



CHIPPING NORTON SCHOOL

NURTURE POLICY

(NON STATUTORY)

Date reviewed:	September 2019
Next review:	September 2020
Member of staff responsible:	Josie Evans
Committee:	Impact Committee

Purpose of the policy

This Policy details Chipping Norton School's Nurture Provision within the following areas:

1. Introduction
2. Aim's and objectives
3. Staffing
4. Parental contact
5. Placement criteria
6. Structure of nurture group
7. Monitoring and evaluation
8. Re-integration process

1 Introduction

This policy was devised in July 2019 in line with recommendations from the Nurture Network Group.

At Chipping Norton 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 Chipping Norton School and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group – The Bridge – for key pupils to support their social and emotional development and provide a gradual transition into the mainstream lessons.

The Bridge offers a modified curriculum in an environment based on the six principles of nurture which are as follows:

- 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.

2. Aims and objectives

The Bridge aims to provide a carefully structured routine, where there is a balance of learning and teaching; affection; and structure within a home-like atmosphere in order to:

- Increase inclusive practice for children with social, emotional and behavioural difficulties and to develop ways in which the school supports such children.
- Facilitate a positive whole school ethos in line with the school pastoral policy.
- Develop awareness about the cause of behaviour and the effective management of behaviour problems in line with the school behaviour policy and pastoral care policy.
- Raise the achievement of children with social, emotional and behavioural difficulties.
- Increase joint working practices between school staff and outside agencies.
- To increase parental/ carer involvement in supporting their children and developing a positive attitude toward school.

3. Staffing

At least one member of staff included in The Bridge will have completed the 3 day Nurture Network certificate course.

- The staff are supported by the SENCO, mainstream class teachers, Heads of Departments, LSAs and Senior Leadership Team. However, day-to-day running is the responsibility of the nurture practitioners.
- Nurture practitioners are not required to cover absent colleagues.
- The group does not operate with temporary staff unless in exceptional circumstances.
- Visits by other staff and outside agencies are carefully planned.
- Staff regularly liaise with outside agencies and other professionals who may be supporting the child.

4. Parental contact

Parents/carers are a key element of nurture work.

- Parents/carers are regularly invited to meet with staff and attend sessions within the nurture room such as coffee mornings/lunch groups etc.
- Staff support parents/carers during non-contact time in the form of meetings. Appropriate advice and interaction strategies are discussed and disseminated by nurture staff.
- Nurture practitioners work closely to identify any needs for the family and refer onto the Family Support Worker/outside agencies for additional support.

5. Referral and Entry Criteria

Each child is selected for intervention in The Bridge for individual reasons. Primary class teachers discuss students and their concerns informally with the SENCO of Chipping Norton School.

The SENCO considers whether The Bridge is the appropriate provision for the pupil. In order to assess this, the Nurture Lead Practitioner will perform assessments with the pupil and a SDQ with the care giver to assess need; a Boxall Profile will be given to the primary school class teacher to complete. The SENCO and Nurture Lead Practitioner then discuss who is suitable and if approved, the pupils are timetabled temporarily into The Bridge. Students are still included in mainstream teaching groups so that the reintegration process is more effective.

The following pupils would be considered for a place in The Bridge:

Those who:

- Struggle with their self-worth, lack trust or may have a lack of self-acceptance.
- Find it hard to communicate and may appear withdrawn and unresponsive.

- Have high levels of demand for attention from others. Pupils with a poor attention span.
- Behave in a way that is not in line with their chronological age.
- Struggle to regulate their emotions which can display as aggressive, impulsive or inappropriate behaviour.
- Find change and transition difficult.
- Find the mainstream classes a difficult environment to be in.
- Are not working in line with national expectations for their age.

If staff are concerned about a child after the initial intake in September and wish to refer a child to the group, they must firstly liaise with the SENCO who will then consider whether The Bridge is the most appropriate provision for the student.

- If approved, observations are completed by the Nurture Practitioners and the Boxall Profile is given to the teacher to complete.
- Parents/carers are invited to discuss the referral with the Nurture Lead Practitioner prior to the space being given to the pupil.
- Consideration is taken into how many are in the group and how they will be affected by the integration of the pupil and all expectations of the group explained fully to the pupil by existing members.

6. Structure of The Bridge

The Bridge is well structured with a strong sense of routine and familiarity. Clear expectations of the sessions within The Bridge will be set from the beginning.

- Up to a maximum of 17 sessions run across the week at various times; these are mainly during Period 1, including breakfast and group discussion.
- The sessions include curriculum based skills for English and Maths, shared play and circle time, all planned in line with targets set from the individual Boxall Profiles.
- Other sessions are targeted to meet individual needs based on personal targets for the individual child. Parent/carer meetings are run to set home targets and build communication links.
- When not timetabled into The Bridge, children are expected to attend their other mainstream classes.
- There is a good link with the child's mainstream classes through the celebration of achievement, invitations for staff members to visit The Bridge and the sharing of certificates and progress with the members of staff through staff briefing and emails.
- Each child and staff members are aware of the individual and group targets in order to pinpoint moments in which they are working hard towards these.
- On returning to class, teachers are given good news and all staff are encouraged to acknowledge the achievement of the children. Positive reinforcement is very important.
- The Bridge make time to celebrate birthdays with a card from their Bridge friends.

7. Monitoring

Monitoring of children's progress and the effectiveness of The Bridge is of paramount importance to maintain high standards of nurture provision.

- Children's progress is continually monitored with a daily review of the session, regular play observations of the children and close monitoring of academic achievements.
- Regular meetings with staff are arranged to review class progress and the Nurture Lead Practitioner is available to discuss concerns as they arise.
- Class teachers complete Boxall Profiles each term with Nurture Practitioners.
- Regular meetings are held with the SENCO and a member of the SLT to review reintegration or other relevant issues.
- Class teachers of the pupils who attend The Bridge aim to attend snack time at least once per term to ensure they see nurture practice in operation and develop an effective relationship with the pupil. Meetings between the Nurture Lead Practitioners and the class teachers take place to inform assessment information, as class teachers retain the accountability for pupil outcome data.

- To support the pupils to maintain positive relationships with their peers in their mainstream classes, pupils are invited to bring a friend to break time/lunch. These visits are carefully monitored by the Nurture Practitioners to ensure that they facilitate positive experiences for all involved.
- Those pupils who attend The Bridge and who struggle completing homework at home are offered a space after school within The Bridge 1-3 days per week.
- Parent surveys are completed termly on a formal basis to ensure that the views of parents are recorded. Informal viewpoints are gathered frequently through conversations with parents. Should parents require additional support from the Nurture Practitioners, they are able to liaise with them via email and request further meetings. The Nurture Practitioners can support parents by providing additional resources to support the child's development outside of school.

8. Re-integration

Careful plans are required to resettle children back into their class.

- A Boxall profile and a reintegration readiness scale is used as a guide to assess whether children are ready to spend more time in their classes.
- In discussion with class staff, the Nurture Practitioners, SENCO and SLT team agree the pace of return, dates and assessment of in class support. Members of the SLT will have the final say on any decisions needed.
- Parents/carers are informed of the plans for reintegration and offered support if required.
- Children are given clear explanations of the plan using timetables and verbal reminders.
- The progress of reintegration is closely monitored and pace of return is arranged to suit the needs of the child.
- Any pupil who is identified to attend The Bridge, who has previously exhibited physically violent or aggressive behaviour, will have a risk assessment put in place. All staff and the pupil's parents/carers will be informed of the risk assessment which will identify a range of de-escalation techniques.
- Class teachers are required to familiarise themselves with the strategies to support the pupil to manage their difficulties on their pen portraits and use practiced suggested scripts that help them to settle well and remain in their lessons with success.