

Welcome to the CUBE

Our Intended Outcomes:

- To reduce the exclusion rate across the LA.
- To successfully re-integrate children into mainstream settings.
- To improve outcomes for children in relation to their attendance and academic performance.
- To provide children with strategies to manage their behaviour - progressing from co-regulation to self-regulation.
- To help children better understand the impact of their own behaviour on others.
- To increase children's ability to voice their feelings and emotions in an appropriate manner.
- To raise children's self-esteem.
- To provide CPD for other settings..
- To foster a better understanding of children's primary needs and to provide strategies for implementing positive change.

Vision Statement

The CUBE (Communication and Understanding Behaviours for Education) is a high-quality, short-term alternative provision (intervention) providing support for children in Years 2-6, their families and schools across Redbridge. Guided by the Nurture Group Principles, we aim to raise children's self-esteem and build resilience with an emphasis on strengthening their academic achievement through an adapted and personalised curriculum and enabling the children to self-regulate their behaviour. We provide a nurturing learning environment in which children are empowered to become emotionally literate, develop a positive attitude and become confident communicators.

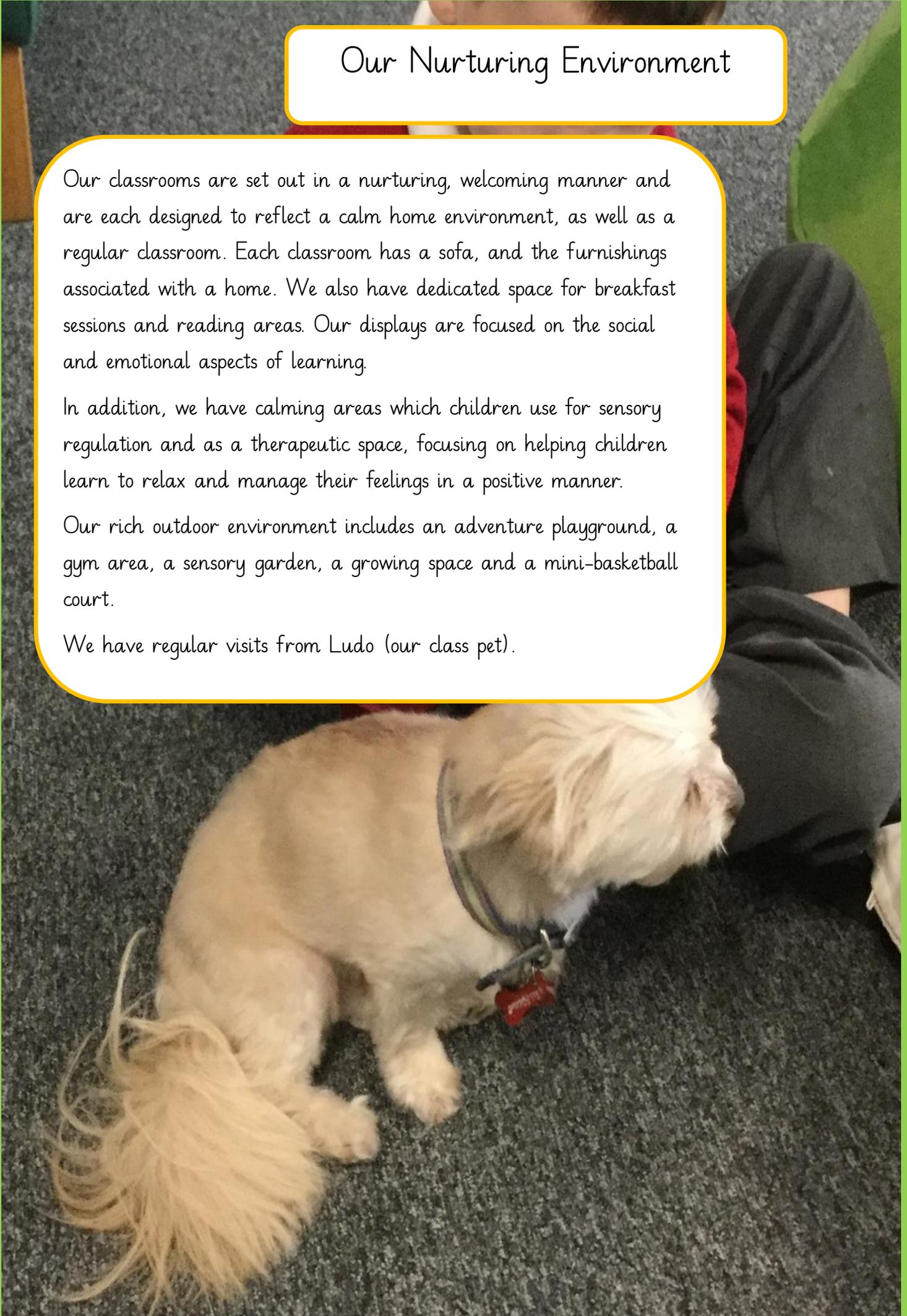
Our Nurturing Environment

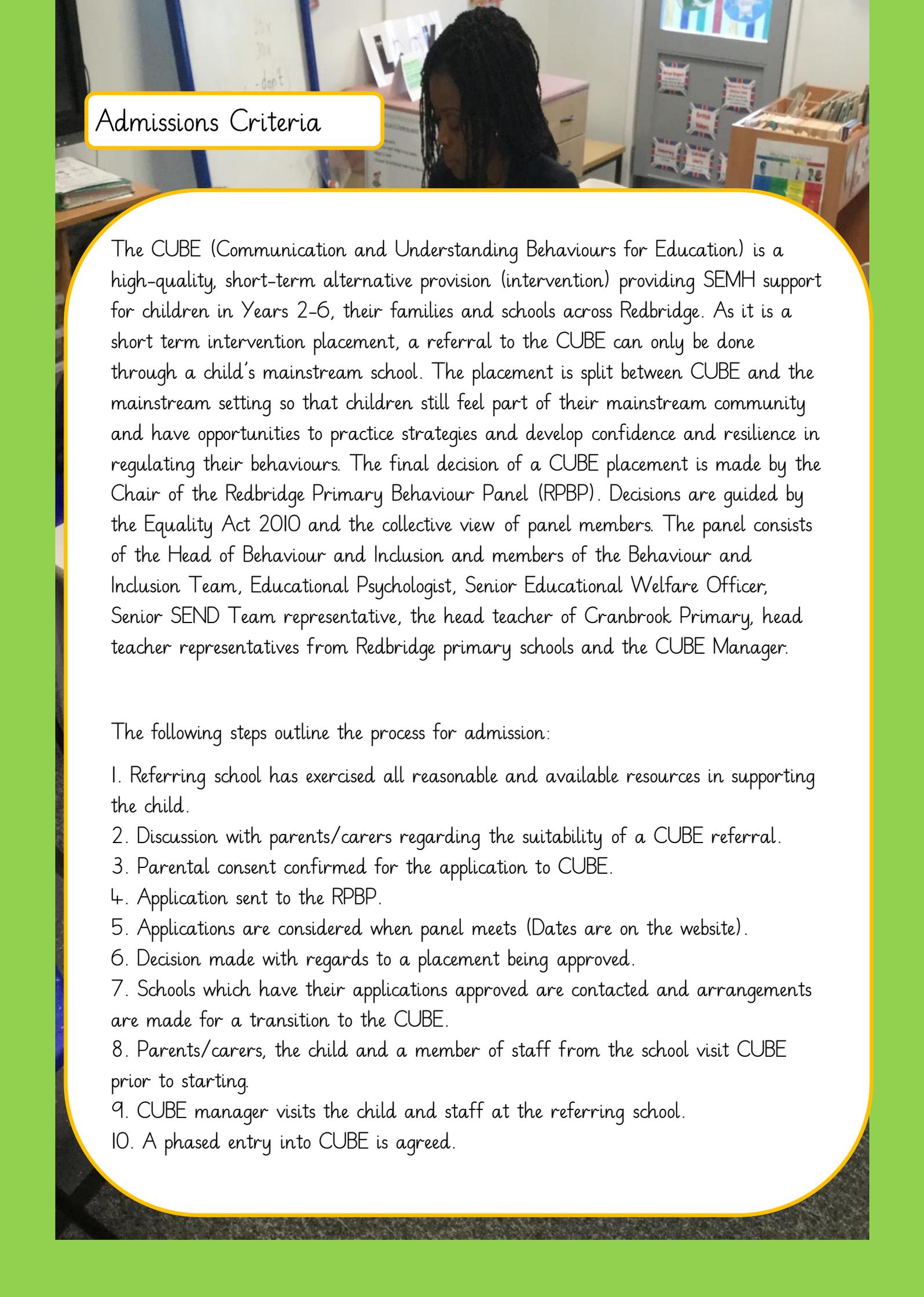
Our classrooms are set out in a nurturing, welcoming manner and are each designed to reflect a calm home environment, as well as a regular classroom. Each classroom has a sofa, and the furnishings associated with a home. We also have dedicated space for breakfast sessions and reading areas. Our displays are focused on the social and emotional aspects of learning.

In addition, we have calming areas which children use for sensory regulation and as a therapeutic space, focusing on helping children learn to relax and manage their feelings in a positive manner.

Our rich outdoor environment includes an adventure playground, a gym area, a sensory garden, a growing space and a mini-basketball court.

We have regular visits from Ludo (our class pet).





Admissions Criteria

The CUBE (Communication and Understanding Behaviours for Education) is a high-quality, short-term alternative provision (intervention) providing SEMH support for children in Years 2-6, their families and schools across Redbridge. As it is a short term intervention placement, a referral to the CUBE can only be done through a child's mainstream school. The placement is split between CUBE and the mainstream setting so that children still feel part of their mainstream community and have opportunities to practice strategies and develop confidence and resilience in regulating their behaviours. The final decision of a CUBE placement is made by the Chair of the Redbridge Primary Behaviour Panel (RPBP). Decisions are guided by the Equality Act 2010 and the collective view of panel members. The panel consists of the Head of Behaviour and Inclusion and members of the Behaviour and Inclusion Team, Educational Psychologist, Senior Educational Welfare Officer, Senior SEND Team representative, the head teacher of Cranbrook Primary, head teacher representatives from Redbridge primary schools and the CUBE Manager.

The following steps outline the process for admission:

1. Referring school has exercised all reasonable and available resources in supporting the child.
2. Discussion with parents/carers regarding the suitability of a CUBE referral.
3. Parental consent confirmed for the application to CUBE.
4. Application sent to the RPBP.
5. Applications are considered when panel meets (Dates are on the website).
6. Decision made with regards to a placement being approved.
7. Schools which have their applications approved are contacted and arrangements are made for a transition to the CUBE.
8. Parents/carers, the child and a member of staff from the school visit CUBE prior to starting.
9. CUBE manager visits the child and staff at the referring school.
10. A phased entry into CUBE is agreed.

Transition to the CUBE

Once the Redbridge Primary Behaviour Panel have agreed to place a child, they visit the CUBE with their parents/carers to meet their new teachers and become familiar with the space before attending.

In order to allow the child to feel safe and comfortable in the new environment and to maintain strong links with their mainstream settings, a typical induction to the CUBE takes the form of a managed transition. Over three weeks, children will begin to spend more time at the CUBE and less time attending their mainstream settings. This gradual build up is illustrated in green in the table on the next page.

Children in Years 2 and 3 attend the CUBE for three days and continue to attend their mainstream settings on Thursdays and Fridays, throughout the intervention. The same gradual transition is used when they return at the end of their placement. Children in Years 4 to 6 attend the CUBE for four days a week and attend their mainstream settings on Fridays.

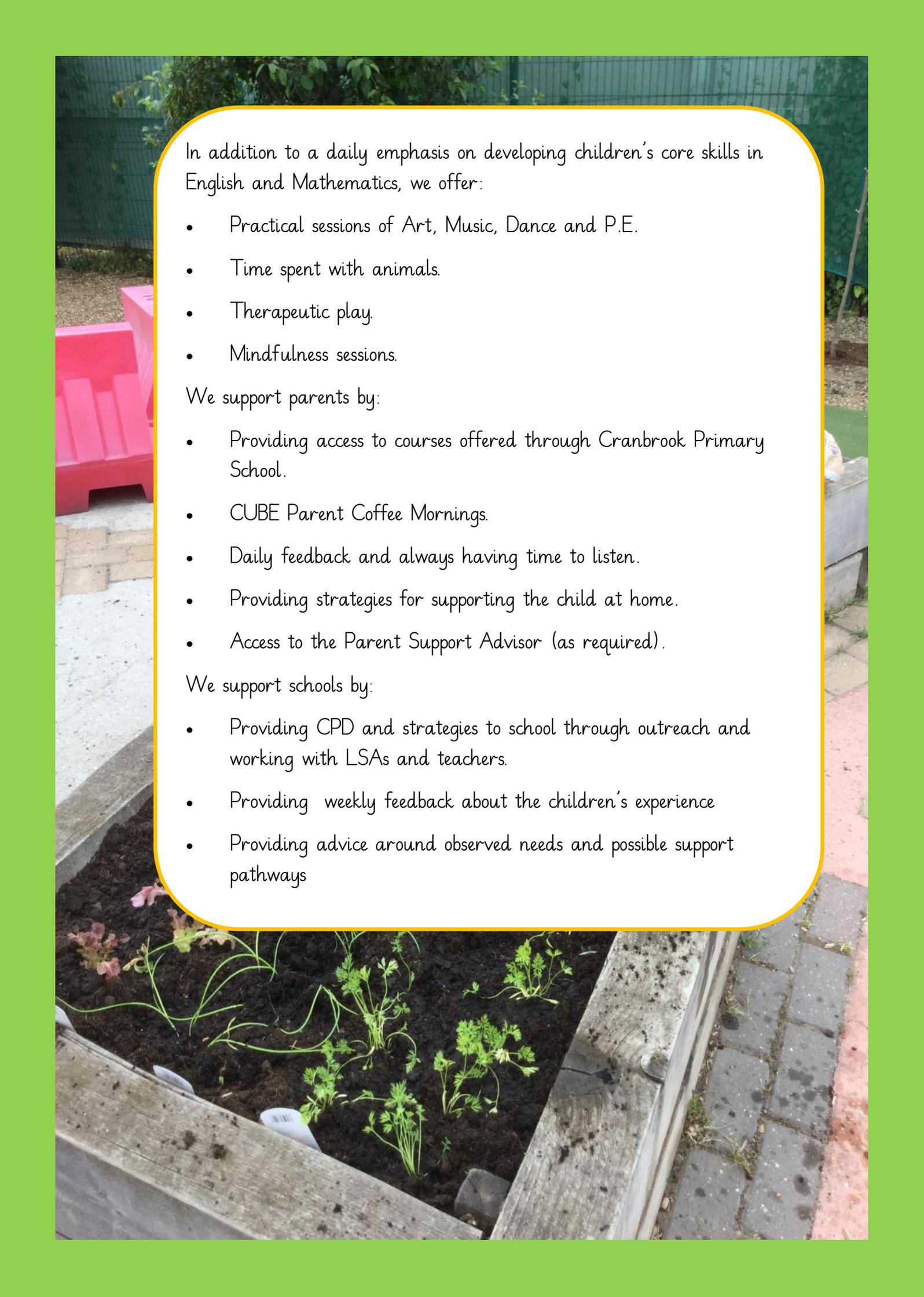
A Table Showing a Typical Transition Into The CUBE Over Three Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	1 day				
Week 2	2 days				
Week 3	3 days (Year2 and Year3) / 4 days (Year4, Year5 and Year6)				

Learning

Just as the physical environment of the CUBE is guided by the principles set out by The Nurture Group Network, so too is our curriculum; whilst we follow the core subjects of the National Curriculum, the lesson contents themselves are invariably focused on the social and emotional aspects of learning. To this end, we have carefully selected English texts which explore a range of social and emotional issues. The themes encountered in the texts are used as a springboard for cross-curricular learning.

The afternoons are dedicated to therapeutic activities, often with a practical focus. These include but are not limited to food tech, art, design and physical activities. On a termly rotation basis, pupils will take part in outdoor and indoor therapeutic activities which would include court sports, gardening, horse riding and swimming.



In addition to a daily emphasis on developing children's core skills in English and Mathematics, we offer:

- Practical sessions of Art, Music, Dance and P.E.
- Time spent with animals.
- Therapeutic play.
- Mindfulness sessions.

We support parents by:

- Providing access to courses offered through Cranbrook Primary School.
- CUBE Parent Coffee Mornings.
- Daily feedback and always having time to listen.
- Providing strategies for supporting the child at home.
- Access to the Parent Support Advisor (as required).

We support schools by:

- Providing CPD and strategies to school through outreach and working with LSAs and teachers.
- Providing weekly feedback about the children's experience
- Providing advice around observed needs and possible support pathways

Breakfast

It's Good to be me

Breakfast is a key part of our day. It allows us to come together as a group and engage in guided talk. We work together to prepare and tidy up after meal of either toast or cereal. This is an essential aspect of nurture practice. The aim of nurture breakfast is to support students to have a positive start to their day. It is a time where child-to-child and child-to-adult relationships are positively fostered and reinforced. During this time children learn the talk about feelings and emotions, acquire the vocabulary to describe how they feel, listen to others respectfully and learn to take turns.

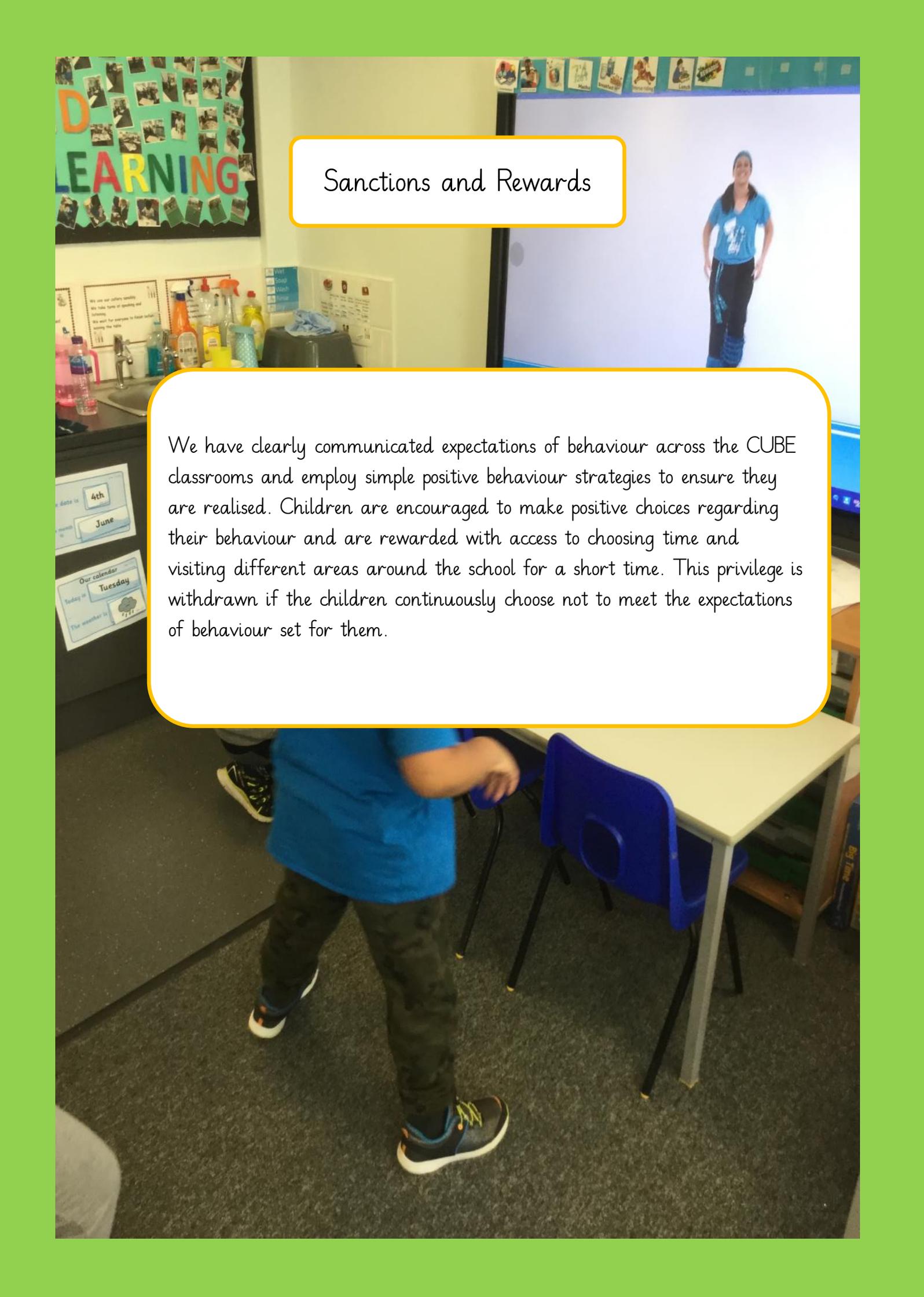
Breakfast shouldn't be seen as a replacement to your child's normal breakfast routine.



A Typical Day at the CUBE

9:30—9:45	Morning Work
9:45—10:30	English using texts with a theme focusing on social and emotional wellbeing.
10:30-11:00	Breakfast Time
11:00-11:15	Breaktime
11:15-12:00	Maths
12:00—12:20	Reading Focused Activities
12:20-12:30	Fitness / Mindfulness / Social Skills Activities.
12:30-13:15	Lunchtime
13:15—14:35	Therapeutic Curriculum E.g. Cookery, Art, Outdoor P.E., Gardening, Lego Therapy etc.
14:35-14:45	Reward Time
14:45	Hometime.



A photograph of a classroom. In the background, a teacher in a blue shirt stands on a large interactive screen. To the left, a bulletin board displays the word 'LEARNING' in large, colorful letters, surrounded by photos. Below the bulletin board is a sink area with cleaning supplies and a calendar showing '4th June' and 'Tuesday'. In the foreground, a student in a blue shirt and dark pants stands at a white table with blue chairs. The floor is dark grey carpeting.

Sanctions and Rewards

We have clearly communicated expectations of behaviour across the CUBE classrooms and employ simple positive behaviour strategies to ensure they are realised. Children are encouraged to make positive choices regarding their behaviour and are rewarded with access to choosing time and visiting different areas around the school for a short time. This privilege is withdrawn if the children continuously choose not to meet the expectations of behaviour set for them.

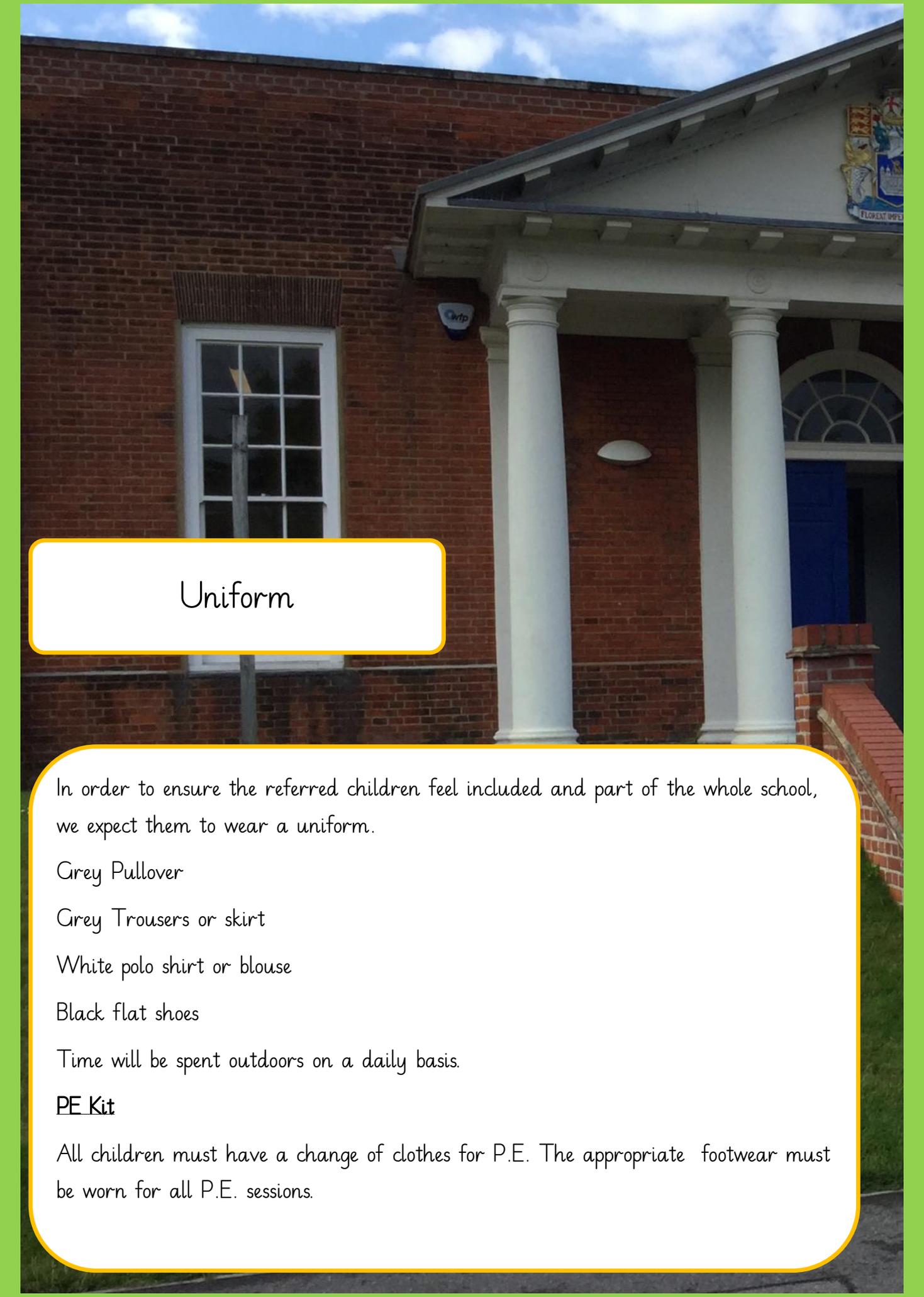


Access to Mainstream

One of the CUBE's main remit is to equip and enable the children to successfully return to their mainstream setting. When children are deemed ready, they are given the opportunity join their peers, for selected lessons, in the mainstream setting of Cranbrook Primary School. This allows them to try out the more challenging environment of a busy classroom. The level of supervision varies depending on their need at the time of transition and is gradually reduced to facilitate greater independence.

Sessions in the mainstream could be in the form of:

- Agreed Subject Lessons
- Assemblies and Special Assemblies
- Performances
- Workshops



Uniform

In order to ensure the referred children feel included and part of the whole school, we expect them to wear a uniform.

Grey Pullover

Grey Trousers or skirt

White polo shirt or blouse

Black flat shoes

Time will be spent outdoors on a daily basis.

PE Kit

All children must have a change of clothes for P.E. The appropriate footwear must be worn for all P.E. sessions.

Our Expectations and Commitments

We will:

- Gather as much information from the child, the parents, and the school and our own experience to fully assess the child's primary needs.
- Be flexible and child-centred.
- Provide daily feedback to the parents and carers.
- Provide weekly feedback to the schools.
- Offer CPD/Strategies to colleagues.
- Be consistent, caring, yet firm.
- Offer an adapted timetable.

We expect parents/carers to:

- Ensure their child attends daily and is on time for arrival and departure.
- Implement the same strategies.
- Give praise for achievements.

The child's referring school will:

- Ensure transport is arranged.
- Ensure communication is weekly.
- Use the time to reflect on strategies and gather information for statutory assessment if appropriate.
- Provide an LSA for consistency (children with an EHCP)
- Provide an LSA to attend CUBE on a weekly basis during the transition period back into the mainstream (two hour sessions shadowing CUBE staff)

Meet the Staff



Jas Leverton: Head Teacher



Danny: TA



Cassim Bana: CUBE Manager



Donna: KSI Nurture Teacher



Torain: Play leader / Mentor



Jemma: KS2 Nurture Teacher



Flora: HLTA

Cranbrook Primary School

Flowchart of Steps to Take in Managing Challenging Behaviour

Behaviour policy implemented, Concerns identified and shared with parents + the SMCED and strategies agreed.

London Borough of Redbridge Service Level Agreement

Services	KS1/2 Pilot Behaviour Intervention Programme Known as the Communication and Understanding of Behaviours for Education (CUBE) centre
Providers	Cranbrook Primary School

1. Introduction:

London Borough of Redbridge

Referral to the Redbridge Primary Behaviour Panel

For use from September 2020

1.1 - Referrer's details

Date: _____ Telephone: _____ Email: _____
 Referring school: _____
 Name and status of person referring: _____

1.2 - Pupil Details

Name: _____ UPLN: _____
 UCLN: _____
 Gender: _____ Year Group: _____ DOB: _____
 Address: _____
 Health Needs: Care Plan Child Looked After:
 FSM: Pupil Premium Designated LSA:
 CAP: Child in Need Child Protection SEN (please attach):

1.3 - Ethnicity codes

<input type="checkbox"/> White British	<input type="checkbox"/> Gypsy/Roma	<input type="checkbox"/> Any other mixed background	<input type="checkbox"/> Any other Asian background	<input type="checkbox"/> Chinese
<input type="checkbox"/> White Irish	<input type="checkbox"/> White and Black Caribbean	<input type="checkbox"/> Indian	<input type="checkbox"/> Black Caribbean	<input type="checkbox"/> Any other ethnic group
<input type="checkbox"/> Traveller of Irish Heritage	<input type="checkbox"/> White and Black African	<input type="checkbox"/> Pakistani	<input type="checkbox"/> Black African	<input type="checkbox"/> Refused
<input type="checkbox"/> Any other white background	<input type="checkbox"/> White and Asian	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Any other Black background	<input type="checkbox"/> Information not yet obtained

1.4 - Parent/Carer Details

Parent name (1): _____ Parent name (2): _____
 Person with parental responsibility: _____
 Family details (child's numerical position in family): _____
 Please tick/initial to whom the telephone numbers belong:
 Home telephone: _____ Work telephone: _____
 Mobile telephone: _____ Emergency number: _____
 Language spoken at home: _____ Interpreter required:
 Any relevant family circumstances: _____

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 Primary School and ment through which
 12 pupils identified as coments will normally lays a week for Year 2 il circumstances, a 2 for up to six months. Behaviour Panel ore cement is to support restfully to their

Documentation

- Referral Form
- Service Level Agreement
- Referral Flowchart
- Annual Report

These documents can be found on the Cranbrook Primary School website under

Contact Details:

Cranbrook Primary School
 CUBE
 The Drive
 Ilford, Essex
 IG1 3PS
 Telephone: 0208 518 2562
 admin.cranbrookprimary@redbridge.gov.uk

Websites:

[Nurture UK](#)
[Boxall Profiles](#)
[Redbridge Behaviour and Inclusion](#)
[SEaTTS](#)
[Anna Freud Centre](#)

Literature:

Attachment in the Classroom: The links between children's early experience, emotional well-being and performance in school: A Practical Guide for Schools. Dr. Heather Geddes

Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools. Louise Michelle Bombèr

What About Me?: Inclusive Strategies to Support Pupils with Attachment Difficulties Make it Through the School Day. Louise Michelle Bombèr