 **South Park Primary**

**Nurture Group Policy**

At South Park we aspire to REACH excellence in all that we do ….

**Introduction**

* Our nurture group provides a modified curriculum in an environment based on the principles advocated by Marion Bennathan and Marjorie Boxall.
* The group is an intervention for those children who are unable to fully access learning successfully in their mainstream classroom. This may be due to a variety of reasons.
* Our group meets on Monday, Tuesday and Thursday mornings 9.30 until 11.40 with the children spending the rest of the school week in their own classes.
* The group caters for up to eight children from any year group across the school.
* Two experienced members of staff run our group. In the absence of one of these team members, a designated member of staff takes their place.

The current nurture practitioners are:



Insert a photo of current nurture practitioner

Name of current nurture practitioner



Insert a photo of current nurture practitioner

Name of current nurture practitioner



Insert a photo of current nurture practitioner

Name of current nurture practitioner

**Our aims**

* To provide a small-scale setting in which children can experience nurturing care from two caring adults, who actively work towards enabling their successful reintegration.
* To have a predictable, calm and purposeful environment and timetable, free from as many curriculum pressures as possible.
* To develop self-esteem and social skills.
* To develop relationships between adults and children, building trust, confidence and reliability.
* To develop responsibility for self and others.
* To help children learn to use language to express themselves appropriately.
* To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
* To work in partnership with parents and teachers to achieve consistency of approach at home and school.
* To provide on-going assessment using the Boxall Profile.

**Inclusive practice**

In the nurture group, we recognise that every child matters and aim to respond to each child’s needs, taking into consideration their:

* Cultural background
* Life experiences
* Strengths
* Communication needs
* Emotional and social needs
* Developmental needs
* Physical needs.

**Setting**

* The nurture group is a relaxed setting, formerly Room 5, with kitchen facilities, a living room area and a larger space that is used for a variety of play and activity purposes.
* The room has a homely atmosphere.
* The room (The Nest) provides space for a formal work area, play areas and a quiet area.

A classroom with tables and chairs

Description automatically generated

A room with toys and a table

Description automatically generated

A room with a television and chairs

Description automatically generated

**The role of adult workers**

* The role of the adult is to sustain nurturing relationships with the children who attend.
* They are good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
* They recognise that it is through a positive and affirming relationship that a child can perceive themselves as worthwhile.

**The curriculum**

* The nurture group provides a modified curriculum that is suited to the children’s needs and incorporates some literacy and maths, any gaps being covered during time in their own classrooms.
* The group sessions are divided into small chunks of time with each activity serving a clear purpose.
* Each session offers the security of a consistent and familiar structure as follows:

Greeting ritual

Weather song

Circle-time activities

Maths and literacy activities in short, focused activities

Free play

Laying the table, serving and washing and drying the dishes

Tidying up equipment

Eating together

Story time

Ending time

* The circle-time activities focus on the following valuable activities:

turn-taking;

watching and listening;

using expressive language;

learning from others;

trying something new;

developing a positive attitude to participation;

forming positive relationships;

using agreed codes of behaviour;

initiating activities with other children;

learning to respond to sanctions;

considering the rights and needs of themselves and others.

* All activities are weighted towards the children’s personal, social and health education and development.
* Activities are designed to offer children criteria for doing well that guarantee success. The aim is to boost a child’s self-esteem and sense of identity.

**Assessment**

* Children involved in the group are assessed using the Boxall Profile on a termly basis.
* After an assessment findings are discussed with the school’s SENCo and the Head Teacher and linked to a child’s targets (including ASP if they have one), both within the group and their classroom.
* A written assessment is provided at a child’s annual review, if appropriate.
* In addition, parents and class teachers receive a weekly update on activities in the group that week as well as comments on progress. A place is provided for parents to communicate back if appropriate or necessary.

**Referral**

Those considered for inclusion in the group may:

* May find change upsetting;
* May appear unable to integrate into a mainstream classroom or struggle to fully access learning in a mainstream classroom.
* Appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust;
* Be withdrawn and unresponsive;
* Have underdeveloped social skills, be unable to share or appear demanding or uncooperative;
* Have a limited attention span;
* May demonstrate behaviour that is developmentally appropriate for a younger child;
* May behave aggressively, impulsively, or inappropriately in other ways;

**Referral procedure**

* When a vacancy arises in the nurture group, class teachers are invited to put forward children whom they feel will benefit from the group. Occasionally, a place may be offered to a child who has come forward through the concerns of their parent/carer.
* These children are assessed using the Boxall Profile, if they have not already been, to determine assist in identifying targets and the potential benefit of joining a nurture group.
* If a decision is made to invite a child to join the group, the child’s parent/carer is invited to come into The Nest to discuss the offer of a place.
* Following agreement in this meeting, the child is invited to join the group and their agreement will also be sought through a conversation with them about the benefits of being part of the group. The child may also be invited to ‘visit’ the group to be certain that relationships within the group will be conducive to progress.

**Partnership with parents and carers**

* We recognise the importance of involving the parents/carers of a child in their education.
* We aim to keep parents/carers informed of their child’s progress and provide them with support and advice. They receive a weekly update letting them know what their child has been doing and of any successes or areas they are especially working on.
* Parents/carers are provided with a copy of the child’s targets.
* Parents/carers are able to make appointments to speak to nurture practitioners at any point if they have concerns or issues.
* Parents/carers are invited to tea and refreshments once a term to see what their children have been doing and to join in some activities.

**Reintegration**

* The period of reintegration is generally carried out over a period of a half-term (although this can be flexible and responsive to the needs of the child), during which a child’s responses are carefully monitored.
* The point at which a child is reintegrated into their classroom full-time is based on the results of the Boxall Profile, the nurture practitioner’s assessments (including Rebecca Doyle’s ‘Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms, 2001) and the class teacher’s observations.
* When a child is thought ready to return to the classroom, a programme of gradual reintegration is initiated, usually beginning with half a session a week reduction.
* One of the nurture practitioners will discuss the reintegration process with the child and help them to understand what will happen and what will be expected of them.

**Success Criteria**

We shall be a successful nurture group if:

* We provide affirming, positive and manageable sessions;
* What is acceptable and unacceptable behaviour is made clear;
* Any inappropriate behaviour is spotted quickly and distress is minimised;
* A session’s routines provide security;
* The activities are tailored to guarantee success;
* There is a focus on group-building activities;
* The children have greater attention in class;
* The children can gain a more positive identity than the one they have ‘learnt’ previously;
* The children gain confidence and are more willing to take on new challenges;
* The sense of success enables the children to put more effort into their work;
* There is plenty of humour and fun.