

# Carlton Central Infants and Nursery School

## Nurture Group Policy

### (Opal Class)



#### Introduction:

“Sometimes children need just a little extra support to help them on their way to learning, making friends and growing into confident and successful young people. **Nurture Groups** can help provide that support for children to give them skills they need to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life”.

**The Nurture Group Network**, *helping children and young people to succeed.*

#### Our aims are to provide:

- A small-scale setting in which children can experience focused nurturing care from two adults, who actively work towards enabling their successful reintegration back into their class full time.
- A flexible and holistic approach to education and care in response to the particular needs of the children attending our school.
- An environment that is safe, secure and with a home like atmosphere.
- An environment that aids the child’s development emotionally and academically.
- The opportunity to help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.
- Ongoing assessment and support for children exhibiting behaviours linked to emotional stress and attachment issues.
- An environment which will develop the child’s self-esteem and confidence through planned activities.

#### The Nurture Group will:

- Have a positive effect on children's attitude towards the school community, giving them strategies to cope with conflict and challenges.
- Help children to focus concentration levels, which will in turn impact on standards of attainment across the school.
- To support children who have emotional difficulties which prevent them from learning and making relationships.
- Help to improve the focus and quality of teaching and learning.
- Allow all children to learn, without the distraction of emotional outbursts.
- Follow the school behaviour policy to implement rewards and address sanctions. See school website for the full behaviour policy or ask the nurture leader for a copy of it.

### **The Nurture Group will not:**

- Be a place where children are just sent to because of their behaviour.
- Be an exclusion situation; all children will continue to be a member of their class, attending the group in a similar way to other learning programmes set up in school.

### **Equal opportunities:**

In the Nurture Group, we recognise that every child matters and aim to respond to each child's needs, taking in consideration their;

- Cultural background
- Life experience
- Communication needs
- Emotional needs
- Developmental needs
- Physical needs

### **Role of the Head Teacher:**

The Head Teacher has overall responsibility for the functioning of the Nurture Group within the school. The Head Teacher is responsible for:

- The operational management of the Nurture Group.
- Management of Nurture Group staff as members of the school community.
- Oversight of curriculum planning and monitoring of work.
- Ensuring that the Nurture Group staff participate in the school's appraisal procedure.

- Ensuring Health and Safety procedures are followed in accordance with the school's policy.
- Ensuring that the Nurture Group operates within the guidelines of the LA's policy on equal opportunities and the school's SEN policy.

### **Role of the Nurture Group Leader:**

The Nurture Group Leader is responsible for the day-to-day management of the group. The Leader has the following duties:

- To maintain the Nurture Group principle – this is to provide a carefully routine day, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To organize and plan the activities, according to the needs of the children.
- To keep records of individual children's progress.
- To coordinate the work of the Nurture Group assistant.
- To liaise with other professionals when appropriate.
- To actively work in partnership with parents in the development of their children.
- To participate in INSET within school.

### **Non-contact time:**

Non-contact time on a Wednesday will be required for the Nurture Group team to:

- See parents/carers
- Attend case conferences.
- Keep records.
- Carry out observations.
- Meet with other professionals.
- Liaise with other school staff.
- Attend INSET.

### **Role of the Nurture group Assistant:**

The Nurture Group Assistant works in partnership with the Leader. Her role is to assist the Leader in necessary tasks, including planning, setting up and organising resources.

### **Protocol for nurture staff absence:**

In the event that a member of staff is absent, the nurture group will not run during that time. Nurture staff that are available will support the children in their mainstream classes.

### **Pupil ownership and working together:**

Children are always made to feel welcome in their own class by teachers and teaching assistants, and other children are encouraged to welcome their participation. Similarly the children in the Nurture Group have opportunities to welcome a chosen guest, adult or child into nurture for a visit e.g. snack time. Children are encouraged to come up with ideas for displays and create them. Children have the opportunity to become a leader and take on responsibilities such as:

- Collecting the register.
- Setting a good example.
- Tidying up.
- Organising snack time.
- Choosing a talk topic.

### **Parent/Carer partnership:**

There is close partnership with parents and carers from the moment a child is considered for a Nurture Group place. This means that all aspects of school life and parental involvement will be welcomed and the Nurture Group aim to work in partnership with parents to give children maximum benefit of their experiences within the group. They are invited in to see the room and discuss reasons for possible placement. No child is placed in the nurture group without the knowledge and understanding of the parent/carers. Nurture Group staffs, Head Teacher, SENCO and Class Teacher maintain regular contact with parents/carers of children placed in the Nurture Group to share issues of celebration or concern.

### **Referral procedures:**

- All referrals will be made, in consultation with parents/carers and discussed between the Head teacher, SENCO, Class Teacher and Nurture Group Leader.
- A variety of assessment procedures will be used to inform referrals. These will include the Boxall Profile, behaviour logs and appropriate academic assessments.
- Parents/carers will be kept fully informed about the outcomes of these meetings and the reasons for referral.

### **Some reasons children are considered for inclusion in the group:**

- Those who appear to be emotionally insecure, which could present itself as lack of self- acceptance.
- Children who have suffered a trauma in their family such as bereavement and may need extra support to help them through.
- Low self-worth or a lack of trust.
- Children who are withdrawn and unresponsive.

- Children with underdeveloped social skills, who find sharing difficult or present as demanding or uncooperative.
- Those with a poor concentration span.
- Children who demonstrate developmentally below their chronological age.
- Children who behave aggressively, impulsively or in ways that damage their ability to access and engage with their peers.
- Children who find change upsetting.
- Children who appear unable to integrate into a mainstream classroom.

### **Assessment:**

- Children involved in the group are assessed using the Boxall Profile.
- Assessment findings from the Boxall Profile form the basis for the child's weekly targets, both within the group and their classroom.
- A written assessment is provided at a child's review meeting to supplement the Class Teacher's report.
- In addition parents/carers are asked to complete questionnaires on a half-termly basis to assess their perspectives on the impact of this intervention.
- The school's EAZMAG assessment is also used to evidence accelerated progress in All areas of the curriculums.
- Evaluations.

### **Monitoring and review of provision:**

The Head Teacher and SENCO meet to ensure the Nurture Group principle is being maintained. They will also monitor the success of the provision and provide support and guidance. The SENCO and Nurture Leader meet once a week to discuss developments and progress.

### **Reintegration:**

Children are considered ready to reintegrate when they can:

- Remember the Nurture Group rules and expectations.
- Interact positively and confidently with others.
- Listen calmly and thoughtfully.
- Express their feelings in an appropriate manner.

The point at which a child is reintegrated into their classroom full-time is based on:

- The results of the Boxall Profile, the Nurture Group team assessments, the Class Teacher and the Head Teacher's observations.
- When a child is thought to be ready to return to the classroom, a programme of gradual reintegration is initiated, usually beginning with one or two sessions a week.

- One of the Nurture Group team will draw up a 'return to class' plan with the child to help them to understand what will happen and what will be expected of them.
- The child's class teacher will speak about a child's Nurture Group experiences in a class circle time that includes the child in question.

### **Success criteria:**

We provide affirming, positive and manageable sessions:

- Calming down time is seen as an effective behaviour management strategy.
- The incentives used are seen as desirable by the children.
- What is acceptable and unacceptable behaviour is made clear.
- Any unacceptable behaviour is spotted and quickly dealt with.
- A session's routines provide security.
- The activities are interesting, enjoyable and ensure guaranteed success.
- The children are given unconditional warmth and acceptance.
- There is a focus on group-building activities.
- The children have increased opportunities to get attention from others.
- The children can develop a positive self-identity.
- 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.
- The children develop a greater sense of enjoyment of school activities.

**Review date:** January 2018

Sarah Salmon-Nurture Leader