

Nurture Subject Statement

Nurture Intent:

When students are a part of the Nurture group, the main aims are to make them feel comfortable, content, safe and have a sense of belonging within a group. Because of this the Nurture curriculum is tailored to the needs of the students on a daily and sometimes hourly basis. This means that staff working within Nurture have to know the students well and be flexible with their teaching.

In the Nurture group we focus on the six principles of nurture:

1. Children's learning is understood developmentally – Children are not held under regular expectations; they are mostly assessed via their developmental progress using the Boxall profiles and the assessment criteria developed specifically for the group.
2. The classroom offers a safe base – The Nurture base offers a balance of education and life skills. Staff in the Nurture base are reliable and work with students regularly and in a consistent manner to ensure students feel safe and secure in their learning and development.
3. The importance of nurture for the development of wellbeing – In the Nurture base and Nurture group, we talk about everything from the hobbies that students have to meal times to worries and stresses that they may be experiencing. Small achievements are noticed and praised in a way that is positive for the individual and we reinforce positive behaviour.
4. Language is a vital means of communication – In the Nurture group, we talk a lot about feelings and how they trigger certain behaviours. Depending on the individual, a particular member of staff is directed to speak with a student who is having issues or who is going into crisis to ensure they come back into the classroom (if possible) and work through understanding behaviours and or the correct support is sought out (whether this is student services support, time outside, time with a key worker or break away time). We normally bring students back around and get them settled through speaking with them about what has happened and how we can turn it around.
5. All behaviour is communication – Whether students are displaying unwanted behaviour or unusual behaviour, staff who work with the Nurture group, know the students well enough to know what is 'normal' and 'irregular' for that particular individual. Staff can generally notice within a few minutes if there is something bothering a student and are able to deal with any issues, talk with the student or seek further advice. Students are aware of this and will give different signals to show which staff they wish to speak with or what they need from staff in order to progress and communicate.
6. The importance of transition in children's lives – In the Nurture group a little extra is given to students who are going through transition. Students in the school are supported with transition in an amazing way and have regular meetings with staff even after a transition has taken place (whether this be to another site or another school). When students transition from the Nurture group to a different school or group, we give support reassurance where ever possible to help them thrive.

These six principles are the foundation of the nurture group and are the driving points of how we operate.

The Nurture group are assessed on a range of different areas including relationships with staff and peers, SMSC development (Social, Moral, Spiritual and Cultural), collaboration and independence.

We aim to develop the students in a wholesome and nurturing way and want our students to be well-rounded members of a community.