



The Brow CP School Nurturing School Policy

Purpose of this Document:

- To outline the principles guiding The Brow CP School
- To identify what The Brow CP School offers with regard to nurturing activities at a whole school, group and individual level.
- To identify access criteria for focussed group and individual intervention.
- To support the identification of specific children who may benefit from focussed intervention, ensuring equality of access, and identifying any gaps in provision.
- To support the development of evidenced-based evaluation methods to measure outcomes when specific interventions take place. This process will feed back into the development of further interventions, and whole-school practice.

1. Purpose/aim of the Nurturing School

The six principles on which our nurturing school is built (taken from The Nurture Group Network):

1. Children's learning is understood developmentally
2. The school offers a safe place for learning
3. Nurture is important for the development of self-esteem
4. All behaviour is communication
5. Language in all forms is a vital means of communication
6. Transition is important in children's lives

The Aims and Vision of The Brow CP School

- We will actively provide individual, high quality opportunities for inclusion for our pupils
- We will provide training, advice and support to teachers, staff and pupils in mainstream provisions to facilitate full access for all our pupils
- We will work inclusively with outside agencies to ensure optimum outcomes to all
- We will provide an environment where pupils feel valued and have equality of opportunity
- We will encourage lively and enquiring minds, where pupils are independent learners, who are able to negotiate successfully, discuss and ask logical questions
- We will encourage the development of moral values, respect for differing beliefs and tolerance of others
- We will develop an active partnership between the school, the community, parents/carers and other schools, working together as an interdisciplinary team in ensuring that each child's holistic needs are fully met
- We will provide an environment in which pupils feel emotionally and physically secure
- We will have high expectations of pupils' behaviour, achievement and progress

- We will meet every pupil's individual needs through partnerships with parents, community and professionals
- We will offer a broad, balanced and relevant curriculum, which is delivered through a variety of teaching and learning styles, accounting for the differing needs of our pupils so as to enhance their experience, knowledge and understanding and inspire them to fulfil their full potential
- We will provide opportunities to develop understanding, knowledge and skills relevant to adult life, so as to encourage pupils to enter the world as active citizens in society, as contributors with effective skills of self advocacy and decision making
- We welcome cutting edge innovation in raising attainment

In particular we aim to:

- Provide a secure and reliable environment where children can learn by re-experiencing nurture from caring adults who actively work towards their successful participation in school life.
- Help children to improve their self-esteem and develop confidence through close and trusting relationships with adults and children.
- Work in partnership with parents and carers to enable consistency of approach, both at home, school and any other settings e.g. out of school clubs.

2. Description:

Our nurturing school creates a positive and supportive approach, based on well documented psychological theory and research. The whole school operates practices and follows principles that are supportive in developing secure attachments, creativity in play, and emotional resilience.

Classes/ Intervention Groups/ Teaching Groups

All aspects of the structure of The Brow CP School aim to provide caring environments for each child to enable them to access the full national curriculum. We have Quiet Spaces called The Retreat, Nurture Room and the Rainbow Room and Intervention space set aside for individual/ small group work, and for dining in a quieter environment away from the Hall. Any child may refer themselves to the quiet spaces.

Senior leaders in collaboration with whole staff and children have led the development of structured activities at lunchtimes to enable children to play team games together. Children may also access daily emotional 'check in' time with a trusted adult to talk through and explore issues arising during the day. The school has a dedicated Nurture Room and Key Stage two Resource Bas as a sanctuary for specific children. This has soft furnishings, restful lighting, music/ aromatherapy scents as required. The staff working in these rooms have all accessed additional training in nurturing approaches. The children accessing both the nurture group and the KS2 base have individual SEN Support plans that are explicitly tailored to meet

their needs. All work is highly differentiated and plans are shared with all members of staff working with the children. The mainstream staff are skilled in planning exciting and motivating tasks that engage the children and make them want to learn. Social stories may be used to help children understand their barriers to learning and reduce anxiety.

Emotional Wellbeing:

The local authority allocated the Principal Educational Psychologist time to work with staff in school and train them in a range of interventions to help support and develop a range of skills in children. These are: Narrative Therapy, mindfulness for children and Lego therapy. We hold half termly progress meetings where we discuss the needs of the children and highlight any children we know are experiencing some difficulties with their emotional well-being. We assess all our children using the Boxall Profile to help us target areas of developmental need. Other children may be identified by school staff as those who would benefit from extra support to raise their self-esteem, self-confidence, improve their self-control, attendance and or relationships with others. Techniques used in this session are planned in advance and implemented carefully.

SENCO:

Our SENCO supports the development of positive emotional well-being of the children. This includes weekly meetings with support staff working directly with children to identify further support that can be arranged, ensuring any strategies devised by external agencies such as CAMHS or the Positive Behaviour Service are used.

Family Support:

The Brow CP School is working hard to support families. We meet regularly with the families of the children we support to facilitate the transfer of nurturing principles between home and school, such as sharing what works, enhancing communication and supporting consistency and continuity of strategies.

The Brow CP School has a Forest Area enabling teaching staff to plan lessons to take place outdoors when this will enhance the children's learning, provide opportunity for engagement with nature and environment, and have the opportunity to feel the positive impact of being outdoors. It is also used for social groups and SEMH Interventions.

Enrichment Activities:

- Emotional Wellbeing Week,
- lunch with a loved one,

- The school has a garden area and raised beds and the children the opportunity to plant, tender what they grow.
- We offer a range of afterschool clubs to promote well being: Yoga, Happiness Club, Mindfulness.
- The Brow CP School has an active programme of engagement in a range of sporting, dance and cultural activities.

Transitions:

Transitions are a part of everyday life and children may require support to enable them to learn that they can make transitions successfully. We support children by having a timetable in all classes that is predictable and structured to provide a secure base. Changes to the timetable are planned whenever possible in advance so that children can be made fully aware of and are prepared in advance of the change. Children are supported in making transitions during the day through high levels of adult supervision where appropriate and expectations being made clear. Children on transition into school have highly individualised programmes ranging from short visits, half day visits for short periods, through to transitions that can stretch over an academic year and beyond. All experiences are planned to ensure that they learn to experience change as a positive event.

The most testing transitions children will make are on admission, changing class teacher, changing Department and when they leave to go to secondary school or other provision. These transitions are planned in detail, supported by our SENCO, with children being encouraged to talk about the change, comment on experiences, to be prepared for the new experiences.

3. Equal Opportunities and Inclusion:

The nurturing school is an ethos which supports the special efforts required to ensure that all groups of children participate and prosper as reflected in the Single Equality Policy.

4. Assessment:

The Brow CP School has access to and uses The Boxall Profile, Strengths and Difficulties Questionnaires. These allow preventative early identification of any pupils "at-risk", and inform timely and strategic intervention to reduce the negative impact of disaffection, low self-regard and related attitudes on attainment, attendance and other key educational performance indicators.

The Boxall Profile is available to assess levels and progress bi-annually This will be completed as appropriate during the Autumn Term and within the 1st half term for new children to the school. It will be used alongside other school assessments to inform about overall progress and achievement as appropriate. The Goodmans Strengths and Difficulties Questionnaire may be used on occasions as a summative assessment at the beginning and end of a specific piece of work.

Parent/ Carer: a Parent / Carer Questionnaire is distributed at points during the year to capture their views on, for example, how their child is cared for, and their child's emotional wellbeing in school.

5. Staff Wellbeing:

The Brow CP School recognises the crucial role of staff wellbeing in the ability to 'nurture' our children. As such we are committed to ensuring staff:

- have their individual needs recognised and responded to in a holistic way
- have recognition of their work-life balance and are able to access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term
- have their mental health and well-being reviewed regularly
- feel valued and have opportunities to contribute to decision making processes and celebrate and recognise success
- are able to carry out roles and responsibilities effectively and are provided with opportunities for CPD both personally and professionally
- have their unique talents and skills recognised and opportunities are provided for development
- have time to reflect

6. Family Wellbeing:

The Brow CP recognises the crucial role of wellbeing in a family's ability to 'nurture' our pupils in partnership with school. As such we are committed to ensuring parents/ carers:

- are recognised for their significant contribution to children and young people's mental health
- are welcomed, included and work in partnership with schools and agencies
- are provided with opportunities where they can ask for help when needed
- are signposted to appropriate agencies for support
- are clear about their roles and expectations of their responsibilities in working in partnership with school
- have their opinions sought , valued and responded to
- have their strengths and difficulties recognised, acknowledged and challenged appropriately

7. Monitoring and review of provision:

The Nurturing ethos will be evaluated through the school's internal monitoring systems and through OFSTED inspections. This will include evaluations of individual activities by pupils, staff formal and informal observations, and feedback from parents/ carers about the emotional wellbeing of their children.