

Balmalloch Primary School and Nursery Class



Nurture Group Policy



responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Introduction

- * Our nurture groups/individual support provides a modified curriculum in an environment based on the principles advocated by Marion Bennathan and Marjorie Boxall.
- * Our nurture support programme provides interventions for those pupils who are finding it difficult to access learning fully successfully. This may be due to a spectrum of barriers, with a particular focus on emotional support in our education recovery phase.
- * Pupils meet with the nurture teacher in small 'class bubble' groups or on an individual basis, following current government advice and school mitigations.
- * Nurture provision is open to pupils from P1 to P7.

Our aims

- * To have a predictable, calm and purposeful environment and timetable, free from curriculum pressures.
- * To develop self-esteem, social skills and resilience.
- * To develop relationships between adults and children, building trust, confidence and reliability.
- * To develop responsibility for self and others.
- * To help children learn appropriate behaviour.
- * To help children learn to make decisions and good choices through understanding the consequences of certain ways of behaving.
- * To work in partnership with parents and teachers to achieve consistency of approach at home and school.
- * To provide ongoing assessment using; Goodman's Strengths and Difficulties Questionnaire (profile) and where appropriate Boxall Profile.

Inclusive practice

In nurture support we recognise that every child matters and aim to respond to each child's needs based on the SHANARRI indicators. Consideration is given to:

- * Cultural background;
- * Life experiences;
- * Strengths;
- * Communication needs;
- * Emotional and social needs;
- * Developmental needs;
- * Physical needs;

Setting

Nurture work is carried out in two locations;

1. Nurture room – class base set for support work.
2. Courtyard garden area adjoining the nurture room and the wider school grounds.

The facility provides space for formal work, play and a quiet area. Government guidelines and school mitigations are strictly adhered to and enhanced cleaning is undertaken between each bubble attending.

The role of the adult worker

- * The role of the adult worker is to sustain nurturing relationships with the children who attend.
- * Adults should be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
- * They need to recognise that it is through a positive and affirming relationship that children can perceive themselves as worthwhile.

Activities

- * The nurture group provides a modified curriculum based on HWB indicators and is suited to the children's needs.
- * The group sessions are divided into small chunks of time with each activity serving a clear purpose.
- * Each session offers the security of a consistent and familiar structure that is set to match the needs of each group/individual.

Example of the Nurture Experience Format:

- * Greetings ritual;
- * Circle time activity;
- * Designated activity of the day;
- * Social time – usually a table based snack and a drink, children help to set up and clear up.
- * Ending ritual.

Activities are weighted towards the children's PSHE development.

Activities are designed to offer children criteria for doing well and achieving success.

Drawing and Talking

Drawing and talking is a gentle, non-intrusive method of working with children who need a little help to support their emotional and learning needs. Drawing and Talking provides an effective child-centred therapeutic play work approach.

This support is set over 12 sessions. Children are invited to attend one 30-minute session per week. A trained member of the school staff team conducts these sessions.

The purpose of the method is to draw with a person with whom the child feels comfortable. The trusted person will ask a number of non-intrusive questions about the drawing the child has chosen to produce. This work is carried out safely and non-intrusively, with respect for the pace and state of being of each individual.

Referral

Referral for children to participate in nurture support programmes:

- * Those who appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust.
- * Children who are withdrawn and unresponsive.
- * Children with poor social skills, who find difficulty sharing, co-operating, participating or engaging.
- * Children with a limited attention span.
- * Children who demonstrate immature behaviour for their age and stage.
- * Children who find change upsetting and challenging.

Referral procedure

Referrals can be made for support as required and this is done in partnership with parents/carers. Currently, there are restrictions on response time given due to restrictions linked to the COVID-19 pandemic.

- * Teachers will be asked to complete an initial assessment of the individual pupils needs using Goodman's 'Strengths and Difficulties' questionnaire.
- * The nurture teacher will score and compile the results, and these will identify main areas of development and focus for each individual child.
- * If a decision is made to invite a child to join a nurture support programme, a letter will be sent home to inform their parents/carers and seek their consent.
- * Children will be either offered a place within a group or an individual programme.

Assessment

- * Initial assessment – Goodman's profile (Teacher).
- * End of programme assessment – Repeat of Goodman's profile (Teacher).
- * Boxall profile will be used if it is felt to be necessary for a more in-depth profile.
- * Targets and success will be discussed with children. Success criteria will be based on individual need.
- * Children will be asked to complete an evaluation of their experience.
- * Nurture teacher will provide a short written report at the end of a nurture block outlining areas of focus, development and success and where appropriate next steps.

These reports will be included in Latest and Best jotters, supporting partnership working with families.

Partnership with parents/carers

- * We recognise the importance of involving parents/carers of a child in their education.
- * Each parent/carer receives a copy of our letter explaining the principles of nurture, and what we do. Parents also receive an outline of the programme of work that will be undertaken with their child, including an example day.
- * We continue to develop the use of parent questionnaire and evaluations.

Balmalloch P.S. Health and Well-being Working Group

Kate Patrick

September, 2020

Scheduled Review: March 2021