



FERNDALE PRIMARY  
SCHOOL

# Nurture Policy

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2014

# **Ferndale Primary School Nurture Group Policy**

## **1 Introduction**

1.1 This policy was reviewed and updated in 2011 in line with recommendations from the Nurture Network Group.

## **1.2 What are Nurture Groups**

Nurture groups are a small group of children within a mainstream primary school supported by the whole staff and 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.

## **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**

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 inline with the school pastoral policy.
- To develop awareness about the cause of behaviour and the effective management of behaviour problems inline with the school behaviour 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 involvement in supporting their children and developing a positive attitude toward school.

### **3 Staffing**

**3.1** Nurture group staff are qualified LSP's and will have completed the 4 day Nurture Network certificate course.

- The staff are supported by a KS1 teacher, SENCo, Deputy Head teacher and the Head teacher. However day-to-day running is the responsibility of the two nurture staff.
- Every effort is made to ensure that Nurture staff are not required to cover absent colleagues.
- The group does not run with temporary staff and protocol for absence is in place; a trained member of staff covers absences.
- Visits by other staff and outside agencies are carefully planned.
- Staff regularly liaise with mainstream school staff and outside agencies.

### **4 Parental contact**

**4.1** 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 parents support group. Giving appropriate advice and interaction strategies.

### **5 Placement criteria**

**5.1** Each child will be selected for intervention in the nurture group for individual reasons. Suggested criteria includes;

- Teacher expresses concern to nurture staff
- Nurture staff meet with class staff to assess needs, gather background information and observe child in class setting.
- Boxall Profile in completed by class teacher.
- Meet with SENCo and support teacher to discuss placement of child and any SEN implications.
- Parents are contacted and invited to meet with nurture staff and agreement is sought from the parents to begin intervention.

### **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 9.30 to 12 noon, with KS1 children
- The morning will include time spent on curriculum based skills, using an assessment of literacy and numeracy skills, outside playtime as a small group, breakfast, shared play, when the opportunity for free developing play occurs and adult led activities and finally special talk time and circle time, planned in line with targets set from the individual Boxall Profiles.

- The afternoon session is for reception age children only and runs for 3 afternoons from 1.40pm to 3pm.
- The afternoon session will include and snack time, shared playtime and circle time.
- Children from either group will still be able to attend swimming lessons, PE and other extra special activities which may occur during the school day.
- There is a good link with the child's class through the celebration of achievement, we share the news of certificates, stickers or merit badges.
- The rewards in the nurture group are consistent and structured, each day children are able to attain stickers, a sweet, and for one child the 'best listener of the day' and over time a prize from the 'prize box'.
- On returning to class teacher are given good news and all staff are encouraged to acknowledge the achievement of the 'Best Listener' certificate.
- 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, 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 re-integration 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.

## **8 Reintegration**

**8.1** 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.
- 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 Assistant 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.

Reviewed by \_\_\_\_\_ date \_\_\_\_\_