



PASTORAL SUPPORT



Talkabout

A small group, social skills programme supporting children to learn life skills such as conversation, friendship and problem solving while developing self-awareness and self-esteem.

Lego Therapy

Working in small groups, children are supported in developing their communication skills through a highly structured programme which is also fun and engaging. Through Lego Therapy, children can learn to communicate with others, express their feelings, change their behaviour and develop problem-solving skills.

Drawing and Talking



A safe and non-intrusive, therapeutic method of working with children who may have underlying emotional difficulties or have suffered a form of trauma which is preventing them from realising their full potential.

Beads of Life

Using narrative therapy principles to help children tell the many stories in their lives that make them stronger. This approach can be used with children where a difficult 'story' is dominating their lives.

Sandplay Therapy

A therapeutic intervention that makes use of sand and toy figures to create scenes of miniature worlds that reflect a person's struggles and concerns. Sandplay is well suited for working with children who often cannot express their inner feelings in words.

Counselling

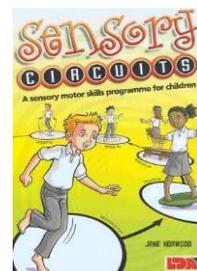
Miss Shock, our qualified school counsellor works at Cherry Tree on Tuesday afternoons.

Forest School

An educational and holistic approach to outdoor learning. Activities take place outdoors which naturally offers an environment that is informal, challenging and stimulating. Sessions are led by Mrs Hill – our qualified Forest School Leader.

Sensory Circuits

A short, sensory motor skills programme that is designed to improve brain processing efficiency and enables children to reach the level of alertness needed to concentrate during lessons.



Passport to Success

A visual chart tailored to an individual child's needs where the day is broken down into small sections with targets. The child checks-in with the Pastoral Support Team and is working towards an incentive to celebrate their success.

Mindfulness

Children of all ages can benefit from Mindfulness - the simple practice of bringing a gentle, accepting attitude to the present moment. It can be a useful tool for decreasing anxiety, relieving stress and promoting happiness.

Therapeutic Art

A creative method of expression. Arts and creative activities take place on a one-to-one basis or in a group. Sessions allow for a safe time and place to help children explore their thoughts and emotions, make sense of things that they find hard to put into words and resolve any complicated feelings.

Whole School Interventions and Strategies



Calm Start

A small group of invited children meet every morning to complete a calming activity to settle in readiness for the school day.

Lunch Club

A targeted provision for children who find lunchtimes difficult or a challenge and children with medical needs. It provides a calm space to read, draw or play games.

National Nurturing Schools Programme

We are embedding the Six Principles of Nurture across the school and amongst all stakeholders to develop a nurturing culture that promotes healthy outcomes for children by focusing on emotional needs and development as well as academic learning.

Attachment Awareness

Staff have received training in attachment theory. We are taking part in DSPL9's 3 year Attachment Project. Ms Ranyard is the attachment lead in school.

House System

All children and staff belong to one of the four houses – Diamond, Ruby, Sapphire and Emerald – which provides a sense of belonging and a structured reward system where children can earn house points. The houses provide healthy competitiveness and promote fun and resilience.

Zones of Regulation

A whole school approach to developing emotional literacy. The Zones of Regulation is used to teach children self-control and how to self-regulate using strategies or tools to help them move between the 4 coloured zones.

Emotion Coaching

A 3 step technique that helps children to understand their feelings. Step 1 recognises the child's feelings, labelling them and empathising. Step 2 sets limits on the behaviour. Step 3 is to help the child find a more appropriate way to manage their behaviour.

Youth Mental Health First Aiders

We have 5 Youth Mental Health First Aiders. Staff have the skills to spot the triggers and signs of mental health issues and the confidence to step in, reassure and support a person in distress. They are trained to listen non-judgementally and sign-post to further support.

Protective Behaviours

A safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe and explores practical ways to keep safe and identify support networks for times when we need help.

Safe Spaces

Classrooms provide safe spaces – a cosy corner, where a child can take themselves when they need to self-regulate into a calmer state. Children can also use The Hub (our pastoral support room) when they need some support to co-regulate with Ms Ranyard or Mrs Kearns.

5 ways to Wellbeing

Evidence suggests there are 5 steps we can all take to improve our mental wellbeing. If you give them a try, you may feel happier, more positive and able to get the most from life. 1. Connect, 2.Take Notice, 3.Be Active, 4.Give, 5.Keep Learning.

Daily Mile

Children challenge themselves to run, jog or walk a mile. It is not only exercise, it releases endorphins and builds resilience and self-esteem.

Social Stories and Comic Strip Conversations

Social stories present information in a literal, 'concrete' way, which may improve a child's understanding of a previously difficult or ambiguous situation or activity. By providing information about what might happen in a particular situation, and some guidelines for behaviour, you can increase structure in a child's life and thereby reduce anxiety.

Children's Parliament

Children meet to discuss specific issues. During these sessions pupils have the opportunity to voice their ideas, thoughts and feelings. Year 6 children will take notes and feed these back to the leadership team who will implement ideas where possible and feed back to children in assembly and to parents/carers in future newsletters.

Growth Mindset

Fixed Mindset vs Growth Mindset. We develop a growth mindset by embracing challenges outside what we believe we are capable of and persevering, not giving up and learning from our mistakes.

Marvellous Me

Marvellous Me engages parents by telling them about their children's learning and success. It enriches family conversations about school and makes it easy for parents to help their children's education and say: "Well done!"

Visual Timetable

Every classroom has a visual timetable that enables children to understand the structure and sequence of the school day which can reduce anxiety levels. Pictures are used to represent the lessons and activities.

Hertfordshire STEPS approach

A therapeutic behaviour approach endorsed by HCC. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts strategies to reduce the risk of harm.