

# Nurture - Intent-Implementation-Impact 2021



## Intent

### **The Development and Provision of a Whole School Nurture Approach to Learning, using the 6 Principles of Nurture**

#### **We define and provide 'Nurture' as:**

- 1 a safe social and emotional environment for children where they are 'held'
- 2 modelling to and teaching children the importance of 'good attachments' and developing and maintaining relationships on different levels
- 3 adults using a restorative approach – providing vital early experiences which children may have missed, or which are incomplete due to early life experiences

**Context of SMRP School:** EAL, Area of Deprivation, Pupil Premium, DA, SEND

#### **Nurture at SMRP is:**

- Inclusive – recognising every child is unique and that equal does not mean same
- Educational - response to SEMH and Speech & Language needs
- Integral – part of the school, known, understood and valued by children and their parents / carers, staff, wider community and visitors

3 levels of Nurture:

1. The school ethos 'Rooted in Love' is demonstrated around School and in the classroom by Staff with high quality, empathic interactions based on our Behaviour Code Safe, Mindful, Ready.
2. Nurture Support in the form of Group or 1:1 work, is offered by specific Staff to identified children to respond to emotional or social needs which cannot be fully met in the mainstream class. Staff model to the children that a positive, secure relationship of attachment is the starting point for learning, thriving and flourishing.
3. Specialist Therapy bought in from Outside Agencies (eg The Bridge Foundation)

In Nurture Groups in School - Principles and Practice by Marjorie Boxall 2002 she wrote:

"It is crucial that the children become attached. Their needs then become apparent and [Nurture Adults] respond accordingly. The learning process follows. Becoming attached ... depends on re-creating the structure as well as the content of the earliest years."



## What is planned to meet children's needs

The school invests in Nurture through:

- ❖ Our Core Values and our bedrock value 'Rooted in Love'
- ❖ Having a whole school Nurture Approach which underpins all interactions so that they are authentic, meaningful and compassionate
- ❖ All staff knowing and practising the 6 Nurture Principles (begun July 2021)
- ❖ Working towards gaining the Nurture UK Accreditation Award
- ❖ Celebrating ourselves as unique individuals, belonging and contributing to our beautifully diverse school and local community
- ❖ Providing varied and rich learning experiences for all pupils which enable them to develop interpersonal skills, spark curiosity and build resilience

### Implementation of Nurture Approach so far .....

1. March 2020 - March 2021 - respond to immediate needs arising in school and as a result of national lockdowns (eg first set-up of Nurture Room, 1:1 support for significant SEMH needs of a child, SEND Bubble).
2. April 2021 - Nurture & Inclusion Leader appointed after internal interview, to work with SENDCo to develop the Provision & Interventions Map, become familiar with using the SDQ and Boxall Profile Tools to identify SEMH needs, plan and deliver bespoke Nurture interventions.
3. September – October 2021
  - Nurture Room set up and resourced by Nurture Leader with donation of £700 from PTFA.
  - Class Teachers identify children with SEMH needs.
  - Staff update ACES Register, SEND & Nurture Register, (FLW, SENDCo, N & I Leader).
  - SDQs / Boxall Profiles are completed when Staff raise concerns which inform the Nurture Response, triaged by SENDCo and N & I Leader
  - Nurture & Inclusion Leader and SENDCo devise provision. This may be small group or 1:1 work on social / emotional skills either through adapted curriculum, Art Therapy, Play Therapy, Life Skills or a referral to external agencies (eg Bridge Foundation for individual children or family therapeutic support). Nurture Staff, Pupils and Class Teachers sign Agreement.
  - Nurture Staff identify pupils' knowledge and skills gaps and devise sessions so children can strive for their personal maximum progress and achievement.
  - Assess-Plan-Do Review cycle carried out systematically through termly Pupil Progress Meetings, SEND or other Review Meetings, Pupil Passports.
  - Nurture Principles introduced to Class Teachers and incorporated into classroom and wider School and Community life through Whole School Collective Worship Plans, school webpage.
  - Staff model and teach pupil physical, social, emotional and mental well-being and mindfulness eg through Forest School, Educational Visits, Growth Mindset, PSHE sessions and times for reflection and quiet. Children with SEMH needs are invited to attend School Clubs eg Lego.



## **Impact**

Examples of Evidence which could be viewed:

Stakeholder Surveys

Parent Consultations with N & I Leader / SENDCo

Pupil Progress Meetings

Pupil Voice Consultations

Photos

Book Looks

School website Nurture page

Data at start and end of Nurture Interventions to show progress from individual starting points (New Assessment System to be bought in October 2021 to collect fine-graded data more appropriate to assessing children with SEND / SEMH)

- Nurture profile will be raised across the School and wider community
- Adaptations - curriculum / adult provision through analysis of SDQs / Boxall Profiles / Registers
- Classroom Staff empowered through knowledge and practice of Nurture Approach and Principles
- Children will access high quality nurture provision in the Nurture Room with committed and knowledgeable staff
- Children will know that school is safe for them
- Children will be engaged, excited about their learning and progress and be able to apply their learning in different contexts
- Children will develop an effective vocabulary and the confidence to talk in different contexts; including the development of 'emotional granularity' – the ability to learn and use vocabulary accurately to label emotions (Susan David Psychologist says: "Accuracy is critical for emotions because it is transformative; reducing painful, murky, oceanic feelings of distress to a finite experience with boundaries and a name.")
- Children will know that their behaviour will be supported with compassion and understanding
- Children will form secure attachments through a whole-school Nurture Approach
- Children will be prepared for transitions and changes in life both at and beyond Primary School
- Children will understand, know and celebrate themselves as unique and valuable individuals with their own place in their class, school and wider community