

St Martin's CE Primary School Nurture Group Policy

Faith and Endeavour - Living and learning together

Inspired by St Martin we endeavour to make a difference through compassionate actions so every member of our community and our natural world flourishes. We value, love and nurture every individual's unique gifts and talents by investing and empowering them through rich learning opportunities to reach their full potential following Jesus' example.

1 Introduction

1.1 At St Martin's CE Primary School, we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child. We recognise that some of our pupils are not always emotionally ready to learn when they come to school and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group for key pupils to support their social and emotional development. 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.

1.2 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 Nurture Groups 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 develop awareness about the cause of behaviour and the effective management of behaviour in line with the school behaviour policy and to facilitate a positive whole school ethos.
- To raise the achievement of children with emotional and behavioural difficulties.
- To increase joint working practices between school staff and outside agencies

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- To increase parental involvement in supporting their children and developing a positive attitude toward school.

3 Staffing

3.1 The Nurture group is overseen by the SENCo who has completed the Nurtureuk 'The Theory and Practice of Nurture Groups' award. The sessions are run by a nurture TA who is completing the Nurtureuk 'Theory and Practice of Nurture Groups' training supported by an additional TA with nurture training.

- The staff are supported by the SENCo, SLT and Executive 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.
- Visits by other staff and outside agencies are carefully planned.
- Staff regularly liaise with mainstream school staff.

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 invited to meet with class and nurture staff to discuss their child's progress.

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 is completed by class teacher.
- Meet with SENCo and support teacher to discuss placement of child and any SEN implications.
- Parents are contacted, the group placement is discussed 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.

- The nurture groups runs every afternoon from 1:15pm to 3:15pm.
- Sessions will include time spent developing specific topics; snack time; sensory activities; child initiated play, when the opportunity for free developing play occurs; and adult led creative activities, games and circle time.

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- Individual targets are set from the Boxall Profiles.
- Children 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.
- On returning to class teacher are given good news.

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 by staff.
- Termly meetings with nurture 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 reintegration or other relevant issues.

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, SLT and SENCo, the pace of return, dates and assessment of in class support will be agreed.
- The Executive head teacher 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.