

Golden Flatts Primary School
Nurture Policy

<u>Contents</u>	<u>Page</u>
1. What is Nurture at Golden Flatts Primary School?	2
2. Aims and objectives	2
3. Staffing	2
4. Parental contact	3
5. Intervention Placement criteria	3
6. Monitoring	3
7. Monitoring and review	4

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1. What is Nurture at Golden Flatts Primary School?

Golden Flatts is accredited by the national nurture schools award. The school addresses the social, emotional and learning needs of pupils by providing the necessary help to remove the barriers to learning.

There is great emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting and warm environment that helps replace missing/distorted early nurturing experiences and helps pupils develop positive relationships with both teachers and peers.

The six principles of Nurture

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of well-being
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

2. Aims and objectives

Provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.

- To increase inclusive practice for children with emotional 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 pastoral policy.
- To develop awareness about the cause of behaviour and the effective management of behaviour problems in line with the school behaviour policy.
- To raise the achievement of children with emotional and behavioural difficulties.
- To increase joint working practices between school staff and outside agencies.
- To increase parental involvement in supporting their children and developing a positive attitude toward school.

3. Staffing

All staff are trained in trauma informed practice. The Head of School Lynnfield who oversees the running of the nurture group and has completed the four-day Nurture Network certificate course. The Head of School Golden Flatts operates the day to day running of nurture provision across the school. The staff operating emotional check ins and interventions are ELSA trained. A trained play therapist works alongside staff to provide 1:1 therapy, guidance and support and consultation with class teachers.

- The staff are supported by the Heads of School, Assistant Head for Vulnerable Pupils and Class Teachers
- Visits by other staff and outside agencies are carefully planned and need to give advanced warning if they are to access.
- Staff regularly liaise with mainstream school staff and outside agencies.

4. Parental contact

As a school we recognise the fundamental role parents and carers take in ensuring the best possible outcomes for their child. We understand that parents are the first and most important caregivers for a child and therefore seek to work in partnership.

- Initial informal discussion takes place with class teacher and parent regarding the concerns that school have surrounding a child's social and emotional wellbeing. Information is gathered on parental views and the child's home circumstances and parental views.
- The Play therapist will contact parents and carers first to gain consent for play therapy and will meet with them before starting therapy with their child.
- Staff support parents during non-contact time in the form of meetings, ad-hoc discussions at the start and end of the school day. To offer guidance, giving appropriate advice and interaction strategies.

5. Intervention Placement criteria

Interventions include:

- Play Therapy Support
- Emotional Check ins at set times of the day
- Nurture Lunch based in a home like environment in a small group
- ELSA intervention (Emotional Literacy Support) provided by fully trained staff
- Safe Spaces with bespoke reintegration plans
- Bespoke work with partner agencies such as Alliance to deliver programmes of support within groups, 1:1 and family support

Each child will be selected for intervention for individual reasons, criteria include;

- Child's class teacher expresses concern to SENDCO/Head of School Golden Flatts
- Boxall Profile is completed by class teacher, nurture lead and or other relevant adults who know the child well and concerns are highlighted
- Parents/Carers have expressed concerns in relation to social and/or emotional wellbeing for their child
- Bereavement or loss
- Unaddressed relational traumatic experiences in their life
- Concerns raised by outside agencies and parents are considered when selecting children.

Additional considerations for selection process:

- Siblings are already receiving intervention
- Priority to those children on the Special Educational Needs Register for Social Emotional and/or Mental Health

6. Monitoring

Monitoring of children's progress and the effectiveness of the nurture intervention is of paramount importance to maintain high standards of nurture provision.

- Children's progress is continually monitored
- Individual files are kept with copies of the Boxall profile
- Half termly meetings with nurture staff and class teachers are arranged to review class progress
- Nurture team complete Boxall Profile assessments half termly
- Regular meetings are held with nurture staff and SENDCO to review
- Head of school Golden Flatts regularly monitors and records the academic progress of children currently accessing nurture provision and those who previously.

Golden Flatts Primary School
Nurture Policy

- Observation of children in main class setting each half term to inform the boxall assessment
- Academic assessment in reading, writing and maths following the school's assessment policy

7. Monitoring and review

Review Date: September 2024

Reviewed by: K.McIntyre

Next Review Date: September 2025