



# The Crescent Primary School

## Nurture Group Policy

### **Why Nurture?**

At The Crescent Primary School we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child.

We recognise that some of our pupils are not always emotionally ready to learn when they come to The Crescent Primary School and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group for key pupils to support their social and emotional development.

At The Crescent Primary School, the nurture group is called Stardust Class.

### **Aim**

Stardust Class provides a themed curriculum with large emphasis on PSHE, Social and Emotional learning. This is done in a special class room based on the six principles of nurture which are as follows:

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

What we aim to achieve:

- Encourage the development of positive social relationships with both peers and adults.
- Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupils, while keeping them in close contact with their base class.
- Support pupils to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on inclusion to reduce fixed term and permanent exclusion.

### **Identification and Referral**

The identification and review process takes place on an ongoing basis. Initially the class teacher will raise concerns with the SENCO or Pastoral Support Lead, this information is then passed to the nurture group team who will screen the child using the Boxall Profile.

Boxall Profiles - this is a series of questions covering various aspects of a child's social and emotional development. It provides a clear and personalised picture of a child's areas of need. The class teacher and nurture group staff and SENCO will discuss the results. This information will be used to select the children that attend Stardust Class. The children will be selected based on the highest levels of need.

### **Teaching and Learning**

Stardust Class is run by our two trained Nurture Practitioners, Mrs Marcia Eldridge and Mrs Catherine Gigg.

Each term is run as a 10 week program, Stardust Class is run from Monday to Thursday 1:15pm to 3pm.

Activities are planned around a termly theme to provide a stimulating and fun environment for children. Weekly planning incorporates developmental and age appropriate skills undertaken by the Nurture Group Practitioners, with planning then forwarded to the class teachers.

Each day will include the following:

**Circle time (15 mins)** - a calm time at the beginning of the session where children are given the opportunity to express how they are feeling, share news and develop listening and speaking skills.

**A topic based activity (30 mins)** - this will be an activity that is set up with a clear learning intention based on the theme for the term.

**Snack time (15 mins)** - this provides the children an opportunity to socialise with their peers and the adults. This also provides an opportunity for the children to sample new foods. The children will take an active role in serving the drinks and snacks.

**Story time (30 mins)** - a theme based story will be read to the children followed by a short curriculum based activity. The activity will be set around PSHE.

**Reflection time & Star Day time (15 mins)** - time for the group to reflect on how the session has gone and how everyone is feeling.

**Return to class** - the children will be walked back to class by the Nurture Practitioners at 3pm ready to end the school day in their mainstream class.

### **Staff absence**

In order to maintain consistency and security the nurture group is never covered by supply teachers. In the event of staff absence the Stardust Class will be covered by Miss Isobel Wealleans, affectionately known to the children as Miss W. Miss W will visit the group every Wednesday for snack and story time. However, if for any reason cover cannot be provided then the children that access this intervention will remain with their mainstream class.

### **Visitors to Nurture Group**

Visitors can cause disruption and change to an otherwise ordered and structured day. Any change from routine can be difficult for some children therefore visitors to Stardust Class should always be pre-arranged in order to prepare the children for what will happen.

It is best to involve the children in the preparation for the visit - making invitations, planning the menu, setting the table etc. It is important for the children's class teachers to feel a part of what is happening in the nurture group and to carry the principles back to their classroom to provide consistency. Teachers and members of the SLT will be invited into Stardust Class throughout the academic year.

### **Involvement of Other Staff**

To ensure that all staff understand the principles of nurture and understand how the Nurture Provision contributes to the holistic development of the child, regular briefings will be delivered to all staff by the schools SENCO.

### **Assessment, Planning and Preparation**

Following on from the initial assessment using the Boxall Profile, prior to the child joining Stardust Class targets are developed by the Nurture Practitioners, using the

information gained from the profile as well as experience of the child's individual behaviours and needs.

To support assessment, observations will be completed by the Nurture Practitioners and recorded in the child's individual development file.

A log of the child's behaviour will be kept throughout their time in Stardust Class to support their development and to be used for comparison.

The Nurture Practitioners will plan targets for each child to focus on, as well as a group target, these will be evaluated each week. The child will be aware of their individual and group target. The children will talk about progress in these areas during reflection time at the end of each session. A copy of these targets and any progress made for them will be forwarded to their class teacher.

A range of nurture-based strategies will be used to support pupils in developing their social and emotional learning.

The Nurture Practitioners will be given one full afternoon per week to plan for the provision, prepare resources and keep up to date with record keeping.

### **Re-integration**

The progress of the individual pupils will be measured through the termly review of the Boxall Profile. This will be reviewed in conjunction with general assessment data recorded by the Nurture Practitioners during the term in Stardust Class.

Once the nurture team have identified that the child is ready to be re-integrated, the child's mainstream teacher will need to complete a readiness for reintegration questionnaire (adapted from the Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classroom, Rebecca Doyle, Norfolk CC - BSJE Vol 28, No 3 September 2001) and the nurture team will arrange a reintegration meeting.

During this meeting, the process for reintegration will be discussed and planned to ensure that a smooth transition occurs. This plan will then be followed by all parties.

Review frequency: Every 2 years

Reviewed by: Governing Body

Date of next review: January 2024

Date: