



Nurture plus Policy

Created: June 21

Review: June 22

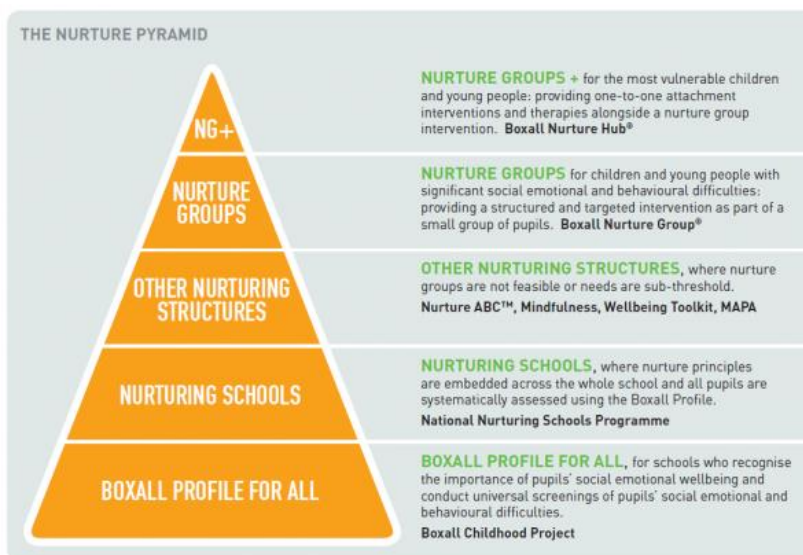


What is Nurture plus?

'Nurture groups are in-school, teacher-led psychosocial interventions focused on supporting the social, emotional and behavioural difficulties (SEBD) of children and young people. They are founded on evidence-based practices and offer a short-term, inclusive, targeted intervention that works in the long term. First and foremost, nurture groups focus on supporting students to form attachments to loving and caring adults at school. Unconditional positive regard is the most powerful mechanism for change.' National Nurture networks

First and foremost, nurture group plus focuses on supporting students to form attachments to loving and caring adults at school. Unconditional positive regard is the most powerful mechanism for change.

Nurture group plus is at the top of the pyramid and provides targeted support for children and young people with significant SEBD/SEMH needs



School is committed to a nurturing ethos and will provide two caring and affectionate nurture practitioners within the classroom and a group of no more than 12 students. Children will have the opportunity to access mainstream classrooms when it is felt to be appropriate.

Social and developmental targets for each student are devised using the Boxall Profile, a detailed assessment of social, emotional and behavioural functioning of children and young people. When the appropriate targets are met the student may be reintegrated into their mainstream class or transitioned into the most appropriate setting. The amount of time this takes will depend on each individual child.

Aims for Nurture plus

- To define and support acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage the involvement of both home and school in the implementation of this policy.
- To maintain curriculum coverage.



Nurture plus Ethos

Nurture plus will provide children with a highly structured learning environment which provides targeted support for individuals for academic and social skills. It is a nurturing classroom offering both challenge and support for the children. A high staff to children ratio supports this ethos and helps children to develop positive relationships with staff.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- Make targets explicit to the children.

The Curriculum and Learning

We believe that an appropriately structured curriculum contributes to good behaviour. It follows that lessons should have clear objectives, understood by the children, and scaffolded to meet the needs of children of different abilities.

We believe that children in Nurture plus need to work on the social aspects of their learning and the timetable in Nurture plus reflects this need. The timetable is balanced to ensure children have access to provision that will develop all of their academic learning and development of their social, emotional and mental health needs.

When a child is attending Nurture plus they will not be permitted to attend any out of hour's clubs. Educational experiences will be individually risk assessed at the time.

When the Nurture plus lead has assessed the child is ready to begin transition back to class it will be through a well-planned and structured timetable. Reintegration will take place steadily over a period of time, we will assess the success of the reintegration daily and alter the plans as needed.

We will strive to ensure that all children in Statutory Assessment years are ready and prepared to take the tests.

Expectations of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development.

Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to meet to our behavioural goals. The children bring to school a wide variety of behaviour patterns



based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Enhanced Nurture plus Behaviour strategies

All children in Nurture plus will have an individual behaviour plan which is developed to meet their individual need. This will be done in consultation with the class teacher, Parents and SENCO. The basis of the plans will involve the behaviour policy of our school, the pyramid system. Where needed children may also have a risk assessment.

The use of Team Teach may be used to support us in keeping your child/other children safe at school. Parents will be informed when this has been used and use of team teach always followed a skilled de-escalation strategy. All incidents will be recorded following school procedures.

Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the teacher who has the initial responsibility for the child's welfare.

It is a requirement that parents drop their children off at the Nurture plus door on time each day and collect them from the same place on time at the end of the day. This will enable us to ensure that our most vulnerable children are safe. **This is a requirement of a child accessing Nurture plus and if parents fail to do this, alternative provision may need to be discussed.**

This entrance is through the staff carpark so care should be taken in regards to traffic entering, leaving and parking.

