



Excellence for All

WHOLE SCHOOL NURTURE POLICY

Introduction

Nurture interventions were started in 1969 by Marjorie Boxall, an Educational Psychologist. Nurture interventions are for those children who are unable to access learning successfully in their classroom. This may be due to fragmented or deprived early childhood experiences, learning difficulties or disorders on the autism spectrum. At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.

Nurture Groups at Manor Green were initially set up in 2016-2017 as it was identified that there were pupils who needed some extra support in emotional wellbeing and behaviour management, this was expanded in 2017-2018 to two classes. We aim to embed nurture throughout the school within every class to ensure there is a clear emphasis on a nurturing approach as a universal pedagogy to support children and young people's wellbeing, whilst recognising the need to develop targeted approaches where appropriate. As a school we recognise that outcomes for children and young people can be improved by improving practice at different levels within the school and we want to ensure everyone involved has the capacity to play their part effectively.

All suitable pupils at Manor Green School will be assessed using the Boxall Profile to thus identify a personalised programme embedding social and emotional skills for those who it is deemed appropriate within their class or for small group work. Progress will be reviewed alongside ACE targets informally and reassessment carried out three times a year formally by Class teachers. The Nurture leader will review whole school progress, lead whole school training and develop links within the local and wider community.

Aims

- To provide a flexible, preventative resource and intervention, which is responsive to the particular needs of the children attending the school and links into Manor Green's SEND and Behaviour and Attendance Policies.
- To provide on-going assessment and support all children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- To provide a secure and reliable setting where children can learn by experiencing nurturing care from caring adults who actively work towards enabling the development of relationships between adults and children, building trust, confidence and reliability.

- To help the children learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence, through close and trusting relationships with adults.
- To work in partnership holistically between parents and School staff to achieve consistency of approach at home and school.
- To provide a more intensive nurturing intervention outside of the classroom for children identified as most vulnerable.
- To have a predictable, calm and purposeful environment including safe spaces that develops the skills to self-regulate.
- To develop responsibility for self and others.
- To help children learn to make decisions and wise choices through understanding consequences of certain ways of behaving.
- To provide on – going assessment using the Boxall profile.
- To provide an environment that supports and listens to children, parents and staff.

Following Whole school Nurture consideration will have been given to child's individual needs, including:

- Strengths
- Communication needs
- Emotional and social needs
- Developmental needs
- Special educational needs
- Physical and sensory needs.
- Cultural background
- Life experiences

Understanding the Nurture principles

Nurture is based entirely on six important values, the Principles of Nurture, which underpin the organisation and ethos at Manor Green School.

Children's learning is understood developmentally – the foundations of learning begin at birth and develop through a close relationship with an adult. Children will develop independence through dependence and social empathy and learning develops from being valued and encouraged by others. All staff will respond to each child at whatever emotional or social age s/he appears to be and plans accordingly. Developmental progress is assessed through an assessment tool called Boxall Profile and this will show progress and also help identify gaps in emotional and social development.

The nurture room offers a safe base – All classrooms provide a routine bound structure to the day which is predictable and adults are reliable and firm and can set boundaries without causing the children to feel negative. In each classroom children will see two adults working and supporting each other which provide good role models, security and reassurance. Nurture offers a balance of educational and social experiences aimed at supporting the development of children's relationship with each other and with the staff.

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, 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.

Language is understood as a vital means of communication – The importance of language as a way of putting feelings into words is crucial. Children can sometimes ‘act out’ their feelings as they lack the vocabulary to ‘name’ how they feel. There should be informal opportunities for talking and sharing, e.g welcoming the children into class every day 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.

All behaviour is communication –Understanding that 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. It is the adult job to make the links between what the child is saying and doing and how they must be feeling. 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?’

Transitions are significant in the lives of children – Whole school nurture 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, between different adults, different rooms, getting on and off transport. All transitions, big or small, are treated with care and consideration of how the child could be feeling. Changes in routine can be extremely difficult for some children and this will be carefully managed with preparation and support from staff.

Targeted intervention

Teachers and Cluster Leaders, following the Boxall profile, will discuss children who they think will benefit from targeted intervention. The children who join the intervention will have experienced difficulties in accessing learning in a conventional classroom setting and are displaying social, emotional and behavioural issues that are inhibiting their progress. There is a designated Nurture room within the school for this.

Nurture staff

- The Nurture Leader- Amelia King*
- The Nurture Teacher – Amelia King, Rachel Goymer, Jerell Gumbs
- The SLT Link- Warren Griffiths and Helen Hannam

* Accreditation with the nurture network. **This is a requirement for those who work in nurture groups.**

Nurture Nooks

The Nurture Nooks have been developed for the purpose of allowing children a space to self-regulate and develop their social and emotional skills. This room is a space away from the classroom environment where children can go to self- regulate with a trusted member of staff, this will help build positive relationships and will reduce the pressures and stresses placed upon them. There will be a range of resources available such as board games, Lego, role play items, a dolls house to help them to develop their social skills, calming strategies and emotional awareness.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home
- Head Teacher's reports
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the effectiveness of the policy

Review of Procedure

This procedure shall be subject to annual review and may be changed from time to time.

The Governing Board approved this policy on date: 3rd October 2018



Signed:

Chair of Governors



Signed

Headteacher