

# The Nest Information Evening September 2025

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Learning  
Together in  
God's Love

# The Nest

**Miss Lennon**

**Mrs Taylor**

**Mrs Parry**

**Mr Cook**

**Mr Roffey**

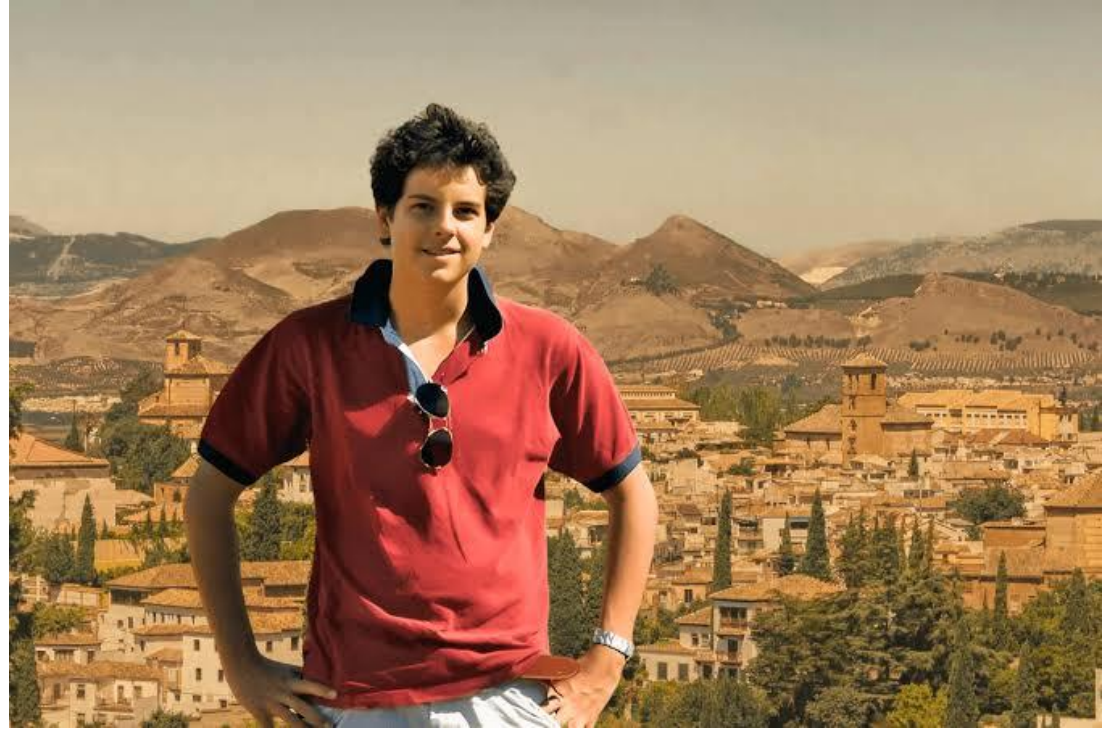
**Mrs Mallinson**

## 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 Carlo



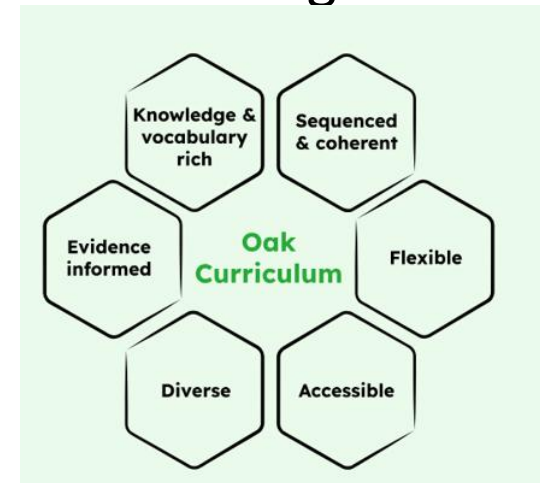
# Curriculum

- 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; others are emotional or physical.
- All lessons from the curriculum will be delivered but will be at an appropriate level and within the right time. We are following the NC and still accessing mainstream schemes.
- Learning through play is incorporated after a lesson, along with important life skills

# Maths

To support us with teaching the maths curriculum, we are moving over to using Oak Academy. This still follows the same mastery approach and therefore the lesson structure will be familiar to the children.

In addition, children in Year 1 to Year 5 will be taught the Mastering Number approach.



# Spelling

Spellings in Key Stage 2 will now be taught using a morphology approach.

Morphology is the study of the smallest units of meanings in language (morphemes) and is foundational to understanding how English words are structured.

The National Curriculum will be taught through objectives. There is a strong emphasis on spelling for writing and not for weekly memory tests.

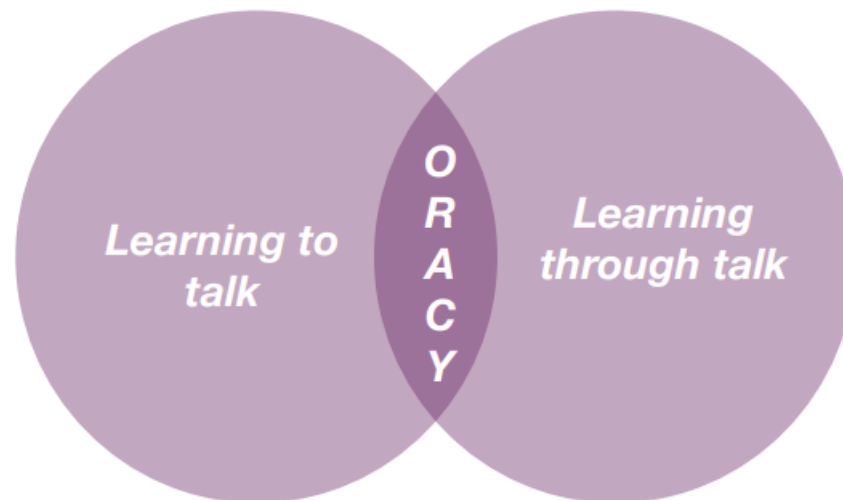
# Oracy

DfE: 'The value of talk to children's mastery of language is as important for writing as it is for reading. Pupils should be taught how to engage in dialogue that enhances learning.'

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

As we build a culture of oracy across the school, listen out for these specific terms from St Agatha's Oracy Framework: physical; linguistic; cognitive; and social and emotional.

Oracy is learning to talk and learning through talk. This is a school priority for this academic year to improve both spoken and written language.



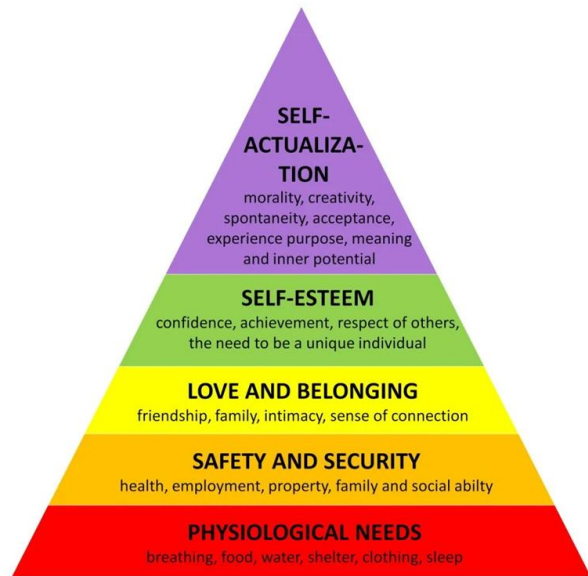
At times, for individual children, the behaviour policy may need to be adapted to appropriately match their individual needs. Rewards and consequences used with children must be appropriate to their needs and abilities. Teachers will have regard to the level of maturity of each child and their educational/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

Pooh says...

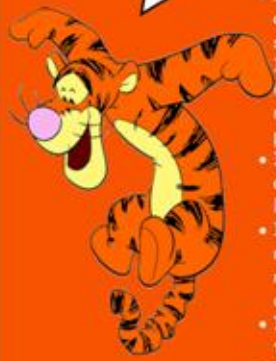
I am **RESILIENT!**



- 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 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.

# Catholic Social Teaching

Your child will learn how they can apply the Catholic Social Teaching Principles in their learning and across school life.



Everyone is special  
**Human Dignity**



Thinking of everyone  
**The Common Good**



Taking part  
**Participation**



Everyone should have a say  
**Subsidiarity**



Caring for God's gifts  
**Stewardship**



Showing we care  
**Solidarity**



Putting people most in need first  
**Preferential Option  
for the Poor**



Sharing fairly  
**Distributive Justice**







Being peacemakers  
**Promoting peace**

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®

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

Short PSHE sessions 10/15 mins per day.

# Routines

- Water bottle (children can refill in classroom)
- PE KIT every day (optional)
- 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

Start time- 8.45am

Register- 8.50pm

End of day- 3.15pm

# Home Learning

- Will be sent home (paper copy)
- 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 would prefer, you can walk them to the black gate.
- Pick up is at 3:15pm- please wait on the main playground. If your child is not there and others are, please head to the black gate.
- Collection – if another adult is going to collect your child, please provide written permission to the school office or email the office
- At the end of the day, children must tell their teacher who is there to collect them before they leave.

# Key Dates

- **Kingston Museum Trip – Thursday 25<sup>th</sup> September**
- **Parent / Teacher Consultations – school closes at 12pm**

Thursday 23<sup>rd</sup> October

Thursday 12<sup>th</sup> February

**Swimming lessons will be in the Summer Term – more information to follow.**

Thank you for joining us this evening!





Do you have any questions?