

Manor Hall Academy



NURTURE POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

NURTURE POLICY

Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of the Nurture Curriculum at Cicely Haughton School.
- IT WAS DEVELOPED during the summer of 2011 through process of consultation with teaching staff and has been annually reviewed.
- THIS POLICY WILL BE REVIEWED ANNUALLY.
- THIS POLICY WILL BE REVIEWED in the Spring of 2023.

What is Nurture?

- A Nurture group is a small special class that provides a safe and predictable structured environment in which children are given opportunities to re-visit early missed 'nurturing' experiences conducive to early developmental learning. A Nurture group is used as an inclusive provision for very vulnerable children with Social, Emotional and Mental Health Difficulties (SEMH). Within a Nurture group, teaching staff and teaching assistants model positive relationships and there is an emphasis on the development of language and communication skills. Children work 1:1 with an adult, in pairs and in small groups and their levels of achievement are raised by carefully targeted teaching/learning opportunities through the intervention of Nurture work. Parents/carers are consulted regularly and encouraged to work in partnership with the school to create a positive and professional relationship between school and home.

Aims

OUR AIMS IN NURTURE are to:

- Provide a restorative experience of early nurture in the school environment
- Provide a secure, predictable, nurturing environment where children can learn and play together in an environment where they can trust adults to be kind, helpful and concerned about their well-being.
- Provide an environment to specialise in making progress towards the development of personal, emotional and social aspects of learning through enhanced play and social experiences.
- Enable children opportunities to build self-esteem and to value their achievements so that children are confident to try new activities and initiate ideas.
- Set clear boundaries to enable children to understand the expectations of acceptable behaviour, have understanding of cause and effect and learn skills to better cope with tolerance, frustration and disappointment.
- Provide a rich and vibrant curriculum incorporating the National Curriculum and the Boxall Profile to meet the individual needs of the children in Nurture.
- Encourage children to enjoy learning and their experience of school by creating nurturing experiences into the National Curriculum.

- Support the parents and carers of the children in Nurture by making the group accessible, familiar and supportive to the parents and carers so that the children's progress in school contributes to their well-being at home.

The Nurture Group Principles

- Children's learning is understood developmentally.
- It is understood that all behaviour is communication.
- The classroom offers a safe place.
- Nurture is a vital means of communication.
- The importance of transitions in children's lives is understood

(Lucas et al., 2006)

Strategies for the Teaching of the Nurture Curriculum

- THE NURTURE CURRICULUM IS ORGANISED as part of an integrated approach to learning wherein Nurture is integrated into other subjects and aspects of the school day:
- NURTURE IS TAUGHT throughout the school during designated times in the timetable, all teachers plan for the nurturing sessions following individual targets linked to the Boxall profiles and Motional group and individual targets
- EXCELLENCE IN NURTURE IS CELEBRATED in display, performance and rewards including:
 - Suitably mounted displays in the classrooms and throughout the school
 - Class assemblies and celebrations
 - Photographs displayed
 - Praise and rewards including mentions, stickers, badges, certificates, prizes, trips, outings, treats

Strategies for Ensuring Progress and Continuity

- PLANNING IN NURTURE is a process in which the National Curriculum and the Boxall Profile are combined to provide opportunities for nurturing experiences. The Nurture Curriculum includes:
 - Breakfast and lunch times where children and adults sit together in a family like environment to experience the social aspects of preparing food, eating and clearing away to provide positive interaction and give children independence and self-worth.
 - Play (structured, creative, imaginative) in the lounge, school grounds and through visits and outings.
 - cooking.
 - Art.
 - Story
 - Lounge time, where children have the opportunity to attach to members of staff and enjoy some relaxing video time in a safe and secure environment. In this time children learn to sit together and respect one another as they share space and experiences in a homely environment.
 - Circle Time and PSHE

- In addition to the Nurture Curriculum the children in Nurture will have access to the whole school Curriculum in which they will receive teaching in English, Maths, PE (including a weekly swimming lesson, during one term per school year), DT, Computing, Music and other curriculum activities available to the school.
- Timetable plans (including detailed lesson plans) are drawn up by the Nurture Teacher and monitored by the Head Teacher and governor with responsibility for Nurture.
- THE ROLE OF NURTURE TEACHER is to:
 - create a safe and secure environment in which children will flourish and their learning is enhanced.
 - Complete a group Motional profile for the class as a whole and use the identified activities in planned Nurture sessions.
 - Complete an individual Motional Profile for the children and use the identified activities in planned Nurture sessions.
 - Actively develop and maintain positive relations with children in Nurture and the whole school.
 - Take the lead in planning, resourcing, monitoring, assessment and policy development to promote Nurture Intervention and continuity in Nurture throughout the school.
 - Keep up to date with developments in Nurture in education and disseminate information to colleagues as appropriate including the liaison with outside agencies involved with Nurture Intervention.
 - Communicate with parents/carers to maintain home/school liaison encouraging friendly supportive relationships between parents and school staff, including visits home or school as appropriate to the needs of individual children and family.
- THE ROLE OF THE CLASSROOM ASSISTANT IN NURTURE is to:
 - Create a safe and secure environment in which children flourish and their learning is enhanced.
 - Assist the Nurture Teacher through all aspects of the Nurture Curriculum whilst modeling good relationships with staff and children
 - Assist in the running of the Nurture class to ensure resources are kept accessible and the environment is inviting and safe for the children and visitors
 - Assist in the Nurture learning area by preparing materials and supervising activities
 - Assist on outings and visits
 - Provide other help, such as demonstration of specialist skills
- THE ROLE OF THE HEAD TEACHER is to:
 - Create and encourage a nurturing ethos throughout the whole school
 - Be part of the placement of pupils into the Nurture class and to facilitate the reintegration of the children from the Nurture group into the rest of the school.
 - Support the Nurture Teacher in planning, monitoring and evaluation of the Nurture room and group

- **THE ROLE OF THE GOVERNING BODY** is to:
 - Ensure that provision within the Nurture area is of a high standard.
 - Review annually the allocation of resources to the Nurture group from the school's budget.
- **FEEDBACK TO PUPILS** about their own progress in NURTURE:
 - Is achieved through the discussion of Boxall Profile and Motional targets
 - Aims to help children learn by being positive and constructive
 - Is constant, giving plenty of praise throughout the day and offering support and advice, coaching them through situations they find difficult to cope with.
- **FEEDBACK TO PARENTS/CARERS** about the progress of the children in NURTURE is achieved through:
 - Written communication in the home/school journal at least once a week.
 - Telephone calls (as and when required).
 - Visits to school on invitation or request.
 - Annual reports and reviews.

Strategies for the Use of Resources

- **CLASSROOM RESOURCES IN NURTURE** is kept within the Nurture area. They include:
 - Classroom with teaching resources, interactive SMART whiteboard with desktop and two additional desktops for the use by children and book corner.
 - Lounge/playroom with TV lounge area, sofas and soft furnishings, the playroom is equipped with a purpose-built role play area and diverse range of toys, dressing up, home corner, equipment and games
 - Kitchen with useable oven, microwave, fridge-freezer and dining table, cookware and equipment
 - Art and crafts cupboard stocked with art, playdough, parachute, tents, sand play toys and outdoor toys and equipment
 - Girls and boys separate toilets
- **VISITS AND TRIPS** are an integral part of the Nurture curriculum and are carefully planned to support classroom activities
- **COMPUTING** is a major resource which is used in Nurture for:
 - Teaching and learning
 - Play
 - Digital Camera work

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.