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|  | POLICIES AND PROCEDURES Nurture Policy | |
| | DATE AGREED BY GOV'S; | TEACHING & LEARNING SPRING 2018 |
| | DATE AGREED BY FULL GOV BODY; | SPRING 2018 |
| | REVISION DATE; | SPRING 2021 |
| STATEMENT FOR EQUALITY; <i>Manor Park Primary School is committed to gender, religious, racial and disability equality in every part of school life.</i> | | |

Rationale

The Nurture Policy links to the **vision of Manor Park School** which states that:

Support assistants will skillfully offer nurture and support where needed and directed to support the Senior Leaders to remove barriers to learning

and also to the **Ethos values of MP:**

To offer social and emotional support within the school environment for every child and their family/carers

Early intervention is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Nurture can broaden horizons and life opportunities of all children especially our most vulnerable and promote and protect emotional wellbeing and mental health.

Through a nurturing experience children become more socially adept, emotionally resilient and self- confident. Encouraging children through nurture also allows them to learn how to engage with their peers, communities and to take pride in their achievements.

Aims

- To provide a flexible, preventative resource which is responsive to the particular needs of children, linking with Special Educational needs behaviour and inclusion policies.
- To provide ongoing assessment and support for children showing signs of emotional stress, social and behavioural difficulties with the aim of enabling children to access the curriculum and participate fully in school life.
- To provide a small scale setting in which children can experience nurturing care from adults within the nurture team.
- To provide an emotionally secure, safe predictable and calm environment
- To develop self- esteem, resilience and social skills.
- To develop strategies with a child to help them cope with difficulties they face in life
- To develop relationships between adults and children, building trust, confidence and reliability.

- To develop responsibility for self and others.
- To help children learn appropriate behaviour.
- To help children learn to make decisions and choices through understanding the consequences of certain ways of behaving.
- To help children know how to keep themselves healthy and make informed choices about their emotional and mental well-being.
- To work in partnership with Parents/teachers/Safeguarding team and other agencies.
- To liaise with external agencies such as CAMHS and get further support for children when needed e.g self-harm, mental health needs
- To liaise with the Family Development Worker to support parents/carers and the wider family as well as the child.

School Development

The Nurture Team will work in line with:

- Manor Park School development plan
- The equality and diversity policy
- Equal opportunities
- Anti Bullying Policy
- SEN Policy
- PSHCE Policy
- Child protection policy
- Every Child Matters

Inclusive practice

Every child matters and Nurture Team aim to respond to each child's needs, taking into consideration their:

- Background
- Life experiences
- Strengths
- Communication needs
- Emotional and social needs
- Developmental needs
- Physical needs
- Mental Well being

Assessment

- All children involved in nurture will be assessed using SDQ assessments.
- Certain children will be assessed using the Boxall Profile.
- Assessment findings are discussed with inclusion team and linked to a child's targets, both within nurture and their classroom.
- A written assessment can be provided at a Child's annual review, if appropriate.
- All year 3 children will be assessed at the start of the year on emotional literacy and support added

- Reception children will be assessed using a foundation questionnaire at the start of the year, nurture support will be added to those requiring it and further assessment to take place throughout the school year

Referral

The following children are considered for inclusion in nurture either individually or within a group:

- Children who appear to be emotionally insecure, which could present as lack of self acceptance, low self-esteem or lack of trust.
- Children who are coping with socially disadvantaged circumstances
- Children who are living with Mental Health issues in the home environment
- Children who are withdrawn and unresponsive.
- Children with poor social skills, who cannot share, who are demanding or uncooperative.
- Children who have difficulty in concentrating.
- Children who behave aggressively, impulsively or inappropriately.
- Children who demonstrate immature behaviour.
- Children who find change upsetting.
- Children who are suddenly faced with unforeseen circumstances will automatically be seen by a member of the nurture team. These could be linked to loss or separation e.g parental separation, bereavement, life changes e.g the birth of a sibling, moving house or traumatic events e.g domestic violence, abuse

Please note that this is not an exhaustive list

Referral procedure

- Adults can refer children for nurture completing the Nurture referral form.
To note Teachers and Class Teaching Assistants deal with general nurture support in the classroom. If this persists or escalates a referral would considered to be filled in for the Nurture team to consider **additional** support.
- For these children the class teacher or TA complete a Goodman's strength and difficulties questionnaire to give Senior nurture TA
- Depending on the results of the SDQ the children will then be assessed using the Boxall Profile
- All cases will then be discussed by the Inclusion Team and a decision made whether a child needs support from the Nurture Team. If so, the child will then be allocated to a Nurture TA for a set period of time and/or advice given to the class teacher/TA. The aim will always be to de-escalate support to the Classteacher and Teaching Assistant.
- Children will be categorised as 1, 2 or 3.
1 = high priority, seen 2x a week, 2= medium priority, seen 1x a week and 3= low priority seen fortnightly and/or in a group
- Once capacity is reached a child will be put on the waiting list in a considered priority position. Occasionally in high priority a place may change if required.
- A child may be placed on the SEN register under the category of SEMH in order to receive the support and this would be discussed with the parent/guardian.

Review/Exit

- Each child will be monitored on an ongoing basis.
- Each child will be re assessed using the Boxhall profile/SDQ after the set period of time allocated.
- In discussion with the Inclusion Team Manager the impact will be monitored and a decision made if the child needs further support from the Nurture Team or support to cease with transition ending sessions. If support ceases the child will be monitored in class by the class teacher.
- Parents /Carers consent is given in the home school agreement (additional support /interventions). If necessary the Inclusion Manager/Senior nurture TA can discuss individual cases with parents with a summary report(written or verbal) at periodic intervals during this intervention.

Resources

There are 3 rooms set up for individual and group work and an area in Reception class set aside. The rooms are set up to provide a safe and calm environment and have CCTV cameras installed as support maybe 1:1. Nurture work will be carried out by 4 members of staff who are all ELSA trained. The Senior TA will oversee the timetabling of groups and individuals and liaise with the Nurture TA's on a daily basis about any concerns or changes. The Senior TA and Inclusion Manger will meet on a fortnightly basis to discuss children on the nurture list. Exception to this is the Play therapy/Drama therapy intervention, where Senior leaders will allocate spaces based on individual needs and a Parent/Carers consent form will be required.