

**Nurture policy**

**St Catherine’s C of E Primary School**

**September 2021**

**Next review: September 2024**

**Introduction**

At St Catherine’s, all our children are equally important. This applies to all aspects of their Education including teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our children to aim for the highest possible standards, and we take account of each child’s individual needs and experiences.

At this school, our nurture group is a preventative intervention provided for pupils whose emotional or behavioural needs may be a barrier to learning for themselves and others. They are discrete classes located within mainstream primary schools; designed to meet the needs of children who are not yet ready to meet the emotional and intellectual demands of school life.

1.2 Our Nurture Groups follow the “New Primary” model where children attend part time for between 2 and 4 terms before being re-integrated back into their mainstream class. The groups form part of the whole school approach to inclusion. They provide a modified curriculum in an environment based on the principals of Marjorie Boxall. This curriculum is designed to offer practical learning opportunities.

1.3 The Nurture Groups provide support for vulnerable children with additional needs relating to Social, Emotional and Mental Health difficulties (SEMH) or who find it difficult at certain points in their lives to

access a mainstream curriculum or settle into class.

1.4 Children access the Nurture Group for afternoon sessions. They follow a curriculum tailored to meet their individual learning needs. This includes aspects of the National Curriculum and learning opportunities

designed to promote social and emotional development and skills.

1.5 Each Nurture Group is run by two trained members of staff. Group size is small (between 4 and 8 children) to ensure individual needs are met.

1.6 Designated PPA time for Nurture staff, led by the Deputy Head ensures effective planning, monitoring and curriculum development. Regular meetings, held with the Class Teacher and parent/carers ensure effective and holistic monitoring and support

**Aims and objectives**

2.1 To provide a secure and reliable setting where children can develop and learn through missed early learning opportunities (nurture) with trained adults who actively work to support children to develop the

skills and confidence they need to become good learners and to reintegrate successfully into mainstream.

2.2 To help children to develop the skills to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults.

2.3 To provide ongoing assessment (through the Boxall Profiles and Teacher Assessments) and support for children showing signs of emotional stress and behavioural difficulties with the aim of teaching them to access

the curriculum and participate fully in school life.

2.4 To work in partnership with class teachers and parent/carers to enable consistency between home and school.

**Nurture Principals:**

1. Children’s learning is understood developmentally.

2. The classroom offers a safe base.

3. Nurture is important for self-esteem.

4. Language is a vital form of communication.

5. All behaviour is communication.

6. The importance of transition in children’s lives.

7. Learning through play, exploration and leisure.

**Staffing**

3.1 Our nurture group, Unity, is run by two experienced members of staff who

have completed an accredited, two-day training course and assignment at the Nurture Network Group.

3.2 Planning is led by the Deputy Head. Class teachers retain full responsibility for the children placed in the nurture group.

3.4 St Catherine’s is fully committed to nurture principles and provision. Nurture Staff are supported by the SLT and by all staff within school.

3.7 Visits by parents, members of staff and outside agencies are carefully planned. Children are prepared for such visits by the nurture staff. Unexpected visitors, changes in routine or timetable can be distressing

for children in the nurture group.

3.8 Staff regularly liaise with colleagues, in particular the class teacher and TA. Meetings are held with outside agencies such as the Speech and Language Team and the Educational Psychology Service and information is shared. During transition, nurture staff will work with children to help them settle back into their own class group.

3.9 The nurture team meet to review the progress of children in the Nurture Group every half term.

**The Nurture Room**

4.1 The Nurture Room is based on nurture principles and located within it’s own garden in the centre of the school. It consists of key areas: home-like area, role play and formal learning area. The after-school club area is used as our dining/kitchen area.

4.2 Children have access to essential play resources ranging from a pre-school level and to resources for more formal learning.

4.3 The nurture sessions are carefully planned providing the high levels of routine and structure that children need to feel safe and secure in order that they can develop emotionally, socially and academically.

**Parental Contact**

5.1 Parents are essential partners in promoting children’s development and learning. Nurture staff work hard to build positive and productive relationships with parents and carers.

5.2 Parents are consulted about the strengths and needs of their children and supported to understand how the nurture group can be of benefit before their child is offered a place in the group.

5.3 Parents (when appropriate) are invited to meet with the staff on a regular basis and attend coffee morning/afternoons and “stay and play” sessions. A multiagency approach is used as appropriate.

5.4 Parents will be kept informed of the Nurture targets their child is working on. While the child is in Nurture (and if it is necessary after) they will be recorded as K SEN Support on SIMS (Tier 1) due to the level of provision they receive.

**Identification and Selection Process**

6.1 At St Catherine’s, we treat each child as an individual. Children may be offered a place in nurture group to support a wide range of needs. Process for identification and selection of children:

• Class Teacher expresses concerns to Nurture Staff providing information on social, emotional and academic strengths and needs, support already in place, any contact with parents and specific outcomes.

• Nurture staff meet with Class staff to assess needs, gather information. This will include observations and collecting of assessment data.

• Boxall profile to be completed by the Class Teacher (with support as necessary).

• Nurture Team to meet to discuss issues and strengths from the Boxall Profile. If the child is not offered a place in nurture, the class teacher is offered advice on classroom support strategies.

• Parents are contacted to discuss the offer of Nurture provision and an agreement is sought to include their child in the group.

• The Head Teacher in consultation with the Deputy Head has the final decision on who accesses the Nurture Group.

**Structure of the Nurture Group**

7.1 The Nurture group follows a highly structured routine.

7.2 The number of sessions which children attend will vary based on their needs, this may be 1 afternoon per week or could be for up to 3 half day sessions.

7.3 Afternoon sessions follow National and nurture Curriculum guidelines to ensure that the children experience a broad, rich and appropriate curriculum.

7.4 The sessions include the essential snack time; self-directed and shared play; individual and group activities; learning opportunities focused on language development and social/emotional skills. Individual learning programmes are based on the Boxall Profile targets.

7.5 Children attend certain activities with their own class. These include assemblies, science, swimming, PE and lunchtime. In this way, children retain attachment to their classmates and teacher.

7.6 Rewards in the Nurture Group are consistent and structured and are based on praise and an acknowledgement of success in all its different forms. They are designed to build self-esteem and confidence.

7.7 At the end of each session, children return to their class to be welcomed by the class teacher. Nurture staff offer class teachers advice and guidance on approaches and strategies.

7.8 Following nurture principles, anti-social behaviour is to be managed by nurture staff where possible. Serious incidents should follow the behaviour policy.

**Monitoring**

8.1 Monitoring of children’s progress and the effectiveness of the Nurture Group is vital to maintain the high standards and expectations across the school. Monitoring takes place through:

- Weekly PPA time where Nurture staff discuss progress and plan learning.

- Feedback to teachers, verbally or via email

- Boxall profiles (termly) are completed each term by the Class Teacher.

- Teacher assessments following the data tracks (5 times a year).

- The Deputy Head line manages and leads planning for the Nurture Group.

- Provision mapping - children in the Nurture Group are on the Provision Map. Outside agency involvement may be individual or may be as part of the group. This may include the Educational Psychologist or other outside agencies.

- Each child has a One Page Profile which ties in with the Boxall profile areas of need. This is used in planning and assessing progress and shared with the Class Teacher.

- The Nurture Groups will be evaluated through usual school procedures and practice and through OFSTED inspection. SLT will ensure that Nurture principles are being maintained, to monitor the success of the

provision and to provide support and guidance.

**Reintegration**

Transition times are critical points for nurture children, embodied in the nurture principle “The importance of transition in children’s lives”.

9.1 Reintegration back into the mainstream class is planned carefully and shared with all members of staff involved and parent/carers. Readiness for reintegration is also shared with the children.

9.2 The Boxall profile, Readiness for Reintegration guidelines and observations are used as a guide to show when a child is ready for this process to start.

9.3 The process is agreed in discussion with the child, parent/carers, SLT, Nurture Staff, Inclusion Team and class teacher/TA.

9.4 Children are supported to feel a sense of achievement and to understand the process of reintegration. Nurture staff shift focus to support the child in class. Class teachers are offered guidance and strategies to

support them.

9.5 All children are individuals and the process of reintegration is monitored closely by all parties involved. The pace of return must be adapted to suit the needs of the child. The process can last up to a half term.

9.6 Some children or parent/carers may need to retain links to the nurture group. This might be through a morning greeting or goodbye or an occasional invite to the nurture group.

9.7 The Deputy Head Teacher and Head Teacher have the final say on any decisions regarding re-integration.

9.8 Where reintegration is not deemed appropriate, an alternative plan will be agreed by SLT.

**Policies**

10.0 This policy links to the following policies and should be read in conjunction with them:

• Behaviour

• SEND

• Safeguarding Children

• Code of Conduct

• Complaints Policy

**Complaints**

11.0 The Head Teacher or Deputy Head Teacher is responsible for dealing with any complaints from parent/carers that cannot be resolved by the Nurture staff. Complaints that remain unresolved will be referred through the normal school procedure