



John Ray Junior School

“Aiming High – Changing Lives”



Nurture Group Policy

At John Ray Junior School, we believe that children have the right to independence, choice and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing. However, rights also involve responsibilities, such as not harming other people's rights. Children unable to control their actions or unable to appreciate danger have a right to be protected; as do other children using the centre, and staff have a duty of care to exercise.

Rationale:

The aim of our Nurture Group is to provide social and emotional support to pupils who have experienced developmental trauma. We endeavour to support children by forming healthy and strong attachments and develop their social and emotional needs to ensure they are working towards making progress and becoming age related. This will allow the children to become class ready, ensuring they access high quality teaching and can therefore make progress with their learning. In addition to this, we hope to minimise negative 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 inclusion and pastoral team.

Our model:

The “Nurture Groups” model for Nurture Groups from the Nurture Group Network 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 Raising Stars at any point in their lives and can attend between 1 and 4 terms before reintegrating back to the classroom setting. An individualised and personalised curriculum is adopted based on the principles of Marjorie Boxall to meet individual learning needs. Some children may attend Raising Stars full time depending on their needs. Nurture will run every afternoon and will have a range of activities from the National Curriculum, personalised learning and a range of social and emotional interventions.

Within Nurture, activities will promote opportunities for children to 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 procedure to ensure children are successful.

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 become good learners and develop their own skills to access age related curriculum expectations.

Nurture Groups allow children to develop their social and emotional skills and to develop skills that allow them to behave appropriately, understanding the difference between right and wrong and providing them with strategies to manage how they are feeling. Each day, a child will identify the ‘helpful’ behaviours they are working towards during the day.

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

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 Raysing Stars:

- ★ Raysing Stars 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

Staffing

Nurture is run by one experienced member of staff as the pupil's key adult. Planning is led by the Inclusion Manager for the learning happening in Nurture. Class teachers retain full responsibility for the children in Nurture. The Nurture team meet weekly to plan and prepare for the upcoming week.

All staff contribute towards the Nurture Provision and ensuring the children meet their social and emotional targets. Class teachers and the pastoral team are invited by the children to visit Raysing Stars. Parents will be invited by the children to attend Nurture for snack and to work alongside the Pastoral Team.

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 Assistant Headteacher and Pastoral team fulfil that role.

The Nurture Room

Children will be encouraged to play initially, building secure relationships with their "team", other adults and their peers. Based on individual needs, children will take part in activities and interventions 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 the children are working towards to encourage them to make good choices and these will be rewarded as necessary to meet the individual needs of the child.

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. Talk will be at the forefront, encouraging this in play, in reading, through learning and to inspire high quality social communication.

We endeavour to provide the pupils with high quality learning and the “team” will support this. Individual cases will be considered based on how much time a child spends in the Nurture Provision. We understand that investing more and providing early interventions provides excellent results in the long term for pupils and families (Bomber, 2016: 21).

Each child’s learning journey will be added to a Journal where evidence will be collected to show the children are meeting their individual plans.

Structure

Each morning, children will meet together to agree on their helpful behaviours and to have a calm and positive start to the day. Children will then return to 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 the children attend every afternoon. In some circumstances, children may initially attend full time. Where possible, children will still be integrated in to their classroom activities such as assembly, DEAR time. The afternoon sessions follow the National and Nurture Curriculum to ensure that the children experience a broad, rich and appropriate 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

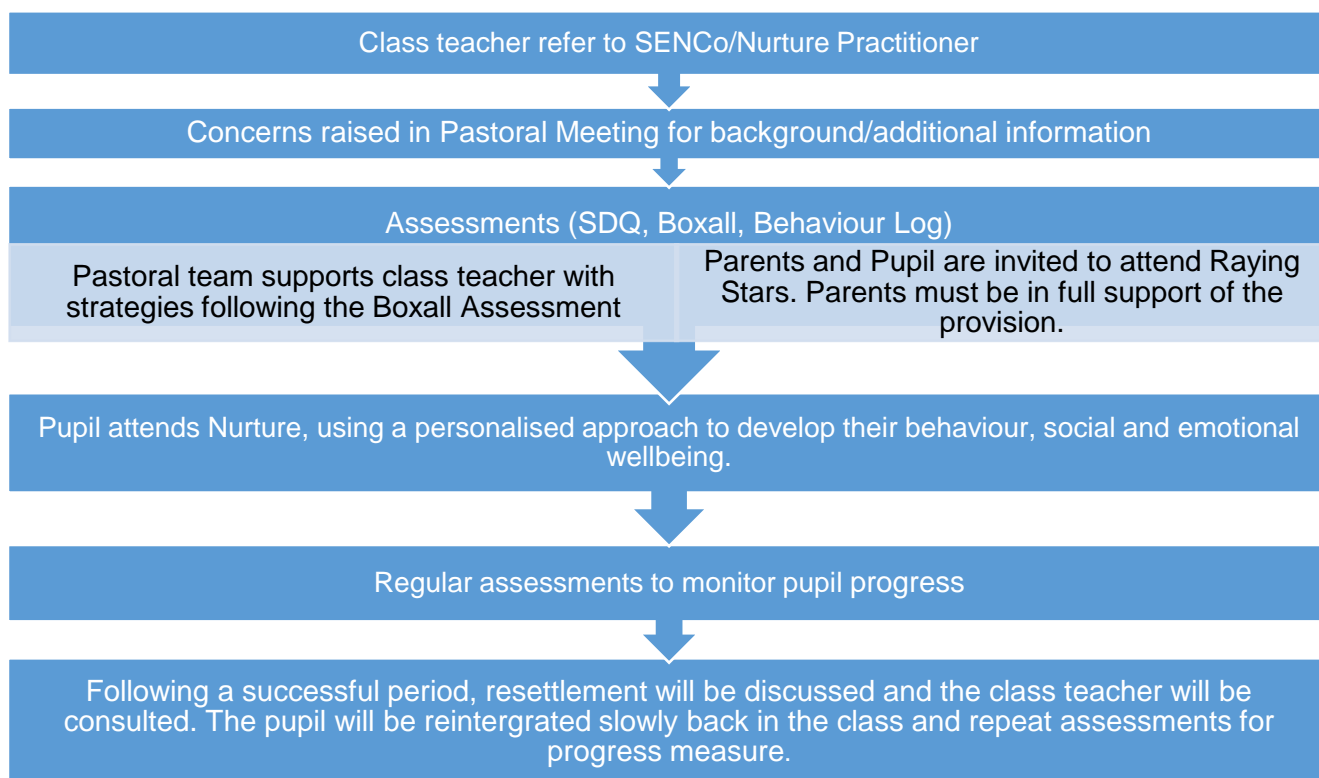
Parents and carers are an essential part of promoting child development and learning. The Nurture Team will work hard to build positive and productive relationships.

All parents will be fully informed regarding Nurture Groups 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 and will be invited for “stay and play” sessions where the Pastoral Team will be there to support.

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 the most, children who are struggling with their learning and are not fully engaging will be discussed and highlighted by the class teacher. This may be through lack of progress, disruptive behaviour, unsafe behaviour or refusal. If the use of the school behaviour policy or consistent behaviour management plan are not working, then further provision is required and the pupils Social, Emotion and Mental Health needs may be assessed.



Resettlement

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

A resettlement plan will be created involving the Inclusion Manager, Nurture Practitioner and Class teacher. This will be discussed with the parents. It is as the discretion of the Assistant Headteacher for Inclusion regarding the re-integration process.

Class teachers and the Nurture Team to ensure the child feels ready for the resettlement. 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 Policy

Helpful behaviours

Taken from the Behaviour, Emotional and Social Difficulties Target Ladders, we have created a list of helpful behaviours to remind children of our expectations

1. I can listen
2. I can follow instructions
3. I can complete a task
4. I can challenge myself
5. I can communicate my emotions
6. I can consider other people's feelings and emotions
7. I can be positive
8. I can take responsibility for my actions
9. I can ask for help when I need it
10. I can work alongside others
11. I can recognise that mistakes help me learn
12. I can talk about something that has gone well

Biography:

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

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