



St Margaret's  
Academy

# Nurture Group Policy



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S.Essam

# Nurture Group Policy



## Introduction

The Nurture group is part of the continuum of support provided within the school for children with barriers to learning.

- Our Nurture Group provides a modified curriculum in a supportive, caring environment.
- The group is an intervention for those children who are unable to access learning successfully in their mainstream classroom.

## Nurture Group Aims

Our group aims are:

- to provide a small-scale setting in which children can experience nurturing care from two caring adults, who actively work towards enabling their successful reintegration into class;
- to have a predictable, calm and purposeful environment and timetable, free from curriculum pressures;
- to develop self-esteem and social skills;
- to develop relationships between adults and children, building trust, confidence and reliability;
- to develop responsibility for self and others;
- to help children learn appropriate behaviour;
- to help children make decisions and wise choices through understanding the consequences of certain ways of behaving;
- to work in partnership with parents and teachers to achieve consistency of approach at home and school;
- to provide assessment using the Boxall Profile;
- to prevent possible exclusion;
- to improve attendance.

## The six principles of Nurture.

- Children's learning is understood developmentally.
- The classroom offers a safe space.
- Nurture is important for the development of wellbeing.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

## **Partnership with Parents and Carers**

- We recognise the importance of involving the parents/carers of children.
- We aim to keep parents/carers informed of their child's progress and provide them with support and advice.
- Parents are invited to 'stay and play' sessions in the Nurture Room.

## **Success Criteria**

We shall be a successful Nurture Group if:

- the children (eventually) successfully integrate back into their registration classroom;
- we provide affirming, positive and manageable sessions;
- the children are happy and learning;
- the children feel safe and secure in the room so they don't 'run off';
- the incentives used are seen as desirable by the children;
- what is acceptable and unacceptable behaviour is made clear;
- any inappropriate behaviour is spotted quickly and dealt with;
- a session's routines provide security;
- the activities are tailored to guarantee success;
- the children are given unconditional warmth and acceptance;
- the children have greater attention in class;
- the children can gain a more positive identity than the one they have 'learned' elsewhere;
- the children gain confidence and are more willing to take on new challenges;
- the sense of success enables the children to put more effort into their work;
- there is plenty of humour and fun.

## **Inclusive Practice**

In the Nurture Group, we recognise that every child matters and aim to respond to each child's needs, taking into consideration their;

- cultural background;
- life experiences;
- strengths;
- communication needs;

- emotional and social needs;
- developmental needs;
- physical needs.

## **Setting**

- The Nurture group is self-contained with toilet and kitchen facilities.
- The room has a homely atmosphere.
- The room provides space for a formal work area, play areas and a quiet area.
- A small adjoining room provides a Quiet Space facility for children who need to address emotional or behavioural difficulties.

## **The Role of the Adults**

- The role of the adult is to sustain nurturing relationships with the children who attend.
- They should be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
- They need to recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile.

## **The Curriculum**

- The Nurture Group provides a modified curriculum that is suited to the children's needs.
- Literacy and Mathematics are covered through art, PSHE, drama and PE. Areas such as cooking and gardening are also included.
- The group sessions are divided into small chunks of time with each activity serving a clear purpose.
- Each session offers the security of a consistent and familiar structure.
- All activities are weighted towards the children's PSHE development.
- Activities are designed to offer children criteria for doing well that guarantee success. The aim is to boost a child's self-esteem and sense of identity.

## **Assessment**

- Children involved in the group are assessed using the Boxall Profile.
- Assessment findings are discussed with the school's SENCo and linked to a child's targets, both within the group and their classroom.
- A written assessment is provided at a child's annual review, if appropriate.

## **Criteria for attending the Nurture Group**

The following types of children are considered for inclusion in the group:

- children who appear to be emotionally insecure, which could present as lack of self-acceptance, low self-worth or lack of trust;
- children who are withdrawn and unresponsive;
- children with poor social skills, who cannot share, are demanding or uncooperative;
- children with a poor attention span;
- children who demonstrate immature behaviour;
- children who behave aggressively, impulsively or inappropriately in other ways;
- children who find change upsetting;
- children who appear unable to integrate into a mainstream classroom.

## **Referral Procedure**

- When a vacancy arises in the Nurture Group, class teachers are invited to put forward children whom they feel will benefit from the group.
- For each of these children the class teacher would be asked to complete the Boxall Profile with the Nurture Room lead teacher.
- If a decision is made to invite a child to join the group, a letter is sent home to inform their parents/carers.