



Nonsuch

Primary School

Nurture Group Policy

Date	December 2023
Date for Review	December 2026

Our Vision at Nonsuch Primary School

We service our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

Our high expectations for learning cultivates character and pride in our identity at Nonsuch Primary School preparing every child for their future.

At Nonsuch Primary School, we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child. We recognise that some of our pupils are not always emotionally ready to learn when they come to school and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group for key pupils to support their social and emotional development.

Nurture staff help children and young people learn to understand their emotions and respect the feelings of those around them. They provide them with the time and space for pupils to think about their personal circumstances and how they manage them. Children learn lots of new skills at school not just academic but also social and emotional skills. Whilst some children may require extra help with Maths or English, others will benefit from support with the emotional side of their development. Nurture provides a modified curriculum in an environment based on the six principles of nurture which are as follows:

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

We aim to:

- Encourage the development of positive social relationships with both peers and adults.
- Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.

- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupils, while keeping them in close contact with their base class.
- Support pupils to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on inclusion to reduce fixed term and permanent exclusion.

Assessment

The senior leadership will identify pupils who are then assessed using the Boxall Profile. From this, targets are developed by the Nurture Lead Practitioners, drawing on the information in the Boxall Profile as well as experience of the child's behaviour.

Boxall Profile assessment will be completed prior to joining the provision and termly to monitor progress, identify areas for development and indicate reintegration. For this reason, targets will be reviewed regularly and adapted as required, dependent on the changing needs of the pupil.

The Nurture Lead Practitioners will plan targets to focus on and evaluate each week with the child. This target will be familiar to the child and progress towards this target will be discussed at the end of each session.

A copy of these targets will be sent to parents and discussed with them at meetings.

A log of the child's behaviour will be kept throughout their time in Nurture to facilitate comparisons. A range of nurture-based strategies will be used to support the pupils in developing their social and emotional learning.

There will be a review meeting every 5 weeks to discuss the progress pupils are making. Parents will be informed of this.

These may be as follows:

- Through circle time, the pupils will be introduced to the rules to follow to show good listening. They will be encouraged to demonstrate these rules for themselves and look for good listening in others.
- During talking and listening times, particularly during snack, the pupils will be encouraged to speak relevantly and to wait for their turn, replying to and complimenting others.
- Games and role play will be used to demonstrate behaviours such as fidgeting, distracting and being distracted.

- Puppets, masks, posters and other prompts will be used to encourage the pupils to reflect on how they feel, and on how they can affect the feelings of others.
- The pupils will be encouraged to quickly respond to instructions from all adults but also to operate independently when appropriate and to use their own initiative.
- Positive praise will be used constantly and at every opportunity to encourage the pupils
- Reflection on the week's achievements regarding their targets will enable the pupils to monitor their own progress.

Day-to-Day Operation

At present the Nurture Provision operates for four afternoons from 1:30pm to 3.20pm, catering for 6 to 8 pupils.

Pupils are collected and returned by the two Nurture Lead Practitioners from their classes.

The Nurture room has a timetable every day that requires each child to complete two tasks that will help to achieve multiple targets from their Boxall as well as their curriculum work.

Each afternoon will start the same with a reminder of rules and expectations and a discussion around something that has gone well from the morning. Following this, pupils will go into their activities.

Pupils will have snack time and an afternoon break as part of nurture to encourage appropriate play as well as sharing.

Pupils in nurture will have access to the same curriculum activities as their peers.

At the end of the session, some pupils will be walked back to their classroom to be dismissed by the class teacher whilst others will be dismissed by the nurture practitioners.

To ensure that social behaviours are effectively modelled, the Nurture Group is always staffed by two members of staff as well as a third on standby. In the event of other staff being absent, the Nurture Lead Practitioners will not be called upon to cover absence where possible. The Nurture Group timetable is non-negotiable and should be considered as sacrosanct.

The Involvement of Parents, Carers, Other Pupils and Staff

The Nurture Class Lead Practitioners will be available on the door at home time for parents and carers to contact them and discuss any informal questions or concerns. A discussion will be had with parents upon entry to the group, giving them information about the setting and answering any questions they may have.

Nurture group is a safe space and will only 'trusted' adults will enter the space. Trusted adults will be the lead practitioners, Head of school and Executive Headteacher. Other visitors can enter the group, but only if pupils have been warned of this in advance.

Half- Termly meetings between the Nurture Lead Practitioners and the Class Teachers should take place to inform assessment information, as Class Teachers retain the accountability for pupil outcome data. These visits are carefully planned by the Nurture Lead Practitioners to ensure that they facilitate positive experiences for all involved.

Parent surveys will be completed, on a formal basis, termly to ensure that the views of parents are recorded. Informal viewpoints will be gathered daily through conversations with parents. Should parents require additional support from the Nurture Lead Practitioners, they are able to liaise every home time and request further meetings.

The Nurture Lead Practitioners can support parents by providing reward charts or additional resources to support the child's development outside of school.

Reintegration

At Nonsuch Primary School, we place an emphasis on ensuring that the pupils within our nurture class are ready to be successfully reintegrated back into their mainstream class. If a pupil is not ready to be reintegrated, their time within the nurture setting will not be limited but this reintegration process will be defined by the child's development. When the Nurture Practitioners feel that a child is ready to reintegrate back into the setting, using evidence from their Boxall Profile and consultation with their base class teacher.

From this point, a reintegration plan will be derived, focusing on a staggered reintegration to ensure success. When the Nurture Lead Practitioners consider a child ready for reintegration, they will meet with the class teacher to discuss the pupil's readiness for reintegration. The Nurture Lead Practitioner will meet with the pupil's parent and a timetable for staggered reintegration will be planned and implemented. A discussion with the child will determine the level of celebration when leaving the group and the pupil will be given the opportunity to invite other pupils or staff and parents to this event.

Attainment

Nurture can help to improve attainment because once a child has shown they have regulated their emotions and have some strategies in place they are then able to learn in a calm manner. Studies have also found that children and young people's academic performance increases following nurture provision (Sanders 2007; Reynolds, MacKay, and Kearney 2009; Seth-Smith et al. 2010), including language and literacy skills (Hosier 2013). Children and young people's behaviour significantly improves (Sloan et al. 2016). They feel more settled in their mainstream classroom and are better able to cope with the challenges of the school day, reducing the risk for

anger outbursts and disruptive behaviour. This in turn leads to a reduction in the number of exclusions (Ofsted 2009; March and Kearney 2017). Nurture groups help develop affective bonds between teachers and pupils and help create a whole school nurturing ethos (Binnie and Allen 2008; Cooper 2001).

Physical Intervention

Any pupil who is identified to attend the Nurture Provision, who has previously exhibited physically violence or aggressive behaviour, will have a risk assessment put into place. All staff and the pupil's parents will be informed of the risk assessment which will identify a range of de-escalation technique.

In the event of such behaviour, physical intervention would be used as a last resort, in line with the Positive Behaviour and Learning Culture Policy. A record of any such intervention would be kept, using the appropriate form.

Monitoring and Review

The progress of the individual pupils will be measured through the termly review of the Boxall Profile. The Nurture Provision will be subject to regular monitoring in line with the SLT monitoring schedule.