

## Nurture Group Policy

### The six Principles of Nurture Groups

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

### Introduction

- The group provides a modified curriculum in an environment based on the six principles of nurture
- The group is an intervention for those children who are unable to access learning successfully in their mainstream classrooms
- The SLT alongside the Nurture staff will decide the frequency and duration of the Nurture sessions based upon the children's needs, available resources and any other factors which may affect the provision. Typically this would be several sessions within a week
- The group caters for between 10-12 children
- Two Teaching assistants who have both gained a NVQ level 4 certificate in "The Theory and Practice of Nurture Groups" run the group. In the absence of one of these team members a nurture trained TA will replace

### Our Aims

- To develop children's self- esteem
- To develop children's social skills
- To provide a calm environment
- To Build relationships between adults and children
- To help the children grow in confidence, trust and reliability

- To provide a secure environment where children learn
- To provide the children with nurturing care from two caring adults, whose aim is to work towards their successful re integration
- To help children learn the consequences of certain behaviours
- To work in partnership with parents and school staff to ensure consistent approach
- To provide continuous assessment through the “Boxall Profile”
- To prevent possible exclusion

### Setting

The nurture group meet in “The Orchard” and have sole use of the room when the group meets with as little interruptions as possible.

### Role of the Nurture team

- The nurture group is overseen by the Inclusion manager
- Adults are good role models for the children and will demonstrate this with their behaviour and communication with each other
- To understand that it is through positive and affirming relationships that children understand that they are valued
- To provide opportunities for children to express their feelings
- To deliver a curriculum that is suited to each child’s needs
- To work as a team and support each other
- To liaise with the Class Teacher, Head Teacher, Inclusion Manager
- To actively work in partnership with parents in the development of their children

### Role of the Inclusion Manager

- To liaise with the Nurture Group team.
- To be involved in formal reviews as required;

- To support curriculum development;
- To be involved with selection and reintegration.
- To keep records of individual pupil's progress
- To liaise with other professionals when appropriate.

#### Monitoring and review of provision

- The Nurture Group will be evaluated by senior leadership team and through the schools OFSTED inspection

#### Assessment

- Children are assessed prior to joining the group using the Boxall profile and observations from class teachers and nurture staff
- Individual targets are set for the children and these are circulated to class teachers so as to have a consistent approach
- Boxalls are done each term and progress monitored and tracked

#### Referral

- The inclusion manager will be aware of any children that are thought to be considered for the group
- Class teacher will have an informal discussion with parent
- Nurture staff to speak to parents prior to their child joining the group

#### Reintegration

- Reintegration will take place when indications suggest the child is ready to join their class full time
- A timetable of gradual reintegration will be planned and the child's progress carefully monitored.
- Timescales will vary depending on each individual's needs