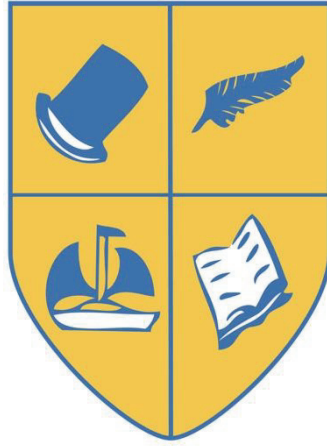


# Neyland Community School



## Nurture Group Policy

January 2026

## **Why Nurture Groups?**

Most children start school with assumptions based on early experiences at home, about their capacity to enjoy learning; they are willing to try something new and can learn from their mistakes. They have developed expectations about how adults will behave: whether they will be helpful and interested or disapproving and easily angry. Most children therefore enjoy the challenge of school and will be supported at home if difficulties arise.

However, in some classes there are children who arrive in school without having the necessary positive early experiences. This could be for very many different reasons depending on their personal situation. For them, the complex activities and bustle of a large class can be overwhelming: they could be unable to listen or take in what the teacher says; they could be easily distracted and quickly feel defeated. Some withdraw; others express their frustration by aggressive or impulsive behaviour more typical of a toddler.

### **The Principles of Nurture:**

#### **Learning develops at different stages**

Children learn and grow at different rates. They need strong, trusting relationships with adults before they can become independent. Staff respond to children based on their emotional and social development, helping them move forward.

#### **The nurture group provides a safe place**

The nurture room is calm, predictable and supportive. Adults are reliable, set clear boundaries and work together. A balance of learning and homely activities helps children feel secure and build positive relationships.

#### **Nurture supports wellbeing**

Children thrive when they feel cared for and valued. Listening, playing, sharing meals, talking and praising small achievements all help children feel safe and confident. Learning is never rushed.

#### **Language helps children express feelings**

Many children struggle to explain their feelings with words and may show them through behaviour. Nurture groups create many chances to talk, listen and play, helping children learn to name and share their emotions.

#### **Behaviour is a form of communication**

Children's behaviour tells us how they are feeling. Staff respond calmly and supportively, helping children feel understood rather than punished. Understanding behaviour helps reduce difficulties.

#### **Transitions need support**

Changes can be hard for children. Nurture groups help children manage transitions, such as moving between activities, adults or home and school, by preparing them and offering reassurance.

### **The Haven at Neyland Community Primary School:**

Our nurture group is called The Haven. Children will attend in a variety of contexts, mainly in an outreach capacity for the majority of learners. Most nurture support will be offered in the form of group sessions timetabled over the week to meet individuals needs.

### **The Role of the Nurture Group Strategic Leader:**

Our Nurture Group Strategic Leader and Manager: Mr C Griffiths (ALNco)

To oversee the nurture group with the support and guidance of the SLT and to;

- Be involved in formal reviews to support curriculum development.
- Lead the selection, assessment and re-integration of pupils and **will analyse eFSM pupils' attainment and progress as a priority, leading to constructive diagnostic conversations.**
- Ensure the maintenance of Nurture Group principles- this is to provide a carefully structured session where this is a balance of learning and teaching, affection and structure.
- Oversee the organisation and weekly planning of activities and the curriculum of the group within the Haven **ensuring an equitable approach.**
- Keep and maintain Pupil Profiles that record and track individual children's progress and attainment.
- Co-ordinate and support the work of the Nurture Group Assistants.
- Oversee activity work in partnership with parents in the development of their children including, organising parent/pupil sessions and coffee mornings. **Review community engagement aspects of school life to ensure parents of RADY learners feel comfortable in contacting and engaging with the school over learning.**
- Ensure regular communication between nurture group staff, teachers, teaching assistants and parents.
- Manage the Nurture Group budget.
- Lead and contribute to regular supervision of staff.
- Co-ordinate and supervise the review and maintenance of Nurture learning environments
- Report developments to SLT and Governors as appropriate.
- Carry out and contribute to school policies and procedures.

### **The Role of the Nurture Group Assistants:**

To run the nurture group under the guidance of the Nurture Group Strategic Leader and Nurture Group Manager to;

- Be involved in formal reviews as required; to support curriculum development.

- Maintain the Nurture Group principles- this is to provide a carefully structured session where this is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- Participate in the organisation and planning of activities and curriculum, bearing in mind the needs of the children relating to Boxall Profile targets and additional targets provided by Outside Agencies.
- Liaise with other professionals when appropriate including visits where appropriate.
- Engage in regular communication between nurture group staff, teachers, teaching assistants and parents.
- Participate and engage in the review and maintenance of Nurture learning environments to ensure they meet Nurture principles and Trauma Informed practice.
- Conduct activity work in partnership with parents in the development of their children including organising parent/pupil sessions and coffee mornings.
- Support Nurture Group children on trips and whole school activities where appropriate.
- Participate in regular supervision sessions.

### **The Nurture Environment:**

The Haven has several areas which provide a secure, safe base for learning both indoors and outdoors. The environment reflects Nurturing principles and those of the Communication Friendly Spaces programme.

These are the:

- Play area
- Nurture Cabin
- Comfy area
- Quiet area
- Garden area
- Sensory Area

### **Teaching and Learning:**

The Nurture children have a personalised learning pathway with a large emphasis on PSHE, Social and Emotional learning. Activities are planned to provide a stimulating and fun environment for children. Medium term planning plots our pupil areas for development based on SDQ and Boxall Profile Data. Tracking of activities takes place using Edukey and Google Classroom

### **Identification and Referral:**

The Haven currently supports a range of children across Lower and Upper School. The identification and review process takes place on an ongoing basis.

1. Raising concerns – staff complete The Nurture Referral form to raise awareness of current pupils experiencing difficulties.
2. Boxall Profiles/ SDQ Questionnaires –This is a series of questions covering various aspects of a child’s social and emotional development. It provides a clear and personalised picture of a child’s areas of need. The Class teacher, Nurture Group Strategic Leader, Manager and Nurture Group staff discuss the results.

From the Boxall profiles, a report will be created where children are selected for the group according to need. This grouping can be flexible to include other children in some of the sessions. Children will leave and join the group as progress is made. Direct links with their mainstream class are kept at all times.

### **Involving Parents/Carers:**

Parental/Carer support is vital to the child’s progress. Parents are fully involved and consulted about selection processes. Communication between nurture group staff and parents is critical. Parents should be made to feel a part of the nurture group experience. Parents are invited to nurture group events regularly and are welcome to meet with nurture group staff any time after the school day.

### **Involving Mainstream Class Staff:**

Staff will be asked to contribute to discussions, review meetings, liaise with nurture staff to share information and complete assessment questionnaires in relation to pupils in their class.

Staff will be invited to attend nurture sessions/parent workshops as appropriate. Cover for sessions will be planned and delivered by the Nurture Group Strategic Leader.

### **Assessment:**

Before any intervention is started a pre assessment using either Boxall or SDQ will take place. The results will help determine what support is needed and also provides a baseline to manage and assess the effectiveness of an intervention when a post assessment is undertaken.

Children are also assessed in line with the school assessment system and this provides additional guidance on identifying effectiveness. Attendance is also monitored and informs the Pupil Profile.

To gain a deeper understanding of pupil views Neyland Community School is utilising the use of PERMA, a pupil self-assessment tool to record child perception to emotional well-being.

### **Staff Absence:**

In order to maintain consistency and security the Haven is never covered by supply teachers. In the event of staff absence the children who access these interventions will remain within their mainstream classes.

### **Arrangements to Monitor and Review:**

This policy was written in consultation with staff and Governors. It should be read alongside other policies in school (Behaviour, Inclusion, Equal Opportunities).

This policy will be reviewed annually or before, if required.

Policy by: Mr Chris Griffiths

Date: January 2026

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 28: All children have a right to an education.

Article 29: Education should develop each child's personality and talents to the full.

Article 36: Children should be protected from any activities that could harm their development.

Article 39: Children who have been neglected or abused should receive special help to restore their self respect.