

The Nest Information Evening

September 2024



Learning
Together in
God's Love

Welcome to The Nest

Specialist Internal Teaching Provision

Miss Lennon- teacher

Mrs Parry- TA

Mrs Byrne- TA

Mrs Hamilton TA

Mr Roffey- TA

Mrs McConvey- TA

Overall aims

- To support children to regulate their emotions
- To equip children with skills to manage their behaviour
- To get children 'ready for learning' to integrate back into mainstream
- To meet children's individual needs/targets
- To educate

Class Saints

- Saint Valentine



Curriculum

- Each child in our class has their own specific targets to work on. These will be addressed throughout lessons but also within 'individual learning' time. Some targets are academic; some are emotional, physical etc...
- All lessons from the curriculum will be delivered but will be at an appropriate level and within the right time. The one size fits all approach for supporting our children has little impact.
- Building up of lesson length and expectation
- Learning through play incorporated along with important life skills

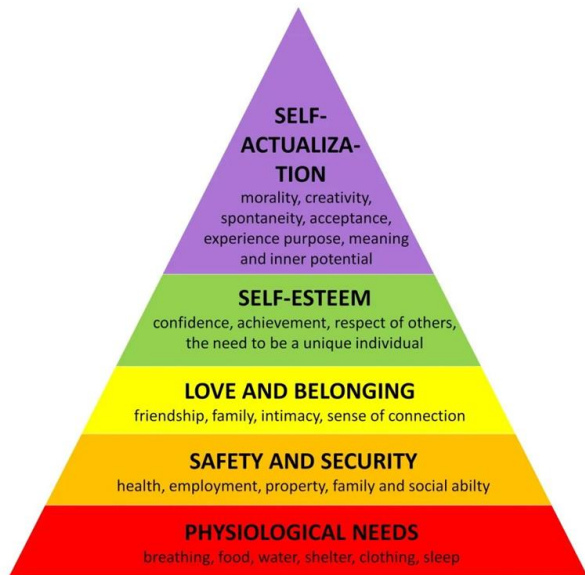
At times, for individual children, the behaviour policy may need to be adapted to appropriately match their individual needs. Rewards and consequences used with children must be appropriate to their needs and abilities. Teachers will have regard to the level of maturity of each child and their educational/ emotional needs.

Behaviour

We support children in helping them to understand that all actions/choices have consequences, both positive and negative. We encourage children to consider their choices and take responsibility for the consequences of these choices. We support children to reflect on the impact of unexpected behaviours on their own and others' wellbeing.

We encourage children to focus their attention, to be 'active listeners' and to develop the capacity to make 'good choices' through noticing and praising positive behaviours.

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour in the classroom.



Behaviour

There are many reasons why a child may struggle with their behaviour.

They may be:

- seeking to avoid or escape;
- trying to access something;
- needing attention;
- having difficulties outside of school e.g. sleep;
- needing sensory stimulation.

All behaviour is a form of communication. In The Nest, we aim to teach children skills to recognise what it is they are feeling and why, to be able to better manage outbursts. This is through our approach and structure but also the lessons which are taught. Children communicate with us in a range of ways and its for our specialist team to get to know each child and what works for them.

Positive praise, stickers, 1:1 or small group work, tokens, stars, prizes, choosing time and reward time.

Behaviour

- There will be times when we see behaviours that are a risk to self, others and property.
- Team Teach trained. Staff to make a dynamic risk assessment
- Minimum force for the shortest time, maintain dignity, 95% de-escalate, 5% physical intervention
- High handle, viewing mirror.
- Behaviour plans- will be revised when we see a new behaviour. CPOMS and incident book recording.
- Time at desk, time in the safe space, time out from play/lunch, time out from choosing/reward time
- Restoration process is key. Listen to the individuals views, link feelings to behaviours and learn better ways for next time
- Accidents do happen- paperwork

Behaviour

De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Start drawing and invite them to join.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Practice deep breathing together.
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if... ?"
47. Ask for their help with a chore or activity.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Let the little behaviors go.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Listen and repeat what they say.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.


Each half term, we focus on one of our Learning to Learn characters and Head Teacher certificates are awarded.

Learning to Learn...

Assemblies and mass will be a 'build up' process.

Pooh says...


I am **RESILIENT!**



- I can become absorbed in my learning.
- I can recognise and manage distractions.
- I can create my ideal environment for learning.
- I know when I need to take time out to think.
- I am good at noticing things.
- I can use my previous learning.
- I don't give up when things get tricky.
- I can learn from my mistakes.
- I understand that sometimes learning can be a slow process.

Tigger says...


I am a **RISK TAKER!**



- I know if I am wrong about something I can still learn from it.
- I can put forward my ideas even if they are not the same as other people's ideas.
- I think in creative ways and use it to further my learning.
- I know that my thinking might sometimes take me in a different direction.
- I can take risks in order to solve problems.
- I think about risks but I still have a go.

Eeyore says...

I am **REFLECTIVE!**



- I can plan ahead.
- I can plan for a course of action.
- I can plan for the time and resources I will need.
- I can plan to overcome any obstacles I may meet.
- I can be flexible.
- I can make changes to my plans if necessary.
- I can think about my work as I go along.
- I can see new opportunities.
- I can think about what is important in my learning.
- I can be my own learning coach.
- I can recognize how I learn best.
- I can talk about how I learn.
- I can talk about my work when it is going well or when it is challenging.

Piglet says...


I am **RESOURCEFUL!**



- I am good at asking questions.
- I am curious.
- I can think more deeply during learning.
- I can see connections between different events and experiences.
- I can use my imagination to ask 'What if ...?'
- I can work logically and systematically.
- I can give evidence to support my thinking.
- I can spot the strengths and weaknesses in information.
- I can use a wide range of resources appropriately.
- I can spot future opportunities.

Kanga says...

I have good **RELATIONSHIPS!**



- I know when it is best to learn on my own or with others.
- I can share my ideas.
- I can listen to other people's ideas.
- I can contribute to and draw strength from a team.
- I can see someone else's point of view.
- I can imitate other people's good ideas and good behaviour.
- I can use my knowledge of another person to explain their actions and feelings.

Owl says...

I am **RESPECTFUL!**







- I respect and recognise other people's view points.
- I respect other people's property.
- I respect school property.
- I respect school rules.
- I respect the similarities and differences between myself and others.
- I respect my culture and the culture and beliefs of others.

We refer to the 'Zones of Regulation' to help pupils to think about their behaviour and how it impacts others.

Zones of Regulation

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Lessons within PSHE
There will be a PSHE slot everyday.

Routines

- Water bottle (children can refill in classroom)
- PE KIT every day
- Backpack (not too large)
- Coat can be left on peg
- Children to bring their own small pencil case
- Items from home that support transition need to be small and there needs to be an understanding that the item might get broken
- Yellow communication book
- Token system
- Safe space
- Breakfast and snacks- paperwork

Start time- 8.45am

Register- 8.50pm

End of day- 3.15pm

Home Learning

- Finish later tray- message communicated in yellow book
- School library

PSA and Class Reps

- All of the adults in our school community are automatically members of the PSA.
- The PSA do a fantastic job in supporting the children of St Agatha's. Please do volunteer your time and support where you can.
- Those able to take on the role of class rep are greatly appreciated. It is not a huge job!
- Class WhatsApp


Drop off and pick up...



- Children come directly into class when the bell is rung at 8.45am. Registration is at 8:50am. If you are having difficulties, you can walk them to the black gate.
- Pick up is at 3:15pm- please wait on the main playground near the Year 3 outdoor area. If your child is not there and others are, please head to the black gate.
- Collections – Please provide written permission to the school office or email the office, if another adult is going to collect your child.
- At the end of the day, children must tell their teacher who is there to collect them before they leave.

Key Dates

- **Parent / Teacher Consultations** – Thursday 24th October and Thursday 13th February (both face to face). Longer slots for The Nest.
- International Day –Thursday 3rd October



Thank you for joining me
this evening!

Do you have any questions?

