



**Aspire Believe Succeed**  
**St Paul's Catholic Primary School**

**Nurture Group Policy**

**'Do everything with love'**

first letter of St Paul to the Corinthians 16:14

**Our school vision – To be outstanding**

Policy created: November 2016

Review: January 2018

**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 access learning successfully in their mainstream classroom. This may be due to fragmented or deprived early childhood experiences or other areas which be of concern
- ❖ Our group is an afternoon provision: with children attending a number of sessions per week depending on need.
- ❖ Two members of staff run our group. In the absence of one of these team members, a designated member of staff takes their place. One is the SENCO, and the other an ELSA. The ELSA staff rotate days in nurture.
- ❖ The group has regular teacher involvement, and alongside assessment.

## **Our aims**

- ❖ To work in line with the whole school's vision and values.
- ❖ 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 into mainstream.
- ❖ To have a predictable, calm and purposeful environment and timetable free from curriculum pressures.
- ❖ 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 appropriate behaviour.
- ❖ 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.
- ❖ To prevent possible exclusion.

## **Inclusive practice**

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

- ❖ Cultural background
- ❖ Life experiences
- ❖ Strengths
- ❖ Communication needs
- ❖ Emotional and social needs
- ❖ Developmental needs
- ❖ Physical needs

## **Setting**

- ❖ The nurture group is a self-contained setting with toilet and some kitchen facilities
- ❖ The room has a homely atmosphere
- ❖ The room provides space for a formal work area (also the kitchen table), play areas and a quiet area
- ❖ The quiet area provides a time-out facility for children who need to address emotional and/or behavioural difficulties

## **The role of the adult workers**

- ❖ The role of the adult is to sustain nurturing relationships with the children who attend
- ❖ They should be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous
- ❖ They need to 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 with topics that are related to their mainstream class
- ❖ Sessions are divided into smaller chunks of time
- ❖ Self-esteem and social skills sessions happen frequently and are related to children's PSHE development
- ❖ Activities are designed to raise self-esteem and children's sense of identity

## **Assessment**

- ❖ Children involved in the group are assessed using the Boxall Profile on a termly basis (which is also used for the referral process as a baseline).
- ❖ After an assessment findings are discussed with the class teacher and parents, and targets are adjusted accordingly.
- ❖ A written assessment is provided at a child's annual review, if appropriate.
- ❖ Verbal feedback on a child's progress is given at TAC, CIN or any other relevant meeting with parents.

## **Referral**

Children displaying areas of concern from the list below may be considered for inclusion in the group

- ❖ Those who appear emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust
- ❖ Children who are withdrawn or unresponsive
- ❖ Children with poor social skills, who cannot share or are demanding or uncooperative
- ❖ Those with a poor attention span
- ❖ Children who demonstrate immature behaviour
- ❖ Children who behave aggressively, impulsively, or inappropriately in other ways
- ❖ Children who find change upsetting
- ❖ Children who appear unable to integrate into a mainstream classroom

## **Referral procedure**

- ❖ Children are referred by the class teacher using the Boxall Profile. After which the nurture team will assess each child's eligibility and areas of need.
- ❖ Parents are contacted and invited to a consultation to discuss this
- ❖ Following agreement in this meeting, the child is invited to join the group best suited to the gaps determined by the Boxall profile.
- ❖ Places will not be offered automatically when being transferred from another school.

## **Partnership with parents and carers**

- ❖ We recognise the importance of involving the parents/carers of a child in their education
- ❖ Each parent/carer receives a copy of our leaflet explaining the group and detailing who we are and what we do
- ❖ We aim to keep parents/carers informed of their child's progress and provide them with support and advice where appropriate
- ❖ Parents/carers are invited into the Nurture Room on a termly basis to see what their children have been doing and join in some activities

## **Reintegration**

- ❖ 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 workers' assessments and the class teacher's observations.
- ❖ The period of time in nurture will be assessed case by case using the Boxall Profile, so there is no set time-restraint for a child to receive Nurture interventions.
- ❖ Having nurture in afternoons only, and on a need by need basis will make reintegration easier as the links to classroom will already be there.
- ❖ When a child is thought ready to return to the classroom a programme of gradual reintegration is initiated, overseen by an ELSA from Nurture.
- ❖ Support from ELSA, the Learning Mentor and class TAs may be used to ensure a smoother transition back.

## **Success criteria**

We shall be a successful nurture group if:

- ❖ We provide affirming, positive and manageable sessions
- ❖ Time-out is seen as an effective sanction
- ❖ The incentives used are seen as desirable by the children
- ❖ What is acceptable and unacceptable behaviour is made clear
- ❖ Any inappropriate behaviour is spotted quickly and dealt with
- ❖ A session's routines provide security
- ❖ The activities are tailored to raise self-esteem.
- ❖ Activities focus on the developmental gaps identified by the Boxall Profile
- ❖ The children are given unconditional warmth and acceptance
- ❖ There is a focus on group-building activities
- ❖ The children can gain positive identity
- ❖ The children gain confidence and are more willing to take on new challenges with a growth mindset.
- ❖ The sense of success enables the children to put more effort into their work
- ❖ The curriculum is adapted to a level that is suitable for the individual