the calming room due to feeling anxious and it is on their individual plan, a 5 minute timer is used as a visual aid</li> </ul>
<b>How is the room use recorded?</b>	<ul style="list-style-type: none"> <li>• OT/ sensory scheduled times outlined on SEND/ behaviour support plans</li> <li>• Any unscheduled times the room is used should be logged on Arbor and/or provision Mapping</li> </ul>
<b>How is the room use communicated with parents/carers?</b>	<ul style="list-style-type: none"> <li>• <b>Parents/carers are informed via SEND support/behaviour support plans if their child has regular access to the room.</b></li> <li>• <b>If a child is moved to the room or the child requests use of the room to regulate, parents/carers will be informed.</b></li> <li>• <b>Use of the room will be recorded via Arbor and/or provision Mapping/SEND recording system and parents/carers must be informed. A log of communication with parents/carers about the use of this room should be added to Arbor.</b></li> </ul>
<b>How is the use and impact of the room monitored?</b>	<ul style="list-style-type: none"> <li>• <b>Attendance logs of the room, alongside the needs of each child that has used the room will be regularly monitored</b></li> <li>• <b>This data will be reviewed termly</b></li> <li>• <b>A review of this intervention will take place annually</b></li> </ul>

<b>Date of most recent review:</b>	01.02.2025
<b>Review completed by:</b>	Annie Blackie and Isla Ellis
<b>Next review date:</b>	10.09.2025
<b>Signed &amp; confirmed by Headteacher</b>	<b>Name: Annie Blackie</b>  <b>Date: 17.02.2025</b>