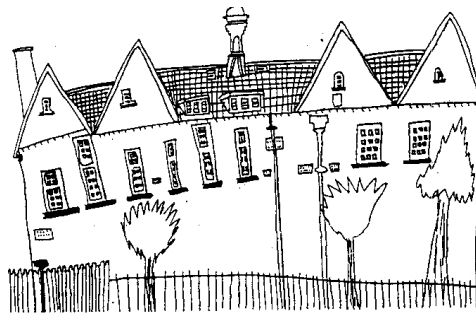


Letchmore Infants' And Nursery School Nurture Policy



October 2024

Review Date - October 2025

TOGETHER, MAY WE
GIVE OUR
CHILDREN THE
ROOTS TO GROW
AND THE WINGS
TO FLY.



TWO LITTLE BIRDS

At Letchmore we understand the importance of nurturing the individual needs of each child and offering a safe, predictable, and consistent environment. As a school, we recognise that positive relationships are key to both learning and well-being, which is at the heart of Nurture. We work in partnership with families to support their child's needs, remove any barriers and encourage positive home and school relationships.

At Letchmore we are passionate about continually updating and developing our Nurture and Inclusion provisions. Within our provisions we follow the Letchmore Value of '*Lets Inspire*' and embed **our school vision to provide a magical, inclusive community where all feel valued, nurtured, and inspired to become lifelong learners.**

What provision is in place for Nurture?

In 2020 we opened our first Nurture provision called 'The **Nest**', where we **Nurture, Educate, Support and Build Trust**. This classroom is now used for our Inclusion Hub.

In 2023 we have used some of our Pupil Premium Grant to run an additional space called 'Treetops' which is a safe place where we build on our: **T**rust, **R**elationships, **E**quity and Education, **E**motions, **T**ogetherness and tolerance, **O**pportunities, **P**ride and **S**ocial skills.

This is a safe place for identified children to experience Nurture breakfast, Pastoral interventions, family meetings, breakout space for children in crisis to regulate and a Nurture classroom for two days a week. We have developed this space as we recognise that in the past few years, and after a global pandemic there has been a rise in Social, Emotional, Mental Health amongst children and young people; around 1 in 6 children.

We have pet fishes which the children like to make up names for.

In addition, we would like to offer all children the opportunity to use Treetops throughout their time at Letchmore. This may be as part of our Nurture classroom, small group or 1:1 intervention or as a whole class story/activity.

What is a Nurture classroom?

A Nurture classroom is a temporary alternative provision in the school setting where the children can explore their emotions and understanding of the world in a relaxed environment with a small group of children. They are designed to address the social and emotional needs that can impact on children's learning and well-being. Children accessing Treetops provision, will be assessed using the Boxall Profile which will identify their individual and specific needs.

Here are a few photos of the Nurture provision:



These are very similar to the children's own classrooms. We have ensured we have areas of quiet space, learning and replicating home environments. We have a risk assessment in place due to having electronic facilities that are hot such as a toaster and a kettle. This was suggested to promote a home-like feel and showing the social aspect of home and school.

The Six Principles of Nurture

These six principles are from NurtureUK. These are shared in blue below and the green shows how we would share these in a child friendly way.

1. Children's learning is understood developmentally.

Through this principle practitioners understand that children develop at their own pace and in their own ways.

We all learn in our own way and in our own time.

2. The classroom offers a safe base.

The classroom and school offer a safe place for children where they feel secure. Children feel comfortable in their surroundings.

Our school is a safe place to be.

3. The importance of nurture for the development of self-esteem.

Our school vision celebrates children to build self-esteem by making each child feel valued, nurtured, and inspired to become life-long learners.

We believe in ourselves.

4. Language as vital means of communication.

Language is understood as a way for children to communicate their feelings and emotions. Children will be supported to develop emotional literacy and communicating how they are feeling.

We use our words to talk about how we feel.

5. All behaviour is communication.

An understanding that challenging behaviours are often a child's way of trying to communicate their emotions. They could be displaying their frustration, tiredness, or excitement for example. It is important that we respond in a supportive and restorative way.

Our behaviour can show how we are feeling.

6. The importance of transition in children's lives.

Transitions can be challenging at times for children. This includes big transitions such as moving class, schools etc but also small everyday transitions that children may experience. This could be one activity to another or a change of teachers.

We can cope with changes in our lives.

For further information regarding the six principles please use:

<https://www.nurtureuk.org/the-six-principles-of-nurture/>

Staffing

Treetops is staffed by a Nurture lead/Teacher and a Nurture Assistant who have completed the Nurture UK training. If a member of staff is absent, we will aim to cover this within the Nurture team where possible.

Miss Paige Hewett (Nurture Teacher)



I am a qualified teacher who has recently qualified as a SENCo and Nurture Teacher. I am also a deputy DSL. I work closely with the Inclusion and Pastoral teams. I have worked at Letchmore for 7 years and have been a Year 1 teacher for 5. I have the privilege of Leading and teaching in Treetops. It is important to understand all children learn at their own pace and in their own way. Therefore, incorporating learning activities for all types of learners. I am passionate in continuing to develop our Nurture and Inclusion provision here at Letchmore to support all pupils in engaging with their learning and building positive experiences in school to become lifelong learners.

Places you will often find me: Robin room, Treetops and on the Office gate!

Mrs Sally Dukes (Nurture assistant)



I am the Pastoral Lead, Mental Health and well-being deputy and a DSL. I have worked with children for over 30 years. My passion has always been to support children with SEMH and behaviour. I understand the importance of building partnerships with parents/carers and enjoy welcoming and supporting them, so they feel comfortable and valued within the school community.

I have built the foundations for Nurture at Letchmore and created the 'Nest' which is a safe place for children to talk about their feelings. I am excited to be part of the Nurture classroom, Treetops.

Places you will often find me: The Nest, Robin room, Treetops and on the main gate!

Miss Natalie Grant (Nurture assistant)



I am pastoral support assistant, working alongside Mrs Dukes to tailor make individual and group interventions adapted to each child's needs. I have recently completed ELSA training and I am now an ELSA teaching assistant. I am qualified in drawing and talking therapy. I support children in all year groups across the school. I have previously been classroom based as 1:1 and a TA. I have a passion for promoting all things nurture and inclusion.

Places you will often find me: The Nest, Treetops and on the Office gate!

The Nurture staff's roles include:

<u>Roles</u>	<u>Nurture Teacher</u>	<u>Nurture assistants</u>
<ul style="list-style-type: none"> To be involved in the selection, assessment, and reintegration of pupils. 	<ul style="list-style-type: none"> ✓ To attend pupil progress meetings to discuss children. 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To maintain the Nurture principles and embed these across the school. 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To provide a carefully structured session where there is a balance of learning and teaching, warmth, and structure within a homely atmosphere. 	<ul style="list-style-type: none"> ✓ To regularly liaise with year group teachers. 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To organise and plan weekly activities considering individual needs and relating to Boxall Profile assessments/targets and outside professionals. 	<ul style="list-style-type: none"> ✓ To be in charge of planning weekly activities to share with Nurture staff. 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To plan and conduct activity work in partnership with parents/carers in the development of their child, including organising and running parent/carer sessions, coffee afternoons and visitors to the Nurture Classroom. 	<ul style="list-style-type: none"> ✓ To write letters for any activities/sessions for visitors. ✓ To discuss with SLT dates and add to whole school calendar. 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To support Nurture children on trips and whole school activities where appropriate. 	<ul style="list-style-type: none"> ✓ Create social stories linking to outings to support children. 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> Engage in regular communication between Nurture staff, teachers, teaching assistants and parents. 	<ul style="list-style-type: none"> ✓ To meet regularly with year group teachers. ✓ To attend parents' evenings. ✓ Hold weekly Nurture meetings to discuss planning, dates etc. 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To carry out all Nurture learning/work in line with the schools' policies and procedures. 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓
<ul style="list-style-type: none"> To liaise with other professionals when appropriate, including visits. 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓

How are children identified for Nurture?

Treetops classroom currently supports a range of children across Key Stage 1. Treetops classroom will be focusing on KS1 children. There will be 8 children attending the classroom. This will be on a half-term/termly basis. Children in the Early years of school are building the foundation for their future development and need time to settle into school routines. The identification process takes place throughout the children's time in Letchmore and across the school year. However, we have termly meetings with class teachers to discuss all children and if we feel the Nurture Classroom would support the child's SEMH they may be put forward for a Boxall Profile assessment. We then use these assessments to help us identify which children will be put forward to join Treetops.

What is the Boxall Profile?

The Boxall Profile is an assessment tool which provides a clear and personalised picture of a child's area of need within their social and emotional development. From this, three targets are set and reviewed every half term. However, we will adapt and change targets as and when we feel necessary. The Boxall Profile assessment is carried out at the beginning of a term to identify pupils and at the end of the term if they have been part of the Nurture classroom. Alongside the formal assessment process is the informal, daily assessments the Treetops staff will make.

How does a typical session operate in the Nurture classroom?

Children will arrive at Treetops at 9:15am on Tuesdays and Wednesdays. We feel it is best for children to spend the first part of the morning with their class to register and settle. Our sessions will begin at 9:15 - 12:30 and the children will have lunch with us in Treetops and then go outside onto the main playground to join their peers. The children will then register with their class in the afternoons and attend Treetops at 1:45-2:45.

Treetops classroom will mirror the learning taking place in the classroom to ensure children do not miss out on any vital learning. This learning will be tailored to the individual needs of the children, this allows children to discuss and question the tasks in more depth and at their own pace.

Throughout our time in Treetops, we incorporate and discuss the six principles of nurture in a child friendly way, as above.

During our sessions, emphasis is also placed upon friendship, sharing and collaboration. A typical session will consist of:

1. **Welcome** - time to greet one another, emotions check in and the timetable of the day. Each week we will focus on a new emotion and social script.
2. **Snack time** - this part of the morning aims to provide opportunities to develop social skills with peers and adults. Children take responsibilities for tasks relating to setting the table and serving food and drinks.
3. **Topic based input** - this is a curriculum-based activity that mirrors the learning taking place in class.
4. **Related activity and Continuous provision** - whole class or small group activities based on the topic input. The children will have time for continuous provision similar to their classrooms which will incorporate time outside. This is an important part of the session to develop children's collaboration, interactions, building relationships through play-based activities. We will also incorporate Boxall activities linking to the children's targets.
5. **Fine/Gross motor activity** - Some examples include handwriting, dough disco, throwing and catching, using the climbing frame, threading etc. **OR Mindfulness activity** - to support children in self-awareness and being able to take a few minutes each day to relax our bodies. Some examples include yoga, listening to music or different instruments, deep breathing, bubbles, and colouring. **We usually have fine/gross motor activities one day of the week and mindfulness on the second day.**
6. **Whole class reading** - We will read lots of books throughout our time in Treetops. However, we have two focus books each week which often relate to topics or our emotions of the week.
7. **Lunch** - this is a similar set up to snack time. Nurture staff will eat their lunch in Treetops with the children to model etiquette and social skills.
8. **Topic based input** - this is a curriculum-based activity that mirrors the learning taking place in class. The children then return to their classrooms for the end of the day to join in with whole class stories, discussions and getting ready for home time.

The involvement of Parents, Carers, Other Pupils and Staff

The Nurture staff will be in contact with parents and carers upon entry to the Nurture classroom, giving further information about the setting, answering any questions you may have and offer a show round of the classroom. We have a termly overview on our website which will be updated each half term to share what we will be learning each week.

Parents and carers, staff and other pupils may be invited by the pupils to visit Treetops for social events, activities, and snacks. The visits will be carefully planned by Treetops staff to ensure that they facilitate positive experiences for all involved.

The Nurture teacher will be in termly pupil progress meetings; to discuss children attending Treetops, give ideas and advice for whole class or individual strategies towards SEMH. The Nurture teacher will also meet regularly with class teachers to discuss learning, assessments, and targets.

The Nurture staff will be in contact with parents and carers throughout the child's time in Treetops. Parents and carers may be asked to complete surveys to ensure their views are recorded and to take on feedback towards our new Nurture classroom.

Pupil voice

Pupil voice is a valued and key in understanding our children and how they learn best, adapting to individual needs. We may complete pupil surveys to gain their views throughout their time in Treetops. Their opinions will be considered, and this can help to remove barriers to learning.

Risk assessment

Please see the attached risk assessment at the end of this policy - Appendix (a)

**“ COMING TOGETHER IS A
BEGINNING. KEEPING
TOGETHER IS PROGRESS.
WORKING TOGETHER IS
SUCCESS. ”**

- Henry Ford

Appendix (a)

Treetops – Nurture Classroom

GENERIC RISK ASSESSMENT		<i>Use of kettle and drinks and toaster</i>	
Establishment: Letchmore Infant and Nursery school	Assessment by: Miss Paige Hewett	Date: 12/10/2023	
Review Date: 1/9/24	Approved by:	Date:	



Hazard / Risk	Who is at Risk?	Initial Risk Rating	Normal Control Measures	Are Control Measures		Additional Control Measures <i>(to take account of local/individual circumstances).</i>	Residual Risk Rating
				In Place	Adequate		
Scalding	Pupils Adults	H	<p>Mugs will be used in the Nurture classroom as suggested in the training to show the social and home aspects of adults making hot drinks and drinking from mugs. Mugs will be placed high up away from children.</p> <p>Hot chocolate may be made on occasions for children but parents/carers will be asked for permission before this.</p> <p>Kettle Switch off, unplug, empty and store on board next to the sink. Once it is cooled, will be stored away in a cupboard. Staff use only.</p> <p>Toaster To be switched off, unplugged and once cooled stored in a cupboard. Staff use only, children supervised at all times. Wooden tongs available to use.</p>	Yes	Yes	<p>All staff to adhere to the control measures. Mugs to be placed next to the sink or on top of the creative station cupboard.</p> <p>Hot drinks can be made throughout the session by 1 adult, the other is to ensure children do not touch. The kettle will then be unplugged, emptied, rinsed with cold water and then put away in the cupboard.</p> <p>If using hot chocolate – this will be at a suitable temperature before giving to the children in small plastic cups.</p> <p>The toaster will be used by adults only and supervised at all times. To ensure health and safety wooden togs will be used to plate up food.</p> <p>Ensure all adults are aware of safety procedures.</p>	L
REVIEWED BY:				COMMENTS:			
DATE OF REVIEW:							