



Nurture Group Provision Policy

Reviewed by Governors: Summer 2026

Next Review: summer 2027

Introduction

- Our Nurture group provides a modified curriculum in an environment based on the six principles of nurture.
- The Nurture group is an intervention for those children who are unable to access learning successfully in their mainstream classrooms.
- The deputy head teacher works alongside the Nurture staff to plan the frequency and duration of the Nurture sessions based upon the children's needs, available resources and any other factors which may affect the provision.
- Key staff meet regularly to discuss progress and next steps for each individual.
- The group caters for up to 10 children with social, emotional and mental health needs.
- The Deputy Head Teacher and Lead Nurture HLTA have attended the three days 'The Theory and Practice of Nurture Groups' training
- Staff are passionate about nurture and endeavour to provide children with alternative provision that allows them to be successful learners.

The six Principles of Nurture Groups

1. Children's learning is understood developmentally

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel safe and secure.

Social, emotional and behavioural development tools such as the Boxall Profile®, help staff to assess and track a child's needs and put strategies in place to support positive development.

2. The classroom offers a safe base

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried.

Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing.

4. Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language

towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

5. All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

6. The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and daily: transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

These six principles help staff to focus on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn. They form the basis of nurture groups – a short-term intervention for pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class – and can also be applied through a whole-school approach.

Aims of Nurture

- To develop children's self-esteem
- To develop children's social skills
- To provide a calm environment
- To build relationships between adults and children
- To help the children grow in confidence, trust and reliability
- To provide a secure environment where children learn
- To provide the children with nurturing care from two caring adults, whose aim is to work towards their successful reintegration
- To help children learn the consequences of certain behaviours
- To work in partnership with parents and school staff to ensure consistent approach
- To provide continuous assessment through the "Boxall Profile"
- To prevent possible exclusion
- The nurture group meet in "The Meadow" and have sole use of the room when the group meets with as little interruptions as possible.

Role of the Nurture team

- The nurture group is overseen by the deputy head teacher.
- Adults are good role models for the children and will demonstrate this with their behaviour and communication with each other.

- To understand that it is through positive and affirming relationships that children understand that they are valued.
- To provide opportunities for children to express their feelings.
- To deliver a curriculum that is suited to each child's needs.
- To work as a team and support each other.
- To liaise with the Class Teacher, nurture lead and SENDCo.
- To actively work in partnership with parents.
- To be involved in formal reviews as and when required.
- To support curriculum development.
- To be involved with selection and reintegration.
- To keep records of individual pupil's progress
- To liaise with other professionals when appropriate.
- Monitoring and review of provision

Entrance Criteria (Accessing Nurture Provision)

Pupils may be considered for nurture provision if they demonstrate:

- **Social and emotional needs** that are impacting learning (e.g. difficulty regulating emotions, heightened anxiety, low self-esteem)
- **Attachment-related behaviours** (e.g. difficulty forming relationships with adults/peers, seeking or avoiding attention in extreme ways)
- **Behavioural needs** that are not improving with universal and targeted classroom strategies
- **Poor resilience and coping strategies**, including difficulty managing change, transitions or challenge
- **Limited social skills**, including difficulty sharing, turn-taking, or managing conflict
- **Inconsistent engagement with learning**, often linked to emotional need rather than ability
- **Identified through assessment**, such as:
 - SDQ indicating concern
 - Boxall Profile identifying developmental gaps
 - CPOMS patterns showing repeated SEMH concerns
- **Following discussion with staff and parents**, and agreement that nurture provision is appropriate
- **Where mainstream classroom strategies have been implemented and reviewed** but require further support

Exit Criteria (Ending Nurture Provision Placement)

Pupils will exit nurture provision when:

- **Improved emotional regulation** is evident (e.g. can manage feelings with increasing independence)

- **Improved relationships** with peers and adults (e.g. trust, cooperation, appropriate interaction)
- **Increased readiness to learn**, including sustained engagement in class
- **Development of coping strategies**, which can be applied independently in the classroom
- **Reduction in behaviour concerns** or emotional incidents over time
- **Progress evidenced through assessment**, such as:
 - SDQ scores improved/reduced concern
 - Boxall Profile shows developmental progress
 - Staff observations show consistency across contexts
- **Successful reintegration into class routines**, with minimal reliance on nurture support
- **Reviewed through regular meetings** (e.g. with Phase Leader/SLT/SENCo), with agreement from staff and parents

Assessment

- Children are assessed prior to joining the group using the Boxall profile and observations from class teachers and nurture staff.
- Individual targets are set for the children, and these are circulated to class teachers to ensure a consistent approach.
- Boxalls are completed each term and progress monitored and tracked.
- The deputy head will be aware of any children that are thought to be considered for the group.
- Class teacher will have an informal discussion with parent.
- Nurture staff to speak to parents prior to their child joining the group.

Reintegration

Reintegration will take place when indications suggest the child is ready to join their class full time. A timetable of gradual reintegration will be planned and the child's progress carefully monitored. Timescales will vary depending on each individual's need.