

A 3D cube graphic with a light blue top face and a light blue front face. The top face contains the word 'CUBE' in a stylized, bold, black-outlined font. The letters are filled with a colorful landscape scene: green hills, a blue river, and a yellow sun. The right side of the cube is a vertical rectangle with a yellow background and a black outline, also containing the same landscape scene. The background of the entire page is a blue, wavy, abstract pattern.

CUBE

Communication and
Understanding of
Behaviours for
Education

Short Term SEMH Intervention

Welcome to the CUBE

Our approach is grounded in the belief that growth is nurtured through care support and development.

Our Intended Outcomes:

- To reduce the risk of exclusion for learners through our bespoke programme based on the six principles of nurture
- 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 use the restorative justice approach, enabling children to engage in self-reflection.
- To increase children's ability to voice their feelings and emotions in an appropriate manner
- To raise children's self-esteem
- To enable children to recognise and express their emotions through the use of the Zones of Regulation
- To provide CPD for other settings through CUBE staff working with others
- To foster a better understanding of children's primary needs and to provide strategies for implementing positive change

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 shared strategies
- Give praise for achievements
- Allow time for best outcomes

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)

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.

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 facilitated 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 agreement confirmed for the application to CUBE
4. Application sent to the RPBP
5. Applications are considered when panel meets (Dates are on the Cranbrook Primary website)
6. Decision made with regards to a placement being approved
7. Schools who 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 below.

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 duration of 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.

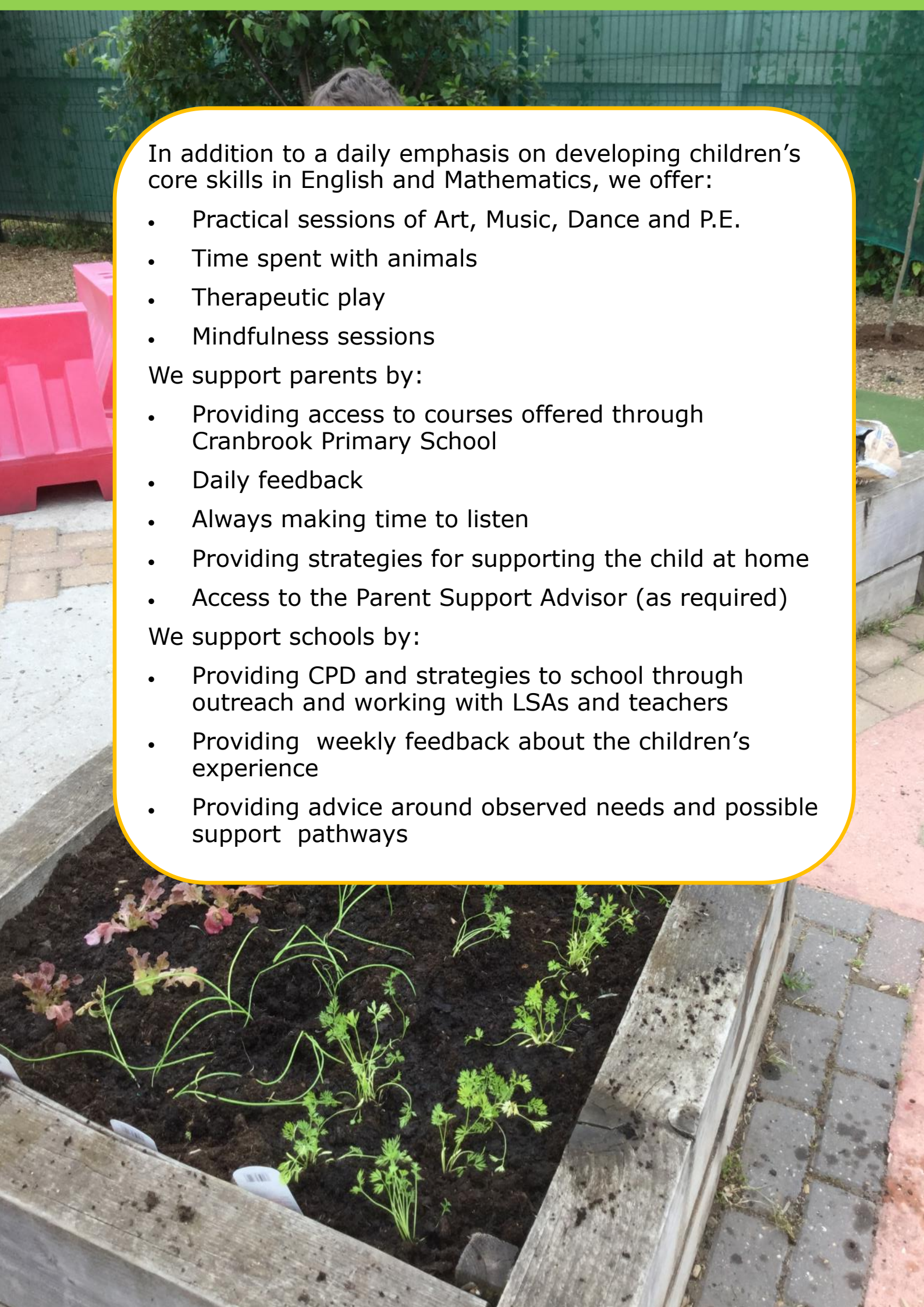
A Table Showing a Typical Transition Into The CUBE Over Three Weeks

	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 Principles, 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
- Daily feedback
- Always making 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

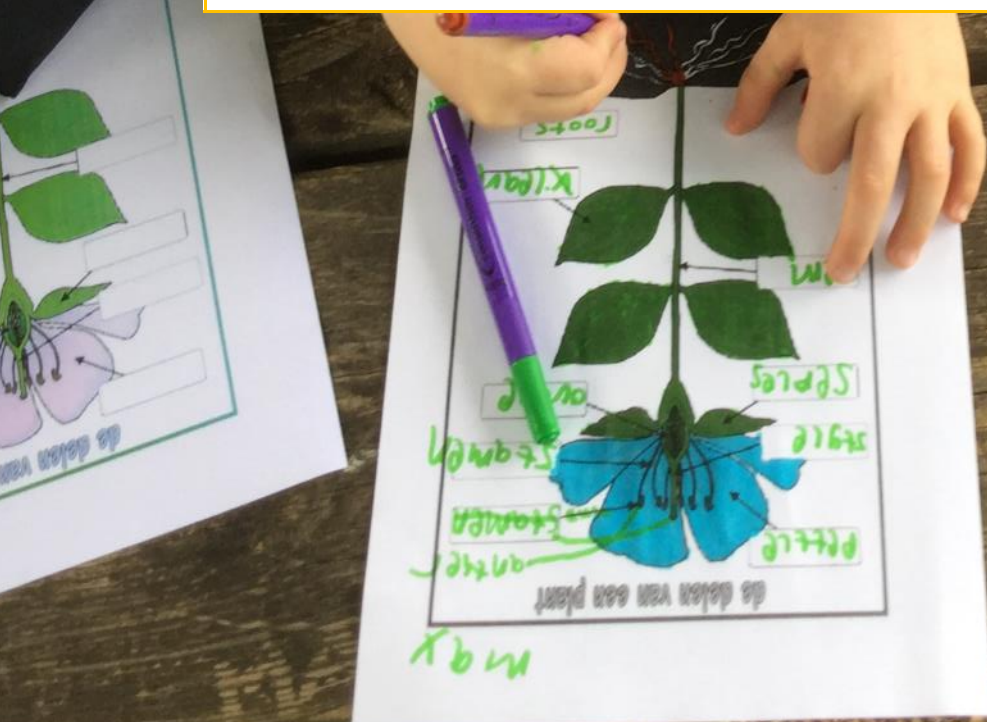
Breakfast

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.



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 classroom setting with a sink, calendar, and a large screen displaying a woman. The screen shows a woman in a blue shirt and dark pants standing on a white background. The classroom has a sink with various cleaning supplies, a calendar on the wall, and a large screen displaying a woman. The text 'Sanctions and Rewards' is overlaid on the image.

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/Outdoor Learning

All children to attend the CUBE wearing appropriate clothing for PE or outdoor learning activities.

The appropriate footwear must be worn.

Meet the Staff



Cassim Bana: Headteacher



Samantha Patel:
CUBE manager



Donna: KS1 Nurture
Teacher



Kay: KS2 Nurture
Teacher



Torain: Play leader /
Mentor



Flora: HLTA



Danny: TA

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:


 Redbridge
 London Borough of Redbridge
 ty's alternative
 ing excluded
 rvision available to
 Primary Behaviour Panel
 with its schools to
 re number and level of
 nd young people
 illing lives
 ur needs
 l wherever possible
 upils who have been
 nment Exclusion,
 ority commissioned
 pi, the LA statutory
 ry schools
 Primary School and
 ment through which
 12 pupils identified as
 cernents will normally
 lay a week for Year 2
 il circumstances, a
 2 for up to six months.
 Behaviour Panel (one
 ment is to support
 cessfully to their

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	UPN	
UOI	UOLN	
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 indicate to whom the telephone numbers belong	
Home telephone	Work telephone
Mobile telephone	Emergency number
Language spoken at home	Interpreter required
Any relevant family circumstances	

Documentation

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

These documents can be found on the Cranbrook Primary School website under the heading 'CUBE'.

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](#)

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

The Zones of Regulation: A Curriculum Designed to Foster Self-regulation and Emotional Control. Leah M. Kuypers