

KNOCKAVOE SCHOOL

&

RESOURCE CENTRE

Nurture Policy



Ratification

Position	Signed	Date
Principal	Sharon Cassidy	31/3/22
Chair of Board of Governors	Jane Neill	31/3/22

Date of Review: March 2024.



AIM

This Policy details Knockavoe's Nurture Provision within the following areas:

- 1) High Quality Teaching and Learning
- 2) Aim's and objectives
- 3) Staffing
- 4) Parental contact
- 5) Placement criteria
- 6) Structure of nurture group
- 7) Monitoring and evaluation
- 8) Re-integration process

1 Introduction

1.1 This policy was devised in June 2016 in line with recommendations from the Nurture Network Group; first reviewed in May 2019 and now in 2022.

1.2 What are Nurture Groups?

Nurture groups are a small group of children within a school supported by the whole staff and parents/guardians/foster parents. The groups have their own nurture group practitioners who collect them from their class base and return them at the end of the session. The rationale is that these children have missed out on early experiences that promote good development. They generally have not learned to make trusting relationships with adults or to relate appropriately to other children, resulting in difficulties with settling at school (Article 29).

1.3 The six principles of Nurture Groups

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication



- The importance of transition in children's lives.

2 Aims and objectives (Article 23)

2.1 Provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.

- To increase inclusive practice for children with emotional and behavioural difficulties and to develop ways in which the school supports such children.
- To facilitate a positive whole school ethos in line with the school pastoral policy and the Rights Respecting School ethos.
- To develop awareness about the cause of behaviour and the effective management of behaviour problems in line with the school behaviour policy and pastoral care policy.
- To raise the achievement of children with emotional and behavioural difficulties.
- To increase joint working practices between school staff and outside agencies.
- To increase parental/ guardian/foster parent involvement in supporting their children and developing a positive attitude toward school.

3 Staffing

3.1 Nurture group staff have completed the 3-day Nurture Network certificate course.

- The staff are supported by a class teacher, Head of department, Deputy Head teacher and the Head teacher. However day-to-day running is the responsibility of the nurture staff.
- Nurture staff will not be required to cover absent colleagues.
- The group will not operate with temporary staff unless in exceptional circumstances.
- Visits by other staff and outside agencies are carefully planned.
- Staff regularly liaise with outside agencies and other professionals who may be supporting the child.

Role of the Key Adult



A key adult is someone who as Rita Pierson said is a “champion” for a child. They provide them with a “secure base” within school, someone who can help to regulate their emotions and build a trusting relationship with. Someone who can model the role of a trusting adult to a child to enable them to understand how to form and maintain trusting relationships with others. This person will work closely with the child and be available to the child on a day to day basis. They will need to be reliable, consistent and warm. They will need to be able to assert boundaries but forgive, to challenge but nurture. They will be an advocate for the child and encourage staff to take a view through the eyes of the young person. Children with attachment problems benefit from seeing someone showing protection – the key adult will need to be willing to take steps to negotiate with other members of staff how to better support the child when necessary. An adult who listens and respects a child, empathises with their situation and believes in their abilities has the chance to incredibly alter the future of that child for the better. Furthermore, scientific evidence shows that another significant adult to that of the parent is “good enough” to help a child develop new and more helpful ways of thinking, behaving and building relationships. The role of the key adult therefore has proven implications for the bettering of outcomes for students.

The period of time a Key Adult works with individual children is dependent on individual needs of the child.

The period of time a Key Adult should work with a child should be monitored closely and in consultation with each individual.

The Key Adult should have regular contact with the Nurture team and SMT with any updates or concerns relating to their role or period of time.

4 Parental contact

4.1 Parents/guardians/foster parents are a key element of nurture work.

- Parents/guardians/foster parents are regularly invited to meet with staff and attend ‘play & stay’ sessions- (Covid implications may apply)
- Staff support parents/guardians/foster parents during non-contact time in the form of meetings and a parents/guardians/foster parents support group. Appropriate advice and interaction strategies will be discussed and disseminated by nurture staff.

5 Placement criteria

5.1 Each child will be selected for intervention in the nurture group for individual reasons. Suggested criteria may include:

- Teacher expresses concern to nurture staff or the Senior Management Team.



- Nurture staff meet with class staff to assess needs, gather background information and observe child in various school settings.
- A Boxall Profile and a `strengths and difficulty` questionnaire is completed by class teacher.
- Meet with Senior Management Team and support teacher to discuss placement of child.
- Parents/guardians/foster parents are contacted and invited to meet with nurture staff.

6 Structure of the nurture group

6.1 The nurture group is well structured with a strong sense of routine and familiarity.

- 4 morning sessions run from 10 to 12.45pm with primary department children. Sessions for secondary department students will be available in the afternoon at approximately 1.30pm.
- The morning will include time spent on curriculum based skills, outside play as a small group, breakfast, shared play, PDMU and circle time, planned in line with targets set from the individual Boxall Profiles.
- The afternoon sessions will be targeted to meet individual needs within the secondary department.
- The afternoon session will include and snack time, cookery, work from nurturing talk file and Build to Express Lego sessions.
- Children from either group will still be able to attend swimming lessons and other extra special activities which may occur during the school day (Article 2).
- There is a good link with the child's class through the celebration of achievement, we share the news of certificates, stickers and use their progress books to track progress.
- The rewards in the nurture group are consistent and structured and each child is aware of their own individual targets.
- On returning to class teachers are given good news and all staff are encouraged to acknowledge the achievement of the children. Positive reinforcement is very important.
- The nurture group make time to celebrate birthdays with cake & candles and a card from their nurture group friends.

7 Monitoring

7.1 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, regular play observations of the children and close monitoring of academic achievements.
- Regular meetings with staff are arranged to review class progress and nurture teacher is available to discuss concerns as they arise.
- Class teachers complete Boxall Profiles each term with nurture group staff.
- Regular meetings are held with support teacher and SMT to review reintegration or other relevant issues.

8 Re-integration

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

- Boxall profile and a reintegration readiness scale is used as a guide to assess whether children are ready to spend more time in their class.
- In discussion with class staff, nurture staff, support teacher and SMT team, the pace of return, dates and assessment of in class support will be agreed. The principal will have the final say on any decisions needed.
- Parents/guardians/foster 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.