 **Nurture Group Policy**

**Developed September 2017**

**Updated September 2021**

A nurturing approach underpins all of our work at Weston as we view the holistic needs of our children as central to our practice. For some children the need for support may be slightly greater. In which case we have an amazing resource, ‘The Courtyard’, a calming safe space where we can support our children outside of the classroom environment.

**What are Nurture Groups?**

Nurture groups provide and intervention for some children with social, emotional and behavioural needs within a mainstream primary school. The rationale is that these children may, for various reasons, have missed out on early experiences that promote good development. They generally have not learned to make trusting relationships with adults or to relate appropriately to other children, resulting in difficulties with settling at school. The Nurture Group therefore offers a warm, accepting environment in which children can develop positive relationships with adults and peers, improve their emotional literacy, build their self-worth and develop the strategies required to succeed within the mainstream classroom.

C:\Users\year6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6EZYRE3\Pictogram_child_green.svg[1].png**The six principles of Nurture Groups**

C:\Users\year6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6EZYRE3\Pictogram_child_green.svg[1].png Children’s learning is understood developmentally

C:\Users\year6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6EZYRE3\Pictogram_child_green.svg[1].pngThe classroom offers a safe base

C:\Users\year6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6EZYRE3\Pictogram_child_green.svg[1].pngThe importance of nurture for the development of self-esteem

C:\Users\year6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6EZYRE3\Pictogram_child_green.svg[1].pngLanguage is a vital means of communication

C:\Users\year6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B6EZYRE3\Pictogram_child_green.svg[1].pngAll behaviour is communication

The importance of transition in children’s lives.

**Aims and objectives**

\*To provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.

\*To increase inclusive practice for children with social, emotional and behavioural difficulties and to develop ways in which the school supports such children.

\*To facilitate a positive nurturing whole school ethos

\*To develop awareness about the cause of behaviour and the effective

management of behaviour problems in-line with the school behaviour policy.

\*To raise the achievement of children with social, emotional and behavioural

difficulties.

\*To increase joint working practices between school staff and outside

agencies

\*To increase parental involvement in supporting their children and developing

a positive attitude toward school.

**Staffing**

Our nurture group is to be co-ordinated by our SENCO who works alongside the nurture teacher in the planning and provision for the group. Certified training from the Nurture Group Network has been completed by our SENCO. In addition, the staff are supported by the Head teacher. However, day-to-day running is the responsibility of the SENCO and nurture teacher.

Visits to the nurture group by other staff and outside agencies are carefully planned. Staff regularly liaise with mainstream school staff and outside agencies. The children attending nurture are predominantly the responsibility of their existing class teacher. The Nurture teacher will oversee progress within the mainstream environment.

**Parental contact**

Parents are a key element of nurture work. Parents are consulted by letter prior to children attending the nurture group and are invited into school to discuss the intervention further. Staff support parents with appropriate advice and interaction strategies and work alongside their class teachers to do so.

**Identifying Need**

Children will be selected for the intervention through close monitoring and discussion between the SENCO and class teachers/early years’ settings where concerns have been raised around:

\*aggressive behaviour/emotional outbursts \*lack of cooperation

\* a high level of distraction \*low self-esteem

\*Frequent outbursts \*withdrawn behaviour

\*disruptive behaviours \*disengagement

A Boxall Profile will be completed by the class teacher. Where the need for nurture is established: the intervention and its expected outcomes would then be discussed with individual parents prior to the intervention beginning.

**Structure of the Nurture Group**

The nurture groups are structured to ensure routine and familiarity. Sessions may take place in the mornings or in the afternoons covering both Key Stage One and Two. The sessions will include time spent on personalised targets through emotional Literacy, opportunities for play, the use of outdoors and shared snack. All activities are planned in line with targets set from the individual Boxall Profiles whilst taking into account the individual academic and physical needs of each child.

**Monitoring**

Monitoring of children’s progress and the effectiveness of the nurture group is of paramount importance to maintain high standards of nurture provision. Children’s progress is continually monitored with a daily review of the session, weekly observations of the children. Half termly meetings with staff are arranged to review class progress and discuss any relevant issues. Class teachers complete Boxall Profiles each term. Nurture staff regularly monitor and record the academic progress of children currently attending the nurture group and those who have re-integrated back into the class using the school ‘tracker’ system. Nurture staff will liaise with the Head Teacher and the SEN team with regards to the impact of the Nurture group on a regular basis.

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| ***Signed*** |  | ***Signed*** |  |
|  | *Head Teacher* |  | *Chair of Governors* |
| ***Date agreed:*** | *October 2021* | ***Date agreed*** |  |

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| ***To be reviewed:*** | ***Annually*** | ***Date to be reviewed*** | ***October 2022*** |