



Nurture Policy

Temple Grove Academy

2022 – 2023

Approved by:	Isabel Ramsay and Richard Thomas	Date: September 2022
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Nurture provision at Temple Grove Academy

Our school code of conduct is:

‘To be **respectful** to ourselves, others and the environment. To be **ready** for learning and to stay **safe**’

At Temple Grove Academy we provide a nurturing environment to support children with their social, emotional and mental health so they are better able to access the curriculum. The Inclusion Team are currently enrolled in the National Nurturing Schools Programme (NNSP). The NNSP is an 18-month journey, with each school developing a bespoke whole-school approach to embed a nurturing culture. It supports Quality First Teaching and Learning and promotes healthy outcomes for children and young people, focusing on social and emotional needs and development alongside academic learning.

In every classroom there is a cosy corner. Every child in the class has access to a safe area in the classroom. Nursery, Reception, Year 5 and 6 have bean bags, cushions and throws. Year 1, 2, 3 and 4 have a tepee, cushions and throws. All classrooms have a box with calming resources such as a mindfulness colouring book, bubble tube, book about feelings etc. Around the school there are also cosy corners and spaces where children (and adults) can relax and feel safe.



At Temple Grove Academy we have a nurture room. This room is used for a range of interventions such as a daily break and lunchtime club, therapy dog sessions, emotional literacy sessions, drawing and talking, morning breakfast, speech bubbles. This room can also be accessed throughout the day as a calming space. In the nurture room there is a bubble tube and calming resources, sensory blackout tent, role play toys, family style dining table, sofas with cushions and throws and a tepee. The room is decorated in calm and neutral colours.





We use Boxhall profiles as an assessment of children's social, emotional and behavioural development. The two-part checklist, which is completed by staff who know the child and young person best, identifies the levels of skills the children and young people possess to access learning. Individualised, achievable targets for social and emotional aptitudes are then set for the child which are reviewed and re-assessed periodically. Using the Boxall Profiles can ensure that every child gets the support they need to engage fully with their education.

When needed, Temple Grove uses therapeutic timetables (under the guidance of the specialist teaching service) in order to support children who need a different approach to access the learning in the classroom.

Nurture class

The nurture class at Temple Grove Academy is called Anthony class. It has been set up to meet the need of children with social, emotional and mental health needs. These needs are often communicated through complex and challenging behaviour demonstrated in class that can become a barrier to learning. The class has five pupils and two adults. There is a teacher with QTS who plans and resources the group. The pupils are immersed in an accepting and warm environment which helps develop positive relationships with both teachers and peers. The small size of group means that each pupil can have an individualised timetable to support specific areas of social, emotional and mental health needs. As the pupils begin to develop strategies to deal with their emotions and the barriers to learning are overcome, the nurture group will also target specific areas of academic needs.

Anthony class ethos

The class is run on a set of principles of nurture:

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

Personalised teaching is delivered at an appropriate developmental level and high expectations are consistently embedded. The achievements of all children are celebrated within the setting. Pupils follow the three Temple Grove Academy principles - I am ready to learn, I am respectful to myself, others and the environment and I keep myself and others safe. Class teachers continue to have responsibility for any child attending Anthony class, therefore strong and positive communication channels will be fostered by the home class team and nurture team.



Aims

- to provide a predictable, calm and purposeful environment and timetable whereby children feel safe and secure to explore and learn
- to provide an environment where children's individual learning needs are understood and met at their developmental level
- develop language skills as a means for children to communicate their thoughts, ideas and feelings effectively
- to provide ongoing assessment using the appropriate assessment frameworks
- to provide an inclusive, broad curriculum that meets the specific needs of individual children
- foster a learning environment where all areas of strength and achievement can be celebrated - giving children a sense of pride
- children will be supported to take responsibility for their actions, developing respect for self and others
- to help children learn appropriate behaviours to build self-esteem and social skills
- to support children in their decision making by teaching them about consequences of behaviour
- to actively work towards enabling children's successful reintegration into their home class
- to work in partnership with parents and teachers to ensure consistency of approach and promote social inclusion

Nurture group information

Nurture groups are founded on evidence-based practices and offer an inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and twelve children or young people in early years, primary or secondary settings supported by the whole staff group and parents. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class when they are ready. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at breakfast or snack time with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. Nurture groups have been working successfully for more than 40 years in the UK and now in other countries including Canada, New Zealand and Romania, and have been praised, supported and recommended by organisations such as Ofsted, Estyn and HMIE.



Anthony class environment

The classroom has been designed to have a calm and home like feel. There are separate zones within the room to support development of pupil's social, emotional and mental health. Areas include a kitchen space, dining space, comfortable seating area, free-play/Early Years learning space and a formal work space. Quiet zones of the nurture classroom provide safe spaces for the children to calm and achieve self-regulation with increasing independence.



Referral to Anthony class

Pupils are referred to Anthony class by their class teacher. The following concerns are considered: struggles with emotional regulation, low self-esteem, withdrawn behaviours, poor social skills, poor attention span and struggles with behaviour in the classroom or at home. A Boxhall profile will be conducted and the case will be discussed by the Inclusion team.

Time in Anthony class

The members of the class will be reviewed and assessed with the Inclusion team on a termly basis. The aim is for pupils to be reintegrated into the mainstream classroom when they are ready. Close contact with the pupil's home class will be maintained throughout their time in Anthony class to ensure a smooth transition back to class. Pupils will be involved in certain lessons and break/lunch time where appropriate. They will attend any class outings/visits or special events. When a pupil is considered ready to return to their home class, a personalised programme of gradual transition is initiated.

Role of the adults in Anthony class

There is a high ratio of adults to pupils in Anthony class (2:5). There is one teacher with QTS and an experienced teaching assistant. If these members of staff are absent then experienced members of staff will be used to cover. The adults who teach in Anthony class have received Boxhall Profile and nurture provision training. They will develop nurturing and positive relationships with pupils, maintain regular communication with parents/carers and class teacher, plan and resource an engaging and rich curriculum, create and review personalised provision plans, engage in regular assessment of pupils ensuring these are recorded and shared with relevant stakeholders and provide good role models for the pupils.
















Role of whole staff team

Staff will raise concerns to the Inclusion team and complete a Boxhall Profile. If they have a child in their class attending Anthony class they will continue to have responsibility for attainment and progress of pupils, supporting with planning and communicating regularly with Anthony class staff.

Anthony class curriculum

The curriculum for Anthony class will follow the National Curriculum. There will be a focus on supporting and developing pupils' social communication, emotional regulation and attention and listening alongside academic learning. Boxhall profiles will be analysed and activities will be planned to support development in core areas. Academic learning will be adapted and personalised so that pupils are able to access it and succeed with their learning. Planning will be in close collaboration with the home class teacher to ensure pupils are exposed to topics and themes their home class are covering. All teaching and learning in Anthony class will be underpinned by the six nurture principles. The curriculum is specifically planned to foster early success and facilitate participation. Gaps in knowledge and understanding are identified through ongoing formative assessment and these are the focus point of teaching. All pupils will have a book where their work and achievements are recorded using a range of methods. Feedback is immediate and verbal. Personalised interventions are interwoven with the most appropriate curriculum area.

A typical day in Anthony class will follow the below timetable:

 8:45	 Breakfast and register
 9:15	 1:1 reading
 9:30	 Sensory circuits
 9:45	 English
 10:30	 Break time
 11:00	 Maths
 12:00	 Lunch time
 12:45	 Circle time
 1:15	 Topic



Assessment

Formative assessment is a continuous process and is used to inform planning and next steps in teaching and learning. Pupils are initially assessed using Boxhall Profile. A personalised plan is created with targets developed using Boxhall profile results. Provision Map software is used to keep a record of the pupil's personalised plans. These are reviewed termly (more frequently if required). Target tracker is used to monitor academic learning. Statements are assessed on a termly basis. Monitoring will take place in the same way as the rest of the school with the Senior Leadership Team (SLT) and Subject Leaders undertaking learning walks, observations and book scrutinies to ensure the progress of pupils is excellent.

Working with parents

Parents/carers play a vital role in their child's education and we seek to involve them in all aspects of their child's learning. Parents/carers will engage in regular communication with Anthony class staff. There will be three formal meetings per year where progress towards personalised provision targets and academic targets will be discussed.