



# JOHN RAY JUNIOR SCHOOL

(part of CHANGE Schools Partnership)

## Nurture Group Policy

Issue	Date Issued	Date for Review
1	Autumn 2017	Autumn 2019
2	Spring 2021	Spring 2023

<b>Document Detail</b>	
<b>Policy Reference:</b>	John Ray Junior School
<b>Category:</b>	Inclusion
<b>Authorised By:</b>	Local Governing Body
<b>Status:</b>	Approved
<b>Date Approved/Ratified by the Governing Body:</b>	28 January 2021
<b>Issue Date:</b>	Spring 2021
<b>Next Review Date:</b>	Spring 2023
<b>Version:</b>	2

We want all members of our school community to feel a sense of belonging within the school and wider community and to know that they are respected and able to participate fully in school life. We recognise, respect and value difference and understand that diversity is a strength. Through inclusion, all adults ensure appropriate learning and positive experiences for all our pupils. This involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the diversity of pupils and take into account the views and experiences of the child, whatever their age, gender, gender reassignment, disability, race, religion or belief, sexual orientation, impairment, attainment or background. We strive to eliminate prejudice and discrimination; creating a happy environment where all children feel safe, secure and valued. This distinguishes it from integration, which focuses on the placement of an individual or group having to adapt to what the school can offer. Inclusion across CHANGE Partnership is seen in the widest possible educational context.

**Rationale:**

The aim of our Nurture Group is to provide social and emotional support to pupils who have experienced developmental trauma and/or who have attachment difficulties. We endeavour to support children by forming healthy and strong relationships and attachments and develop their social and emotional needs to support them achieve and make progress. This will allow the children to become class ready, ensuring they are emotionally ready to access high quality teaching and therefore make progress with their learning. In addition to this, we hope to minimise difficult and unwanted behaviours across the setting and reduce exclusions, ensuring the children feel safe and secure in the school environment. In providing this support, we will encourage parental and carer engagement and involvement, ensuring the needs of the whole family are considered and that vulnerable families are supported through our pastoral team.

**Our model:**

The “Nurture Groups” model for Nurture Groups from Nurture UK (<https://www.nurtureuk.org/> ) will be adopted and adapted to suit the individual needs of the pupils. Nurture Groups support children who are unable to fully access their learning due to their social and emotional and mental health needs.

Children may attend our Nurture group at any point during their time with us at John Ray Junior School. Children will attend between 1 and 4 terms before reintegrating back to the classroom setting depending on their needs, progress and assessment. An individualised and personalised plan is designed and delivered based on the principles of Marjorie Boxall to meet individual learning needs. Some children may attend our Nurture Group full time depending on their needs but all children must attend a minimum of three session a week. Nurture will run every afternoon and will have a range of Learning activities linked with the school curriculum and our Nurture Curriculum which includes opportunities to support the social, emotional and mental health needs of the children.

Within Nurture, activities will promote opportunities for children to work collaboratively and to build their self-esteem and confidence. There will be a small group of children attending each session, between 6 and 12. A thorough assessment process for referrals is in place as well as a resettlement and reintegration procedure to ensure children are successful before, during and after attending Nurture.

**Aims and objectives:**

Our aim is to provide a safe, secure and reliable space where children can learn and develop with nurturing and specially trained adults. This will allow children to develop their self awareness, self-regulation, encourage relationships with others, promote positive learning behaviours and develop their own skills to access curriculum expectations.

“If we recognise behaviour as communication, we see the behaviour as indicative of the trauma and attachment inadequacies and failures they have experienced” (Bomber: 2020)

Nurture allows children to develop their social and emotional skills and to develop skills that allow them to build relationships, behave appropriately, understanding the difference between right and wrong and provides them with strategies to manage how they are feeling and support self-regulation. Each day, a child will work towards helpful behaviours to support their progress with this.

There will be a partnership between school staff and parents/carers which will enable consistency with a high level of support from our pastoral team. The Nurture Group will follow the 6 Nurture Principles from the Nurture Group Network:

#### Nurture Principles

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

The children have created their own Principles for Nurture Group:



Nurture Group is a safe place



A space where everyone feels welcomed, valued and listened too.



We always communicate how we are feeling.



We can and show appreciation of each other



Always be honest and move forward from mistakes



To believe and love ourselves

#### Planning

Nurture is led by two experienced members of staff as the pupil’s key adults. Learning is planned for by the Nurture Practitioner and is monitored alongside the school’s monitoring procedures.. Class teachers retain full responsibility for the children in Nurture.

All staff contribute towards the Nurture principles and ensure the children meet their social and emotional targets, in some cases, these are combined with One Plans. Class teachers and the pastoral team are invited by the children to visit Nurture Group regularly so that they are “kept in mind”.

Nurture staff will not be used to cover other areas of the school, if a member of Nurture is absent then every effort is made to ensure the Nurture intervention can still be delivered.

#### Assessment

Children will be assessed using teaching assessment, the Boxall Profile and Strengths and Difficulties Questionnaire as well as whole school assessment tools, the children will be assessed using the Boxall Profile termly to measure the progress of the social and emotional needs and when ready, they will be able to reintegrate in the classroom setting.

We endeavour to provide the pupils with high quality learning and the teaching teams will support this. Individual attendance will be considered based on individual needs. We understand that investing more and providing early interventions provides excellent results in the long term for pupils and families (Bomber, 2016: 21).

|The children's progress and learning will be shared with the class teacher on a regular basis to inform all areas of assessment.

### **The Nurture Room**

Children will be encouraged to play, enabling them to , build secure relationships with their "team", other adults and their peers. Based on individual needs, children will take part in activities either individually or in small groups to develop their social, emotional and mental health wellbeing to ensure children are gaining confidence and self-esteem as well as building relationships and feeling safe. Throughout the day, the children will identify helpful behaviours that they are working towards to encourage them to make good choices and these will be recognised as necessary to meet the individual needs of the child. The class teachers will identify when a pupil has used a helpful behaviour in school and will share this with the Nurture staff.

Children will be encouraged to meditate, use massage, regulate themselves emotionally, take part in yoga and stretching and a range of breathing techniques to manage their feelings and encourage self regulation. Talk and communication will be the foundation of all elements of learning, encouraging this in play, in reading, through learning and to inspire high quality social communication. This is a core part of the intervention and will be planned for daily.

### **Structure**

Each morning, children will have time with a key adult to agree on their helpful behaviours and to provide them with a positive start to the day. Children will remain in class to engage in high quality teaching with their peers. If things go wrong during the day, the Nurture Team are available to support children to ensure they remain on track.

The Nurture Group follows a structured routine where it runs each afternoon. Children's attendance will be based on their individual needs and their personalised programme. In some circumstances, children may initially attend full time to fully support their additional needs. Where possible, children will still be integrated in to their classroom activities. These might include assembly, DEAR time. The afternoon sessions follow the National and Nurture Curriculum to ensure that the children experience a broad, rich and appropriate curriculum and are not at a disadvantage. The curriculum for Nurture has been designed to fully compliment the school's curriculum.

Afternoon sessions include snack time, self-directed and share play, individual and group activities and learning opportunities to develop language and meet individual pupil needs. Children will be rewarded with guided play sessions as they complete their daily Helpful Behaviours.

### **Parental and carer involvement**

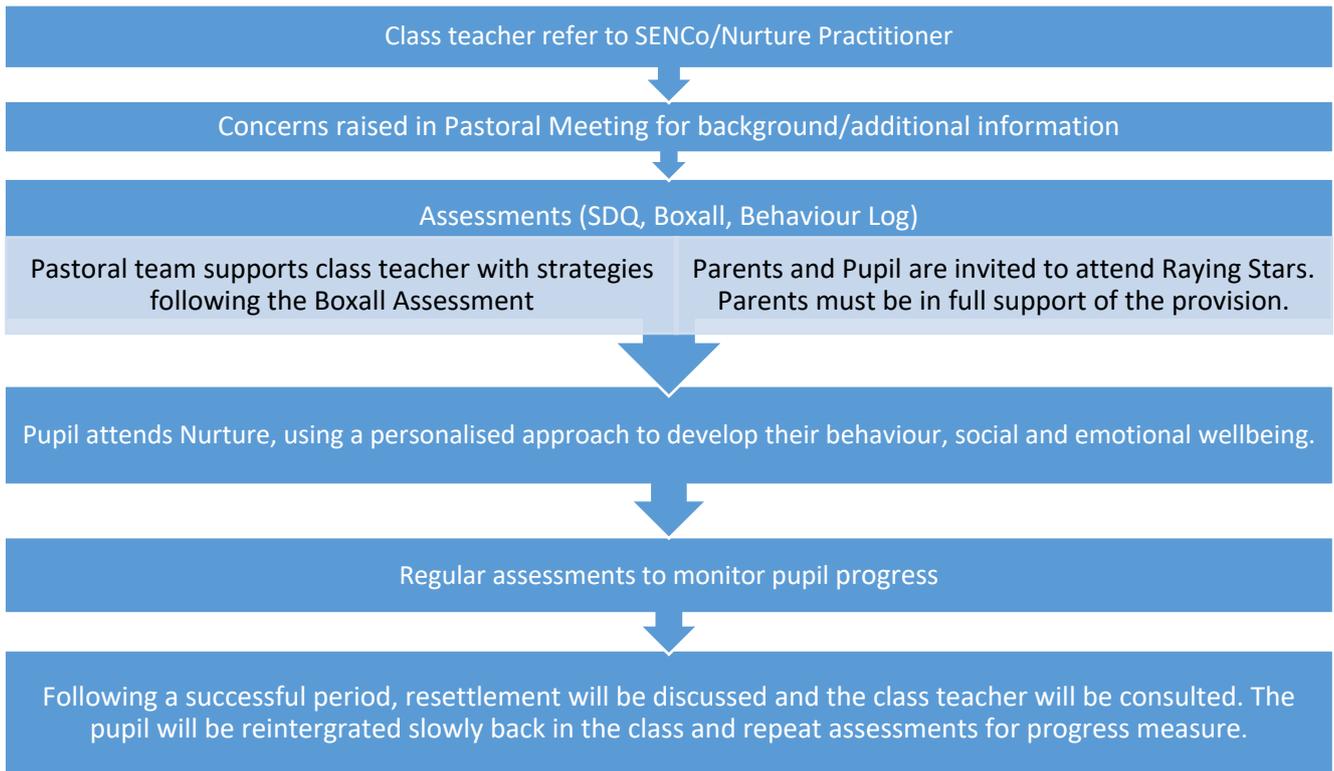
Parents and carers are an essential part of promoting child development and learning, establishing these strong relationships compliment the . The Nurture Team will work hard to build positive and productive relationships.

All parents will be fully informed and they will need to give verbal consent to their child attending Nurture. Parents and carers will be invited to meet with the Nurture Team, regular contact will be made by the Nurture staff so parents are informed.

Children will continue to have One Plan meetings and parents will be informed in line with our school policy on reporting to parents, the children will be recorded as receiving SEN Support due to the level of intervention.

## Identification and Referral to Nurture

In order for a pupil to benefit from Nurture, children who are struggling with their learning and are not fully engaging will be discussed and identified by the teaching staff across the school, often this is through pastoral meetings. This may be through lack of progress, disruptive behaviour, unsafe behaviour or refusal as well as low self esteem or mental health difficulties. .



## Resettlement and reintegration

Resettlement and reintegration is carefully planned and agreed by all stakeholders involved,, including the children. The Boxall Profile and 'Readiness for Resettlement' guidelines are used as a guide to see if the pupil is ready to for the process to start.

A resettlement plan will be created and will form part of the Nurture programme. This will be discussed with the parents/carers. It is as the discretion of the Headteacher and Assistant Headteacher for Inclusion regarding the re-integration process.

Some children may need to retain a sense of belonging within the Nurture group, we will work hard to ensure these needs are met by 'keeping the pupil in mind'.

## Policies

Please read this policy in line with:

- John Ray Juniors SEN Information Report
- SEND Policy
- Safeguarding Policy

- Code of Conduct
- Complaints Policy
- Positive Touch and safe holding Policy
- John Ray Junior Curriculum,
- John Ray Junior Nurture Curriculum

Biography:

Bomber, Louise (2016) *Attachment Aware School Series: Bridging the gap for troubled pupils: Book 2, The Senior Manager in School*. Croydon: Worth Publishing.

Bomber, Louise (2020) *Know me to teach me*. Croydon: Worth Publishing.

Foulger, Rachel. Smallwood, S. Aust, Marion. (2013) *Behaviour, Emotional and Social Difficulties Target Ladders*. Cheshire: LSA Learning.