



## **Pattishall C.E Primary School**

### **Nurture Group Policy**

#### **Rationale:**

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

#### **Aims:**

Rainbow Club 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:

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- 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.
- 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 with the SENCO at a class SEN meeting and recorded on an Initial Concerns form or ELSA request form.

For other LA schools, referrals are to be made through the SEMH panel.

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- Pupils who are withdrawn and unresponsive.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.

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- 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.

If Rainbow club is considered appropriate, observations will be completed by the Nurture Lead Practitioners and the Boxall Profile or Strength and Difficulties questionnaire will be given to the teacher to complete.

### **Assessment, Planning and Preparation**

From the Boxall or Strength and Difficulties Questionnaire, targets are developed by the Nurture Lead Practitioners, drawing on the information, as well as experience of the child's behaviour. The assessments will be completed prior to the child joining the provision, and again each term 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. These targets will go onto a 'Target leaf' and will be shared with class teacher and SENCO. A log of the child's ongoing progress is kept in their 'Rainbow book'

Activities to achieve progress towards targets can be:

- 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.

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- 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.

Pupils attending our Rainbow Nurture Provision from other schools will be asked to provide:

- Parental consent
- IEP's, PHP, behaviour support plans
- Behaviour and safeguarding policies
- Completed Boxall half termly
- Transport to and from the setting
- Emergency contact details and medical information
- Updates relating to any significant changes in the child's life/ circumstances

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## **Day-to-Day Operation**

At present the Nurture Provision operates Tuesday to Thursday 9.15am to 11:45, catering for 6 – 8 children.

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 staffed by two members of staff. The lead practitioner has attended Nurture Group Network training 'The Theory and Practice of Nurture Groups'. Other school settings sending children to our Nurture Provision are expected to send a member of staff to the setting at least once per week to ensure consistency of approach.

In the rare event of staff absence, the Headteacher 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.

Any safe-guarding concerns must be raised with a DSL immediately and staff will respond in line with our safe-guarding policy.

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

The Nurture Class Lead Practitioners will be available to meet with parents on request and will attend a termly Nurture and SEN drop-in coffee mornings for parents. Before a child starts attending the setting, signed consent will be received.

Parents will 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

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social events, to enable them to see nurture practice in operation. The SENCO and Nurture Practitioners will meet regularly to review the needs of the children.

Parent surveys will be completed, on a formal basis, termly to ensure that the views of parents are recorded.

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

### **Graduation and Reintegration**

At Pattishall Primary School, 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 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. 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 1)**

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

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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.

### **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 and a positive handling plan. In the event of such behaviour, physical intervention would be used as a last resort. A record of any such intervention would be kept, using the appropriate form and school staff and parents will be informed.

### **Disclosure**

In working with children, we become trusted adults – especially within a nurturing environment where communication and emotional regulation is at the core. Should a child disclose anything that is of concern, during their session time, Pattishall CE Primary School will follow their Child Protection Procedures:

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- TED (tell me, explain, describe)
- Informing a DSL (unless FGM, then 999)
- Cause for Concern form (found in the staffroom)
- Decision over course of action e.g.: monitoring the situation, calling the MASH or speaking with the parent.

Once these steps have been followed, the DSL at Pattishall will call the DSL at the home school to inform them of what has happened. The Cause for Concern form will then be sent over to the home school to be stored within their records. Pattishall CE Primary will keep a Rainbow Club overview sheet, but will not retain individual CP files.

#### **Linked Policies:**

- Child protection
- Inclusion
- Behaviour
- Intimate care
- GDPR
- Retention document

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