



Nurture Class Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

It will be presented to Governors in May 2017 for approval and will be monitored and reviewed as listed below:

Original Policy: January 2014

Policy approved: **May 2017**

The implementation of this policy will be monitored by:

This policy should be read in conjunction with the following documents:

- Inclusion Policy
- Behaviour (including Anti-Bullying)
- Accessibility Plan
- Administration of Medication Policy
- Assessment Policy
- Teaching and Learning Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Approved by _____ (Headteacher)

Date: _____

Approved by _____ (Governor)

Date: _____

Intended policy review date: (3 Yr Review) May 2020

1. Ryelands School – Mission Statement

Ryelands primary school seeks to provide a broad and balanced education for all children by addressing their academic, social, moral and spiritual needs within a caring, positive and stimulating environment.

At Ryelands we aim to have a positive ethos where there is mutual respect between pupils, staff, other adults and visitors to the school where people are valued and encouraged to have high self-esteem.

This policy applies to children at all stages of education provided at this school, including the Foundation Stage (Nursery and Reception) as well as at Key Stages One and Two. Provision is made in partnership and with the support of parents and carers.

Our nurturing school is based on the ‘Six Principles of Nurture Groups.’

1. Children’s learning is understood developmentally.
2. The school offers a safe base for learning.
3. Nurture is important for the development of self-esteem.
4. All behaviour is communication.
5. Language is a vital means of communication.
6. Transition is important in children’s lives.

Aim of the Nurture Class:

- To provide a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful participation in school life and ultimately to re-integrate into mainstream classrooms.
- To provide a positive, supportive approach to helping children change their behaviour which is responsive to the particular needs of individual pupils.
- To provide on-going assessment and support for our children with the aim of enabling pupils to access the curriculum and participate fully in school life.
- To help children to learn to behave appropriately, use their natural curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with adults.
- To work in partnership with parents and carers to enable consistency of approach, both at home and at school.

Description:

Our nurturing school creates a positive approach, based on well-documented psychological theory and research. We will be operating practices and following principles that are supportive in developing secure attachments based on the work of John Bowlby and Marjorie Boxall.

- The Nurture Class is part of a whole-school ethos and commitment to nurturing children. Based in the 'Extra Mile Room', the sessions aim to provide domestic style opportunities and experiential play, as well as more formal learning sessions.
- A key feature of the classroom will be the central role of the dining table and the preparation and eating of food.
- Other key areas will include: a comfortable sofa; a soft area furnished with bean bags and cushions to allow for quiet, calm times; a role-play kitchen area; a reading area; a writing and creative table; a construction area; dolls and a dolls house; a mirror; and a general atmosphere of being in a home (photographs, cushions, pictures etc.).
- The room will be staffed by two experienced adults (a class teacher and a learning mentor). They will work as a team and model positive relationships with an emphasis on the development of language and communication.
- The nurture class will run with up to six pupils in each group for 4 afternoons every week. The identified pupils will remain in the class for a minimum of one term and a maximum of three terms.

Non-contact time:

Non-contact time will be required for the Nurture Class team to:

- Plan for differentiated and purposeful planning for emotional and learning progression.
- Carry out and evaluate assessments.
- See parents.
- Keep records.
- Carry out observations.
- Meet with other professionals.
- Liaise with other school staff.
- Observe and support identified pupils back in their classroom.
- Attend INSET

Referral Procedures:

Placement will be considered for children who are underachieving for social, emotional or behavioural reasons. This could include:

- Children who are very restless, cannot listen, behave impulsively or aggressively.
- Children who are withdrawn and unresponsive and who have difficulty relating to others.

Children are then selected using the following steps:

- The 'Strengths and Difficulties Questionnaire' will be used inform which pupils are chosen for the nurture class. These are completed by class teachers who can nominate up to six pupils.

- A designated panel will then meet to decide who will be included in the nurture class and what combinations of pupils will go together. (Deputy Head, SENCO, Educational Psychologist, Nurture Class Teacher, and the Nurture Learning Mentor).
- Parents will be contacted and a discussion will take place re their child's needs both at home and at school. The benefits of attendance in the nurture class will be highlighted and joint co-operation and engagement in the process will be sought.
- A 'Boxall Profile' and a 'Staff Motivation Survey' will then be completed by class teachers for each identified pupil to assess needs and identify next steps.
- Current academic achievement will be identified and used to inform future learning. (This will include discussions with current class teachers).
- An educational assessment will be carried out for each child by the Educational Psychologist and advice will be sought.
- The nurture staff will then meet with pupils to discuss the purpose of the 'Extra Mile Room' and expectations and complete a 'Pupil Motivation Survey'.
- Reintegration will be planned for and discussed with all appropriate parties following Boxall and academic assessments and a 'Reintegration Readiness Assessment.' A planned programme will be put in place to support the child's transition back into class full-time.

Positive behaviour strategies:

- The '**Bucket Fillers**' scheme will be used to actively promote good behaviour choices. Each child will design their own bucket which can then be filled with 'tickets' which are earned for good behaviours. When five tickets are collected, children can choose a treat from the 'Treat Box.'
- The '**Emotions Scale 1-5**' will be used to encourage children to regulate their own behaviours and develop the language of emotions in order to explain how they feel.

Positive learning strategies:

- The concept of '**Aim high and reach for the sky**' will be employed. Children will set individual learning targets with the nurture class staff which they will then work towards achieving. When a target has been achieved, the child places their target in their 'Learning Balloon'. Pupils will collect certificates for every five targets achieved. At 30 targets they will be able to go to an adult of their choice for positive affirmation. At 60 targets, they will go to the Deputy Head and when they reach 90 targets, they will go to the Headteacher.
- There will be a focus on 'Basic Skills' including: Phonics, reading, writing and maths.
- Learning will take place within an overarching theme where children's views and ideas will be taken into consideration.

Wider school involvement:

- Identified pupils will carry a lanyard with their emotional and learning targets attached. These targets will remain with the child to work towards when they are back in their own classroom.

- If a member of staff observes pupils making good behaviour choices, they can issue the child with a 'Bucket Filler Ticket' which can then be brought to the 'Extra Mile Room' the next time the pupil attends.
- During Golden Time on a Friday afternoon, pupils who have collected five 'tickets' can choose to invite two pupils from any class in the school.
- Adults in the wider school community are encouraged to 'drop in' into the 'Extra Mile Room' and spend time with pupils and form positive relationships.

Communication and effective practise:

- The Nurture Class staff will communicate with the relevant class teachers, phase group learning mentors, SENCO, Deputy Head and parents at all times.
- A culture of open channels of communication is encouraged.
- Meetings with the SENCO will take place fortnightly.
- Whole team meetings (nurture staff, learning mentors, SENCO, and Deputy Head) will take place every month.

Role of the Line Manager (Head Teacher):

- To take overall responsibility for the Nurture Class and its principles.
- To co-ordinate and liaise with all relevant parties.
- To arrange meetings to share information and encourage a holistic approach to meeting pupils' emotional and educational needs.
- To support the nurture staff with difficult or challenging pupils.
- To raise awareness of the role of the Nurture Class in the wider school community.
- To report the progress and achievements of the Nurture Class to the governing body.

Role of the Nurture Class Teacher:

The Nurture Group Teacher is responsible for the day-to-day management of the class. The teacher has the following duties:

- To maintain the Nurture Group principle – this is to provide a carefully routined day where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To organise and plan the activities and curriculum of the classroom, bearing in mind the needs of the children.
- To keep records of individual children's progress.
- To coordinate the work of the Nurture Group assistant.
- To liaise with other professionals when appropriate.
- To actively work in partnership with parents in the development of their children.
- To participate in INSET within school
- To carry out and contribute to school policies and procedures.

Role of the Nurture Class Learning Mentor:

The Nurture Class Learning Mentor works in partnership with the class teacher. Her role is to assist the teacher in necessary tasks, including planning, recording and assessment.

Role of the class based Learning Mentor:

Class based Learning Mentors are responsible for the needs of all pupils in school, but in particular children who;

- Present with challenging and disruptive behaviours; these pupils may well be subject to a Behaviour Support Chart (with stickers to reward success) or an Individual Behaviour Plan (that includes targets and consequences agreed by school and home).
- Are withdrawn and appear isolated
- Are involved with additional safeguarding type procedures and may be considered to be 'vulnerable'
- Have a poor record of attendance or who regularly arrive late in school

Learning Mentors will liaise closely with teachers and team leaders to implement a wide range of different activities to meet children's needs, for example; structured play at break times, social group talking sessions etc. Learning mentors will also liaise with parents at the beginning and end of school days to update.

The class based Learning Mentors will also play a large part in successfully meeting the needs of children who are based in Nurture Provision when they are back in class. This will be during (on half days) and after participation in nurture. Staff will need to maintain effective communication and close monitoring of pupils to ensure progress is maintained and reported and celebrated.

Monitoring and review of provision:

The Nurture Class will be evaluated through the school's internal monitoring systems and through OFSTED inspections.