

## Nurture Group Policy

Reviewed November 2017

### Rationale

At The Baird Primary Academy 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 Baird Primary Academy and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group (Hummingbirds) for key pupils to support their social and emotional development.

### Aims

Hummingbirds Class provides a modified curriculum in an environment 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

We aim to:

- 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.

### Referral and Entry Criteria

Initial concerns from a Class Teacher would be discussed informally with the SENCO. Pupils are then discussed at a weekly multi-disciplinary meeting. At this meeting, any concerns will be raised by the SENCO, and appropriate actions identified and put into place to address these concerns. It would generally be the case that a pupil who is identified for the nurture group would be discussed at this meeting and initial wave 2 interventions put into place to address any difficulties.

The following pupils would be considered for a place in the nurture group:

- Pupils who appear emotionally insecure – this may present as a lack of self-acceptance, low self-worth or a lack of trust.
- Pupils who are withdrawn and unresponsive.
- Pupils with poor social skills, who cannot share, are demanding or uncooperative.
- Pupils with a poor attention span.

- Pupils who demonstrate immature behaviour.
- Pupils who behave aggressively, impulsively or inappropriately in other ways.
- Pupils who find change upsetting.
- Pupils who appear unable to integrate into a mainstream classroom.

Should the concerns continue to exist, following wave 2 intervention, the Class Teacher will again liaise with the SENCO who will then consider whether the Nurture Group is the appropriate provision. If approved, observations will be completed by the Nurture Lead Practitioners and the Boxall Profile will be given to the teacher to complete. The Nurture Lead Practitioners will advise the SENCO whether nurture group is an appropriate provision and arrange a meeting with parents if appropriate. All meetings will be minuted.

### Assessment, Planning and Preparation

Prior to joining the group, all pupils are assessed using the Boxall Profile. From this, targets are developed by the Nurture Lead Practitioners, drawing on the information in the Boxall Profile as well as experience of the child's behaviour.

Boxall Profile assessment will be completed prior to joining the provision and termly to monitor progress, identify areas for development and indicate reintegration. For this reason, targets will be reviewed regularly and adapted as required, dependent on the changing needs of the pupil.

The Nurture Lead Practitioners will plan targets to focus on and evaluate each week with the child. This target will be familiar to the child and progress towards this target will be discussed at the end of each session. A copy of these targets will be sent to parents and discussed with them at meetings.

To support assessment, observations will be completed by the Nurture Lead Practitioners using the proformas in Appendix 1.

A log of the child's behaviour will be kept throughout their time in Hummingbirds Class to facilitate comparisons.

A range of nurture-based strategies will be used to support the pupils in developing their social and emotional learning. These may be as follows:

- Through a puppet or soft toy, the pupils will be introduced to the rules to follow to show good listening. They will be encouraged to demonstrate these rules for themselves and look for good listening in others.
- During talking and listening times, particularly during snack, the pupils will be encouraged to speak relevantly and to wait for their turn, replying to and complimenting others.
- Games and role play will be used to demonstrate behaviours such as fidgeting, distracting and being distracted.
- Puppets, masks, posters and other prompts will be used to encourage the pupils to reflect on how they feel, and on how they can affect the feelings of others.
- The pupils will be encouraged to quickly respond to instructions from all adults but also to operate independently when appropriate and to use their own initiative.
- Positive praise will be used constantly and at every opportunity to encourage the pupils and 'smilies' will be awarded to enable them to feel a sense of success.
- Reflection on the week's achievements regarding their targets will enable the pupils to monitor their own progress.

The Nurture Lead Practitioners will be given one full afternoon per week to plan for the provision, prepare resources and keep up to date with record keeping. Occasional additional sessions may be allocated in discussion with the Principal.

## Day-to-Day Operation

At present the Nurture Provision operates every morning from 9.30am to 12.00pm, catering for 8 to 12 pupils. Pupils are collected and returned by the two Nurture Lead Practitioners from their classes.

To ensure that social behaviours are effectively modelled, the Nurture Group is always staffed by two members of staff, both of whom are qualified by the Nurture Group Network in 'The Theory and Practice of Nurture Groups.'

In the rare event of staff absence, the Principal will make the decision, dependent on the needs of the pupils and the availability of other staff, as to whether to use another member of the Inclusion Team (who is well known to the pupils in the provision and trained specifically to support the needs of this provision) to support in the group for the day, or whether to close the provision for the day.

In the event of other staff being absent, the Nurture Lead Practitioners will not be called upon to cover absence. The Nurture Group timetable is non-negotiable and should be considered as sacrosanct.

The Nurture Class Lead Practitioners will have the opportunity to attend the termly Nurture Network Meetings, run by East Sussex. There will also be other opportunities for CPD, both internally and externally, for example from the Speech and Language Team at The Baird.

The Nurture Lead Practitioners are allocated an afternoon of PPA time. During this time, they will jointly plan for the following week, taking account of the pupils' progress so far towards their targets. Plans are annotated to show progress across the course of the week, using effective assessment for learning.

## The Involvement of Parents, Carers, Other Pupils and Staff

The Nurture Class Lead Practitioners will be available on the playground every morning between 8.45am and 9.00am for parents and carers to contact them and discuss any informal questions or concerns.

A leaflet will be sent to parents upon entry to the group, giving them information about the setting and answering any questions they may have. Parents will be invited into the setting regularly to discuss their child's progress and to understand how the setting works and is supporting the child's needs. Parents will also be invited to social events to interact with their child.

All staff will be invited by the pupils to visit the group to join them at snack time or for social events, to enable them to see nurture practice in operation.

Class Teachers of the pupils who attend Hummingbirds Class should attend snack time at least once per term to ensure they see nurture practice in operation and develop an effective relationship with the pupil. Termly meetings between the Nurture Lead Practitioners and the Class Teachers should 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 breakfast when they achieve their target ten times. These visits are carefully planned by the Nurture Lead Practitioners to ensure that they facilitate positive experiences for all involved.

Parent surveys will be completed, on a formal basis, termly to ensure that the views of parents are recorded. Informal viewpoints will be gathered daily through conversations with parents. Should parents require additional support from the Nurture Lead Practitioners, they are able to liaise with them every morning on the playground and request further meetings. The Nurture Lead Practitioners can support parents by providing reward charts or additional resources to support the child's development outside of school.

## Monitoring and Review

The progress of the individual pupils will be measured through the termly review of the Boxall Profile. This will be reviewed in conjunction with their general assessment data.

In addition, the Nurture Group Target Setting document will be used to measure the progress of pupils against individual targets (based on the Boxall Profile).

The Nurture Provision will be subject to regular monitoring in line with the SLT monitoring schedule.

## Reintegration

At The Baird Primary Academy, we place an emphasis on ensuring that the pupils within our nurture class are ready to be successfully reintegrated back into their mainstream class. If a pupil is not ready to be reintegrated, their time within the nurture setting will not be limited but this reintegration process will be defined by the child's development.

When the Nurture Practitioners feel that a child is ready to reintegrate back into the setting, using evidence from their Boxall Profile and consultation with their base class teacher, they will carry out an additional assessment of the child to further understand their strengths and development areas. From this point, a reintegration plan will be derived, focusing on a staggered reintegration to ensure success.

When the Nurture Lead Practitioners consider a child ready for reintegration, they will meet with the class teacher to discuss the pupil's readiness for reintegration. The 'Readiness for Reintegration' form will be completed at this point and an observation of the pupil will be completed in their base class. The Nurture Lead Practitioner will meet with the pupil's parent and a timetable for staggered reintegration will be planned and implemented.

A discussion with the child will determine the level of celebration when leaving the group and the pupil will be given the opportunity to invite other pupils or staff and parents to this event.

## Assessment of Reintegration Readiness (Appendix 3)

To assess reintegration readiness, we use the 'Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms' (Rebecca Doyle, Norfolk CC - BJSE vol 28, No3, September 2001) to assess our pupil's readiness for reintegration. This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

- ☑ Self-control and management of behaviour
- ☑ Social skills
- ☑ Self-awareness and confidence
- ☑ Skills for learning
- ☑ Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

- ☑ 1= rarely fulfils this criterion
- ☑ 2= sometimes fulfils this criterion
- ☑ 3= frequently fulfils this criterion
- ☑ 4= almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform future targets, track progress and inform planning for reintegration.

## Reintegration Process

Once the Nurture Practitioners have identified that a pupil is ready to be reintegrated back into their mainstream class, they will book a reintegration meeting with the class teacher.

During this meeting, the process for reintegration will be discussed and planned (using Appendix 4) to ensure that a smooth transition occurs. This plan will then be followed by all parties. A further follow-up meeting will be scheduled, once reintegration has occurred to review the child's progress and identify any further support that may be required (Appendix 5).

## Physical Intervention





Any pupil who is identified to attend the Nurture Provision, who has previously exhibited physically violent or aggressive behaviour, will have a risk assessment put into place. All staff and the pupil's parents will be informed of the risk assessment which will identify a range of de-escalation technique.

In the event of such behaviour, physical intervention would be used as a last resort, in line with The University of Brighton Academies Trust University of Brighton Academies Trust Physical Contact Policy. A record of any such intervention would be kept, using the appropriate form.







### The 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 training will be delivered for all staff. This will be supported by East Sussex's Education Support, Behaviour and Attendance Service (ESBAS).

### Appendix 1 – Short Observation Proforma

<b>Observation</b>		Name of Child (or children):	
Date:		Staff:	
Child's Current Target (linked to Boxall)			
Child Initiated Activity:		Adult Led Activity:	
Solitary Play	Small Group Play	Large Group Play	
Indoor Area	Outdoor Area		
Context:			
<b>Characteristics of Effective Learning</b>			
<p><b>Playing and Exploring (engagement)</b> </p> <p><b>Finding out and Exploring -</b> Shows curiosity/Uses senses/Engages in open-ended activities Shows particular interest</p> <p><b>Playing with What They Know -</b> Uses imagination to pretend, make believe, act out experiences</p> <p><b>Be Willing to Have a Go -</b> Has self belief/can do attitude Takes risks/takes on challenges/tries new things Work as part of a team/ Learns through trial and error</p>	<p><b>Active Learning (motivation)</b> </p> <p><b>Being involved and concentrating -</b> Maintains focus/Not easily distracted Pays attention to detail</p> <p><b>Keep on Trying -</b> Persevering/Persistent/Resilient/Energetic Self-belief <b>Enjoys achieving what they set out to do -</b> Shows pride Shows satisfaction in meeting goals and challenges</p>	<p><b>Creating And Thinking Critically (thinking)</b> </p> <p><b>Having their own ideas -</b> Thinks of ideas/Solves problems Chooses ways to do things</p> <p><b>Makes Links -</b> Notices links and patterns Predicts Test ideas/Explores cause and effect</p> <p><b>Chooses ways to do things -</b> Problem solves Plans approach Reviews approach/strategy Adapts ideas Collaborates Describes</p>	
Next Steps in Learning: (If applicable)			
			

### Appendix 2 – Long Observation Proforma

<b>Observation</b>		Name of Child (or children):				
Date:		Staff:				
Child's Current Target (linked to Boxall)						
Child Initiated Activity:		Adult Led Activity:				
Solitary Play		Small Group Play	Large Group Play			
Indoor Area		Outdoor Area				
Context:						
<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Playing and Exploring (engagement)</b></p>  <p><b>Finding out and exploring</b> -          Shows curiosity, tries, investigates          Engages in open-ended activities          Shows persistence when it          Playing with what they know -          Uses imagination to pretend, make-believe, act out          enjoys toys  <b>Be Willing to Have a Go</b> -          Has self belief, can do attitude          Takes initiative on challenges/tries new things          Work as part of a team/ learns through trial and error</p> </td> <td style="vertical-align: top;"> <p><b>Active Learning (motivation)</b></p>  <p><b>Being involved and concentrating</b> -          Main focus is on, not easily distracted          Pays attention to detail  <b>Keep on Trying</b> -          Persevering/ persistence/ doesn't give up is          self belief  <b>Enjoys achieving what they set out to do</b> -          Shows pride          If new challenge to meeting goals and challenges</p> </td> <td style="vertical-align: top;"> <p><b>Creating And Thinking Critically (thinking)</b></p>  <p><b>Having their own ideas</b> -          Finds of ideas/solves problems          Chooses what to do things  <b>Makes Links</b> -          Notices links and patterns          Predicts  <b>Test ideas, explores cause and effect</b>  <b>Chooses ways to do things</b> -          Problem solver          Plans approach          Reviews approach/strategy          Adjusts ideas          Collaborates          Describes</p> </td> </tr> </table> <p><b>Next Steps in Learning:</b> (if applicable)</p>				<p><b>Playing and Exploring (engagement)</b></p>  <p><b>Finding out and exploring</b> -          Shows curiosity, tries, investigates          Engages in open-ended activities          Shows persistence when it          Playing with what they know -          Uses imagination to pretend, make-believe, act out          enjoys toys  <b>Be Willing to Have a Go</b> -          Has self belief, can do attitude          Takes initiative on challenges/tries new things          Work as part of a team/ learns through trial and error</p>	<p><b>Active Learning (motivation)</b></p>  <p><b>Being involved and concentrating</b> -          Main focus is on, not easily distracted          Pays attention to detail  <b>Keep on Trying</b> -          Persevering/ persistence/ doesn't give up is          self belief  <b>Enjoys achieving what they set out to do</b> -          Shows pride          If new challenge to meeting goals and challenges</p>	<p><b>Creating And Thinking Critically (thinking)</b></p>  <p><b>Having their own ideas</b> -          Finds of ideas/solves problems          Chooses what to do things  <b>Makes Links</b> -          Notices links and patterns          Predicts  <b>Test ideas, explores cause and effect</b>  <b>Chooses ways to do things</b> -          Problem solver          Plans approach          Reviews approach/strategy          Adjusts ideas          Collaborates          Describes</p>
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## 1. Self-Control and Management of Behaviour

Can accept discipline without argument or sulking	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointments with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
<b>Score</b>	<b>/52</b>			

## 2. Social Skills

Can cope with large numbers of people	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4
Interacts and plays in positive ways with peers	1	2	3	4
Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts playmates in distress	1	2	3	4
Chooses own friends and maintains reciprocal friendships	1	2	3	4
Makes and accepts normal physical contact with others	1	2	3	4
Accommodates other children who ask to join in an activity	1	2	3	4
Is self-reliant in managing own hygiene and basic needs	1	2	3	4
Shows genuine interest in the news and activities of another child	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name and with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil	1	2	3	4
Can take turns in question and answer sessions	1	2	3	4
<b>Score</b>	<b>/80</b>			



### 3. Self-awareness and confidence

Willing to ask for help	1	2	3	4
Can accept responsibility for actions without denial	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Can risk failure	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
Contributes to class discussions	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc	1	2	3	4
Participates in large class activities e.g. dance, role plays, performances, etc	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc	1	2	3	4
Shows pride in achievements and presentation of work	1	2	3	4
Has self-esteem for self	1	2	3	4
<b>Score</b>	<b>/52</b>			

#### 4. Skills for learning

Can work alone without constant attention for brief periods	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them	1	2	3	4
Understands the structure of the day	1	2	3	4
Understands the role of the teacher and other adults in the room	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise him/herself if help is not immediately available	1	2	3	4
Responds appropriately to personal request from teacher	1	2	3	4
Will work alongside another pupil without attempting any distractions	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Shows a willingness to improve own literacy and numeracy	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks	1	2	3	4
Does not get up and wander around the classroom without a purpose	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Is willing to try complete a task independently	1	2	3	4
Pays attentions to class discussion and instructions	1	2	3	4
<b>Score</b>	<b>/84</b>			

## 5. Approach to learning

Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to be reintegrated	1	2	3	4
Has parental support	1	2	3	4
Is courteous, and shows positive attitude towards staff	1	2	3	4
Can show an interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
<b>Score</b>	<b>/44</b>			

Record of progress

Pupil name:

Date of Birth:

Does their attachment profile (from their Boxall profile – linking attachments, emotions, behaviour and learning) suggest some learning loss which may also affect scores?

Start date in Nurture Group:

Date	Colour pen
Date	Colour pen
Date	Colour pen
Date	Colour pen

100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					
Score in each area of learning	Self-control	Social skills	Self-awareness	Skills for learning	Approach to learning

## Appendix 4 - Reintegration Planning Meeting

Pupil Name:	Date of Birth:
Present:	
What is currently working well:	

Summary of Discussions	Next Actions	By who?
Preparing pupil:		
Preparing parents/carers:		
Preparing receiving staff:		
Arrangements for arrival:		
Transition timetable:		
Additional information/comments:		
Date of follow-up reintegration review meeting:		

## Appendix 5 – Reintegration Review Meeting

Pupil Name:	Date of Birth:
Present:	

### Has the pupil settled?

Class Teacher views:
Nurture Practitioner views:
Pupil views:
Parent Views:
Changes/additions to reintegration plan and additional support arrangements agreed:
Other information/comments:
Date of next reintegration review (if required):