



# **Daubeney Primary School Nurture Provision Policy**

## **Daubeney Nurture Provision Policy Reviews:**

<b>Review Date</b>	<b>Changes made/Details of action plan</b>	<b>Due Date</b>	<b>By Whom</b>
New Policy	Daubeney Policy – to be shared with all staff & parents	26.03.2019	Jenni Bird

## **The six Principles of Nurture Groups**

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

### **Introduction**

This is how the Nurture provision supports the six principles:

- The group provides a modified curriculum in an environment based on the six principles of nurture;
- The group is an intervention for those children who are unable to access learning successfully in their mainstream classrooms;
- The SLT alongside the Nurture staff will decide the frequency and duration of the Nurture sessions based upon the children's needs, available resources and any other factors which may affect the provision. Typically, this would be several sessions within a week;
- The group caters for between 6-8 children;
- Two Teaching assistants who have both gained a NVQ level 4 certificate in "The Theory and Practice of Nurture Groups" run the group. In the absence of one of these team members a Nurture trained Learning Mentors will cover the absence;

### **Our Aims**

- To develop children's self-esteem;
- To develop children's social skills;
- To provide a calm environment;
- To build relationships between adults and children;
- To help the children grow in confidence, trust and reliability;
- To provide a secure environment where children learn;
- To provide the children with nurturing care from two caring adults, whose aim is to work towards their successful re integration;
- To help children learn the consequences of certain behaviours;
- To work in partnership with parents and school staff to ensure consistent approach
- To provide continuous assessment through the "Boxall Profile".

### **Role of the Nurture team**

The Nurture team is overseen by the Federation Pastoral Care Lead. So that the Nurture team meet the needs of all the children she will ensure that the Nurture team work effectively. They will in addition to following our Positive Behaviour Policy also ensure they are:

- Good role models for the children and will demonstrate this through their behaviour and communication with each other;
- Able to support and promote positive and affirming relationships so that children understand that they are valued;
- Providing opportunities for children to express their feelings;
- Delivering a curriculum that is suited to each child's needs;
- Working as a team and supporting each other;

- Liaising with the Class Teacher, Head of School, Senco & Federation Deputy Head Teacher;
- Actively working in partnership with parents in the development of their children;
- Speaking to parents prior to their child joining the group;
- Attending class trips and Achievers' assemblies when a pupil within the provision is involved.

### **Role of the Federations' Pastoral Care Lead and Deputy Head Teacher**

- To liaise with the Nurture Group team.
- To be involved in formal reviews as required;
- To support curriculum development;
- To be involved with selection and reintegration.
- To keep records of individual pupil's progress
- To liaise with other professionals when appropriate.
- To monitor and review of provision
- To support the Nurture Group's evaluation by the Senior Leadership Team, Federation Governors and any external organisations as required;
- To ensure children are assessed prior to joining the group using the Boxall profile and observations from class teachers and nurture staff;
- To ensure that individual targets are set for the children and these are circulated to class teachers so there is a consistent approach
- To ensure Boxall Profiles are completed each term and progress monitored and tracked;
- To be aware of any children that are being considered for the group;
- To ensure that class teacher will have on-going informal discussions with parent;
- To ensure that reintegration takes place when indications suggest the child is ready to join their class full time;
- To ensure a timetable of gradual reintegration will be planned and the child's progress carefully monitored. Timescales will vary depending on each child's needs.

### **Role of Parents/Carers**

Parents/carers are involved in every stage of their child's time at Daubeney Primary School. We always contact parents regarding placement in the Nurture Provision and seek their support for this placement. We expect parents to:

- attend regular meetings with the Nurture Team;
- attend half termly meetings with the Federation Deputy Head, class teacher and Nurture Team member to discuss progress and next steps for their child;
- ensure that their child is in school and on time;
- attending any special events, including workshops;
- support their child at home, following recommendations made by the Nurture Team.

### **Reintegration for Nurture Group Pupils**

The aim of Daubeney's Nurture group is to help all children develop good behaviours for learning to enable them to make progress and be successfully within their mainstream class. Reintegration into the classroom full time should be based on the following elements:

- The results of the Boxall Profile;
- Nurture staff observations and assessments;
- Class teacher's observations and assessments;
- Review meeting with parents, class teacher, Federation Deputy Head and Nurture team.

When it is thought a child is ready to return full time to their classroom there is a need for flexibility between everyone involved. The Nurture staff, Pastoral Care Lead, Federation Deputy Head and class teacher will meet to plan the reintegration programme for individual children. The length of time will depend on the child's needs and the amount of time they have been in the group, but would be expected to be between 2 and 6 weeks.

When a programme is being planned it is vital that rewards, expectations and strategies are put in place to ensure continuity and successful reintegration. It can be an unsettling time for children as they will have formed close relationships between themselves and with staff. Therefore, Nurture staff will find time in the week to catch up with the children to make sure everything is going ok for them.

Class teachers will discuss reintegration with parents as they too may be feeling a little unsettled and concerned themselves about the end of this provision for their child.

At the end of the reintegration process there will be a 'Graduation' Ceremony with parents, SLT and Nurture team.

### **Next Steps**

It is important that when a child is reintegrated into mainstream class support continues to meet their needs. These are the steps we will take to ensure the child continues to make progress:

- Continued check-ins with the class teacher by the Nurture team who will offer support;
- The Nurture team will give the children opportunities to visit them and talk about their day;
- The Federation Deputy Head will organise a hand over review with the SENCo, parents, Nurture team and class teacher;
- The Senco will continue to follow the 'plan, do, review' process with parents, child, class teacher.

Policy Ratified:

Date:

Signed: \_\_\_\_\_

Executive Head Mrs Janice Thomas

Signed: \_\_\_\_\_

On behalf of the Governors