



At Willow Bank School we provide an ambitious curriculum in a nurturing and safe environment for pupils to develop:

- Independence
- Emotional intelligence and resilience
- Appropriate communication skills
- The ability to contribute to society through good citizenship skills and preparedness for work

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.

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

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

Our aim is to help pupils develop the following:

- Knowledge: Pupils should acquire and develop a knowledge and understanding of personal wellbeing and a positive self-image and how they can understand and relate to other people
- Skills Pupils should develop interpersonal skills such as appropriate and effective communication, cooperative play and socialisation and speaking and listening.
- Attributes Pupils will develop positive personal attributes such as resilience, empathy self-confidence which are necessary to support their learning and positive wellbeing.

Implementation

In order to fully implement the six principles of nurture and to implement the behaviours and actions that are desirable by our students, staff who work in Nurture work closely with the students to understand their development and their needs so that key areas can be focused on and targets can be worked towards.

As well as this, staff model functional and acceptable communication and relationships with one another and with other students. We also emphasise the importance of making mistakes but rectifying the mistakes appropriately with problem solving and discussion with team-mates and the rest of the class if it cannot be fixed alone. By doing this, we show students in the nurture group how to succeed even when things do not always go to plan.

The teacher of the pupils who attend the nurture class will complete a Boxall Profile and this assessment is repeated on a termly basis. The Boxall Profile measures progress on



different aspects of a child's cognitive, social and emotional development and assesses how the child's learning experience is organised.

The profile also identifies and describes:

- Organisation of experience – which reflects the child's levels of engagement with the world and their readiness for learning
- Internalisation of controls - which reflect how emotionally secure a child is and their competency of social functioning
- Self-limiting features – the different levels of a child's self-awareness and functioning
- Undeveloped behaviours – a child's ability to relate to others
- Unsupported Development – the negative behaviour of the child caused by insufficient early nurturing.

Using the Boxall Profile data, nurture practitioners design and develop tasks that are designed to address the needs of the children. Each child is given a personal target to work on throughout the term, designed to address a specific area of development identified by the Boxall profile. At the end of each week pupils complete a reflective journal of how they think their week has been, what went well and what could be better next week and if they think they have achieved their personalised targets.

We use a thematic approach where possible for instance History and Geography are combined for Topic. This links with the Nurture based curriculum, builds confidence, a love for learning and can adapt to the needs of the pupils whilst also meeting the current national curriculum objectives.

Impact

The nurture approach gives pupils the social and emotional skills to do well at school and with their peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

To be able to:

- Access their learning within a whole class setting
- Socially interact appropriately with their peers and work cooperatively with other children.
- Express positive attributes about themselves and others
- Express how they are feeling and be able to explain why they feel that way.