



NURTURE GROUP POLICY

This policy was formally adopted by governors in July 2023 and will be reviewed every two years.
Date of next review: July 2025

Introduction

1.1 The Nurture Group was set up in September 2017 and is known as The Woodland Room. It is a Boxall Nurture Group and is part of the whole school approach to inclusion to provide support for pupils with Social and Emotional needs. It is a flexible and preventative intervention which is responsive to the needs of the pupils.

1.2 At Heath Primary School, 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.

Nurture groups are a preventative intervention to meet the learning, social and emotional needs of vulnerable children. 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.

1.3 Our Nurture Groups follow the model where children attend 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.

1.4 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.

1.5 Children access the Nurture Group for morning or 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.

1.6 The Nurture Group is run by two trained members of staff. Group size is small (between 6 and 10 children) to ensure individual needs are met.

1.6 Designated PPA time for Nurture staff, supported by the Pastoral Manager ensures effective planning, monitoring and curriculum development. Regular meetings, held with the class teacher and parent/carers ensure effective and holistic monitoring and support.

The Nurture Team

Mrs Hill –
Pastoral Manager
Mrs May –
Nurture Lead
Mrs Wileman –
Nurture Assistant

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 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.

Nurture Group Network

Staffing

3.1 The Nurture Group is run by two experienced members of staff who have accessed a two session training course and a nurture assistant.

3.2 Heath Primary School is committed to nurture principles and provision. Nurture Staff are supported by the SLT and by all staff within school.

3.3 Nurture Staff are not available to provide cover for absent staff during nurture time. If a member of the nurture staff is absent, every effort is made for a nurture trained member of staff to cover.

3.4 An additional member of staff has been trained to cover absence. Heath Primary School will make every effort possible to ensure that cover in Nurture is only provided by a trained member of staff.

3.5 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.

3.6 Staff regularly liaise with colleagues, in particularly 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.

3.7 The Nurture Team meet to review the progress of children in the Nurture Group every term and the pastoral lead complete staff supervision

The Nurture Room

4.1 The Nurture Room is based on nurture principles and located within the main body of the school. The room consists of 5 key areas: kitchen, dining, home-like area, role play and formal learning area.

4.2 Children have access to essential play resources at 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 are invited to attend sessions; special occasions, graduations.

Identification and Selection Process

6.1 At Heath Primary School 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 or the Pastoral Manager, providing information on social, emotional and academic strengths and needs, support already in place, any contact with parents and specific outcomes. (Pastoral referral form)
- Nurture staff will meet with Class staff to assess needs, gather information. This will include observations and collecting of assessment data.
- Boxall profile to be completed by Pastoral Manager, Class Teacher and Nurture Lead.
- 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 and Pastoral Manager 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 Children attend 4 afternoon or morning sessions.

7.3 The 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 and school trips. 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, 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 and Pastoral Manager will discuss progress and plan learning.
- Nurture Team meetings each half term, including Teachers.
- Boxall profiles are completed by the Nurture Lead and discussed with the Pastoral Manager and class teacher.

- Intervention 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.
- 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, Pastoral Manager 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 We recognise that 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 Head Teacher, Deputy Head and Pastoral Manager have the final say on any decision regarding re-integration.

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

Signed by:

Proprietor/ Chair of Governors

Head Teacher/Principal

Date:

Date:

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

- Behaviour Policy

- SEND
- Child Protection and Safeguarding Policy.
- Code of Conduct
- Inclusion Policy

