

# Halton's Graduated Approach to Nurture in Education



## Expectations

**ALL schools, settings and services understand and embrace the six principles of nurture:**

1. Children's **learning** is understood **developmentally**
2. The **classroom** offers a **safe base**
3. Nurture is important for the development of **self-esteem**
4. **Transition** is recognised as being important in children's lives
5. **Language** is a vital means of communication
6. All **behaviour is communication**

The majority of children and young people will have their needs met within nurturing schools and settings through a nurturing approach. Schools and settings are also expected to provide high quality personal, social and health education which will support their wellbeing and promote emotional resilience. From time to time children and young people may also benefit from access to; group work, quiet spaces and discrete teaching of skills around managing feelings and behaviour.

For some children this is not enough to meet their needs. Some children will need direct support through access to a nurture group. These children will be identified by their schools, settings and by other professionals as requiring nurture. These children may be placed on the school's SEND register and may be identified as having Social Emotional and Mental Health needs as defined within the SEND Code of Practice, 2014.

Where a nurture group has been trialled or for children with more complex needs, more specialist support and intervention in addition to a nurture group or being part

of a nurturing setting. These children would usually have their needs assessed and identified as part of an Education, Health and Care Plan. Halton Borough Council would expect that by more schools and settings adopting a nurturing approach and by identifying needs early, fewer children would need to access this level of support.

### Nurture Group Network - Six Principles of Nurture



### Children's Drawings of the Six Principles of Nurture



## **Nurturing Schools, Settings and Services**

Schools and settings are expected to take notice of the Department for Education advice, 'Mental health and behaviour in schools', March 2016. In particular, all schools and settings should adhere to the following:

- Where severe problems occur, schools and settings should not delay in accessing appropriate services including; Education Welfare Service, Specialist Teachers, Education Psychology Service, CAMHS, GP/Woodview Child Development Centre referrals.
- Staff within school to have engaged in regular, high quality, continued professional development in understanding and supporting children and young people to have positive mental health. Additional training such as; attachment theory, social group support, emotion coaching etc. may also have been accessed.
- Schools have effective pastoral support and provision so that a key member of staff is able to identify any behaviour causing concern and respond early.
- Schools are mindful of groups who may be susceptible to mental health difficulties including; children who are looked after, children with additional needs including those who may have autism. They track and monitor these groups and put in provision to promote their emotional resilience.

Nurturing schools embrace a nurturing culture throughout their provision. They understand that children and young people need to have their emotional needs met in order to achieve academic success. The school or setting knows that a child or young person's learning is understood developmentally and deliver teaching and learning in a way that everyone can access it. In Nurturing Schools/Settings, parents and carers feel valued as partners in their education and feel welcomed as part of the school community.

**All our schools and settings** are encouraged to be as inclusive as possible and to adopt a **nurturing ethos**.

### **Nurture Groups**

Nurture Groups are an in-school/setting resource for children whose emotional, social, behavioural and formal learning needs cannot be met in the mainstream class. Nurture Groups form part of the school/setting provision. Children and young people remain part of their mainstream class roll and usually register in class. Usually children or young people will attend nurture for around 40% of the curriculum timetable. This may be reduced within secondary schools. The expectation is that children or young people engaging in the Nurture Group will return to their class or group. Children or young people within nurture attend the provision regularly and are not withdrawn from the curriculum but engage with it at an appropriate developmental level.

Nurture Groups are staffed by two consistent, trained members of staff who model good relationships and are emotionally attuned to the children and young people

within the nurture room. Staff within the Nurture Group should receive supervision and support from an appropriate member of the Senior Leadership Team and are given release time to attend **Halton's Nurture Group Network** on a regular basis.

Children and young people who are engaging in nurture have been identified by staff within the school and have a **Boxall profile** completed in order to target appropriate outcomes and provision.

### Examples of what to provide:

- Consistent and predictable boundaries and routines within the nurture room with an appropriate timetable.
- Opportunity to share food and engage socially with other children and young people so that they can listen and feel listened to and meet the needs of others.
- Designated 'home corner' which replicates a nurturing home environment.



- Activities that are developmentally appropriate to the group - this may include an Early Years approach to the curriculum.
- Regular and consistent opportunities for children to engage in activities where they are able to express their emotions and feelings.
- A culture of trust and safety within the room.

### St Chads School Nurture Group

- Designated 'work areas' and planned times to deliver the curriculum through a nurturing approach.
- All staff from the mainstream school/setting regularly/routinely attend the nurture group to help support the reintegration of the children and young people to mainstream school. This approach helps all members of staff understand the purpose and function of the nurture group.
- Parents and carers are encouraged to participate and attend the nurture group regularly.



### Ditton Primary School Nurture Group

## NG + (Nurture Groups +)

A very small number of children and young people may have needs that require more specialist support and intervention. This may mean that they require further assessment through an Education, Health and Care Plan.

Schools and settings are encouraged to contact [Halton SEND Service](#) in a timely manner so that discussion can take place about whether an Education, Health and Care Plan assessment is appropriate.

In order to access this support, Halton Borough Council will expect that schools and settings have engaged with the [Graduated Approach on the Local Offer](#) and engaged with appropriate services.