



Children Requiring Extra Nurture Policy

September 2023

Intent:

Our Nurture group was started in February 2020. The room, called The Lighthouse – Golowji, is carefully designed to reflect the best of both the classroom and a home environment. It is designed to be warm and welcoming in order to provide a consistent, predictable and safe place for children. Our Nurture Provision is planned to support the development of the children's emotional literacy and relationships with others and to raise their emotional well-being, self-esteem, resilience and sense of belonging. They also experience a broad and balanced curriculum which follows the National Curriculum objectives. We provide a structured routine with clear boundaries so the children feel safe and secure.

The group follows the six principals of Nurture, in line with the Nurture Group Network:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

The Nurture Group continues the ethos of an already nurturing environment within Penpol Primary School and our school values:

- To support children to learn from and through their behaviour.
- To provide a happy, secure, inclusive, caring environment, where all feel valued and believed in
- To celebrate all success
- Every child has access to a rigorous curriculum
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Implementation:

The group is run by our Pastoral Lead Mrs Mel Smart our SENDCo Mrs Rebecca Thomas and Nurture Lead Tash Lamb, sometimes there is additional support from teaching assistants who focus on individual children. The delivery of the curriculum is overseen by the class teachers with regular contact with the Nurture team. Assessment also takes place involving all staff to ensure there is

a shared vision and challenge for the children. **Every child accesses support and input from their class teacher each day.**

Within the Nurture Curriculum we focus on building relationships with others and emotional literacy, linking with life skills, wellbeing and social communication skills. There is a focus on children following the National Curriculum objectives at their age-appropriate level. These will be delivered using a more flexible approach to timings, to match individual children's readiness to learn at certain points of the day. This might centre around practical ways of developing positive learning attitudes with trips and visits to enhance a particular objective or desired written outcome.

The children have time to play daily with a range of toys to build social opportunities and to ensure they are learning the skills to work with others. Children have mindfulness and mindful minutes to redirect their thinking and using a positive mind-set; and there is also time for reading and sharing a book together as a group.

Mel Smart leads in the Nurture Room, Golowji, and devises the routine for the morning which takes into account the presentation of children when they arrive and how that might translate into the approach needed. The teacher retains ultimately responsibility for overseeing the progress and setting the longer-term goals for each child. Liaison between Mel and the class teacher is regular and, when they return to class for the afternoon, any relevant information from the morning is handed over to ensure a smooth transition.

Language and consistency:

The language and approach to displays of unexpected behaviour is key to supporting the children. The approaches can be adapted for different children's needs but connective language is used consistently to value children's feeling and emotional responses.

Working with children who have experienced trauma and responding to their needs takes patience, a playful and curious response alongside empathy and a clear way forward to support each child. The staff in the Nurture Room work together to ensure that this is consistent and recognise if at times, they are not able, for whatever reason, to follow the agreed behaviour responses they swap support roles and give each other understanding and empathy.

As a school we follow the principles of Restorative Practice and this threads through the interactions we have with children when we are restoring relationships after an incident. The Nurture Room also upholds this policy (See Behaviour for Learning Policy for more information).

The Zones of Regulation is used in Nurture and within the classrooms across the whole school, this is to help pupils recognise their feelings and early

identification of emotions when things are tricky. This is important to encourage pupils to talk about how they are feeling, especially if things are not going well. The children have access to a range of tools to help them remain in the green zone.

Impact:

Children are monitored and assessed daily in the Nurture Room. Approaches used to facilitate learning are built around the children's individual needs and may look different for each child.

Pivots is a system of assessment where small step progress is able to be tracked in all areas of learning. This will support formative assessment opportunities.

The aim of the nurture room is to equip children with the necessary skills to regulate their emotional and social responses in order for them to return to the classroom setting on a full-time basis. The timescale of this return is decided with the SENDCo, class teacher and after discussion with the parents. This may be a phased approach where children return for part of the timetable in order for the child to be successful and build up their learning time.

Selection for Nurture Provision

There are many reasons a teacher may identify a child in their class that may benefit from the Nurture provision. It is to provide an alternative way to access the National Curriculum, develop social and emotional skills, where the current environment is not meeting their needs or experience success.

It is important to recognise when a child is not able to access their full learning potential and may need an alternative provision. There is a criteria that is used as an initial guide and every child may have some or all of these needs in varying degrees.

- progress is well below age related expectations
- emotional regulation within the classroom is difficult for the child which makes completion of tasks and/or socialising and interacting with others in a safe way, difficult to maintain over a school day
- in order to learn the skills and social rules of interaction they need a quiet, focused environment which allows them to be successful on a smaller scale before phasing back into larger social groups
- there has been a trauma that may have impacted their ability to be fully settled and happy in a whole class situation
- would benefit from smaller periods of concentration and a very individual programme of activities which promote progress across core subjects

When a teacher has identified a child who may benefit from the Nurture provision, and where the provision can have a positive impact on the child's whole school experience, each child is then considered on an individual basis and if appropriate a place is offered. Parents are then invited to meet with the team and discuss the programme and how it could benefit their child.

Where appropriate, outside agencies may be needed to fulfil certain specific support. These referrals are managed by the SENDCo and the team are aware of any targets, strategies or advice that may be given.

Termly Assess, Plan, Do Review meetings with parents, support staff, teachers, SENDCo and Nurture Leads allow targets to be reviewed and a discussion around reintegration into class full-time when appropriate.

Evidence of academic progress is captured through their 'journey books' which use photographs, drawings and written work.

Code of Conduct in the Nurture Room:

- Professional confidentiality is incredibly important to ensure the children experience a safe space.
- Unconditional positive regard for all children is part of the Penpol ethos and this encompasses how we talk about, talk to and share information with others.
- Use of positive, connective language is imperative at all times in the Nurture Room.
- Personal space, safe touch, unexpected and expected behaviours are part of the learning journey for each child. The adults who work with the children may experience displays of behaviour and language where the children show emotional dysregulation. Working as a team to support the children safely and positively through these moments ensure it is a learning experience and doesn't have a negative impact.
- Working in a nurture environment can be stressful at times and we may experience moments where we need to reflect. The Pastoral Lead, the SENDCo, Deputy Headteacher and Headteacher are all part of a team that will support during these times. Weekly reflection time is also an important part of this process.