



NURTURE POLICY

POLICY AGREED: SPRING 2023 BY FULL GOVERNING BOARD

POLICY TO BE REVIEWED: SPRING 2025

Rationale: Why is Nurture important to our pupils and staff?

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

These are the 6 Principles of Nurture as set out by NurtureUK and they summarise the fundamentals of our curricula across the school. They also apply to all pupils no matter what their needs. Pupils at Dee Banks require a curriculum that is motivating, engaging, and differentiated to meet individual complex needs in order to fulfil their potential and help them thrive. By following these 6 principles we can achieve this for all pupils.

No matter which curriculum a pupil at Dee Banks follows there is a place for working on social, emotional and mental health issues with every child. The PMLD curriculum has My Independence, the EYFS has PSE, key stage 2 & 3 have Myself and the 14-19 curriculum has Independent Living skills.

Each pupil's Education Health and Care Plan (EHCP) has 2 sections dealing with Preparing for Community Participation and Preparing for Good Health. In these areas pupils have long term aims around social and emotional development, staying safe and mental health and wellbeing.

We also acknowledge that nurture is important for our staff team too. We do a complex and at times challenging job and to do it to the best of our ability, we need to follow the nurture principles ourselves and in our CPD.

How is Nurture embedded into our curriculum?

Dee Banks aims to be a Nurturing School and as such, the Nurturing ethos is embedded throughout the curriculum at all levels. Before pupils start at Dee Banks we try to meet our families at home. This means we can build close relationships with families from the start. In Early Years we focus on developing communication and feelings of safety and confidence. We recognise that starting school has probably been the child's first big transition and make every effort to minimise the effects of this. Behaviours learnt at this age, are some of the most important for pupils and families and each child will have a Personal Learning and Support Plan (PLSP) once the staff have got to know them.

These plans develop with the pupil through their life in school and may develop into Communication Passports or more detailed Positive Behavioural Support Plans (PBSP) as they get older. Throughout the school we provide safe space for children, whether in their main class or in 1:1 or small group sessions. As the child develops, we teach about feelings, self-awareness, friendships, relationships and how to cope when things go wrong.

All pupils are encouraged to express themselves through whatever means and learn that their voice will be listened to. School council, lunchtime clubs, DoFE, forest school, etc. all allow different groupings to happen so a sense of community is built up across school.

Occasionally 1:1 work or very small groups led by the Lead teacher may be used to enhance the general classroom provision. This will generally be monitored through the use of the Boxall Profile.

Procedures, roles and responsibilities

At present **all Teachers and Teaching Assistants** are planning and/or delivering Nurture work as part of the day-to-day classroom experience.

The **Nurture Lead** - Ruth Buckley – has an overview of what is being worked on, oversees lunchtime clubs and works 1:1 with a few pupils as needed. She was also the Lead in CWAC Attachment Friendly Schools Award for 2019. We achieved this to show what we do for our pupils and have subsequently moved on to applying for National Nurturing School status with NurtureUK.

All **class teachers** are asked to fill in a Boxall profile for those pupils in their class who they feel have issues around Social, Emotional and Mental Health issues. These will be updated at least annually and overseen by the **Nurture Lead**. It is to be hoped that targets on a pupil's PLSPs will reflect aspects of the profile if this is an important area for the child. If this is the case, then a learning plan can be devised within the online tool and used to augment the teaching and interventions used.

How are parents and carers involved in this area?

As most pupils arrive at school on LEA transport, we have less regular contact with most parents. To counteract this, we try to have home visits before a child starts at Dee Banks and we are trying to increase the opportunity for parents and siblings to become more part of the school community, through special days, coffee mornings, trainings and events.

The Nurture Lead works alongside Rachel Green (Family Support Worker) to support families in school, at home and through the TAF (Team Around the Family) and CIN (Child In Need) process.

Through their Child's PLSPs, parents will be able to see and contribute to developing targets in SEMH. The Boxall Profile and Evidence for Learning can also be shared with parents/carers.

How are all the adults in the wider school involved in this area?

Staff are aware of the role of Nurture within school and who to go to if they have concerns about a child or colleague. Governors have been introduced to the Boxall Profile and will continue to be updated. All members of staff will take part in an annual Wellbeing survey and access to some Wellbeing CPD of their own. A number of staff have become Mental Health first aiders.

How is progress in Nurture reviewed, monitored and evaluated?

Using the Boxall Profile Online we can show the progress made over a period of time, for each child, group or the whole school. This can feed into our basket of assessments for each child and is ipsative in nature, in-line with our ethos on assessment across school.

The Nurture Lead will report annually to Governors and this year's report will include our completion of the National Nurturing School Award. The Lead will also ensure that all Profiles are kept up to date and that staff have the support and resources they need to deliver a nurturing curriculum for all our pupils.