



# Nurture Group Policy

Approved by Governors: 04.12.12

## **Nurture Group Policy**

At Denbigh Primary School we believe that through nurture we have the power to change the life outcomes for our most vulnerable children and young people.

By nurturing our students we aim to:

- build their emotional resilience,
- develop their social skills,
- allow them to engage with their peers and communities
- take pride in their achievements,

Allowing us to ensure our socially excluded children do not become socially excluded adults.

The nurture group is a bridge between home and education, breaking down barriers to educational inclusion that nurture students have. Many nurture students have social, emotional or behavioural difficulties, and can exhibit worrying or challenging behaviours that can prevent them from being able to form secure and happy relationships with others in the formative years of their lives.

Within the group our children will:

- develop listening and speaking skills,
- See the positive interaction between other peers and nurture staff.

- Be rewarded for positive behaviours (such as walking properly in the corridor, playing nicely with other students, or listening properly to other students)
- Celebrate their own progress
- Learn to share
- Develop trust,
- Develop communication skills
- Grow in confidence and self-esteem.

By reducing or remove these barriers to learning we will enable our children to acquire the skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners.

### **The History of Nurture groups**

Nurture Groups were started in the 1970s in inner London as a response to the large number of children reported with Social, Emotional and Behavioural Difficulties (SEBD) on entry to primary school.

Nurture groups can broaden the horizons and life opportunities of our most vulnerable children and young people.

Research has suggested that children have become more socially adept, emotionally resilient, self-confident and learn to enjoy life because of their nurturing experience.

### **The success of Nurture Groups**

Early intervention is the most effective way to address the unmet social, emotional and behavioural needs of children and young people and is best met in small groups, with a degree of flexibility, staffed by two members of staff.

It is important you make sure you know what will happen if any staff member is absent, as the children attending the group often find it difficult to:

- trust adults and build relationships;
- Share resources and the attention of adults and other pupils;
- Ask for help;

- Have a feeling of self-worth;
- Explore the world around them;
- Attempt new things confidently without fearing failure.

So consistence is crucial for building and maintaining relationships.

By promoting a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning we aim help pupils':

- Self-manage their behaviours,
- Develop social skills,
- Become more self-aware
- Grow in confidence

Allowing them to be eventually integrated back into the classroom setting.

## ASSESSMENT

Pupils' social and emotional needs are assessed using the Boxhall Profile. This enables us to identify the specific needs of the pupils and plan a targeted specific intervention programme.

Pupils are assessed on entry to the nurture group, and then re-assessed at the end of the 10 week programme. Some pupils will have improved and will be integrated back into the classroom and work on the SEALs programme. Other pupils may remain on the programme for further targeted work.

## STAFF

Staff within the group should model positive relationships with an emphasis on the development of language and communication skills and a focus on social, emotional and challenging behaviour.

How these staff members interact with the pupils and each other is crucial to the success of the group.

Staff should:

- Be reliable and consistent in their approach to the children.

- have the essential personality qualities of perseverance and humour;
- set realistic demands and state them explicitly;
- use positive behaviour management;
- teach pupils to value and respect the contributions of others;
- Develop a pupil selection process that will be understood by staff and parents/carers.