

Crestwood Park Primary School Nurture Provision





Who's who...

- Mrs Sue Priest- Pastoral Lead and Nurture Practitioner
- Mrs Kathryn Jeavons Pastoral support and Nurture practitioner
- Mr Adam Barnett- Forest school leader, Pastoral Support and Nurture practitioner
- Ellen Williams – Pastoral support
- Pastoral Buddies

'The Meadow'



'The Cosy Cave'



How our nurture provision has developed...

2016

Nurture provision extended further with the appointment of a full time Pastoral lead and 3 additional members of staff.



Easter 2019
Our resident budgies- Frank and Beryl- joined the Nurture team!

2020

A part time member of the Nurture team became the second full time member of the team.

September 2023

Following the pandemic more children were identified with anxiety, leading to sensory needs. After looking at our provision we are now in the process of developing a sensory room.

2013

Nurture sessions began with one member of staff.

2014

A second member of staff joined the Nurture team, part time.



June 2019

Our Nurture space was extended giving us a purpose built Nurture room and creating 2 separate areas.

2020

COVID came along, when school was up and running we continued with nurture in bubbles.



2021-2024

Nurture & Resilience Project



Identifying Children for Nurture Groups and Additional Support

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.

Children

Children can refer themselves by recognising a need and chatting with their trusted adult. This information is then passed onto the team and further assessments take place.

Staff Identification

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

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.

External Agencies

We also work with identified children offering support alongside external agencies.



What is Nurture and why do we run Nurture groups?

The Six principles of Nurture

1. Our learning is understood developmentally

We are all individuals and not everyone learns at the same time or rate. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.

2. The classroom offers a safe base

School should be a calm, safe environment for everyone. The nurture group is organised around a structured period of time with predictable routines. Adults are reliable and consistent in their approach to the children.

3. The importance of nurture for the development of wellbeing

In a nurture group 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play /talking about events and feelings. Nurture involves listening and responding. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; building self-esteem, resilience and confidence

4. Language is a vital means of communication

What we say to people tells them a lot about us and how we're feeling. Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups the informal opportunities for talking and sharing, e.g. welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

5. All behaviour is communication

It's not always easy to express how we feel in words. The way we behave towards other people says a lot about how we're feeling.

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development, what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

6. The importance of transition in our lives

Change happens all of the time. It can be exciting but it can also be scary. The nurture group helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Support for Our Children

Nurture Groups



Nurture groups follow the 100 Minute Model and are always run by two Nurture practitioners.

How will Nurture help your child?

“To nurture means to care for and protect something or someone while it is growing.”

- Helps to develop **social** and **emotional skills**.
- Builds **resilience**, independence and self-esteem.
- Support children during periods of transition or change in circumstances.
- Opportunities to talk about and understand their feelings
- To experience and practice the development of positive relationships

Does this mean my child is naughty?

No. These sessions are to help children understand and manage their feelings, build positive relationships, manage situations and increase their skills to become more successful learners

In the classroom
To express how they are feeling.
To engage.
To settle.
To listen.
To concentrate.
To share and take turns.
To accept losing a game.
To build friendships with their classmates.



Additional support for children through the Nurture Base – “The Meadow”.



Morning Support

Soft Starts
“Touch base”
Breakfast
Calming activities

1:1 Sessions

To meet a variety of needs,
including bereavement, LAC,
self-esteem, domestic
violence, anxiety etc.

Sibling Groups

To support and develop
positive relationships.

Small Groups

Social skills, friendship and
confidence groups.



Lunchtimes in the Nurture Room!

- ❖ The Meadow welcomes children daily for lunch and offers a quieter environment with a homely feel.
- ❖ Our Cosy Cave which is our new sensory room offers a place where children can be supported to regulate their emotions.
- ❖ Activities and games are available.
- ❖ Pastoral buddies support children during lunchtime.
- ❖ Our provision also supports our children with attachment needs, as it is a time where we can check in.
- ❖ Children can also drop in if they need to chat.
- ❖ Pastoral folders are kept in each classroom. Members of staff will note if a parent/carer has passed on information which might affect their child emotionally or if there is anything else that they may need to make us aware of. Lunchtime staff are also trained to recognise and support emotional wellbeing and will direct children to The Meadow when needed.



Support for Parents and Families

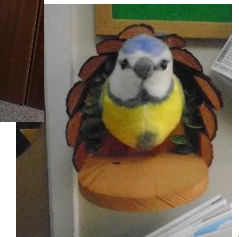
Supporting parents is vital so that our children can be supported in the best way. Staff work hard to build strong, supportive relationships with parents and families.

- ❖ Communication is vital and we operate an open door policy, parents can contact the Pastoral team via telephone, email or face to face.
- ❖ Advice and support is offered when needed.
- ❖ Activity sessions are provided with their children to celebrate their achievements.
- ❖ Time is dedicated weekly for parental telephone calls and face to face support.
- ❖ Parents are directed to supportive information via our weekly newsletter.
- ❖ We are available during Parents Evenings so that parents can discuss progress and any worries or concerns.
- ❖ We signpost parents to outside agencies when we feel additional support is needed.

Supporting Staff

- Drop in and regular support sessions.
- Staff surveys
- INSET training
- Staff meetings
- Clear referrals/assessment process
- Open door policy for staff
- Staff supervision
- Guidance and regular feedback for our children

- ❖ Use of The Meadow by classroom staff on Fridays for individuals or groups of children.
- ❖ Supporting whole school emotional literacy through the Pastoral Team - All children were able to visit The Meadow in groups during to learn about their Survival Animals and strategies they can use to tame them. This resource was provided by Beacon House and has been implemented throughout school, with displays in all classrooms.
- ❖ Extension of the Nurture base into the classroom- calm areas, emotional literacy displays, sensory resources, transitional objects (nurture team/home), worry monsters, joy jars.
- ❖ Whole school wellbeing days, with the Nurture room being used for group activities. Each half term The Pastoral Team visit each classroom to run a mini workshop to remind children about ways they can support their emotional and physical wellbeing.
- ❖ After school clubs.



What our children had to say!

"I can just come and talk when I need to and if things get too noisy or busy I know I can come here and it's calm" Yr6

"In the soft room, I feel calm and I can take my shoes off and I am with you and it makes me happy". Yr2

I feel proud to look after the birds and I like it as well because I get to come each morning to see you
Yr4

"When I have a worry they sort it and believe me and it makes me feel happy and relaxed." Yr3

"I love it in here it feels like I'm in my house and it feels like I'm with my Mum." Yr1

"Whenever I am sad and I have no one to talk to I can come here and I know I have someone to talk to and who will help me." Yr4

"Sometimes I feel shy and I don't like to talk in the classroom but when I have Little Buddies it helps me not to worry so much about it and I don't feel so shy to talk or put my hand up." Yr3

"Sometimes I come and I like to just get a blanket and get in the tent or a pod, It helps me if I'm feeling sad or angry and when I feel better I can talk to someone." Yr 6

"I like being here at lunchtime because its quiet and not as many people. I come here sometimes when I fall out with my friends and I'm feeling angry and it helps me feel calm for when I have to go back to the classroom."Yr6

What Parents have to say about our Nurture Provision

As a parent of a child who uses the Nurture room daily I cannot thank staff enough for all the help and support my son has, it has been such a big help to him and my family A wonderful calm space with support for children to express themselves.

My daughter loves going to the Nurture room, it has made her more confident talking to people and she will now ask for help and it gives her a space to go to when she needs it.

It has really helped her to build friendships which is something she has struggled to do as she is quite shy.

You help to support our whole family and my children know they have somewhere in school they can go to and when I need to speak to staff they always make time and listen. It feels like a family.

The nurture room is amazing, I cannot thank staff enough for everything they do. My child really enjoys his time in nurture, I know it helps him every day.

It has worked wonders, I have seen a big difference in her behaviour and I love the way parents get invited to get involved too. She looks forward to it every week,

It has been a great support to my son who struggles with many social and emotional issues. They have been a comfort and support to him. He trusts them and this has helped him to settle at school. The fact that parents can get involved too is great.

Having a calm space and small groups has helped her cope better in the classroom. She has thoroughly enjoyed and benefitted from the experience.

It has helped her understand that problems are often easily overcome by sharing them and it has helped with her anxiety, recognise her feelings and given her skills to work through them. I can't speak highly enough of the team.

It has helped ease the problem of getting her through the door on a morning and I am certain that if it wasn't for the time she spent with the team she would still be unhappy.

My son has really benefitted from the support and understanding of his situation. It has given him the confidence to share his feelings and know how to manage them.

What our staff had to say about the impact of our Nurture provision

- Better coping strategies and a safe space to go where staff are able to spend the time that is needed , as this cannot always easily be done in the classroom.
- I have seen a big improvement this year with my class. The children have really come on in managing their emotions and it has also given them the confidence to talk to other staff and children. Seeing the children around school you can see the impact it has had.
- It's reassuring to know that the team are on hand to support particular children. As teachers, certain topics like bereavement and domestic violence are not our area of expertise so it is comforting to have a team available to ensure our children are given what they need.
- I feel that the team not only ensures the wellbeing of our children but staff as well. Thank you for being such a support to my class and myself.
- The children returning from the Nurture room come back beaming with confidence and show more resilience.
- Children enjoy going to you at breaktimes and they come back happier.
- A wonderful impact throughout school and the children know who they can go to for that extra bit of support.
- They come back to class with strategies they can use and are now willing to pop their hand up and ask for help.
- My children really enjoy their sessions and I have seen a marked improvement in their confidence and behaviour.
- Children have the opportunity to open up and express themselves appropriately and they are more confident and able to build better friendships because of this.