



Carlisle Infant School



Guide for our Calm Corner

We are lucky to have a 'safe space' at Carlisle Infant School that we refer to as our Calm Corner. This is a place of safety with soft padding on walls. A safe space can provide a low stimulation area, which pupils can use to settle in, or have quiet time away from a busy classroom. Pupils can use the safe space as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are rising.

This room is a multi-purpose room and used for a variety of reasons;

- If a child is dysregulated and needs a sensory free space.
- To provide a quiet space for children who are feeling overwhelmed with the busy school environment.
- To provide a space for sensory play and support.



There are times when children need to access to a quiet and calm space. The Calm Corner is a sensory controlled calming area. The purpose of this space is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. Sensory toys are located outside the Calm Corner for children to access to support their self-regulation skills (if appropriate). In the majority of cases the pupils will ask to access the Calm Corner if they are feeling dysregulated often using the 'Zones of Regulation' to support their understanding of their emotions.

The Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
sad sick tired	tired moving slowly	happy calm feeling ok focused ready to learn	frustrated worried silly/wiggly excited loss of some control
		mad/angry terrified yelling/hitting elated out of control	



Positive Handling and Physical Restraint

In optimum circumstances the pupil will choose to access the Calm Corner, sometimes with a prompt from staff. 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 positive handling strategies. Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or damaging property. The Calm Corner (in this instance) should only be used after in-class strategies have failed to calm the pupil. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories below. The Calm Corner could be used for the following reasons:

- Self-harming
- Injury to other children or staff
- Damage to property
- Any behaviour that is not in line with our behaviour policy

In these instances the Calm Corner can be used as a means of

- Helping the pupil to manage their own emotional state
- Reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school
- Reducing the need for prolonged physical intervention.

Restraint may be necessary to safeguard the individual and or other from serious injury or harm. A decision to use physical intervention should only be made after all alternative strategies have failed to calm the pupil and never used to punish. All staff have been trained in des-escalation strategies and ensure techniques used to restrain or restrict liberty of movement are reasonable proportionate to the circumstances, risk and seriousness of harm; and are applied with the minimum force necessary and no longer than necessary. After any incident involving restraint staff fill out a 'significant incident record' and share it with a member of the senior leadership team on the same day. Parents and carers will be informed of this and the senior leadership team will review the records regularly.

Procedure for the Calm Corner

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunities to calm, using the strategies outlined in the school's behaviour policy.
2. If the pupils' 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. Staff should suggest 'This is a good time to use the Calm Corner.
3. Other staff should be alerted for support where appropriate.
4. If the pupil continues not to comply, staff may consider it necessary to escort the child to the Calm Corner using an approved physical intervention in line with the DFE guidelines.
5. Once in the Calm Corner and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Calm Corner.
6. When the Calm Corner has been used (for the above purpose) the incident must be recorded appropriately in line with school policy and must be shown to a member of the senior leadership team on the same day.
7. While a child is in the Calm Corner, senior staff should ensure that appropriate staffing is available to support the child.