



'Valuing Learning, Learning to Value'

Yorkley Primary School

Nurture Policy

Policy Status

Non-Statutory

Introduction

Nurture groups were started in London in 1969 by Marjorie Boxall, an educational psychologist. Nurture groups are an integral part of many primary and secondary schools all across the United Kingdom, helping children to develop and reach their full potential.

What are Nurture Groups?

Every nurture group will look a little different, reflecting the differences in the location of the school, the age and design of the buildings, the organisation of the nurture group provision, the particular children in the group and the character and skills of the adults in charge.

Nurture groups range in size of between six and twelve children, usually in a mainstream primary school, supported by the whole staff group and by parents. Nurture groups always have two members of staff. The physical environment must reflect the emotional environment, aiming to achieve a sense of continuity and stability for children whose lives outside the nurture group may be chaotic and unpredictable. Nurture group rooms are carefully arranged to include the best of both classroom and home furniture.

Activities during the nurture group time will reflect the curriculum of similar aged children in the school but be adapted as appropriate for the developmental stage of each child in the nurture group. Great attention is paid to the use of language with high levels of child / adult inter-actions, everything is explained and nothing is rushed. The focus is as much on the emotional climate of the group as it is on the formal curriculum, ensuring each individual child is attended to and feels safe in the classroom.

The six principles of Nurture Groups

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Purpose and Aims of Nurture Groups

Our group aims are:

- to provide a small-scale setting in which children can experience nurturing care from two caring adults, who actively work towards enabling their successful reintegration;
- to have a predictable, calm and purposeful environment and timetable, free from curriculum pressures **when appropriate**;
- to develop self-esteem and social skills;
- to develop relationships between adults and children, building trust, confidence and reliability;
- to develop responsibility for self and others;
- to help children learn appropriate behaviour;
- to help children make decisions and wise 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 school;
- to provide an environment that supports and listens to children and parents;
- to provide assessment using the Boxall Profile and other applicable assessment materials;

Who attends nurture groups?

When a child is noticeably having difficulty reaching their potential academically, we have a responsibility and obligation to act, for the child's best interest. Children are incredibly complex and each one is a unique individual, therefore Nurture Groups aim to work together with parents, teachers, and any outside organisations, so that the children we work with do reach their full potential.

Some of the reasons for attending may be:

- Poor social and language communication skills.
- Development delay.
- Language delay.
- Children with poor social skills that may in turn lead to behavioural problems if they are not supported.
- Children who for one reason or another have been unable to make a relationship of trust with a caring adult.
- Children who have suffered a trauma in their family such as bereavement or marriage breakdown, and who may need extra support to help them to cope with the situation.
- Children who are lacking in self confidence.

How are the children selected?

The assessment used is the Boxall Profile, which provides a framework for the structured observation of children in the classroom; and is a precise way of assessing need, planning intervention and measuring progress. Parents are consulted at each stage of the child's time

in the group and the teacher works closely with them to make sure that they understand the benefits of the group, and how best they can support their child whilst attending.

A typical timetable

Each day is focused on activities that are planned for the specific needs of the children using the Boxall profile indicators. The teacher[s] plan a range of exciting, and imaginative activities that ensure that the children access opportunities that develop their needs. Each child will be given the opportunity to express how they feel through own personal diaries and feeling charts. The children will be given own personal targets and will work themselves up onto the specific display wall.

During each session, the children will receive toast and a drink; listening to and interacting with other children; take part in an exciting activity and listening to different types of music whilst tidying up.

Where appropriate links to the curriculum will be identified and developed further.

Support of Positive Behaviours

The nurture team are mindful of the school's Behaviour Policy and will follow its principles as appropriate for the children attending the Nurture Provision. Rewards, certificates and house points are given in line with this policy. Opportunities to earn and receive these rewards are plentiful. A child that exhibits behaviour that puts themselves or others at risk is encouraged to spend a period of 'time out' in the 'Safe Place.' Should the behaviour remain unresolved and/or escalate then a member of the Senior Leadership Team is called, Inappropriate behaviour receives a warning followed by time to 'cool down' if needed. A log is kept of the use of the 'Safe Place' so that a picture can be drawn of the possible patterns and triggers contributing to these behaviours.

Parental Links

Parents/Carers/Guardians are a vital part of the child's development, and will be kept up to date and involved throughout the process. Each parent will be given the opportunity to take part in a nurture group session and to see how they can become more involved by using resources/techniques provided.

Parents / Carers are invited to a meeting towards the end of the first term. Staff at the group are always available should parents / carers have any queries, worries or concerns. We believe that good communication is the key to a successful partnership with parents /carers.

Planning, preparation and liaison

The members of staff involved will be given time to:

- Plan and prepare together
- Meet and work with parents
- Attend case discussions
- Keep records and carry out observations
- Meet with school staff and other professionals

Monitoring and Review of the Nurture Group

The Nurture Group will be evaluated through the school's internal monitoring systems and through OFSTED inspections.

Re-integration

Most children will be reintegrated into their mainstream class during their 3rd and/or 4th term. Re-integration will be planned in consultation with the Nurture Group Team, class teacher, parents and the child. Sessions will be shortened and reduced over a 3/6 week period. If for any reason the child is not reacting well to reintegration the process may be slowed down or stopped completely until a more appropriate time.

Nurture Staff will liaise with class teacher/s and parents regarding reintegration sooner than 3rd or 4th term. Reintegration will then be planned according to the needs of the individual child.

The Nurture Group is never 'closed' and children are encouraged to visit when they may need to do so.

The role of the Nurture Group Teacher

- To be responsible for the day to day management of the group.
- To carry out and contribute to school policies and procedures.
- To organise and plan the activities and curriculum of the classroom, bearing in mind the individual needs of each child.
- To maintain the Nurture Group principle to provide a careful routine for the day, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To keep individual records of pupil progress and planned programmes of work.
- To actively work in partnership with parents in the development of the children.
- To liaise with the class teachers and to attend reviews where possible or necessary.
- To lead inset within the school or LA.
- To work in partnership with the Nurture Group Assistant for the well-being of the pupils.

The role of a Nurture Group Assistant

- To work in partnership with the teacher to ensure the well-being and development of the pupils.
- To attend courses and training as required.
- To assist the teacher in leading inset for the school and LA.
- To be involved in the screening and selection of pupils for the Nurture Group.
- To be involved in observations of the children in mainstream and group times.
- To be involved in planning and discussion about pupil progress.

Role of the school SENCO

The school SENCO will be kept informed and up to date with all information, issues and informal discussions that arise.

Linked to:

Anti-bullying Policy

Behaviour Policy.

Confidentiality Policy

Disability and Equality Policy

Exclusion Policy

Equal Opportunities Policy

Looked After Children Policy

SEND Policy

Supporting Pupils with Medical Conditions

Safeguarding

Educational Visits Policy

Compiled by: C.Phillips

Agreed by Governors; May 2018 Review date; May 2020