



MARKET FIELD SCHOOL

Part of Hope Learning Community

CALMING ROOM POLICY

First written	September 2025
Next review	September 2026

Calming Room Policy

1. Purpose

Market Field School maintains consistently high expectations for pupils' behaviour and attitudes to learning. These expectations are underpinned by the school values of Respect, Excellence and Friendship and are embedded across all aspects of school life.

The Calming Room is a planned, purposeful element of the school's whole-school behaviour strategy. It supports pupils to self-regulate effectively, reflect on their behaviour and return swiftly to learning, ensuring that behaviour does not inhibit the learning of others.

The provision ensures that pupils feel safe, supported and confident, and that behaviour is managed calmly, consistently and proportionately, in line with Ofsted expectations for strong behaviour culture.

2. Aims

The Calming Room supports outstanding behaviour and attitudes by ensuring that:

- Pupils demonstrate positive attitudes to learning and understand that behaviour choices have consequences.
- Pupils develop the ability to manage their emotions independently and increasingly self-regulate.
- Disruption to learning time is rare, brief and purposeful, preserving high levels of classroom engagement.
- All pupils, regardless of pathway, are supported to meet the school's high behavioural expectations.
- Relationships across the school are built on mutual respect, empathy and restorative practice.

3. Definition

For the purpose of this policy, a 'calming room' refers to all areas of the school that a child may use to calm: the two dedicated calm rooms within Autism Base classrooms, the soft play and multisensory rooms, quiet corners in classrooms or any other identified 'safe space' a child may have.

4. Use of the Calming Room

Access

Access to the Calming Room is:

- Structured and intentional, never used as a default response.
- Available to all pupils when regulation support is required.
- Planned in advance for pupils with identified needs, ensuring equitable access rather than lowered expectations.

Referral

- Staff make professional, timely decisions, intervening early to prevent escalation.
- Pupils are encouraged, where appropriate, to recognise signs of dysregulation and request support responsibly.
- Parents and carers are informed when access forms part of an ongoing support plan.

This ensures behaviour is managed proactively rather than reactively.

5. Time, supervision and expectations

- Time spent in the Calming Room/calming area is brief and focused (typically no more than 20 minutes).
- Pupils understand the clear purpose and expectations of the room/area.
- Supervision is provided by trained staff who use calm, consistent language, modelling respectful interactions at all times.

Pupils are expected to return to class ready to learn, having reflected and regulated successfully.

6. Environment and Practice

The Calming Room environment promotes:

- Calm, order and emotional safety
- Low stimulation and purposeful reflection
- Dignity and inclusion

Activities are explicitly linked to:

- Regulation (e.g. breathing, grounding)
- Reflection on choices and impact
- Preparation for re-engagement with learning

The room is **never punitive** and is not used to avoid sanctions where these are appropriate.

7. Contribution to Outstanding Behaviour

The Calming Room directly supports:

High Standards of Behaviour

Pupils understand expectations clearly and demonstrate respect for staff, peers and learning.

Learning-Focused Culture

Behaviour rarely disrupts learning, and when it does, intervention is swift and effective.

Restorative Practice

Pupils reflect on behaviour, repair relationships and develop strategies to avoid recurrence.

These practices ensure pupils take increasing responsibility for their behaviour over time.

8. Monitoring and Impact

Class teachers, in liaison with the behaviour team, maintain robust oversight of usage, including:

- Frequency and duration
- Behavioural triggers
- Impact on classroom behaviour and learning time

This information is used to:

- Evaluate effectiveness
- Identify trends or barriers
- Adjust provision to maintain consistently high standards

This evaluative approach demonstrates clear impact, a key feature of outstanding practice.

9. Safeguarding and Welfare

The Calming Room operates within the school's established safeguarding systems. Staff remain alert to pupils' wellbeing and act promptly on any concerns, ensuring that pupils always feel physically and emotionally safe.

10. Review

This policy is reviewed annually as part of the school's strategic evaluation of behaviour, wellbeing and personal development.

11. Statement of Intent

The Calming Room/calming areas at Market Field School reinforces a culture where:

- Behaviour is well managed and consistently strong
- Pupils feel safe, respected and supported
- Learning is prioritised at all times

This reflects our school ambition for excellence in behaviour and attitudes, ensuring all pupils are calm, confident and ready to succeed.