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# CRESTWOOD PARK PRIMARY SCHOOL

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## Nurture Policy 2023



Policy Owner: CPPS Sue Priest  
Reviewed By: Governors  
Date of last Review: December 2023  
Frequency of Review: Every 3 years

## **1.INTRODUCTION – What is Nurture?**

Nurture is an approach to learning where we focus on the emotional needs and development of all pupils. Nurturing approaches are based on an understanding of how children learn and develop and what they need to help them thrive.

### **1.2 Why are Nurture Groups important?**

The concept of nurture highlights the importance of social environments – our wish is for our children to be able to build friendships and feel secure and proud about who they are and how they feel.

The nurturing approach offers individuals a range of opportunities to engage with early developmental and nurturing experiences. This might be due to attachment, illness, separation, bereavement, divorce and any change within a family which could result in early developmental stages being missed. We aim to give our children the social and emotional skills they need to increase their confidence, raise their self-esteem, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

In our school we feel that our children should be able to access emotional and wellbeing support to enable them to thrive and flourish.

### **1.3 The six principles of Nurture**

1. Children's learning is understood developmentally.
2. The Meadow offers a safe, secure base with a homely feel.
3. The importance of nurture for the development of wellbeing.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

## **2. Aims and Objectives**

To provide a predictable and structured routine, where there is a balance of learning new skills, affection and structure within a home-like atmosphere.

- To provide a secure base where the routine is predictable, where children can develop and learn through missed early learning opportunities alongside trained adults.
- To help children develop the skills to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults.

- To raise the achievement of children with emotional and behavioural difficulties.
- To increase parental involvement in supporting their children and developing a positive attitude towards school.
- All staff are aware that when nurture groups take place the meadow is a protected and uninterrupted space.

### **3. Staffing**

All Nurture staff have completed a 3 day Nurture Network training course. Staff engage in Nurture Network meetings, share practice with other schools and keep up to date with CPD opportunities. Our school has committed to a Nurture and Resilience project which has been running since 2021. This allows our school to be supported and funded so that we can continue with a high standard of provision.

- Staff are supported by Senior Leadership Team, however the day-to-day running is the responsibility of two Nurture staff.
- If a member of the Nurture team is absent, every effort is made for a trained member of nurture staff to step in and cover.

Mrs S Priest – Pastoral Lead – Nurture Practitioner

Mrs K Jeavons – Nurture Practitioner

Mr A Barnett – Nurture Practitioner

### **4.The Nurture Room ‘The Meadow’**

Our Nurture room is a homely secure base. It is split into two adjoining rooms. We have a beautifully decorated quiet room for circle and reflection time, which is softly furnished with the addition of a tent. This supports children who may feel sad and emotionally dysregulated at times. Our adjoining room has a kitchen/dinning area, role play corner and carpeted pods for relaxation and story time. Lighting is soft to support sensory needs. Colours and furnishings are kept natural to give a calm, relaxed feel. We are fortunate to have an outdoor space where children can enjoy planting seeds and interacting with nature.

### **5. Parental contact**

Parents are a key element of nurture work.

- Parents are consulted by letter prior to their children joining a group.
- Nurture staff support parents in the form of meetings and updates, giving appropriate advice and strategies to support their child.

- Parents are invited to the child's last session to celebrate their success.

## **6. IDENTIFICATION AND SELECTION PROCESS**

We are here for everyone, and it is important to us that we are able to offer every child and family within our school support through our team.

### **Staff Identification**

Referral sheets are completed by staff for each year group at the beginning of each term. Additional children can also be referred throughout the term as and when needed. Through discussions, observations and the use of Boxall profiles and SDQ's a decision is made about which children would benefit from support.

### **Parental Identification**

Parents can request additional support for their child. This might be following a change at home e.g. separation, bereavement, illness, challenging behaviours at home, sleep and bedtime routines. Working closely with our parents is the key to us being able to offer the support everyone needs.

## **7. Structure of the nurture group**

The nurture group is well structured with predictable routines to ensure the children feel safe and secure to enable them to feel relaxed. A homely feel is created so that the children can develop their skills both socially and emotionally.

- Our nurture practitioners follow the 100 minute model. The session takes place once a week.
- The sessions run for 10 weeks. This allows time for assessment before and after the sessions during each term.
- We are mindful that transition back to the classroom can be tricky for some, therefore sessions end at lunchtime and at the end of the school day.
- Each session consists of : Sharing feelings, circle time/sharing news, a planned activity, a shared snack, child led play and time to reflect and reward each child at the end of each session.

- Rewards in the nurture group are consistent and consist of stickers and certificates to acknowledge their achievements.
- Feedback is shared with parents and staff if further interventions/concerns are noticed during their child's sessions.

## **8. Monitoring**

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

- A boxall profile is completed by each teaching team.
- This informs the planning of sessions for nurture staff.
- Children are observed throughout play during sessions.
- The nurture lead tracks Boxall and SDQ assessments against academic achievements termly. This is shared with the senior leadership team and the school governing body.

## **9.Policies**

This policy links to the following policies and should be read in conjunction with them.

- SEND
- Our wellbeing policy
- Safeguarding and Child Protection
- SPARKS Good Behaviour and Discipline Policy
- Complaints Procedure