



Nurture Policy

Date updated – October 2019

Lead – Dawn Best

Status - Current

Prepared by – Dawn Best

Review date – October 2020 or
sooner if legislation is updated

Introduction

What Is Nurture?

The concept of nurture highlights the importance of social environments - who you're with, and not who you're born to - and its significant influence on behaviour and cognitive ability. Children and young people who have a good start in life have a whole host of advantages over those who don't have such positive experiences at home when they are little. They tend to do better at school, attend regularly, enjoy activities with friends and are significantly less likely to offend or experience problems with poor physical or mental health. A nurture setting offers an opportunity to learn the early nurturing experiences some children and young people have not experienced due to complex needs, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.

Best Futures extends the Nurture group principle across the whole school, and by doing so supports our vulnerable pupils.

The Six Principles Of Nurture

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

The Performance Indicators for Value Added Target Setting Profile

The Performance Indicators for Value Added Target Setting Profile is an invaluable resource for the assessment of children and young people's Personal, Social and Emotional Development. It fulfils our nurturing ethos by enabling staff to understand pupils developmentally and that all language is a vital means of communication.

PIVATS 5 is used to assess pupils during the first 6 weeks of attendance. A profile is established and next steps identified.

To ensure we apply Nurture approach to our work at Best Futures we:

- Ensure our classrooms are staffed by adults who have and promote a positive attitude towards parents/carers. All children are allocated a key worker to support and encourage their involvement in activities supportive of the nurture group programme
- Encourage multi-agency approaches to support children and parents

- Offer short or medium term placements, usually for between two and four terms, depending on the child's specific needs
- Ensures placements are determined on the basis of ongoing assessments using the Performance Indicators for Value Added Target Setting Profile and other appropriate curriculum, with the aim always being to return the child to full-time mainstream provision.
- Provide a warm, welcoming and educational environment, that incorporates aspects of both home and school and where children feel accepted and valued
- Provides opportunities for social learning through cooperation and play in a group
- Offer support for positive emotional, social and cognitive development at the level of need for each child, by responding to them in a developmentally appropriate way
- Places an emphasis on communication and language development through intensive interaction with adults and children

Staff Responsibilities

Teachers - Team Lead - Learning Mentors and Case worker

Responsibilities are:

- Liaison with outside agencies, Schools, Academies, Special Educational needs, Commissioned services and LA's.
- Monitoring and reviewing of pupil support plans and Education Health and Care plans.
- Involved in the plan, do and review and any assessment process for pupils.
- Curriculum development through a thematic approach using cornerstones differentiated to varying abilities with in groups.
- Supported by PSED development through the use of PIVATS 5 to assess and set targets
- To ensure National Curriculum differentiation supported with Cornerstones and PIVATS 5 to suit the needs of the pupil.

Learning Mentors

The learning mentors have a pastoral role and are responsible for:

- The daily management and delivery of learning.
- Keeping appropriate records.
- Contributing to the curriculum and the development of play.
- Reviewing and moderating Performance Indicators for Value Added Target Profiles, pupils support plans and IBMP with the key staff and agencies.
- Planning and making practical activities.
- Liaising with the key staff and other relevant agencies.

Management

There are 3 groups of pupils; they are grouped according to their social, emotional and behavioural development as well as their academic ability / achievements.

Each child has a file which contains:

- Individual Management Behaviour Plan (IMBP)
- Pupil Support Plans
- Pupil progress summary tracker
- Cornerstones Grid
- Attainment review

Curriculum

Best futures follows a broad and balanced curriculum covering the following area's Linguistic, Mathematical, Scientific, Technological, Human and social, Physical, Aesthetic and creative, PSHE. Many of these strands are approached by topic based working, making the curriculum as relevant and engaging as possible to the children. Further information can be found in the Curriculum policy.

Principal		Signature		Date:	
CIC Board		Signature		Date:	