MANOR GREEN SCHOOL

Excellence for All

WHOLE SCHOOL NURTURE POLICY

Introduction

Nurture is the chosen framework for the school to address behaviours that challenge.

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 after it was identified that there were students who needed some extra support in emotional wellbeing and behaviour management, this was expanded in 2017-2018 to two classes. We have embedded nurture throughout the school 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. In January 2022, we re-accredited our Nurturing School Award. This is awarded to a school that demonstrates high levels of nurturing provision across their settling to students, parents, staff and the wider community.

Students at Manor Green School are assessed using an assessment tool called Boxall Profile to identify a personalised programme embedding social and emotional skills for them. Progress will be reviewed alongside progression plan targets informally and reassessment carried out during the second half of autumn, spring and summer terms formally by class teachers and teams. Boxall profiles may need to be completed throughout the year to help track disengagement or underlying issues. Boxall profile targets will be added to support progress towards students' EHCP's and should subsequently form part of their progression plan. The Assistant Headteacher – Nurture and Behaviour for Learning 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 students attending the school and links into Manor Green's SEND and Behaviour and Attendance Policies.

- To provide on-going assessment and support all students showing signs of emotional stress and behavioural difficulties with the aim of enabling them to access the curriculum and participate fully in school life.
- To provide a secure and reliable setting where students can learn by experiencing nurturing care from caring adults who actively work towards enabling the development of relationships between adults and students, building trust, confidence and reliability.
- To help the students 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 students identified as most vulnerable.
- To have a predictable, calm and purposeful environment including safe spaces that develops the skills to co regulate and subsequently self-regulate.
- To develop responsibility for self and others.
- To help students 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 students, parents and staff.

Following Whole school Nurture consideration will have been given to students' 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 and Young people's learning is understood developmentally – the foundations of learning begin at birth and develop through a close relationship with an adult. Students will develop independence through dependence and social empathy and learning develops from being valued and encouraged by others. All staff will respond to each student 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 classroom 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 students to feel negative. In each classroom, students will see 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 students' 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. Students respond to being valued and being thought of as individuals. This involves calling the student 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. Students 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 students 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 student is communicating through behaviour helps staff to respond inappropriately to meet all students' needs. If the student can sense their feelings are understood this can help to diffuse difficult situations. It is the adult's job to make the links between what the student is saying and doing and how they must be feeling. This principle underlines the adult response to the student's behaviours that challenge. 'Given what I know about this student and their development, what is this student trying to tell me?'

Transitions are significant in the lives of students – Whole school nurture helps the students make the difficult transition from home to school. However, on a daily basis there are numerous transitions the students make, 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 student could be feeling. Changes in routine can be extremely difficult for some students and this will be carefully managed with preparation and support from staff.

Targeted intervention

All classes are deemed to be fully Nurturing however there may be some students who we deem to be experiencing difficulties in accessing learning and are displaying social, emotional and behavioural issues that are inhibiting their progress. Teachers, Strand \Leaders, Assistant Headteachers with support from Nurture Champions, following the Boxall profile, will discuss students who they think will benefit from targeted intervention. Assistant Headteacher Nurture and Behaviour for Learning will provide training, resources, guidance and direct support where necessary.

Nurture staff

- .Assistant Headteacher – Nurture and Behaviour for Learning
    - Josie Glover*

- The Nurture Teachers:
    - Rachel Goymer*,
    - Jerell Gumbs*,
    - Kan Bij*
    - James Addison*

- Nurture Champions:
    - Emma Fairley
    - Donna Paris

- Jennifer Whitehead
- Katrina Grimmett

* Accreditation with the Nurture UK. **This is a requirement for those who work in nurture groups and provide training and guidance.**

In order to foster the Nurture Principles across the whole school, our Nurture Champions provide support across each cluster and cover where there are gaps. This is based on student needs and Nurture Champions expertise. This is a resource that classes can use for advice and guidance when seeking additional support in managing the behaviour of students.

Nurture Champions support with quality assuring challenging behaviour watch slips, monitor boxall assessments and counter sign Zones of Regulation Support Plans

Nurture Nooks

The Nurture Nooks have been developed for the purpose of allowing students a space to self-regulate and develop their social and emotional skills. This is a space away from the focused learning environment where students 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.
Every classroom has developed an age appropriate Nurture Nook in their class where students can go to self-regulate and get ready to reengage with their learning. These spaces should have all the necessary resources depending on the cohort of the students

Raising Awareness of this Polic

We will raise awareness of this policy via:

- the school website
- IAM Compliant
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home
- Head Teacher's reports
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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 reassignment, pregnancy or maternity, marriage or civil partnership, race, religion or belief, sex 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.

The Governing Board approved this policy on date: 22nd October 2026

Signed: Colin Hayfield, Chair of Governors

Signed Helen Hannam, Headteacher & Principal

Date of review or revision:	**Description:**	**Author or reviewing officer:**
27th February 2025	General process and name/role updates	Josie Glover
October 2026	General process and strand/name updates	Josie Glover