



Nurture Policy

Created: April 20

Review: September 25

To review: September 27



“For I know the plans I have for you...plans to prosper you and not to harm you, plans to give you a hope and a future.” (Jeremiah 29.11)

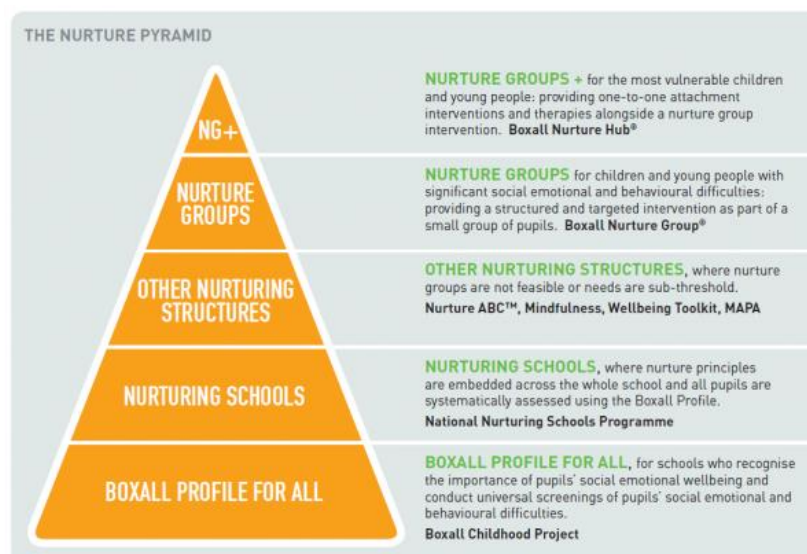
Our Vision statement:

We know the extraordinary worth of our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God.

What are Nurture groups?

‘Nurture groups are in-school, teacher-led psychosocial interventions focused on supporting the’ Social emotional and mental health (SEMH) ‘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 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 groups provide targeted support for children and young people with significant SEMH needs





School is committed to a nurturing ethos and will provide three compassionate nurture practitioners within the classroom and a group of no more than 15 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

- To define and support acceptable standards of social, emotional and mental health.
- 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 develop emotional wellbeing
- To assess pupil needs and identify appropriate pathways (see Appendix 1)

Nurture Ethos

Nurture will provide children with a highly structured learning environment which provides targeted support for individuals for academic and social and emotional 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 differing needs of children.

We believe that children in Nurture need to work on the social and emotional aspects of their learning and the timetable in Nurture 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 the Nurture lead has assessed the child using a reintegration tool and they are 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.

In some cases, if we feel that a child is a danger to themselves, to others or are defacing school property we will attempt to use de-escalation tactics to help the child to regulate, if this fails and we feel we need to intervene to keep the child safe we will choose to restrain the child using Team Teach strategies.

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.

What the Nurture room offers

Staff

- Miss Bellwood- Nurture lead
- Mrs Winter- Nurture support

Reflection space



The reflection space is carefully designed to aid children in developing the skills to understand their feelings and self-regulate their emotions. The space is filled with soft furnishings, de-escalation tools and strategies to manage behaviour. This area is open to children who are feeling overwhelmed by their surrounding or have external worries and need a quiet area to think or discuss with a safe adult. Within this area we have a range of books to help manage different emotions, regulation baskets containing sensory toys and sand timers designed to help the child regulate.

Classroom

The classroom is where the children will assess the curriculum, in Nurture we have our own curriculum but for some lessons we use the planning of other year groups. The expectations in here mirror those of their regular classroom and the children are able to develop these expectations as the group is smaller and the ratio of adult to child is larger than that of a classroom.

Multipurpose room

This is the space we will spend most of our time, we use this area for feeling circle, welcome activity, circle time activity, choosing time and evaluation. This space offers a safe environment for the children to be expressive and inclusive. The room has a range of activities such as Lego, barbies, drawing/colouring, puppets, and lots more.

Kitchen/Dining area

Children access this area under strict adult supervision. The kitchen is used for baking/cooking activities and if a child has missed a meal, we have a range of cereals and bagels available.

Outdoor area

The outdoor space is good for character building as well as team building games. We have a range of equipment that the children can access. We have friendly competitions with each other and ourselves. The children learn to play alongside each other and are encouraged to figure out ways to deal with problems that arise within friendships during play.

Therapy sessions

Both Miss Bellwood (Nurture lead) and Mrs Winter (Nurture support) are qualified drawing and talking practitioners. Miss Bellwood is trained in block-based therapy. Sessions for these runs between the hours of 9am- 10.30am while the nurture children are in Read, write inc or English lessons with their class. These sessions are offered to the Nurture children as well as children in the wider school.

[About us \(drawingandtalking.com\)](http://drawingandtalking.com)

[What is LEGO-based therapy? Expert Advice - Therapy Focus](#)

What a Nurture session looks like

- On the occasions we have full time pupils in nurture, they will take part in a English session and guided reading before the morning group session starts.

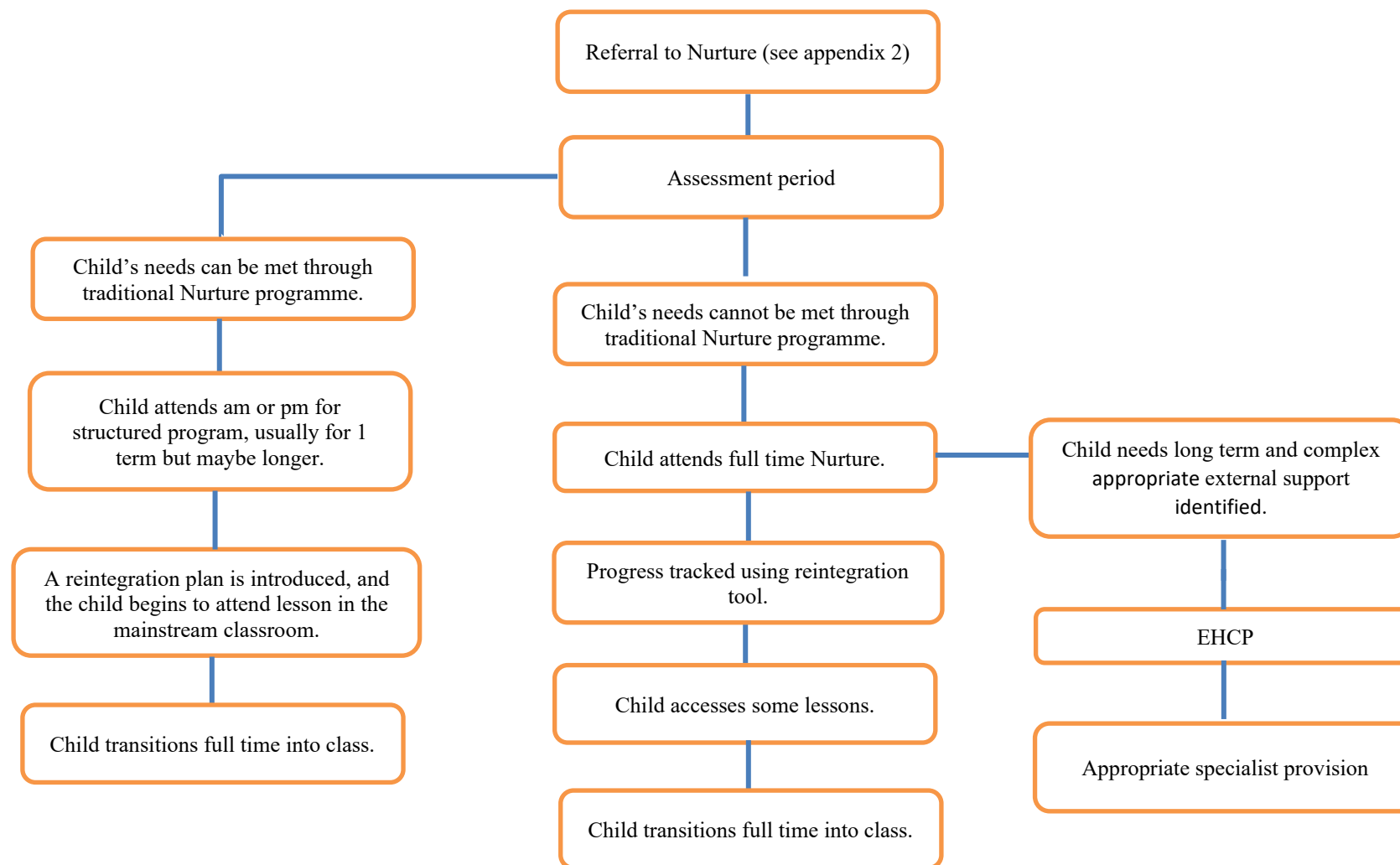


- Children are involved in collective worship and RWI or English in their classrooms and access breaktime with their peers before attend nurture.
- As the children enter Nurture they wash their hands.
- **Feeling circle-** this involves completing the visual timetable, discussion of how we are feeling today and why. The children support each other by listening and giving advice where needed.
- **Welcome activity or Circle time activity-** this is carefully chosen alongside the children's Boxall assessment.
- **Spellings-** In nurture we practice spellings each day and have a spelling quiz on a Friday. We look at the high frequency words for their year or the child's ability. The children look forward to the quiz at the end of the week and will praise and encourage each other.
- **Learning time-** the morning session alternates daily between Math and English, Art on Fridays. The work is scaffold to the children's individual needs.
- **Choosing time-** Children that have met the expectations, their targets and completed their work throughout the morning are given choosing time. The time they have may vary depending on their behaviour that morning.
- **Evaluations-** During this time, the children will reflect on their morning as we go along the visual timetable, if they feel they have completed each section well, they will receive a tick on their chart. If they feel they have met their targets, they will receive a punch hole on their cards. We end the session with a 'star of the day' the children celebrate the child with "well done", clapping and high five.
- **Lunch time-** The morning group will get ready for lunch with a hand wash and dinner time prayer and taken back to their class by an adult.
- **The afternoon session is very similar to the morning session. Their lessons are Science, RE, History, Geography, Art and PE. The afternoon children end their session with the Nurture prayer.**



Appendix 1

Pathways for pupils Accessing nurture at CCA





Appendix 2
Referral into Nurture at CCA

