

Beechcliffe School Thackley

Excellence For All

Our vision

is to be a world class school for pupils with Education Health Care Plans where support for SEMH is identified as a significant need.

Our values and principles

are embedded in a nurturing culture delivered through Quality First Teaching and Learning. We meet the needs of our children and provide them with the opportunities for emotional growth by providing carefully planned learning opportunities underpinned by a whole school environment that promotes safety, security, routine, warmth and clear boundaries.

Our pupils

have complex emotional, social and mental health needs. Disrupted attachment, traumatic experiences, cognitive and neurological impairment and neurodiverse development are just some of the ways in which their early childhood and essential basic learning experiences have been impacted. Consequently, our children's ability to navigate the world and the relationships within it, sometimes leads to destructive or disruptive behaviour driven by but not limited to anxiety, low-esteem, self-hate, immaturity and anger.

Our mission

is to provide our pupils with transformative and life changing education.

Nurture

Our school is affiliated to Nurture UK and has adopted a whole school approach to nurture.

Our children have typically grown up in circumstances of severe stress, adversity and/or trauma. Consequently, for many of them their early years learning needs have not been met. Typically, our pupils enter our school;

- with an inability to engage appropriately with adults,
- with limited resources and a lack of basic competencies (e.g., attention, speech, language, play, patience, cognitive understanding, gross and fine motor skills),
- with limited social skills and poor peer group relationships,
- depressed in their functioning or overtly distressed.

By applying the values and principles of a nurturing culture we support each child to overcome their social and emotional difficulties and form trusting bonds. This allows the child to accept guidance and support and leads to greater independence and autonomy.

We have dedicated pastoral and mental health interventions for children with staff trained in Place2Be emotional support. There are common traits in nurture principles with these additions but fundamentally the emphasis of our nurture ethos is the curriculum, quality first teaching principles and children's learning.

What is our nurturing approach?

Positive relationships are fundamental to learning and wellbeing.

Attachment and trauma theory are recognised, understood and inform our approach and practice.

Staff and the structures that they work within are reliable, predictable and consistent

Staff and the school environment emphasise the importance of emotional growth by promoting safety, security, routines, clear boundaries and carefully planned learning opportunities.

As a staff we emphasise the balance between care and challenge. We build trusting bonds based on positive regard, warmth and attunement alongside structure, high expectations and a focus on achievement and attainment.

As a staff team we are
consistent, insistent and persistent
in applying our expectations.

Our approach is based on an understanding of the **6 Nurture Principles**:

1. Children's learning is understood developmentally.
2. The school offers a safe place.
3. Nurture is important for the development of self – esteem
4. Language is a vital means of communication
5. It is understood that all behaviour is communication.
6. The importance of transitions in pupils lives is understood

How we put these principles into practice:

1. Children's learning is understood developmentally.

We know each child's story.

We know and implement their identified EHCP needs.

We know each child learns at a different pace and in different ways.

We accept them as they are.

Learning levels are regularly assessed and understood and planning and teaching practice uses QFT principles ([Appendix 1 – Teaching Framework for QFT and Inclusion](#))

We model and scaffold learning using the 'I do, We do, You do' ([Appendix 2 – Lesson Structure](#)) approach to ensure the child feels secure in what they need to do and how they can make progress.

Brain breaks, play, conversations and activities that build social skills and opportunities for SEAL are embedded in the daily curriculum.

***We implement Boxall strategies to meet need.** Classroom routines, activities and PSHCE curriculum deliberately support the Boxall developmental strands: give purposeful attention, participate constructively, connect up experiences, show insightful involvement, engage cognitively with peers.*

We differentiate and personalise to respect developmental difference ([Appendix 3 - Differentiation](#)).

Teachers and support staff actively build dependence knowing that their guidance and support will build independence.

We know and respond to the child at their emotional and developmental level paying close attention to the language we use and the ability of the child to process and understand our demands.

We work together with colleagues, professionals, parents and the child to inform and lead our understanding of the next stage of a child's learning and development.

2. The school offers a safe space.

Each day is a new day.

Pupils receive a warm welcome from a consistent adult when they arrive in school and in the classroom.

The school Code of Conduct is clear and referenced. (Appendix 4 – Code Of Conduct)

The language of engagement expectations is evident and understood in all classrooms. (Appendix 5 – Language of engagement)

The classroom and school environment are equipped and organised to support a nurturing ethos (Appendix 6 – Environment)

Pupils know that their voice is heard, staff actively listen and are mindful of tone, facial gestures, personal space and body language.

Staff build trusting relationships with pupils that provide reassurance, constancy, interest, and commitment. Their presence offers safety, security, and stability

Relationships are professional and pupil/staff boundaries are clear, calm and consistent. Staff actively avoid 'banter' and 'matiness' as a way of siding with pupils, similarly, they refrain from unpredictable responses, shouting, put downs and/or visually showing upset or agitation.

Structures and routines are clear for all activities.

Staff provide firm clear boundaries.

Pupils can access well-being and mental health support

Predictable and calming activities are in place.

Staff actively show interest in what pupils say and do.

Staff script and model appropriate behaviours and think out loud to support pupils to build confidence and take developmental steps forward.

Staff are honest when they make wrong assumptions and apologise for mistakes

Staff provide social narratives about pupils thoughts and feelings and wonder out loud to connect pupils with their inner thoughts and feelings.

Staff frequently and explicitly give pupils messages of reassurance – 'you're safe here', 'I'll be here when you get back'

Visual timetables are in every classroom. Where necessary personalised to individuals.

Sensory and brain breaks are planned and interspersed in the day.

Tasks and routines are modelled and demonstrated.

Rooms are safe. Objects and items are put away. Rooms are kept tidy and pupils take responsibility for keeping their space clean and tidy. Draws and equipment are labelled. No dangerous items can be accessed.

Calm kits or sensory boxes are available in all classrooms and areas available for supporting dysregulation. (Appendix 7 - calm boxes)

There are identified areas in the classroom e.g., Sofa or quiet corner and around school where pupils can go when stress levels are high. Clear routines such as visual cues, words or phrases should be in place to access these spacers. Pupils should be rehearsed in their use when calm.

Seating takes account of sensory needs.

Pupils recent work is on display and celebrated.

3. Nurture is important for the development of self esteem

The teacher and support staff build trusting bonds with pupils and provide security and attachment which combined with clear routines (same routine, same way every day, same familiar staff in the same place every day) allow pupils to extend their knowledge, skills and competencies based on the developmental strands and achieve independence.

Staff listen and respond to children in ways that show they are valued, thought about and kept in mind.

Pupils individual strengths and talents are recognised and celebrated

Pupils are provided with opportunities to extend their range of experiences, take safely assessed risks (Appendix 8 – Passport)

Staff promote positive wellbeing through their interactive qualities with children. They are: Welcoming, Reassuring, Attentive, Playful, Animated, Accepting, Curious, Empathetic, Flexible, Proactive, Hopeful, Encouraging, Creative, Resilient

Curriculum time includes opportunities for pupils to explore and understand their emotions through; zones of regulation, SEAL activities, creative arts activities, social stories, narratives and role plays.

'Respectfulness' is frequently discussed and affirmed. Class codes of conduct are clear and specific in the behaviour we expect to see as well as behaviours we don't e.g., 'no put downs or personal comments'

Equality and diversity are actively discussed recognised and celebrated

Safe and unsafe activities are explicitly taught and discussed.

Mistakes and setbacks are framed as a normal part of the learning process.

Kindness is actively promoted and recognised. E.g., Random acts of kindness in school, classroom. Kindness wall display. Letters of thanks or appreciation.

Pupils are supported to re-frame negative feelings.

Pupils know and understand their developmental targets and what they need to do to succeed. They review them regularly and their success is recognised.

Effort is praised rather than outcome particularly recognising persistence and resilience. 'I can see you are thinking before writing down your idea', 'I can see you are really trying', 'I remember when you found it hard to spell these words but you have practised really hard and now you know them'

4. Language is a vital means of communication

Teacher and support staff 'think out loud' - they notice the potential for difficult situations, how people feel and behave, they comment and share their observations. This models how we think and reflect, how we work things out.

Staff shape enquiry and language through enquiry questions 'What does this do?' 'What is this for?' and/or where necessary by indirectly asking questions of themselves 'Let's do this...I wonder what will happen.'

Pupils are encouraged and time is made for pupils to talk and listen to each other. This is modelled and structure and expectations are in place.

Staff model conversations and share anecdotes and make a point of modelling enquiry between each other (whilst respecting professional boundaries). They talk about meals they have eaten, food they have prepared, places they have visited, memories from their own childhood.

Talking mats and visual scales are used to allow pupils to communicate views, wants, goals and needs.

The need for quiet and silence is respected and understood. At times including periods of high stress it can be best to say nothing.

Staff know and understand the processing time pupils require and adjust their speech accordingly.

Staff are clear, concise and unambiguous when communicating with children.

Understanding of words and language is checked rather than assumed.

Pupils receive one voice and one message rather than conflicting thoughts and message from different adults – we are 'consistent' in our message.

Staff deliberately use language that builds nurturing relationships in their day to day interaction with pupils. This language is affirming, validating and empathetic. Importantly when responses are sought staff actively listen and reflect back what they have heard. ([Appendix 9 – nurturing messages](#))

5. It is understood that all behaviour is communication

We balance high expectations, clear boundaries and proportionate consequences whilst also prioritising nurturing and caring relationships.

We seek to reflect on and understand behaviours and take causal factors into account when making decisions ([Appendix 10 – Behaviour](#))

Pro-social behaviours are deliberately taught including the use of polite language 'please, 'thank-you', waiting turns, putting a hand up, patience, taking turns, sharing.

Restorative principles are embedded and frequently used 'how do I, we, you feel?' 'what can be done to make things right?'.

All our interactions including through the curriculum, learning environment, activities including social time, use of language, our professional conduct, the way we dress and the relationships we build are fundamental to supporting and managing behaviour. Our shared focus is preventing pupils becoming out of control by ensuring;

1. we are *insistent, persistent and consistent* in maintaining clear boundaries and expectations.
2. The Code Of Conduct ([Appendix 3](#)) is upheld and regularly referred to.
3. Rules and expectations are in place and clearly understood.
4. Learning environment and other working spaces which pupils use are structured and safe ([Appendix 6 – classroom and learning environments](#))
5. We build trusting attachments that support pupils to listen and be guided.

The most successful intervention in preventing or de-escalating challenging behaviour is the power of the adult child bond.

We frequently praise and reinforce positive behaviour with positive comments, commendations, and raffle tickets.

Professional standards and expectations in preparing for and managing behaviour are always in place ([Appendix 11– standards and expectations](#))

Rewards and sanctions are applied fairly and consistently ([Appendix 12 – rewards and sanctions](#))

Challenging behaviour including explosive incidents which threaten safety and good order are managed promptly following Team Teach protocols. ([Appendix 13 – behaviour management](#))

6. The importance of transitions in pupils lives is understood

Staff understand that transitions can trigger a range of feelings and can easily result in anxiety and associated behaviours.

Staff plan and structure routines to reduce uncertainty and allow pupils to feel safe and secure.

Supportive objects, activities and routines are used to provide comfort and security

Visual checklists, timetables and countdowns are used to break down tasks into steps and provide advanced notice of change.

Prior to trips or visits, photographs are used along with outlines of what will be happening, when, with whom and for how long.

Routines are clearly outlined verbally and visually and rehearsed when and where necessary

Language is clear and concise so that instructions are clearly understood. Use 'when...then...' and 'first...next...last...' Avoid long lists of instructions and be mindful of pupils processing time.

We are child led – too much notice can induce anxiety for some children. Others may prefer advance warning.

Meet and greet routines are with the same adult and follow the same pattern everyday – conversations include reminders that they are in a safe place, references to recent or current events, support for understanding their feelings.

Appendix 1

TEACHING FRAMEWORK FOR QFT AND INCLUSION

| Aspiration | Teaching 1-4yrs (What should this look like? Effective and inclusive practice that should be evident in years 1-4 of teaching) | Teaching 4yrs + (Effective and inclusive practice that embodies QFT as well as the broader graduated approach. Years 1-4 and below should be embedded within approaches) | 4yrs + and UPS (Years 1-4+ should be effectively and positively embedded. The additional aspects that should be evident are...) |
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| <p>Build relationships that will encourage student progress.</p> <p>(Ref. ECF link, standard 7)</p> <p>(Teaching Standards Pg. 10-13)</p> | <p>Establish and positively reinforce routines through relational and coaching approaches to create an effective learning environment.</p> <p>Use clear expectations and visual support to ensure that you have a predictable and secure environment.</p> <p>Create clear opportunities for self-regulation via displays, verbal and non-verbal support and reflective practice. Ensure your planning creates opportunities to develop and embed SEMH strategies</p> <p>Display a clear understanding that teachers can influence pupils' resilience and beliefs about their ability to succeed</p> <p>Ensure <i>all</i> pupils have the opportunity to experience meaningful success. You should show an understanding of individualised approaches and adaptations.</p> <p>Evidence that you consider and understand pupil feelings. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</p> <p>Pupils are motivated by intrinsic factors (related to their beliefs, identity and values) and extrinsic factors (related to positive acknowledgement and rewards). Both aspects should be evident in your approaches.</p> <p>Establishing a supportive and inclusive environment with a predictable system of positive acknowledgement and clear boundaries in the classroom.</p> <p>Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to</p> | <p>Implicit positive language models in place. These can be scripted for the individual needs presenting within the class e.g. communication and interaction, SLCN etc.</p> <p>Defined and embedded routines, structure and predictability. The pupils should be able to relate to you and know that you create a safe, secure and open learning environment. They convey an understanding that you a confident and trusted practitioner.</p> <p>Ability to be flexible and apply reasonable adjustments where needed in line with the SEND Code of Practice and the Equality Act 2010.</p> <p>Include all pupils throughout all of the lesson to encourage high levels of engagement.</p> <p>Apply restorative approaches to sustain relationships.</p> <p>Evidence that you are a reflective practitioner who can acknowledge when something needs to change and then being prepared to change it within your practise.</p> <p>Be adaptable and flexible in your approach to ensure pupils have take-up time and chance to adjust learning behaviours and engagement levels.</p> <p>An environment and teacher attitude that engenders a culture of value and 'I want you here.'</p> | <p>Modelling of effective relational approaches around the school.</p> <p>Ability to coach and lead staff to be more effective practitioners in terms of relational and restorative approaches.</p> <p>Being consistent in encouraging pupils to respond positively in all environments across the school.</p> <p>Lead on effective inclusive practice within your class and encourage colleagues to observe.</p> |

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| | <p>assistance and training from senior and/or experienced and confident colleagues).</p> <p>Giving manageable, specific and sequential instructions. KISS: keep instructions short and simple. Check pupils' understanding of instructions before a task begins.</p> <p>Using consistent language and non-verbal signals for common classroom directions.</p> <p>Using early and least-intrusive interventions as an initial response to low level disruption.</p> <p>Responding quickly to any behaviour or bullying that threatens emotional safety. Ensure that a culture and ethos of positive regard is maintained whilst instilling clear boundaries and expectations.</p> <p>Establish effective routines and expectations, by:</p> <ul style="list-style-type: none"> - Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). - Practising routines at the beginning of the year and then reinforcing and embedding them at key points in the school year. - Reinforcing routines (e.g. by articulating the link between good levels of engagement and achieving a sense of personalised success) | <p>An attitude that clearly communicates to pupils that you are prepared to repair relationships and reach an understanding.</p> <p>Create relationships and an environment where the pupil knows that their voice and views will be valued.</p> <p>Evidence of changes in practice where a pupil (or pupils) have voiced that they are challenged by an aspect within the teaching and learning approaches.</p> <p>Being clear in your communication with pupils that you hold aspirations for them within your teaching and their learning.</p> | |
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| <p>Know your subject and scheme of learning.</p> <p>(Ref. ECF standard 3)</p> | <p>Secure subject knowledge that motivates pupils to learn and more.</p> <p>Identify and understand concepts, knowledge, skills and principles for all pupils to learn and master.</p> <p>Ensure scheme of learning is sequenced coherently and builds upon prior learning.</p> <p>Show clear understanding of what is to be delivered and why. How does it link to the bigger learning picture?</p> <p>Ability to reflect upon practise of experienced colleagues and build this learning into your approaches e.g. analogies, illustrations, examples, explanations, demonstrations and narratives.</p> <p>Awareness of common misconceptions and be secure in rectifying these.</p> <p>Know how to help pupils master important concepts</p> | <p>Cross curricular links and real-world examples of where that subject knowledge, skill, concept would be applied.</p> <p>Setting subject into the world of work: preparation for adulthood.</p> <p>Being able to teach your subject with fluency so that content can be exciting, engaging and links can be made to other areas of learning easily.</p> <p>Making reference to wider scheme of learning e.g. you need this in year 11 or you covered this in year seven and this is now relevant.</p> <p>To be secure and fluent so that you can convey your passion and love of that subject easily.</p> | <p>Be confident in your subject area and scheme of learning so that you can allow pupils time to independently explore.</p> <p>Be able to support other colleagues in effective teaching of the subject, planning and understanding of the curriculum area.</p> <p>Ensure that colleagues can observe you teaching your specialism so that peer coaching can take place.</p> <p>Evidence consistent CPD within your subject area including personal research so that you are clear about local and national agendas.</p> <p>Access external Hubs and support to develop your area into an area of excellence.</p> |
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| | <p>students learn new ideas through linking to existing knowledge through interleaving retrieval and recall practises modelling and requiring high quality oral language and literacy securing key concepts of subject knowledge so pupils are fluent</p> | <p>Be skilled at building upon prior learning using assessment for learning and knowledge of subject.</p> <p>Ability to support students in finding out. Encouraging them to use their subject knowledge and take the lead so they become independent learners.</p> | <p>Have clear aspirations and development plans in place for your subject and pupils.</p> <p>Lead in your subject area across the school possibly linking to external quality marks where applicable.</p> |
| <p>Understanding individual needs.</p> <p>(Ref. ECF standard 2)</p> | <p>Consistent evidence of differentiation and scaffolds using a variety of approaches to suit individual needs across the class.</p> <p>Ability to match planning, content, teaching and learning to the individuals needs to ensure their progress</p> <p>Planning should evidence a clear understanding of the individual's needs. Where SEND needs have been identified; clear reference to the assess, plan, do and review process as well as any relevant statutory documents such as the EHCP, MSP, IBP/IEP, PHP, RA and/or PEP.</p> <p>Avoid overloading working memory by:</p> <ul style="list-style-type: none"> - Taking into account pupils' prior knowledge when planning how much new information to introduce. - Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). - Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). - Using verbal and non-verbal language structures and content that match the needs of the pupils. <p>Build on pupils' prior knowledge, by:</p> <ul style="list-style-type: none"> - Identifying possible misconceptions and planning how to prevent these forming. - Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). - Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. - Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. <p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> - Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. - Regular purposeful practice of what has previously been taught. | <p>Evidence of supporting pupils to develop automaticity.</p> <p>Evidencing the approaches to support SEND and vulnerable pupils in all lessons.</p> <p>Explicit planning for the individual needs using My Support Plans (MSPs), Individual Needs/Behaviour Plans (IEP/IBP), Assess Plan Do Review Plans (APDRs) Education, Health and Care Plans (EHCPs), SEND information and other information from Children's Social Care, Virtual School and external agencies.</p> <p>Evidencing a wider understanding and knowledge of SEND and the impact this has upon teaching and learning approaches.</p> <p>Evidence of deeper knowledge and understanding of specific needs this can be linked to your specific CPD.</p> <p>Evidence of understanding the local and national SEND agendas and how these impact on your classroom practise.</p> <p>Evidence of reflective practise in planning, performance management, curriculum area meetings and coaching sessions.</p> <p>Sharing effective practise across the school and within faculties/departments/subject areas/Key stage regarding individuals and your approaches.</p> <p>Evidencing independent fact finding, seeking support and proactive solution focused approaches in order to support individuals within your teaching groups.</p> <p>Empowering students to develop strategies for independence, resilience, regulation and esteem. Consistent modelling from adults within the room.</p> | <p>Show evidence of continual CPD that links to the area of understanding individual needs.</p> <p>Show impact of CPD in classroom approaches and the leadership of others.</p> <p>Be congruent with the systems and approaches within school concerning pupils with specific areas of needs.</p> <p>Ensure that teaching and learning embodies Quality First teaching and the graduated approach before involving the additional layers of support.</p> <p>Be up-to-date in your understanding of developments within understanding individual needs and how to best support them.</p> <p>Ensure that you can identify and support other colleagues within your subject area either by using your knowledge and/or signposting to the relevant support.</p> |

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| | <ul style="list-style-type: none"> - Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap. - Worked examples that take pupils through each step of a new process to support pupils to learn supported with visual and concrete resourcing where appropriate. - Planning regular review and practice of key ideas and concepts over time. - Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. - Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements where and when appropriate) | Supporting additional staff to understand the needs of the pupils and how to best approach the learning with them. | |
| Have high expectations for all. (Ref. ECF standard 1) | <p>To serve as a key role model to influence attitude values and behaviours of all.</p> <p>Set high expectations for yourself as a practitioner: would this be good enough for your child? What do you want the pupils leaving your teaching with?</p> <p>Set clear expectations including goals that challenge and stretch pupils. Set expectations that communicate shared values that improve classroom ethos.</p> <p>Create a positive environment where mistakes can be made, learning is built upon and resilience, effort and perseverance form part of daily routines.</p> <p>Promote a culture of respect and trust in all classroom relationships: people to pupil, pupil to staff, staff to pupil.</p> <p>Have an expectation of success for all: if a pupil cannot do something; what are you going to do about it?</p> | <p>Expectations are explicit and implicit within all aspects of the classroom and teaching; it will be evident.</p> <p>Show detailed knowledge and understanding of individual students including their social emotional and educational needs.</p> <p>Planning for behaviour and progress will be evident. It will show the range of planning required for the range of pupils within the group.</p> <p>Have innovative, engaging and varied activities which promote assessment for learning.</p> <p>Lesson is resourced innovatively to create thought provoking, challenging and engaging content.</p> <p>Language used promotes positive expectations and inclusion.</p> <p>There is a calm purposeful well-paced approach incorporating a wide range of activities.</p> <p>There is a detailed knowledge and understanding of the pupils in front of you. The ability to engage in a relational approach and emotional coaching model to ensure engagement is stable and high level.</p> | <p>Expectations will be modelled by you, at all times, throughout the school environment with all pupils.</p> <p>You will lead by example and see all pupils as your responsibility during unstructured times ensuring that the expectations are communicated and maintained positively.</p> <p>Evidence of leading and coaching a peer to embed the expectations within their classroom practise.</p> <p>Evidence of leading on a strand which links to expectations within the SDP.</p> |
| Deliver planned content in ways that engage children and ensure progress. | Evidencing effective teaching that transform pupils' knowledge, capabilities and beliefs about learning. | Plan the effective use of the additional adult on further interventions and evidence it. | <p>Model up the effective use of a classroom space.</p> <p>Delivers planned content confidently.</p> |

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| <p>(Ref. ECF standard 4 and 5)</p> | <p>Introducing new material in steps, explicitly linking new ideas to what has been previously studied and learned.</p> <p>Modelling to help pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</p> <p>Guides, scaffolds and worked examples to help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</p> <p>Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</p> <p>Questioning is used as an essential tool. Questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</p> <p>Plan effective lessons, by:</p> <ul style="list-style-type: none"> - Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. - Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. - Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. - Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. - Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). <p>Make good use of expositions, by:</p> <ul style="list-style-type: none"> - Starting expositions at the point of current pupil understanding. - Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. - Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). - Being aware of language so that metaphors, inference and idioms are used appropriately or not at all if a pupil has communication and interaction needs. <p>Model effectively, by:</p> <ul style="list-style-type: none"> - Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider | <p>Plan for the effective use of any additional adults: what will they be doing? What is the purpose? What outcomes are you seeking?</p> <p>Plan for the innovative use of a variety of resources that support engaging learning.</p> <p>Delivery considers all aspects of metacognition and this is evident in the planning.</p> <p>Delivery considers all aspects of processing.</p> <p>Delivery considers all types of language frameworks that need to be used. Practitioners show understanding of the individual needs within the language frameworks they use.</p> <p>Be prepared to take risks to deliver dynamically.</p> <p>Allow students to reshape what learning should look like for them.</p> <p>Deliver using the whole classroom as a teaching and learning resource.</p> <p>Deliver using pedagogy that you may consider as another subject area for example role play use of props.</p> <p>Deliver by challenging your pedagogy and putting in practise that you know works towards the outcomes you are seeking.</p> | <p>Consistently teach in a way that pupils engage and seek to be within that subject.</p> <p>Prepared to share your teaching practise with other colleagues.</p> <p>Show consistently high levels of pupil engagement within your subject area and classroom.</p> <p>Consider the wider context of the school day in your delivery such as where the pupil was before they came to you and the possible presenting needs after that transition.</p> <p>Deliver in a way that takes into account the wider curriculum.</p> <p>Deliver in a way that considers the wider context for that pupil.</p> <p>Evidences versatility and adaptable delivery styles according to the pupils needs that may present within the lesson.</p> |
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| | <p>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p> <p>Evidence of providing scaffold for high-quality classroom talk such as scripts, stem sentences and clear talk for learning approaches, routines and structures.</p> <p>Practice is an integral part of effective teaching; pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p> <p>Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</p> <p>How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</p> <p>Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</p> <p>Exposing potential pitfalls and explaining how to avoid them. Stimulate pupil thinking and check for understanding, by:</p> <ul style="list-style-type: none"> - Planning activities around what you want pupils to think hard about. - Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). - Providing appropriate wait time between question and response where more developed responses are required. - Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). | | |
| <p>Analyse progress and adapt future planning accordingly.</p> <p>(Ref. ECF standard 5)</p> | <p>Make use of formative assessment to identify needs of pupils.</p> <p>Show the use of data informs planning teaching and delivery.</p> <p>Plan to connect new content with existing knowledge.</p> <p>Provide targeted support to pupils who are struggling or are not making expected progress.</p> <p>Change groupings regularly to avoid perception that groups are fixed.</p> | <p>Knowledge and understanding of how students learned should be consistently reflected in the planning.</p> <p>Evidence of CPD informing planning.</p> <p>Robust understanding of how data informs planning and this should be clearly evidenced.</p> <p>Explicit reflection and evaluation of daily practise.</p> <p>Evidence of adaptation of planning accordingly.</p> | <p>Analysing progress to create innovative planning.</p> <p>Modelling sound assessment practise with colleagues.</p> <p>Sharing strategies around adapting planning.</p> <p>Able to revise planning according to how the pupils engaged.</p> |

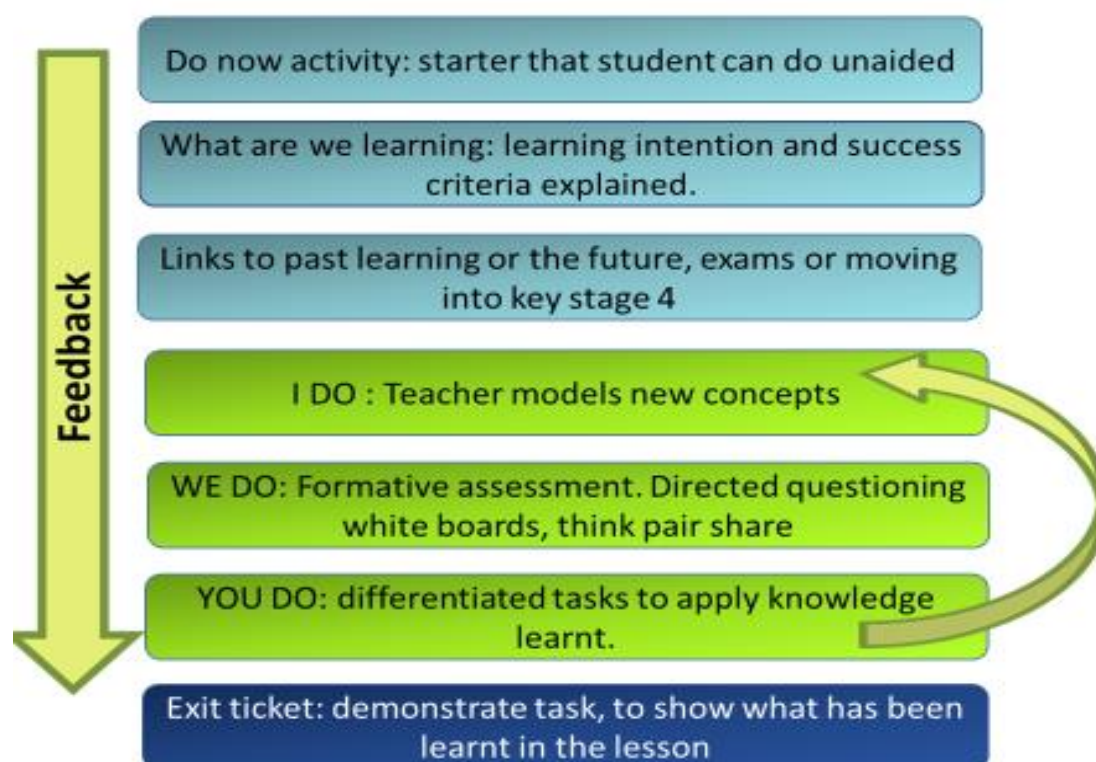
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| | <p>Ensure groupings allow for peer modelling and opportunities for peer mentoring.</p> <p>Consider what teacher led intervention within the lesson would be most appropriate and effective.</p> <p>Ensure teacher time is spent with children who need additional support.</p> | <p>Ability to apply flexible groupings easily.</p> <p>Ability to move children around the classroom as and when it is needed according to content and delivery.</p> <p>Skilled at using peer pupil support and modelling and this is planned in.</p> | <p>Be skilled in guiding colleagues in planning effective and exciting content for their lessons.</p> <p>Evidence of changing pedagogy according to recent innovations and approaches.</p> |
| <p>Devise and deploy assessment opportunities.</p> <p>(Ref. ECF standard 6)</p> | <p>Use information from assessments to inform decisions and ensure pupils act on feedback.</p> <p>Support pupils in acting on feedback.</p> <p>High quality feedback that is accurate and clear encourages further effort.</p> <p>Specific guidance on how to improve could be written or verbal.</p> <p>Feedback should support pupils to monitor their own learning.</p> <p>Create effective assessment opportunities.</p> <p>Ensure pupils are clear about purpose of assessment and the outcomes sought: why am I doing this?</p> | <p>Detailed understanding of how to use assessment.</p> <p>Ensuring assessment impacts on future planning.</p> <p>Understanding of wider assessment practises across other subjects.</p> <p>Adjusting assessments to enable pupils to demonstrate their wider understanding of the topic e.g. Is there anything that you know that hasn't been asked about in this assessment?</p> <p>Creative approaches to assessment e.g. use of visuals to demonstrate assessment and live modelling.</p> <p>Effective use of peer assessment against assessment frameworks and modelling.</p> <p>Effective use of self-assessment pre and post teaching</p> <p>A wide variety of assessment approaches so that pupils can engage in a variety of ways e.g. topic based assessment, timed project, group work etc.</p> | <p>Supporting others in development of assessment approaches.</p> <p>Modelling up and coaching assessment approaches.</p> <p>Contributes significantly to work based policy and practise of assessment across the school.</p> <p>Model and show how to use assessment to raise standards.</p> <p>Confident in delivering a wide variety of assessment across the subject area.</p> <p>Making cross-curricular links to other subject areas and the relevant aspects of their assessment.</p> |
| <p>Review and evaluate practise.</p> <p>(Ref. ECF standard 8)</p> | <p>Engaging with the feedback from Quality Assurance measures.</p> <p>Observation from colleagues and engagement with the feedback.</p> <p>Positively engaging in effective professional development.</p> <p>Build effective relationships with your Head of Faculty/Head of Department/team lead/ leadership/support assistance network and with other teams both internally and externally.</p> <p>Understand the role within the whole school context e.g. inclusion, wider curriculum, student support, safeguarding.</p> | <p>Be able to identify and articulate your own strengths and areas to develop.</p> <p>Be receptive to new ideas and innovations within pedagogy.</p> <p>Desire to develop.</p> <p>Know about teaching standards and the ECT framework so that you are clear what you are reviewing and evaluating against.</p> | <p>Be involved in reviewing and evaluating the practise of others against a quality assurance framework for example learning walks and/or book scrutiny.</p> <p>Be effective at giving feedback.</p> <p>Engage in modelling and coaching sessions for colleagues.</p> <p>Be proactive in evaluating self and others and giving them clean feedback.</p> |

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| | <p>Engage critically with research around pedagogy at both local and national agendas.</p> <p>Review and evaluate practise in tandem with aims objectives of school development plan or the faculty.</p> <p>Be an effective communicator about your own needs and your own development areas.</p> <p>Seek to challenge feedback and critique from mentors in an open trusting working environment.</p> | <p>Share effective practise through a variety of forums for examples team meetings, CPD, inset days National College online.</p> <p>A desire to positively engage in quality assurance and reflective practise.</p> <p>Engage with feedback and evidence your engagement in your pedagogy.</p> <p>Show consistent development within your teaching practise.</p> | <p>Evidencing self-evaluation and showing impact of this in your approaches.</p> |
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Appendix 2 – Lesson Structure

Beechcliffe Lesson structure

At Beechcliffe school we have a clear lesson structure that is adhered to in all lessons. This is to ensure that lessons have a commonality across school. Which in turn results in familiar routines in every classroom and reduces pupil anxiety while maximising student progress and engagement.



If you would like any more information about the lesson structure, how to implement it and where to locate starter activities, please See Rebecca Hindle In class 3.

Appendix 3 - Differentiation

Differentiation which respects Developmental Differences

Make it Specific - When we give an instruction or direction, we need to make sure that the language is clear and unambiguous. Some children may need bite-sized pieces of information with extra time to process what has been said before it is repeated. Visuals can be very helpful in both relaying information and allowing children to provide feedback. However, we need to be mindful of abstract visuals which carry little meaning for the child.

Make it Accessible – We need to show what we mean, demonstrate what we expect to see and use concrete materials and references to make the skill more tangible. Thinking out loud can also help to mediate the experience. Start from your own perspective by saying “I’m doing this because...” and “The next thing I need to do is...”. Then use similar prompts to scaffold the child’s thinking, such as “When/Where have you seen something like this before?”, “How is this similar/different to...?” and “What do you need to do first?”

Make it Manageable – Activities can be broken down into small steps, with the use of a schedule or checklist to show the number and order of tasks. Set realistic and achievable goals to work towards. Adjust the level of challenge accordingly, so that the child feels motivated to participate and satisfied by the process. We should proactively build in sensory breaks to support emotional regulation over the course of the day.

Make it Regulating – Sometimes a request can be perceived as a stressful demand. We can mitigate this by using more indirect language such as “I wonder how we can...?” and “Let’s try to...” Offering choices of what to do can enable the child to feel kept in mind and offer some degree of control within an adult-led activity. It’s also important to normalise mistakes as learning opportunities – this is more powerful when we notice our own mistakes – and convey that practise allows us to understand different and better ways of doing things.

Make it Meaningful – When we relate an activity to real-life examples or the child’s own interests and experiences, we immediately add a familiar context. Tapping into prior knowledge stored in long-term memory can lessen the load on working memory in the here-and-now. For changes to the normal routine, it can help to allow the child to safely observe what is happening first and emphasise all the things which are staying the same.

Make it Fun – Play has a fundamental role in development and wellbeing. A healthy diet of unstructured play, where we follow the lead of the child, is essential for helping them to explore different scenarios and generalise their skills across a range of contexts. Incorporating art, music and movement will also have plenty of physical and mental health benefits. Activities which promote curiosity and laughter will be more stimulating and more easily remembered. Ultimately, we need to provide an irresistible invitation to engage.

Appendix 4

Code Of Conduct

Our Code of Conduct is built on three core principles.

Every half term teachers and support will go through the code of conduct ensuring they provide and model examples and explain the rationale.

Pupils should be encouraged to make their own contribution and the code of conduct should be clearly displayed.

Be Respectful

Keep myself and others safe. Respect myself, others and my school. Treat everyone with kindness.

Be Ready

Be in the right place at the right time. Wear my uniform. Coats, gloves, hats hung up. Phones, bags and belongings handed in.

Be Responsible

Make good choices that help me learn. Ask for help and share my troubles. Stop and think before I act – then act responsibly.

Additional rules and expectations should be discussed, agreed and displayed in classrooms.

Language of Engagement criteria (Appendix 5) should be clearly understood and displayed

All activities and movement between activities should have clear rules and expectations.

These should be clearly understood by the children.

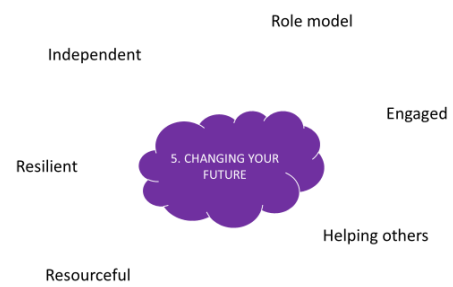
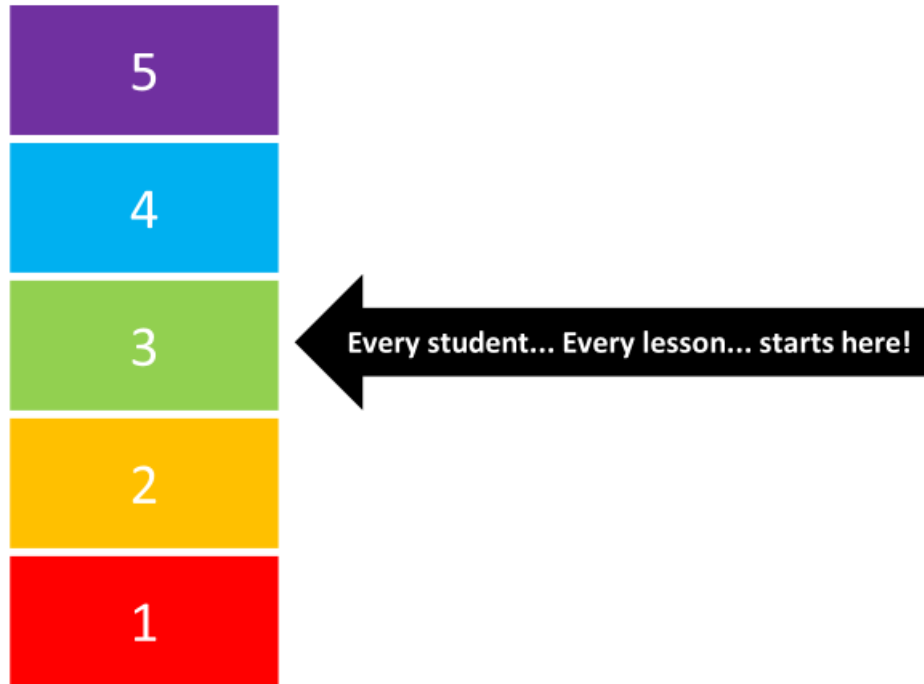
Where pupils transition between teachers and classrooms consistent expectations should be communicated and maintained.

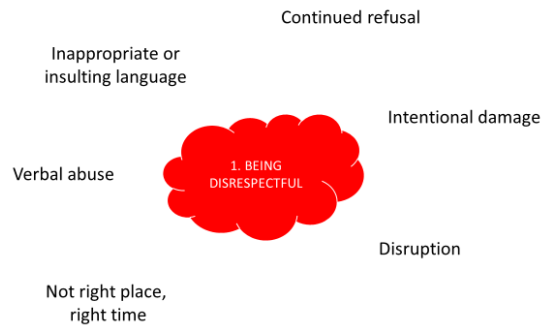
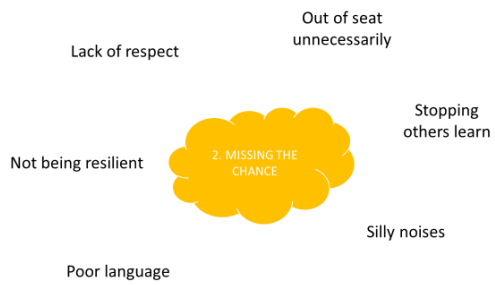
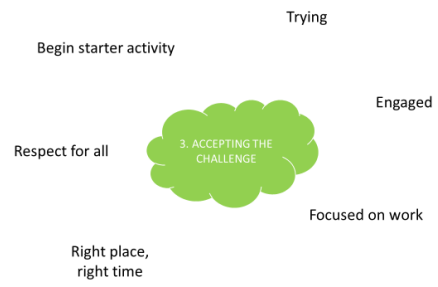
Rules should emphasise the positive and stress the Do's rather than the Don'ts.

Appendix 5 – Language Of Engagement

Introduction

- The language of Engagement is a fundamental part of how we communicate with students at Beechcliffe Thackley. It is inbedded within teaching and learning, behaviour management and is a key tool to motivate students to achieve their individual targets.
- We expect every student here to "Accept the Challenge"
- Each session throughout the day is marked between 1-5
- Edudek collects the data and gives you real time engagement scores
- Students must have an average score of 3 (Accepting the Challenge) to access rewards trips and activities.
- Staff will promote the Language of Engagement throughout the school day by communicating through praise, using the visual displays and reminding students of standards and expectations.





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| 5. CHANGING YOUR FUTURE | The language we use when discussing these scores is important... | |
| 4. DETERMINED TO SUCCEED | Independent <i>Able to get organised/work without the direction of others</i> | |
| 3. ACCEPTING THE CHALLENGE | Engaged <i>Taking an active part in the learning - 'staying interested'</i> | |
| | Resilient <i>Able to keep going/trying despite difficulties or distractions</i> | |
| | Resourceful <i>Able to think for yourself and positively solve problems</i> | |
| 2. MISSING THE CHANCE | Respect <i>Treating others well</i> | |
| 1. BEING DISRESPECTFUL | Focused <i>Keep to the point of the lesson – staying on track</i> | |

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| 5. CHANGING YOUR FUTURE | <i>'Constantly demonstrates resilience to setbacks, is independent and clearly embeds learning in all tasks.'</i> |
| 4. DETERMINED TO SUCCEED | <i>'Ready to learn and actively listens throughout the lesson.'</i> |
| 3. ACCEPTING THE CHALLENGE | <i>'Enters the classroom with a positive attitude.'</i> |
| 2. MISSING THE CHANCE | <i>'Student disturbing learning for themselves, and others around them.'</i> |
| 1. BEING DISRESPECTFUL | <i>'Disrespectful attitude and behaviour towards others, and their learning.'</i> |



How will we use these engagement scores?

- Engagement scores will be tracked, and available through SIMS.
- Students will be given specific targets each week.
- Points will be used to dictate what activities can be accessed on Activities Afternoon.



Appendix 6 – learning environment

Clean, inviting, orderly, homely, nurturing.

Classrooms should have distinct areas to include a work area, a regulation area with sofa or soft furnishings, a social area around a large table, a kitchen area. Spaces and items of furniture can be interchangeable.

Equipment and resources safely stored, labelled and tidy.

All equipment in the room including anything to make it 'homely' must meet health and safety requirements. Everything must be stable and remain so, even when assaulted by a child. No projecting metal or sharp objects.

Digital and analogue clock clearly visible.

Low level music and lighting,

No kettles or boiling water in classrooms when pupils are on site. Kettles should be stored empty and out of site in the kitchen units.

Staff should avoid moving around the centre with mugs containing fluids - if and when this does happen then mugs must have covers to prevent accidental spillage.

Materials and resources prepared and ready before pupils arrive

Individual materials and personalised resources are ready

Space is zoned, regulation areas and social areas are clear (See appendix – the classroom model)

Noise, light levels and plans for transition in and out of spaces and between activities is rehearsed and understood.

Appendix 7 – Calm boxes



Appendix 8 – Pupil Passport



Appendix 9 – nurturing messages

I am safe

- “You are safe with me”
- “You belong with us”
- “You can talk to me at any time”
- “It’s okay to ask for help”
- “Let’s look together at what’s happening today”

I am seen

- “I’m wondering if...”
- “It looks like you might be feeling worried...”
- “I’ve noticed how you have lots of energy right now. How about we take a break?”
- “You’re letting me know that this is too hard today”
- “How were you feeling when it happened?”

I am accepted

- “It’s okay to feel angry about...”
- “I know that this is a big ask for you”
- “I understand that you think this isn’t fair”
- “Thank you for letting me know...”
- “That was so hard, but I’m still here for you”

I am empowered

- “What do you need from me?”
- “Which choice do you prefer?”
- “Take as much time as you need with this”
- “How can I make this easier for you?”
- “You can say no if you’re not ready”

I am remembered

- “I haven’t forgotten about you”
- “I’ll be back in the classroom after lunch, but I’ll be thinking of you while I’m away”
- “When I saw that at the weekend, it reminded me of you”
- “I missed you while you were gone”
- “We are so happy to have you back in class”

Appendix 10 - Behaviour

we look beneath the behaviour and seek to understand factors which may explain and maintain it.

- Does the young person feel safe?
- Do they trust that you will keep them in mind?
- Are there particular times, places, or people which elicit anxiety or frustration?
- Is their stress-response system over-sensitised as a result of trauma and loss?
- Are they overwhelmed by sensory input?
- Are they hungry, tired or in pain?
- Could they be experiencing low confidence and self-worth?
- Is there sufficient structure and predictability in their daily routine?
- How much control and autonomy do they have in specific tasks and routines?
- Is their access to resources restricted by poverty and discrimination?
- Can they easily process the information we are communicating?
- Are we providing accessible methods for them to express their feelings and views?
- Do we play to their individual strengths and preferences?
- Could our instructions and requests be perceived as stressful demands?
- Are we responding in a manner which can be interpreted as blaming and shaming?

We understand, anticipate and plan for behaviour knowing that pupils can exhibit

- Anxiety and panic
- A limited repertoire of responses
- Low self-esteem and self-hate
- Attention neediness
- Immature emotional development
- Anger or masking behaviour to disguise vulnerability
- Responses to external environmental factors
- Responses to dynamics between peers

We know that behaviour can change.

Appendix 11 – standards and expectations

QfT (see Appendix 1), curriculum and SEAL activities meet need.

Lessons and play activities including social time are carefully planned (paying close regard to behaviour factors and triggers)

Always in the right place at the right time ready to meet and greet pupils

All materials and resources ready.

Pupils are never left alone or unattended.

Rules and expectations are in place for all activities

Spacing, seating, belongings and movement are planned for from the outset

Visual timetables are in place and pupils know the shape of their day every day.

Routines and rituals are in place to support pupils to know that there is pattern and structure. The shape of the day, week, term is discussed – knowing when events are happening supports a feeling of security.

Tasks are achievable and manageable

Transitions from place to place or between activities are planned. Familiar rituals are in place at the beginning and end. Wind down periods are indicated 'five minutes and we are going back to our seats'

Unfinished experiences are mitigated by ensuring pupils know when they can complete and/or have a finishing tray for uncompleted work.

Appendix 12 – rewards and sanctions

Praise is frequent and explicit. Raffle tickets are used to reinforce positive behaviour and outcomes.

Praise focusses on effort as well as outcome.

Breakthrough behaviour is specifically identified and praised.

Verbally noticing and praising peers who are managing is used to support and address negative behaviours.

Assembly commendations are used to reinforce positive behaviour.

Postcards home are used weekly for all pupils accepting the challenge and beyond.

Pupils know their individual personal development and learning targets and have weekly check ins to know how well they are doing.

Pupils are rewarded with choosing or activity time and Friday enrichment.

Sanctions are framed and understood as 'consequences' and wherever possible should include restorative measures including verbal or written apologies, cleaning up, repairing and making good.

Staff are adept at supporting pupils to link up experiences with the sanctions that are put in place 'I noticed you found sitting at the table difficult today, I want you to practice with me before you take part in choosing time', 'we agreed that work would be completed and you took 5 minutes longer than your agreed time out so you will use 5 minutes of breaktime to catch up'

Staff are always patient, consistent, insistent and persistent in supporting pupils with their behaviour

Sanctions are relevant and appropriate to the child's level of development. The pool of consequences (Appendix – pool of consequences) is used to determine a proportionate response.

Examples:

work apart from classmates within class,

catch up or payback time from break, play or choosing time.

missing lunch or break

Remove from class to work separately (paying close attention to indirect consequence of reinforcing rejection) Reasons should be explicit and joined up 'you hurt Riley and he's needs to feel safe in class, you are working in Mr....office until break and then I will come and see you and we can make a plan for you to come back and make sure everyone feels safe.'

Detention (parents informed)

Missing school trips (safety reasons e.g., Absconding risk)

Restorative discussions and making amends

Incidents of violence between children should be discussed with the pupils who should be encouraged to reconcile differences and make amends.

Wilful violence, targeted and/or persistent bullying, extreme acts of damage or disruption may result, after a discussion with the Head of School and depending on the individual circumstances and analysis of causal factors in; a fixed term exclusion, twilight session, short term amended timetable, parents/carers invited into school (or home visit), financial contribution for damage.

Appendix 13 - behaviour management strategies

Remain calm and maintain personal control

Remember your body language and personal space

Request assistance

Use your knowledge of the child to implement strategies that can de-escalate (Use knowledge of Individual risk assessments and behaviour plans)

Keep communicating with the child and offer strategies to help them;

Change activity and ease pressure

Remind pupils of how well they managed on a previous occasion

Separate the child from the behaviour

Provide a controlled choice and/or an option of another space

Let them know you are there to help

When dysregulated a child is regressed so it can help to treat them as younger than they are.

Keep language simple and clear – one person should lead the conversation.

Don't take insults personally. Remain neutral and be aware of your own triggers – hand over if you need to.

If physical intervention is necessary try to warn the child before you use it.

Staff should offer support including change of face.

In the event of the need for physical intervention all staff adhere to the following points

The welfare of the child is the paramount concern

Physical intervention is used to prevent injury being caused to any person including the child, damage to property, engagement in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils.

All staff exercise a duty of care to take reasonable steps to protect all children from being harmed

Team teach protocols for physical intervention are followed.