

Nurture Statement of Intent:

When students are a part of the Nurture group, the main aims are to make them feel comfortable, content, safe and have a sense of belonging within a group. Because of this, Nurture sessions are tailored to the needs of the students on a daily and sometimes hourly basis. This means that staff working within Nurture have to know the students well and be flexible with their approach. In the Nurture group we focus on the six principles of Nurture:

1. Children's learning is understood developmentally – Children are not held under regular expectations; they are mostly assessed via their developmental progress using the Boxall profiles and the assessment criteria developed specifically for the group.
2. The classroom offers a safe base – The Nurture base offers a calm and safe environment. Staff in Nurture are reliable and work with students regularly and in a consistent manner to ensure students feel safe and secure and can express how they feel openly.
3. The importance of nurture for the development of wellbeing – In the Nurture base and Nurture group, we talk about everything from the hobbies that students have to meal times to worries and stresses that they may be experiencing. Small achievements are noticed and praised in a way that is positive for the individual and we reinforce positive behaviour.
4. Language is a vital means of communication – In the Nurture group, we do talk about everything, especially feelings and how they trigger certain behaviours. Depending on the individual, a particular member of staff is directed to speak with a student who is having issues or who is going into crisis to ensure they come back into the classroom (if possible) and work through understanding behaviours, and/or the correct support is sought out. Although some students don't always use language as their main form of communication if they go into crisis, we can normally bring students back around and get them settled through speaking with them about what has happened and how we can turn it around.
5. All behaviour is communication – whether students are displaying unwanted behaviour or unusual behaviour, staff who work with the Nurture group know the students well enough to know what is 'normal' and 'irregular' for that particular individual. Staff can generally notice within a few minutes if there is something bothering a student and are able to deal with any issues, talk with the student or seek further advice.
6. The importance of transition in children's lives – In the Nurture group a little extra is given to students who are going through transition making links with their new class/teacher/the secondary school and providing extra visits where necessary.

Nurture Subject Statement: By the end of Key Stage 2, we aim to have helped children develop in a wholesome way and improve behaviour once they have an understanding of why they might sometimes display undesirable behaviours. We aim for students to be well-rounded members of a community who are able to use strategies to deal with obstacles/situations.

Subject Intent: students are encouraged to engage in activities either 1:1 or small group depending on their needs. Sessions that takes place to build up their self-confidence and self-esteem.

Nurture Implementation Statement

In order to fully implement the six principles of Nurture and to implement the behaviours and actions that are desirable by our students, staff who work in Nurture work closely with the students to understand their development and their needs so that key areas can be focused on and targets can be worked towards. In addition, staff model functional and acceptable communication and relationships with one another and with other students. We also emphasise the importance of making mistakes but rectifying the mistakes without meltdowns and with problem solving and discussion with team mates and the rest of the class if it cannot be fixed alone. By doing this, we show students in the Nurture group how to succeed even when things do not always go to plan. Problem solving is a key area of nurture and teaches students that not everything is going to go to plan and that we need to build resilience. In Lego Therapy, students are encouraged to work together, be resilient and not give up at the first sign of something not working immediately.

Boxhall profiles are used to assess the needs of individual children who require a block of sessions and this enables Nurture staff to plan which activity would benefit them the most. If a child requires a one off or a few sessions, then Nurture staff will discuss the problem with the class teacher and decide whether a small group session or 1:1 is suitable. Records are kept of each child who attends Nurture.