



# Nurture Policy

<b>Date of next policy review</b>	<b>2027</b>
<b>Name of person responsible for this policy</b>	<b>Mrs Linzi McMillan</b>
<b>Issued to</b>	<b>Staff, governors, parents, pupils</b>
<b>Date of issue</b>	<b>2024</b>

# Nurture Policy

## **Introduction**

Nurture is embedded throughout Victoria Primary School. We focus on wellbeing, relationships and strive to support the growth and development of our children. Nurture interventions are for those children who need extra support in emotional wellbeing and behaviour management. These groups learn in an environment based on the six principles of nurture;

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

## **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 help children learn the consequences of certain behaviours

To provide the children with nurturing care from two Nurture Teachers

## **Role of the Nurture Teachers**

To appreciate that it is through positive and affirming relationships that children understand that they are valued

To provide opportunities for children to express their feelings

To deliver a curriculum that is tailored to meet each individual's needs

To work as a team and support each other

To liaise with the Class Teacher, Senior Leadership Team and Principal

## **Setting**

The nurture groups meet in the 'Nurture Room' which gives our children a space to self-regulate with a trusted adult. The groups have sole use of the room to meet, with as little interruption as possible. This room is a space away from the classroom environment, where children can build positive relationships and the pressures and stresses placed upon them are reduced. There is a range of resources available such as theraputty, board games, Lego, role play items, a dolls house to help them to develop their social skills as well as calming tools and strategies. The children also work through carefully planned

lessons which focus on their area of need (such as anxiety, coping with bereavement etc). During these lessons the children engage in discussions, circle time, games and crafts. The children are regularly encouraged to engage in these sessions outdoors when possible.

### **Organisation and Planning**

Each child is selected for intervention in the nurture group for individual reasons. Criteria includes;

- Children with a change of circumstances in the family home
- Children with Pastoral Care issues
- Children with low PATHS scores
- Teacher expresses concern about a pupil to the Nurture teachers

Nurture teachers meet with staff to discuss needs and gather background information. Parents are contacted and agreement is sought from the parents to begin intervention. The Nurture teachers decide the frequency and duration of the Nurture sessions based upon the children's needs. Typically, each child has one or two sessions per week. Children may work one to one with the Nurture Teacher, or be part of a group with up to 6 children. Nurture teachers collect children from their class base before each session begins.

The nurture group is well structured with a strong sense of routine and familiarity. In the sessions children are given time for breakfast/snack, shared play, outdoor learning, adult led activities and special talk time, planned in line with the needs of the individual children. During the initial meeting, the children are given the opportunity to identify and discuss any areas in which they feel they need support, such as anxiety, anger management, grief and low self-esteem. Individual targets are set for these children and these are circulated to class teachers to ensure a consistent approach. Those children who do not require individualised support in specific areas, have the opportunity to learn about essential life skills. During these Nurture sessions the children focus on self-regulation, mindfulness, friendships and emotional wellbeing.

Each child is given a scrapbook to showcase evidence of their learning experiences and celebrate progress and achievements during their time in the Nurture group. This gives parents an insight into the provisions made by the Nurture teachers in supporting and caring for their children. This practice further strengthens the partnership between parents and teachers in actively working together in the development of their children.

### **Monitoring Arrangements**

Monitoring of children's progress and the effectiveness of the nurture group is of paramount importance to maintain high standards of Nurture provision. Children's progress is monitored through weekly observations shared between the Nurture

Teachers. Case studies on two children per term will also be used as evidence to monitor and evaluate the Nurture provision. Termly meetings with the Principal are arranged to review children's progress. Decisions are then made about whether or not a child needs to continue their involvement in the Nurture provision. Timescales vary depending on each individual's needs.