**The Hive Group Policy Autumn 2021**

**Introduction.**

* Our Hive Group provides a modified curriculum in an environment based on the principles advocated by Marjorie Boxall with the six principles of Nurture.
* Our Group is an SEMH intervention for those children who are unable to access learning successfully in their mainstream classroom. This can be due to fragmented or deprived early childhood experiences, learning difficulties or children on the autistic spectrum.
* Our Group meets five afternoons a week and has an open door policy for children with pastoral plans or children who are really struggling with their emotions. This also includes groups of children who are accessing ELSA sessions.
* Our sessions cater for a range of children from EYFS to Year 6.
* The Hive is run by two members of staff each afternoon.

**Aims**

* To provide a small-scale setting in which children can experience nurturing care from two caring adults, who actively work towards enabling their children’s reintegration back to their mainstream class.
* To have predictable, calm and purposeful environment and timetable, free from curriculum pressures.
* To develop self-esteem, social skills and well-being in children.
* To develop relationships between adults and children building trust, confidence and reliability.
* To develop responsibility for self and others.
* To help children learn appropriate behavior.
* To help children learn to make decisions and good choices through understanding the consequences of certain ways of behaving.
* To work in partnership with parents and teachers to achieve consistency of approach at home and at school.
* To provide ongoing assessment using the Boxall profile, ELSA tools and Sprint.

**Inclusive Practice.**

In our Hive Group, we recognise that every child matters and we aim to respond to each child’s individual needs, taking into account there:

* Cultural background.
* Life experiences.
* Strengths.
* Communication needs.
* Emotional needs.
* Sensory needs.
* Development needs.
* Physical needs.

**Setting**

* Our Hive Group room is set up and split into zones which include learning, calm and active areas, with the ability to access outdoor areas and other areas of the school that our children my need to access.
* Our room provides children space to work, play, relax and have quiet time.
* Our room is set up so that it provides a homely atmosphere.

**The role of the adult.**

* The role of the adult is to sustain nurturing relationships with the children who attend the group.
* They should be good role models, demonstrating appropriate and positive behavior that is consistent and continuous.
* They need to recoginse that it is through positive and affirming relationships that a child can perceive themselves as individuals.

**The curriculum**

* Our Hive Group provides a modified curriculum that is situated to each child’s individual needs.
* Our afternoon sessions cover all aspects of each child’s SEMH needs.
* Our Hive Group also covers a wide range of activities from art projects from place 2 be, cooking, drama, science, RHS gardening awards, play dough and Lego therapy. These will be used to improve Boxall, sprint and ELSA profile targets for each child.
* Our Group’s sessions are divided up to small chucks of time with each of our activities serving a clear purpose.
* Each session offers security of a consistent and familiar structure.

**PM Session**

* Welcome / calm brain.
* ELSA Activity.
* Child choice / Boxall activity.
* Social snack / Outdoor time.
* Child choice / Sprint activity.
* Tidy up / Story.
* Close / Back to class.

Our activities will focus on valuable social skills which include:

* Turn taking.
* Watching and listening.
* Using expressive language.
* Learning from others.
* Trying something new.
* Developing a positive attitude to participation.
* Forming positive relationships.
* Using agreed codes of behavior.
* Initiating activities with other children.
* Learning to respond to sanctions.
* Considering the right and needs of themselves and others.
* All activities are weighted towards the children’s own development.
* Activities are designed to offer children criteria for doing well that guarantee success. The aim is to boast a child’s self-esteem and sense of identity.

**Assessment**

* All Children involved in our Hive Group are on pastoral support plans and are first assessed using the SDQ, Boxall and ELSA assessment tools.
* After an assessment the findings are discussed with the Pastoral Lead and linked to a child’s individual targets, both within the group and their classroom.
* A written assessment is provided at a child’s review, if needed.
* In addition, half termly records of each child’s social and emotional development are kept.

**Referral**

The following types of children are considered for our Hive Group:

* Those who appear to be emotionally insecure, which could present itself as a lack of self-acceptance, low self-worth or a lack of trust.
* Children who are withdrawn and unresponsive.
* Children with poor social skills, who find sharing hard or are demanding or uncooperative.
* Children who behave aggressively, impulsively or inappropriately in other ways.
* Children who find change hard.
* Children who appear unable to integrate into a mainstream classroom all day.
* Children finding it hard to listen to others or join in.
* Family illness or break up.
* Friendship difficulties / making and keeping friends.
* Finding it hard to accept losing a game.
* Children who are quiet, shy and withdrawn.

**Referral Procedure:**

* Teachers are invited to put forward children whom they feel would benefit from our Hive sessions.
* Teachers then need to fill in a referral form and complete an SDQ to see whether a child needs a well-being route or a special needs route.
* The children that are passed on to the well-being route are then assessed using the Boxall profile and ELSA assessment tools to determine their individual needs.
* A decision is then made to invite a child to join our Hive group sessions, a letter will be sent home to inform parents and carers of the place and are invited to discuss this intervention.
* A child then joins our Hive Group.

**Partnership with parents.**

* We recognise the importance of involving parents / carers of a child in their educational needs.
* Each parent will receive a letter explaining the interventions within the group. This will detail who is involved and what we do.
* We aim to keep parents/carers informed of their child’s progress, this will provide them with weekly newsletters which will include support and advice of what we have been covering in the sessions that week.
* Parents and carers are sent text messages of achievements their children have received.
* The school web page will also post updates and give handy advice to parents and carers.
* Parents and carers are also invited into our Hive Group to share a social snack and activity session with us, but this will be kept within guidelines of the Covid-19 rules.
* The Hive group staff are available to see, to discuss any concerns or issues parents and carers may have related to their children. This can be done via a phone call, on teams or in person. Parents and carers just need to contact the school office. We will also be keeping to Covid-19 rules.

**Successful Criteria:**

We will be a successful Hive Group if we:-

* We will provide affirming, positive and manageable sessions.
* Calm down time is seen as an effective sanction.
* The incentives used are seen as desirable by the children.
* What is acceptable and unacceptable behavior made clear.
* Any inappropriate behavior is spotted quickly and dealt with.
* Session routines provide security.
* The activities are tailored to guarantee success.
* The children are given unconditional warmth and acceptance.
* There is a focus on group building activities.
* The children have greater attention in class.
* The children gain confidence and are more willing to take on new challenges.
* The children can gain more positive identity than the one they have learnt elsewhere.
* The sense of success enables the children to put more effort into their work.
* There is plenty of humor and fun.