



The Meadows School Nurture Group Policy

What is Nurture?

Nurture interventions are for students who struggle to access learning successfully. This is often due to fragmented or deprived early childhood experiences, learning difficulties or students with an ADHD/ASD diagnosis. Nurture focuses on wellbeing, social emotional skills, behaviour, and relationships. This is an opportunity for students to begin to engage with missing early nurturing experiences and develop their resilience and their ability to better manage adverse experiences day to day. The intervention will be based on and guided by the 6 principles of nurture.

The Six Principles of Nurture

- 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

Aims and Objectives

At The Meadows we aim to provide enhanced emotional health and wellbeing support for our most vulnerable students. We continue to sustain a supportive and caring ethos whilst establishing a warm, respectful relationship with students giving them a safe place to explore their emotions and time to think about how they are feeling. The aim of Nurture is to help students develop an understanding around their emotions, behaviour and social skills.

Through KS3 and KS4 we intend:

- To provide inclusive practice for our students with emotional and behavioural difficulties and to develop strategies to manage these
- To carefully structure routines which reflect a home life structure and have a balance of learning and affection
- To increase inclusive practice for students with emotional and behavioural difficulties
- To facilitate a positive whole school ethos
- To develop awareness about behaviour, understand the causes of behaviour, and develop strategies to manage behaviour in line with the whole school behaviour policy
- To raise the achievement of students with emotional and behavioural difficulties
- To increase parental involvement in supporting their children and developing a positive attitude towards school

Making Referrals

Classroom staff will be able to refer students for Nurture intervention through online Microsoft Forms. These referrals will go to the Lead Teacher and the DSL. These students will then be discussed termly and prioritised accordingly to their needs. Nurture staff will then gather background evidence, assess needs, and observe students in their classroom environment. A Boxall profile will be completed by class teachers. Practitioners will then carefully plan sessions in line with their individual Boxall Profiles.

Nurture Sessions

Nurture sessions will run as small groups of students from KS3 and KS4. These will run as 6-12 weeks depending on the needs of the group. There will be two nurture practitioners present in all sessions. Staff will collect students from their lessons and return them at the end of the session. These sessions will be well structured with a clear routine and familiarity. Students will join in with adult led activities such as circle time, understanding emotions, snack time, and exploring opportunities for developing play.

Monitoring

The progress a student makes and the effectiveness of the nurture group will be monitored using Boxall Profiles (before and after the course of the intervention), observations, evaluation of sessions, and regular meetings.

Parents and Carers

Parents and carers are a key element of nurture work. Parents and carers will be consulted by letter prior to their children attending the nurture group. Working with parents gives the nurture staff access to a valuable perspective but may also give parents and carers a greater insight into the needs of their son/daughter, leading to support at home that complements the work done in school.

Staffing

Nurture staff are qualified nurture practitioners and have completed the nurture.uk qualification successfully.

Key Staff:

- Nurture Practitioner - Miss G Jones
- Nurture Practitioner - Mrs P Barnett

Supported by:

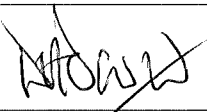

- Lead Nurture Teacher - Miss Amy Chappell
- Designated Safeguarding and Senior Mental Health Lead - Mrs Sarah Rubanski

Every effort is made to ensure that Nurture staff are not required to cover absent colleagues and this will only happen in exceptional circumstances.

The Nurture group will not run with temporary staff. Another trained member of staff may fill in for absences of the two lead practitioners.

A Supporting Role

Nurture intervention is a supporting role and is not to be viewed as a quick fix. It is an unrealistic expectation to expect rapid changes and immediate progress. Students with complex or long-term needs may require further/different levels of expertise.

Policy produced: January 2023	Policy agreed:
Signed: 	Chair of Teaching, Learning & Outcomes Committee
Signed: 	Headteacher
Review date:	(2 years)

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