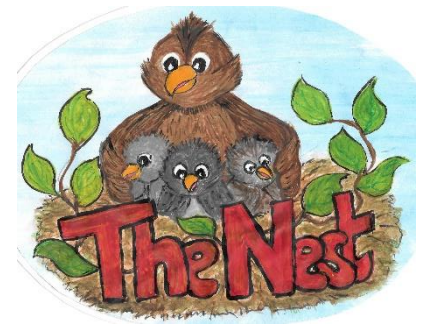


The Nest Nurture Provision Policy

September 2023



INTRODUCTION

This policy relates to the following Key People:

Alison Wootton- Headteacher
Rebecca Tong- Deputy Headteacher
Lara Billingham- Assistant Headteacher-SENCO
Lian Barrett- Assistant Headteacher
Teaching Staff
Teaching Assistants
Lunchtime Supervisors

This policy is to be read in conjunction with:

- Behaviour Policy
- Equality Policy
- Special Educational Needs Policy

Nurture Groups are a unique, preventative resource based on well documented psychological theory and research. The Nurture Group at Withymoor Primary School will be known as 'The Nest' and is based on the ground floor at the bottom of the KS2 corridor. The Nest has a home-like area and an area set aside for experiential play and more formal learning. The children will remain on the register of their registered class and responsibility of this teacher. The Nest will be staffed by experienced teaching assistants. These adults will work together as a team. In the case of some children, the complex activities and bustle of a large class can be overwhelming: they could be unable to listen or take in what the teacher says; they could be easily distracted and quickly feel defeated. Some withdraw; others express their frustration by aggressive or impulsive behaviour more typical of a toddler.

Principles of nurture:

Six important principles underpin the organisation and ethos of a nurture group.

Children's learning is understood developmentally – the foundations of learning begins at birth and develop via a close relationship with an adult. Independence develops through dependence. Social empathy as well as learning develops from being thought about, valued and encouraged. Staff in the nurture group respond to each child at whatever emotional or

social age s/he appears to be with the appropriate degree of control and nurture. The quality of this response enables the child to move on. Children's developmental progress is assessed through the Boxall Profile handbook.

The nurture room offers a safe base – there is a structure to the day which is predictable, adults who are reliable and firm and can set boundaries. Children see adults working together and supporting each other. This provides security and reassurance. The nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of children's relationship with each other and with the staff.

The importance of nurture for the development of wellbeing - nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, having meals, reading, learning, talking about events and feelings. Children respond to being valued and being thought of as individuals. This involves calling the children by their name, noticing and praising every small achievement; nothing is hurried in nurture groups.

Language is understood as a vital means of communication – Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups the informal opportunities for talking and sharing, e.g welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

All behaviour is communication –Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child. This principle underlines the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?'

Transitions are significant in the lives of children – the nurture group helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Aims of the Nurture provision:

- To provide a flexible and preventative resource which is responsive to the particular needs of the children attending our school.
- To provide ongoing assessment and support for children showing signs of emotional, stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To provide a secure and reliable environment where children can learn by re-experiencing nurture from key adults who actively work towards their successful integration into their registered class.
- To help children to learn to make correct choices, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with key adults.

- To work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.

Role of the key adults:

Nurture Group Coordinator: Mrs Lara Billingham

Trained Nurture Group Assistants: Miss Laurie Millsom, Mr Connor Showell, Mrs Justine Hollister

The role of the adults are to run the nurture group with the support and guidance of the SLT and to;

- Be involved in formal reviews as required; to support curriculum development.
- Be involved with the selection, assessment and re-integration of pupils.
- Maintain the Nurture Group principles- this is to provide a carefully structured session where this is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- Organise and plan the activities and curriculum of the group with Nurture Group staff, bearing in mind the needs of the children.
- Keep and maintain Pupil Profiles that record and track individual children's progress and attainment.
- Co-ordinate and support the work of the Nurture Group Assistants.
- Liaise with other professionals when appropriate including visits.
- Working in partnership with parents in the development of their children including organising parent/pupil sessions and coffee mornings.
- Support Nurture Group children on trips and whole school activities.
- Ensure regular communication between nurture group staff, teachers, teaching assistants and parents.
- Manage the Nurture Group budget.
- Report developments to SLT and Governors as appropriate.
- Carry out and contribute to school policies and procedures.

The Environment:

The nurture group needs to include key areas:

- Kitchen area
- Dining area
- Play area
- Comfy area
- Quiet area
- Work area

Teaching and Learning:

Nurture Group children have their own themed curriculum which has a large emphasis on PSHE, Social and Emotional learning. There are clear links to core and foundation subjects. Activities are planned around a termly theme to provide a stimulating and fun environment for children. Weekly planning incorporates developmental and age appropriate skills undertaken by the Nurture Group staff, with planning then forwarded to the class teachers.

The structure of the sessions will be:

- Welcome time
- Learning activity based around teaching of emotions and emotional regulation
- Free Play activity
- Snack time
- Story/news
- Relaxation time

Nurture group staff will meet to review pupil progress, plan and resources activities on a consistent basis ready for the following sessions. Pupil's progression over the course of the week is discussed during the Planning, Preparation and Assessment time to decide upon key focus areas for the next week.

Identification and Referral:

The nurture group will support a range of children across the school. The identification and review process takes place on an ongoing basis. Boxall profile is a series of questions covering various aspects of a child's social and emotional development providing clear and personalised picture of individual's needs. Parents are informed and invited to an informal session with nurture staff when it fits appropriately with the learning, children will leave and join the group as progress is made.

Involvement of parents:

- Parental support is vital to the child's progress
- Parents are fully involved and consulted and agree about the selection processes.
- Communication between nurture group staff and parents is critical
- Parents should be made to feel a part of the nurture group experience
- Parents are invited to nurture group events

Re-integration:

The most effective length of time to be a member of a nurture group is 2-4 terms. At any time throughout this, depending on the progress of the child, a re-integration programme may begin. This programme is developed on an individual basis for each child to slowly build them back into their registered class on a full time basis. The re-integration process is fully supported by nurture group staff, the pupil, class teacher and parents.

Staff absence:

In order to maintain consistency and security the nurture group is never covered by supply teachers. In the event of staff absence the members of Nurture Group will be supported by a 'Visiting Auntie'. However, if this is not possible the children whom access this intervention will remain with their registered class teacher.

Visitors to the Nurture Group:

Visitors can cause disruption and change to an otherwise ordered and structured day. Any change from routine can be difficult for some children therefore visitors to Nurture Group should always be pre-arranged in order to prepare the children for what will happen. It is best to involve the children in the preparation for the visit – making invitations, planning the menu, setting the table etc.

It is important for the children's class teachers to feel a part of what is happening in the nurture group and to carry the principles back to their classroom to provide consistency. Teachers and members of the SLT will be invited into Nurture Group throughout the academic year.