

# Nurture Policy and Procedure Document



Version and Date	Action/Notes	Date Written	Date to be Reviewed
1.0	Approved by	September 2022	September 2023

The following policy and procedures sit alongside the Chesterfield Inclusion, Behaviour and Equal Opportunities Policy.

### **Type of Provision**

The Chesterfield Primary School Nurture Group is specifically for the purpose of making provision for primary aged pupils identified as having social, emotional and mental health needs or attachment needs and reside or are eligible for state funded schooling in Enfield. It will serve the needs of pupils attending the host state funded school and is a preventative resource which responds to the priorities of the host school.

Nurture Groups are a unique preventative resource based on well documented psychological, social and educational theory and research. They run in accordance with Marjorie Boxall's 6 Nurture Group Principles.

### **Purpose of Nurture Group**

- To provide a supportive, secure, small group learning environment that meets the needs of the child, including their academic and developmental needs through a trusting relationship with two adults.
- To provide a nurturing curriculum from two consistent adults for a maximum of 4 terms to provide on-going assessment and flexible, preventative support for vulnerable pupils at risk of exclusion or displaying social, emotional and mental health difficulties, especially attachment difficulties
- Facilitate emotional readiness for learning by increasing self- esteem, resilience and other basic skills. Staff will actively work towards successful reintegration into the base class.

### **Principles of Nurture**

Six important principles underpin the organisation and ethos of a nurture group.

1. Children's learning is understood developmentally – the foundations of learning begins at birth and develop via a close relationship with an adult. Independence develops through dependence. Social empathy as well as learning develops from being thought about, valued and encouraged. Staff in the nurture group respond to each child at whatever emotional or social age s/he appears to be with the appropriate degree of structure and nurture. The quality of this response enables the child to move on. Children's developmental progress is assessed through the Boxall Profile handbook.
2. The nurture room offers a safe base – there is a structure to the day which is predictable, adults who are caring and understanding and can set boundaries without being punitive. Children see adults working together and supporting each other. This provides security and reassurance. The nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of children's relationship with each other and with the staff.
3. The importance of nurture for the development of wellbeing - nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, having meals, reading, learning, talking about events and feelings. Children respond to being valued

and being thought of as individuals. This involves calling the children by their name, noticing and praising every small achievement; nothing is hurried in nurture groups.

4. Language is understood as a vital means of communication – Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often ‘act out’ their feelings as they lack the vocabulary to ‘name’ how they feel. In nurture groups the informal opportunities for talking and sharing, e.g welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.
5. All behaviour is communication –Understanding what a child is communicating through behaviour helps staff to respond in a firm but not-punitive way by not being provoked or discouraged. If the child can sense their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child. This principle underlines the adult response to the children’s often challenging or difficult behaviour. ‘Given what I know about this child and their development what is this child trying to tell me?’.
6. Transitions are significant in the lives of children – the nurture group helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

### **Funding**

- The LA will delegate specific, identified funding to the school to manage the Nurture Group.
- Pupils attending the Nurture Group are on roll at the school and so will also receive funding through the other usual funding streams.
- As part of the annual planning process the LA will decide whether it is necessary to review the location of any of the groups in line with LA criteria and operational guidelines.

### **Agreed Operational Procedures**

- Each Group will have a designated classroom. The room will be appropriately furnished and resourced by the school to allow for creative experiences, formal learning and social and outdoor curriculum opportunities.
- There should be access to washroom and toilet facilities. The school is responsible for any necessary repairs and maintenance work.
- Children will attend for 5 half days a week for a maximum period of four terms.
- There will be no more than 10, no less than 7 on roll in the Nurture Group at any one time.

- The children will be on the register of their mainstream class and they will join their class for the mornings.
- The children should spend lunchtime and playtimes with other children in the school. Some children may need extra support at these times.

### **Staffing**

- The Nurture Group is staffed at a level of one part-time experienced teacher and one full-time Nurture Group assistant who work as a team.
- Any staff working in the Nurture Group must complete an introductory course such as Enfield's 'Understanding the Principles and Practise of Nurture Groups' course or equivalent.
- The Nurture Group will operate with children for 5 half days per week.
- Nurture group staff and class teachers will develop a joint approach to meeting pupils' need and work in partnership with parents and carers.

### **Pupil Selection, Admission, Assessment and Integration**

- The nurture group currently supports a range of children across KS1. The identification and review process take place on an ongoing basis.
- Raising concerns – staff liaise with Nurture Group teacher to raise awareness of current pupils with issues.
- Boxall Profiles – All children are screened using the Boxall Profile. This is a series of questions covering various aspects of a child's social and emotional development. It provides a clear and personalised picture of a child's areas of need.
- The Class teacher, SENCO, Deputy Headteacher and Nurture Group staff discuss the results. From the Boxall profiles, a report will be created where children are selected for the group according to need. This grouping can be flexible to include other children in some of the sessions. Children will leave and join the group as progress is made.

### **Nurture Environment**

Nurture Group has 6 areas which provide a secure, safe base for learning both indoors and outdoors. The environment reflects Nurture principles and those of the Communication Friendly Spaces programme. These are the:

Kitchen area

Dining area

Play area

Comfy area

Quiet area  
Discovery area  
Garden area

### **Family Liaison**

Parents are a key element of nurture work.

- Parents are consulted by letter prior to children attending the nurture group.
- Parents are regularly invited to meet with staff and attend 'play & stay' sessions.
- Staff support parents during non-contact time in the form of meetings and a parent support group. Giving appropriate advice and interaction strategies.

### **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
- Class teachers complete Boxall Profiles each term.
- Regular meetings are held with support teacher and SENCO to review reintegration or other relevant issues.
- 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
- LEA review nurture provision on an annual basis.

### **Assessment**

The Boxall Profile (which allows for an individual picture of the child's social and emotional needs) is used as the assessment tool. This is carried out in line with the school assessment system in order for staff to be aware of any progress or change in the areas of need to be developed.

Alongside the formal assessment process is the informal, daily evidence recorded in books by nurture group staff.

Pupil's progression over the course of the week is discussed during the Planning, Preparation and Assessment time to decide upon key focus areas for the next week.

Children are assessed in line with the school assessment system, in order to establish the impact, the Nurture group is having on their academic progress. Attendance is also monitored and informs the Pupil Profile.

### **Reintegration**

Careful plans are required to resettle children back into their mainstream class.

- Boxall profile is used as a guide to assess whether children are ready to spend more time in class. Also, a specific Readiness for Reintegration scale is done and is monitored termly with the class teacher and Nurture teacher.
- In discussion with class staff, nurture staff, support teacher and SEN team, the pace of return, dates and assessment of in class support will be agreed. The Head teacher or Deputy Head will have the final say on any decisions
- Parents are informed of the plans for reintegration and offered support if required.
- Children are given clear explanations of the plan using timetables and verbal reminders.
- The progress of reintegration is closely monitored and pace of return is arranged to suit the needs of the child.

<b>Roles and Responsibilities</b>
<b>Nurture Group Steering Committee</b>
The Steering Committee will meet at least annually and deal with strategic planning in relation to policy of the Nurture Groups staffing and finance. It is responsible for monitoring the work of the groups and for ensuring the implementation, evaluation and review of the LA Nurture Groups.
Members of the Steering Committee comprise: <ul style="list-style-type: none"> <li>● AD Education – [SCS]</li> <li>● LA Nurture Group Training and Development Officer [EYSI] and CAST Manager</li> <li>● Head Teachers, or their delegated representative, of the host schools - annual meeting</li> </ul>
The Assistant Director [Schools and Children’s Services], will be the nominated representative of the Director of Education to supervise the operational policy and procedures, chair the meetings of the Steering Committee and oversee the monitoring process.
<b>Role of the LA Liaison EP for Nurture Groups where support package purchased</b>
<ul style="list-style-type: none"> <li>● to coordinate the visits to NG schools who have purchased EYSI’s Nurture group support package</li> <li>● to liaise with other educational psychologists and the Learning Consultant for EYSI regarding any ongoing issues and concerns in LA funded Nurture Groups</li> </ul>
<b>Role of the Head Teacher</b>
The Head Teacher has overall responsibility for the functioning of the Nurture Group. They are responsible for: <ul style="list-style-type: none"> <li>● the operational management of the Nurture Group which will be overseen by the school’s Inclusion Team, including the arrangements in the case of absence of the Nurture Group staff or closure of the Nurture Group</li> <li>● management of the Nurture Group teacher as a member of the school staff</li> <li>● management of the Nurture Group assistant as a member of school staff</li> <li>● oversight of the curriculum planning and monitoring of work within the Nurture Group</li> <li>● ensuring that the Nurture Group teacher participates in the school’s agreed performance management procedures</li> <li>● ensuring the Health and Safety and CP procedures are followed in accordance with the school’s policy</li> <li>● ensuring that the Nurture Group operates within the guidelines of the LA’s policy statement on equal opportunities and the school’s SEN Policy documents</li> <li>● ensuring that the LA annual return and other data forms are completed as required.</li> </ul>

- Attending an annual steering group meeting, or sending a delegate who should be a senior manager within the school
- Meeting with the school EP to review and plan, as necessary

**Role of the SENCo/Inclusion Lead**

- Liaison with the Nurture Group teacher and class teacher – this will include the development and implementation of appropriate target setting for CYP in the NG
- To be involved in reviews as required.
- To oversee and monitor the running of the Nurture Group
- To oversee, monitor and support the successful reintegration process for a child back into full time mainstream provision

**Role of the Nurture Group Teacher**

The Nurture Group teacher is responsible for the day-to-day management of the class as well as the following duties:

- to carry out, and contribute to, school policies and procedures, including child protection procedures where appropriate
- to organise and plan the activities of the classroom, bearing in mind the individual needs of each child and drawing from the appropriate curriculum, for e.g. foundation stage curriculum or national curriculum
- to be an advocate for and to develop Nurture Group principles.
- to keep daily individual records of the children’s progress and intended programmes of work
- to co-ordinate the work of the Nurture Group assistant
- to discuss the children regularly with the educational psychologist and other professionals involved at SEN Support.
- to actively work in partnership with parents.
- to liaise with the child’s class teacher and to attend regular reviews under the Code of Practice
- to identify strategies to help children manage less structured times of the school day such as play and lunch times
- to participate in INSET and joint planning with the class teacher and school SENCO re IEPs/LSPs and reviews

**Role of the Nurture Group Assistant**

- The Nurture Group assistant is employed in the Nurture Group full-time, working under the direction of the Nurture Group teacher.
- Her role is work in partnership with the teacher in whatever tasks are necessary and to participate in relevant training programmes.

Signature of Chair of Governors:

Signature of Executive Head Teacher/ CEO:

