Policy for Nurture

Document Status			
Date of Next Review	September 2025	**Responsibility**	~~Full Governors~~
Success Criteria for review completion		**Responsibility**	Mrs R Viney Assistant Headteacher Inclusion Signed: _Mrs R Viney_ Mrs C Helm SENCo Signed: _C Helm_
Date of Policy Creation	July 2023		
Method of Communication: Website and through staff training			

Why Nurture in our school is important.

Most children start school with assumptions based on early experiences at home, with a capacity to enjoy learning. They are willing to try something new and can learn from their mistakes. They have developed expectations about how adults will behave: whether they will be helpful and interested or disapproving and easily angry. Most children therefore enjoy the challenge of school and will be supported at home if difficulties arise.

However, sometimes there are children who arrive in school without having these necessary positive early experiences. This could be for many different reasons depending on their personal situation. For them, the complex activities and bustle of a large class can be overwhelming: they could be unable to listen or engage in what the teacher says, they could be easily distracted and quickly feel defeated. Some withdraw; others express their frustration by

aggressive or impulsive behaviour, more typically of their developmental rather than chronological age.

The Principles of Nurture.

Six important principles underpin the organisation and ethos of nurture within our school.

1.   **Children's learning is understood developmentally** – The foundations of learning begin at birth and develop through close relationships with others. Independence develops through dependence. Social empathy as well as learning develops from being thought about, valued and encouraged. Staff throughout the school respond to each child at whatever emotional or social age he/she appears to be at and with the appropriate degree of support and nurture. The quality of this response enables the child to flourish and succeed both emotionally and developmentally. Children's developmental progress is evidenced through a raft of assessments including the Boxall Profile

2.   **The Classroom offers a safe base** – We have a clear, structured routine of the day which helps to keep the children feel safe, with adults who are reliable and firm, providing security and reassurance. Children can see adults working together and supporting each other creating a safe learning environment, which incorporates a balance of educational social and emotional platforms in which the children can learn new skills.

3.   **The importance of nurture for the development of wellbeing** – When you look in the dictionary at Nurture the definition states it means "to take care of, protect and feed someone or something... to help a person develop and be successful" so by definition as educators we are also nurturers. Nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, eating, providing and sharing meals, reading and talking about events, sensations and feelings. Children respond to being valued and being thought of as individuals.

4.   **Language is understood as a vital means of communication** – Language is more than a skill to be learnt, it is a way of putting feelings into words. Children who are the most vulnerable and therefore need nurturing the most will often 'act out' their feelings as they lack the vocabulary to describe and name how they feel. In a nurturing environment the informal opportunities for talking and sharing, e.g. the well-being check-in and the PSHE curriculum, where words are used instead of actions to express feelings and opportunities are created for extended conversations to understand the feelings of others are just as important as the more formal lessons teaching language skills.

2

5.   **All behaviour is communication** – 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 their feelings are understood this can help to diffuse difficult situations. The adult makes the links between the external/internal worlds of the child. This principle underlines the adult response to the children's often challenging or difficult behaviour. "Given what I already know about this child and their development, what is this child trying to tell me?"

6.   **Transitions are significant in the lives of the children** – On a daily basis there are numerous transitions that the child makes, e.g. to and from school, to and from lessons, the changeover of teachers, moving year group and schools. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support to express feelings and opportunities are created for extended conversations to understand the feelings of others are just as important as the more formal lessons teaching language skills.

We asked the pupils in school what the Six principles of Nurture means to them and they said;
- Different people learn at different stages
- The classroom is a happy, safe space to learn
- Our school is flooded with happiness which helps us to feel good
- We speak to each other in a kind way
- We can safely talk about our feelings
- Adults in school understand what we go through and help us with changes

Aims and objectives

- To increase inclusive practise for children with emotional, social and behavioural difficulties and to develop ways in which the school supports such children
- To facilitate a positive whole school ethos in line with the school behaviour management policy
- To raise the achievement of children with emotional, social and behavioural difficulties
- To raise the attendance of children with emotional, social and behavioural difficulties
- To increase joint working practices with parents, carers and outside agencies to form a more communitive approach within the school

- To increase parental involvement in supporting their children to develop a positive attitude in school

How we support nurture in our school

Our approaches and curriculum reflect our knowledge and understanding that all children learn and develop at different ages and stages. We encourage and offer children the opportunity to talk about their thoughts and feelings regularly, our staff have regular CPD to enable them the skills to be able to co-regulate children effectively in times of distress. As a school, we are aware that transitions can be difficult for children, we offer carefully planned and managed transition plans for children within school. We track the social and emotional needs of the children through the use of the Boxall Profile, so that we can support them in all their identified areas of need. We use a consistent approach to behaviour, which includes positive restorative practise, positive reinforcement and nurturing opportunities to encourage children to recognise and manage their emotions positively.

Involving parents and carers

- Parental support is vital to the child's progress both academically and emotionally.
- Parents and carers are valued as parts of the school community because we recognise they sometimes need support too.
- Communication between staff and parents is crucial.
- Parents are fully involved and are consulted about how we can best meet their child's needs through nurture

Northstead Nurture Hub

We have a Northstead Nurture Hub, which offers a bespoke learning environment to meet the needs of identified pupils. Within this, the provision focuses on Nurture, Boxall and Thrive approaches to support children to progress through their individualised plans. Other provision includes Speech and Language Therapy, Occupational Therapy, Music, Sensory Processing Plans (provided by outside agencies and other professionals).