

# Greenvale Primary School



## NURTURE GROUP POLICY

Policy Date	October 2022
Signed by Head Teacher	Mrs A Allnutt
Review Date	October 2024

Policy Owner: Mrs Amanda Allnutt, Headteacher  
Policy Date: October 2022  
Review Date: October 2024

## **Introduction**

Our Nurture Group provides a modified curriculum in an environment based on the six principles advocated by Marion Bennathon and Marjorie Boxall.

These principles are:

- 1) Children's learning is understood developmentally.
- 2) The classroom offers a safe base.
- 3) The importance of nurture for the development of well-being.
- 4) Language is a vital means of communication.
- 5) All behaviour is communication
- 6) The importance of transition in children's lives

The groups are an intervention for those children who are unable to access the learning successfully in their mainstream classroom.

The following types of children are considered for the inclusion in the group.

- Those who appear emotionally insecure, which could present itself as a lack of self-acceptance, low self-worth or a lack of trust.
- Children who are withdrawn and unresponsive.
- Children with poor social skills who cannot share or are demanding or un-cooperative.
- Those with a poor attention span.
- Children who demonstrate immature behaviour.
- Children who behave aggressively, impulsively or inappropriately in other ways.
- Children who find change upsetting.
- Children who appear unable to integrate into a mainstream classroom.

We run one main group, four days per week, with a maximum of twelve pupils. Pupils attend the Nurture Group for the majority of their day and are in their class base for registration, early morning and afternoon work as well as for the whole day on Friday. This ensures that pupils maintain links with their class adults and peers.

There are 3 trained members of staff at Greenvale Primary School who have undertaken the three day accredited training from Nurture.uk:

Faye Dunn: Inclusions Manager  
Joanne Williams: nurture teacher  
Caroline Brooker: nurture HLTA

We also run a lunchtime lego therapy group, three days per week, as another alternative for our pupils who require social communication support.

## **Our Aims**

We aim to provide a small-scale setting in which children can experience nurturing care from two adults, who actively work towards enabling their successful re-integration back to class, full time.

We maintain a predictable, calm, purposeful environment and timetable. Curriculum pressures are broken down into meaningful, practical activities that promote managing feelings, making relationships and effective communication skills.

We develop well-being and social skills through praise, positive communication (verbal and non-verbal) and promoting a sense of team work.

We aim to develop relationships between adults and children, building trust, confidence and reliability.

We develop children's responsibility for themselves and towards others

We help children learn appropriate behaviour through modelling and praising positive interactions between all members of the group, adults and children

We help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving

We work in partnership with parents, carers and teaching to achieve consistency of approach at home and at school

We provide on-going assessment using the Boxall Profile

For some pupils this will prevent incidents that require ABC behaviour logs and ultimately, exclusions.

### **Inclusive Practice**

In the Nurture Group, we recognise that every child matters and aim to respond to each child's needs, taking into consideration their:

- Cultural background
- Life experiences
- Strengths
- Communication needs
- Emotional and social needs
- Developmental needs
- Physical needs.
- SEND

### **Setting**

The Nurture Group comprises of a classroom, outdoor learning space and a woodland area. Our nurture provision is known as Robins class. The Nurture Group also has a full time therapy dog who is trained and supported by Jenny Duckworth and her team at The Dog Mentor.

The classroom has a homely feel and is a smaller version of their own classroom base. It has the added benefit of a kitchen area. We aim to retain all the key features of their classroom base to keep the teaching and learning consistent, with added creative features, which give the room a "nurturing" atmosphere.

The outdoor learning space, again, provides key classroom features; places to read and write, use maths and have creative and messy opportunities, with the added benefit of being outside. It is covered and can be used in all weathers. It also provides a utility area for preparing for and returning from the woodland area.

The woodland area is central to our nurture provision. It is a large outdoor space that is different to the outdoor area as it is kept as natural as possible. There is a log cabin, pond, digging area, mud kitchen, bug hotel and ample space to explore and move around. The main purpose is for children to engage in child initiated play in a natural, outdoor space, to experience fun and joy, develop creativity, imagination and problem solving skills. The woodland area is used daily, throughout the year. The only reason it is not used is in the deep winter when the mud becomes problematic. The experiences that the children have in the woodland are a rich stimulus for their learning, both in terms of their nurture targets and across the curriculum. The opportunities in the woodland evolve with each cohort of children and their individual interests. This makes the woodland a very special aspect of our nurture provision. (see attached Appendix 7

for Rationale for the Woodland Area)

### **The Role of the Adults**

The role of our nurture staff is to sustain nurturing relationships with the children who attend. They are good role models, demonstrating appropriate and positive behaviour that is consistent and continuous. Our nurture staff recognise, that it is through a positive and affirming relationship, that a child can perceive themselves as worthwhile.

### **The Curriculum**

The curriculum in the nurture group is always designed to meet the changing needs of its current cohort. Therefore planning is revised with the provision maps, or on a termly basis.

To ensure the teaching adheres to the 6 Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom is 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

The learning is a blend of individual Boxall targets and priority areas, academic targets as set by class teachers and child initiated free play. It is important to note that pupils enter and leave the nurture group throughout the academic year, it is an individual journey. Therefore our curriculum must remain fluid and adaptable for the most part, in terms of its content and activity style but there are aspects of our curriculum which must remain constant. These are detailed below.

### **Understanding feelings, emotions and using the language that communicates this.**

Each half day session begins with a feelings check in, using resources such as the 'Colour Monster,' or 'Zones of Regulation,' whichever is best suited to the needs of the group. Pupils are encouraged to share how they are feeling and discuss ways to share the positive feelings and how we can support pupils with less happy emotions. We discuss our targets and what we need to do to achieve them. This places the Boxall targets as the primary learning in the curriculum.

### **Positive social communication.**

We sit as a group twice a day, at the table, for snack time. Pupils help to prepare food and drinks for their peers and having polite conversation around the table together is the priority in this activity. This gives our time together a family feel and is very bonding for pupil friendships and for pupils to build trust in the adults.

### **Maintaining academic skills**

Our morning has a literacy focus where a book for the week is used for shared reading, initiating play, verbalising writing ideas and working on writing the perfect sentence. This allows nurture pupils to maintain the skills they need to continue their learning back in their class bases. We use their writing targets, set by class teachers, as individual learning objectives in their writing.

Our maths activities focus on number and place value. This ensures that pupils maintain their maths skills for working back in their class base. We ensure that our continuous provision reflects our weekly activities so that pupils can rehearse their learning as their confidence to use and apply their understanding of number.

### **Creative learning**

All pupils have a sketch book which is used for communicating their feelings, thoughts and ideas through drawing.

Year 2 pupils have the opportunity to work on a project of their own choosing so that individuals' strengths and interests can be heard and valued. They are encouraged to develop their own activity ideas to strengthen their engagement in sharing their knowledge and understanding.

### **Assessment**

Children involved in the Nurture Group are assessed using the Boxall Profile every two terms. These assessments form the basis of their targets which are then shared with their class teachers and parents/carers. Boxall data, targets with steps to success and progress is all recorded using the Edukey Provision Maps which class teachers and parents have access to.

Progress is recorded using an evidence based approach, using photographs and observational notes. These notes are then used to feed back into the planning. This ensures that the activities respond to the changing needs of the children to ensure progress towards their nurture and academic targets.

### **Referral Procedure**

When a vacancy arises in the Nurture Group, class teachers are invited to put forward children who they feel would benefit from the group. These children are then assessed using the Boxall Profile by both the nurture staff and the class teachers to ensure an in depth discussion of the child's needs.

If the nurture provision is right for an individual child then a place is offered and a letter will go home to the parents/carers, following a discussion with the class teacher. Consent is obtained in writing from the parents/carers at this stage.

*Please see Appendix 3 for the referral pack.*

### **Partnership with Parents/Carers**

We recognise the importance of involving the parents/carers of a child in their education. Each family receives a copy of our leaflet explaining Robins class and detailing who we are and what we do.

We aim to keep our parents/carers informed of their child's progress and provide them with support and advice.

As part of our provision there is a rolling programme of parent/carer consultations, where they can meet with the nurture staff, see their children's work and discuss any concerns or issues they might have. These are carried out during whole school Parent Consultation Evenings.

### **Reintegration**

The point at which a child is reintegrated into their classroom full-time is based on the results of the Boxall Profile, the nurture staff assessments and the class teacher's observations.

When a child is thought to be ready to return to the classroom, a programme of gradual reintegration is initiated.

The process of reintegration starts with the needs of the child. This could take the form of attending lessons of interest back in their classroom base, and gradually building back up to full time, or attending a separate social skills group which leads to spending time back in class before or after the group, and again building in more time back in class around this.

The child's return to class is celebrated as a major achievement to have met all their nurture targets.

Nurture staff discuss their progress regularly with the class teacher and visit the children once they are back in class. Any future support or strategies that might be required are discussed and implemented.

### **Success Criteria**

We shall be a successful Nurture Group if:

- We provide affirming, positive and manageable sessions.
- The incentives used are seen as desirable by the children.
- What is acceptable and unacceptable behaviour is made clear.
- Any inappropriate behaviour is quickly dealt with, with the individual needs of the child considered.
- The group routines provide security.
- The activities are tailored for individuals to work towards success in achieving their targets.
- The children are given unconditional warmth and acceptance.
- There is a focus on group building activities.
- The children have greater attention and motivation back in class.
- The children gain a more positive identity than the one they have established elsewhere.
- The children gain confidence and are more willing to take on new challenges.
- The sense of success enables the children to put more effort into their work.

### **Appendices**

- 1) *Outreach Referral Procedures including:*
  - *Flow chart with accompanying notes*
  - *Nurture Group Referral Request form*
  - *Nurture Group Agreement*
  - *Master copy of letter for families*
- 2) *Initial Observation Form*
- 3) *Positive Handling Plan*
- 4) *Detailed Pupil Risk Assessment Form*
- 5) *Outreach Team Form*
- 6) *Outreach Support Evaluation Form*
- 7) *Rationale for the Woodland Area*

## APPENDIX 1



Greenvale Primary  
School

### Greenvale Primary School Nurture Group Referral Procedure - Outreach

#### Step 1

School identifies a child with needs in-line with the descriptors as set out in the procedure Notes and Guidance.

#### Step 2

School discusses their concerns with parents/carers and gains their consent to refer.

#### Step 3

School sends referral form to the Head Teacher at Greenvale Primary School  
Symons Avenue, Chatham, Kent ME4 5UP.

#### Step 4

Greenvale Primary School nurture staff meet with the class teacher to observe the pupil. Together the nurture staff and class teacher will complete the Boxall Profile / discuss pupils needs.

#### Step 5

Greenvale Primary School nurture staff decide on pupil's suitability to join the Nurture Group or to receive outreach support. If successful, a place will be offered. If there are no spaces available, the pupil will join a waiting list

#### OUTREACH SUPPORT

##### Step 6a

Home school and Greenvale meet to discuss needs of pupil at school. The pupil's home school if to provide the current data and information required.

##### Step 7a

Start date for Outreach support agreed with the Inclusion team and the pupil's home school.

##### Step 8a

Support begins for agreed period of time.

##### Step 9a

At the end of Outreach support, evaluation/impact and next steps discussed.

#### NURTURE GROUP

##### Step 6b

Parents/carers visit Greenvale to sign the Nurture Agreement.

##### Step 7b

Start date for pupil to be agreed between schools & all travel arrangements to be made and managed by the pupil's home school.

##### Step 8b

Pupil attends Greenvale Nurture Group either for a morning or afternoon session.

##### Step 9b

Transitional time frame for back to class base permanently agreed by Greenvale Nurture staff.

#### Step 10

If required, further dialogue between Greenvale Nurture staff and the pupil's home school to agree additional support strategies

## APPENDIX 1



Greenvale Primary  
School

**Greenvale Primary School**  
**Nurture Group Referral Procedure**  
**Notes & Guidance**

- 1) If staff identify pupils with needs in line with the following descriptors they are welcome to request a referral to the nurture provision via the Head Teacher and Inclusion Manager.

The nurture provision at Greenvale Primary School is run in accordance with the Nurture UK training which all nurture staff at Greenvale have undertaken.

Therefore, the six principles that underpin the provision are as follows:

- i. The children's learning is understood developmentally.
- ii. The classroom offers a safe base.
- iii. The importance of nurture for the development of well-being.
- iv. Language is a vital means of communication.
- v. The importance of transition in children's lives.

Pupils that would be eligible for a place in the Nurture Group will have some degree of the following:

- Those who appear to be emotionally insecure, which could present itself as a lack of self-acceptance, low self-worth or a lack of trust.
- Children who are withdrawn or unresponsive.
- Children with poor social skills, who cannot share or are demanding or uncooperative.
- Those with a poor attention span.
- Children who demonstrate inappropriate behaviour.
- Children who behave aggressively, impulsively or inappropriately in other ways.
- Children who find change upsetting.
- Children who appear unable to integrate into a mainstream classroom.

Greenvale Nurture Groups currently run majority day sessions from Monday to Thursday. This allows pupils to retain strong links with their class staff and peer group.

- 2) It is the responsibility of the home school to discuss their concerns with parents/carers and to obtain their consent to make the referral and discuss how the Nurture Group will support their child.
- 3) Once consent is obtained from the home, school can complete a Nurture Group Referral Request form and return it to Greenvale School.
- 4) An appointment can then be made for the Greenvale nurture staff to visit the home school. This will be to observe the pupil in their classroom base and meet with the class teacher and teaching assistant to discuss the pupil and complete the Boxall Profile together.
- 5) The Greenvale nurture staff will then decide on the suitability of our setting for the needs of the pupil and discuss the needs of the pupil with the Head Teacher and Inclusion Manager. If it is right for the child and a place is available, a place will be offered. If the Nurture Group is full, then the pupil will be placed on the waiting list. Greenvale Primary School will contact the family in writing to offer the place.  
Groupings will be decided by the Greenvale nurture staff, Head Teacher and Inclusion Manager. Numbers of pupils within the groups will also be at the discretion of Greenvale nurture staff and will be dependent on personality blends and priority needs. We will not expand groups to accommodate more pupils at the detriment to the needs of children currently in the group.  
The offer of a place in the Greenvale Nurture Group is entirely at the discretion of the nurture staff and Senior Leadership Team (SLT) and will be based on the suitability of the Greenvale nurture provision for the needs of individual pupils.
- 6) A meeting will be set up for the class teacher, parents/carers, and pupil and nurture staff, held at Greenvale Primary School to outline the nurture provision. This will give parents/carers the opportunity to meet the staff and see the classroom and outdoor areas that the pupil will access.



It will be the responsibility of the home school to provide all the relevant pupil data, information and current academic targets. Also any information regarding possible difficulties the pupil may have in settling into a new environment.

- 7) A series of visits/taster sessions will be arranged for the pupil to visit Greenvale Primary School to familiarise them with the journey, staff and setting. The number of these visits and their duration will depend on the individual needs of the child. Following the success of these visits, a start date will be agreed.
- 8) All travel arrangements are the responsibility of the home school.
- 9) Specific nurture targets will be set within the first two weeks of the pupil attending the Greenvale Primary School Nurture Group to allow the nurture staff to properly assess their needs in relation to their Boxall Profile and behaviours once in the setting. These will be fed back, in writing, to the home school and family.  
Daily contact between the home school and Greenvale Primary School will be via the visiting member of staff and a contact book for the family.  
Termly consultations will be made with the parents/carers to share the children's work and progress towards achieving their nurture targets.  
The class teacher remains ultimately responsible for their pupil; however the nurture provision remains the responsibility of Greenvale Primary School.
- 10) The timing of the transition will be at the discretion of the nurture staff in conjunction with the class teacher.
- 11) The transition back to their classroom base, full time, will be an organised, phased return, where the needs of the child are paramount. Support for the pupil will continue after their return to class in the form of visits by the Greenvale Primary School nurture staff to the home school.
- 12) The pupil's school will carefully monitor the progress of the pupil once back in class full time. Where necessary, Greenvale Primary School nurture staff will maintain dialogue and or visits with the school staff to set up additional support strategies.

**APPENDIX 1**



**Greenvale Primary School**  
**Nurture Group Referral Request Form**

**Greenvale Primary School**

Name of Referrer:		School Name:	
Position in School:		Date of Referral:	

Name of Child:			
Year Group:		Class:	
Date of Birth:		Age:	
On SEN Register	Yes / No <small>Please circle as appropriate</small>	SEN Status:	SEN Support / EHCP <small>Please circle as appropriate</small>
Outside Agency Involvement	Yes / No <small>Please circle as appropriate</small>	Name of Agency	

**Reason for Referral**

Learning Gaps		Learning Difficulties		Possible Transition Issues	
Behaviour		Emotional Difficulties		Social Skills Enhancement	
Low Self Esteem		Withdrawn		Very Lively!	
Other <small>Please describe</small>					

**Please provide a pen portrait of the child.**  
Include how they socialise with peers, any severe behaviour and any triggers to behaviour

**Please describe the way in which you think that the Nurture Inclusion team can assist.**

**Head Teacher Comments**

Signed by Head Teacher	Signed by Parent / Carer

\*\* The Nurture Group will contact the home school to arrange observation and profiling.

**APPENDIX 1**



**Greenvale Primary  
School**

**Greenvale Primary School**  
**Nurture Group Agreement**

Greenvale Primary School will:

- Provide a place in the Nurture Group (Robins class) for up to eight terms.
- Work closely together during the referral process, attend regular meetings and maintain constant communication.
- Provide support for parents/carers during each stage of referral and attendance at the Nurture Group.
- Implement strategies for the pupil to succeed in a safe, secure environment.
- Welcome the pupil at all times, giving them time, attention and encouragement.
- Communicate with, and build relationships with parents/carers through the home school contact book, meetings and phone calls.
- Arrange for parents/carers to visit the Nurture Group to join pupils in activities.
- Carefully review progress, learning and reintegration of the pupil.
- Uphold the six principles of a Nurture Group.

Parents/carers will need to:

- Ensure their child attends the relevant setting each day.
- Attend regular reviews about children's learning, progress and needs.
- Communicate with both Greenvale Primary School and the home school through the contact book, face to face discussions and phone calls.
- Provide open and honest reflections about the children's behaviour, social skills, emotions and anything which may influence these.
- Encourage and support their child.

Greenvale Primary School

Name: .....

Date: .....

Signed:.....

Parent/Carer

Name: .....

Date: .....

Signed:.....

**APPENDIX 2**



**Greenvale Primary  
School**

**Greenvale Primary School  
Initial Observation**

<b>SCHOOL NAME</b>		<b>DATE</b>	
<b>CHILD NAME</b>	<b>DATE OF BIRTH</b>	<b>YEAR GROUP</b>	
<b>CLASS TEACHER</b>	<b>SUPPORT STAFF</b>	<b>1:1 SUPPORT</b>	
<b>TIME AT SCHOOL</b>	<b>NUMBER OF EXCLUSIONS</b>	<b>PREVIOUS SCHOOLS</b>	
<b>PAEDIATRICIAN</b>		<b>DIAGNOSIS</b>	
<b>OUTSIDE AGENCIES</b>			
<b>PROFESSIONALS MEETINGS IN PLACE</b> (CAF etc.)			
<b>HOME SITUATION</b> (Parents/siblings/living conditions etc.)			
<b>BEHAVIOURS DISPLAYED</b>			
<b>TRIGGERS</b>			

<b>STRATEGIES IN PLACE</b>	
<b>LIKES</b>	<b>DISLIKES</b>
<b>AREAS OF SUPPORT REQUIRED</b> (What would you like from Greenvale)	
<b>RPI TRAINING</b> (Team Teach etc.)	<b>TYPE OF TRAINING</b>
<b>NOTES / ADDITIONAL COMMENTS</b>	

Completed by (PRINT NAME).....

**APPENDIX 3**



**Greenvale Primary  
School**

**Greenvale Primary School  
Positive Handling Plan**

<b>CHILD NAME</b>	<b>CLASS</b>	<b>YEAR GROUP</b>
<b>STATEMENT OF SEN</b> Yes / No <i>(Please circle)</i>		<b>REVIEW DATE</b>

**ADDITIONAL INFORMATION**  
 E.g. medical data (known medication / asthma / nose bleeds etc)

**TRIGGER BEHAVIOURS**  
 (Describe situations / behaviours which are known to have led to Positive Handling being required)

**TARGET(S)**

**SUCCESS CRITERIA**

**PREFERRED SUPPORTIVE STRATEGIES**  
 (Underline / Describe strategies which, when, when and where possible, should be attempted before Positive Handling techniques are used)

Verbal advice / support	Planned positive distractions – what?
Reassurance	Positive touch
Tactical ignoring	Take up time
Negotiation / Partial agreement	Time out offered / directed
Transfer adult	Choices / limits / consequences

Others (classroom organisation etc.)

**PREFERRED HANDLING STRATEGIES**

<b>TECHNIQUE</b>	<b>STANDING / SITTING</b>	<b>NUMBER OF STAFF</b>	<b>BREAKAWAY TECHNIQUES</b>

--	--	--	--

**REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT**

(What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)

--

**RECORDING AND NOTIFICATION REQUIRED**

<b>Incident Book</b>	Yes / No	<b>Incident Report</b>	Yes / No	<b>Other</b> (please specify)	
----------------------	----------	------------------------	----------	----------------------------------	--

**EVALUATION**

(To be completed during the review)

--

**SIGNATURES**

Head Teacher ..... Date .....

Parent / Carer ..... Date .....

Do you wish to be informed on each occasion that the Positive Handling Plan has been implemented Yes / No  
(please circle)

Staff authorised to use techniques

.....  
 ....  
 .....  
 ....  
 .....  
 ....

**APPENDIX 4**



Greenvale Primary School

**Greenvale Primary School**  
**Detailed Pupil Risk Assessment**  
*This should be revised on the reverse after every incident*

<b>PUPIL NAME</b>		<b>DATE OF BIRTH</b>	
<b>REG GROUP</b>		<b>RISK CATEGORY TO STAFF</b>	High / Medium / Low (please delete)
<b>DATE OF INITIAL ASSESSMENT</b>		<b>RISK CATEGORY TO SELF / OTHERS</b>	High / Medium / Low (please delete)
<b>NAME OF ASSESSOR</b>			

<p><b>BRIEF HISTORY</b>                  (Any information that could be helpful – family, former schools etc,)</p>   
<p><b>CHARACTER</b></p>   

<b>MEDICAL INFORMATION</b>	
<b>DIAGNOSIS</b>	
<b>MEDICATION TAKEN</b>	<b>TIMES TO BE TAKEN</b>

<b>WARNING!</b>
1.
2.
3.

<b>PATTERNS OF BEHAVIOUR LEADING TO KNOWN FLASH POINTS / TRIGGERS?</b> Who might be harmed and how?
1.
2.
3.

<b>TYPICAL BEHAVIOUR AT FLASH POINTS</b> Who might be harmed and how?
1.
2.
3.



	Severity H M L	Frequency H M L	Rating
Risk Potential			
<b>CONTROL MEASURES / PREVENTION</b>			
Who might be harmed and how?			
1.			
2.			
3.			
	Risk potential (revised with controls in place)		

<b>OTHER IMPORTANT INFORMATION</b>
Diversions and distractions (pupil interests)

SEVERITY	FREQUENCY			
Low (1)	Low (1)		Negligible (1)	Low (2)
Medium (2)	Medium (2)		Low (2)	Moderate (3)
High (3)	High (3)		Moderate (3)	Substantial (6)
				Extreme (9)

<b>1 and 2</b>	Positive reinforcement of good behaviour
<b>3 and 4</b>	Take action to reduce risk, monitor and review controls
<b>6</b>	Revise controls
<b>9</b>	Risk intolerable for this environment

DATE	TIME	DETAILS	SIGNED



APPENDIX 5



Greenvale Primary  
School

Greenvale Primary School  
Outreach Team Form

SCHOOL NAME	PUPIL NAME	STAFF NAME
----------------	---------------	---------------

DATE	RECOMMENDATION	TO WHO	TAKEN UP	AMENDMENTS MADE TO ORIGINAL RECOMMENDATION & WHY	OUTCOME	NEXT STEPS

**PLEASE NOTE:** The above is only a recommendation and please adapt all suggestions to suit the needs of the child



**Greenvale Primary School**  
**Outreach Support Evaluation Form**

Greenvale Primary  
 School

<b>SCHOOL NAME</b>	<b>PUPIL NAME</b>
--------------------	-------------------

<b>SUPPORT FROM DATE</b>	<b>SUPPORT TO DATE</b>
<b>TYPE OF SUPPORT PROVIDED</b>	
<b>HOW DID THE SUPPORT IMPACT ON YOUR ABILITY TO DEAL WITH CHALLENGING SITUATIONS?</b>	
<b>WHAT IMPACT DID THE ABOVE HAVE ON THE TARGETED CHILD / CHILDREN?</b> (Behaviour / Language / Relationships etc.)	

DATA START POINT	READING	WRITING	MATHS	DATA END POINT	READING	WRITING	MATHS						
	<b>BEHAVIOUR START</b>	Poor 1	2		3	4	5	Excellent (Please circle)	<b>BEHAVIOUR END</b>	Poor 1	2	3	4

**WOULD YOU USE THIS SERVICE AGAIN?**

Please explain why?

**ADDITIONAL COMMENTS**

Signed by .....

Completed by .....

(PRINT NAME)

Date .....

## **Greenvale Primary School**

### **Robins Nurture Groups**

#### **Rationale for the Woodland Area**

“Nature’s peace will flow into you as sunshine flows into trees. The winds will blow their freshness into you... the storms their energy while cares will drop off like autumn leaves.”

John Muir, naturalist, muddyfaces.co.uk

#### **Our Woodland Area**

This is a fenced area, comprising a pond, log cabin, raised beds, shelter, log seating areas, trees and open spaces. It is grassed with some stepping stone pathways. It is an outdoor space for any adults to use for group work. It is large enough to accommodate a whole class, if needed. There are no barriers to use, for example any specific training requirements, just knowledge of the risk assessment to ensure safety during its use.

#### **Risk Assessments**

The Woodland Area is part of the daily safety check, carried out by the school caretaker. There is also a separate risk assessment carried out, daily, prior to use. These are kept in a file the Robins Classroom, as the nurture groups are the main users of the area. Pupils also take part in their own risk assessment, on entry to the woodland as part of the structure of the session and is an important part of learning how to become responsible and mindful of risk, when using an outdoor space.

#### **Purpose**

The Woodland is an outdoor space that can be utilised in any way an adult wishes, to suit the learning needs of the groups / class that wish to use it. It is primarily used by the Robins nurture groups and Woody’s Lunch Club.

#### **Year Round Learning**

We intend to use the woodland area throughout the year so that pupils experience the impact of the seasons and the weathers they bring. The small joys of coming in from the cold, feeling the warmth of the spring sun and enjoying extended sessions outdoors in the summer are a part of everyday life that engage the whole brain and lay down neural pathways from experiencing memory making activities. There are, of course, days when the weather is really set against a positive learning experience. We make a judgment that is appropriate for the pupils as to whether we opt to not use the woodland. From experience, this usually means that use in Term 3 can be light, however this is not set in stone.

#### **Resources**

Waterproof clothing, gloves, wellies and a range of equipment and tools are available for use and can be accessed from the Robins outdoor area.

## Why a Woodland Area?

This natural, outside space is a valuable resource that enables our school to enhance the 6 Principles of Nurture, as set out by nurtureuk, into an outside space, thus providing an extension to our nurture teaching. The following chart shows how using an outdoor space as we do, provides us to nurture their minds, increase a sense of wonder and help them reach potential in all aspects of their life.

Children's learning is understood developmentally	The classroom offers a safe base
<p><b>Physical development:</b> Aerobic exercise, gross motor skills from movement, fine motor skills from handling tools and equipment</p> <p><b>Cognitive development:</b> Exploring and communicating, inventing games, organisational skills, attention and listening, connecting with and learning about natural environment, applying class based skills to another purpose, perseverance, engaging in adult / peer led activities</p> <p><b>Sensory development:</b> Improving distance vision, sound placement, natural changes in daylight strengthen eye muscles, sensory exploration, listening to distance sounds, observation skills, exercising heavy and light touch, recognising environmental smells</p>	<p><b>Developing confidence:</b> Perseverance to become acquainted with a new environment and feel a sense of belonging, stretching confidence in class into a different environment, strengthening character and personality by engaging with others in a different space, feel a sense of ownership and protection of a natural environment, laying down of positive experiences to produce long lasting happy memories, a sense of freedom in a safe space, class based sources and triggers for anxiety are not present, being able to achieve in new ways</p>
Nurture is important for the development of wellbeing	Language is a vital means of communication
<p><b>5 Ways to Wellbeing:</b></p> <p><b>Give</b> – contributing to a game, sharing resources with friends, taking part in maintenance of the natural environment, helping others in an activity</p> <p><b>Connect</b> – spending time in nature, the outdoors as a therapeutic environment, discovering others from a new perspective</p> <p><b>Take notice</b> – look, listen, smell, feel natural elements and weathers, engage with people and living things</p> <p><b>Be Active</b> – getting ready to go, the walk to the woodland, practical tasks and play, motivation to move and explore</p>	<p><b>Process of Speaking and Listening</b></p> <p><b>Listening:</b> A place to develop distance listening, different sound textures and resonance, sound placement, motivation to give purposeful attention</p> <p><b>Processing:</b> Identifying sounds and voices, paying purposeful attention to what is heard, developing vocabulary through modelling in practical tasks, developing comprehension through visual learning</p> <p><b>Understanding:</b> All activity in the woodland is practical and active therefore dual coding and will support</p>

<p><b>Learn</b> – about nature, learning with each other, taking class based learning outside, learning about yourself</p>	<p>the understanding of phrases, vocabulary and concepts</p> <p><b>Processing responses:</b> Using existing knowledge and experiences, stretching this into new understanding and applying new and existing vocabulary and phrases</p> <p><b>Confidence:</b> Feeling able to speak and communicate in an environment free of class based anxieties</p> <p><b>Responding:</b> Developing voice range and volume in an outdoor environment, practical tasks value you and whatever you can contribute not your perceived value or academic knowledge</p>
<p style="text-align: center;"><b>All behaviour is communication</b></p>	<p style="text-align: center;"><b>Transitions are significant in the lives of children</b></p>
<p><b>Emotional development:</b> Fresh air reduces stress, learning about yourself and your capabilities, learning about others in a different environment, engaging with others without class based triggers for anxiety, sense of achievement without academic pressures, making and maintaining friendships, communicating with others, sharing, turn taking, developing perseverance, developing self-efficacy, enabling calm, learning to appreciate nature and the environment</p>	<p><b>Developing resilience:</b> Small steps of challenge to transfer skills and attributes from one safe space to another, accepting differences in experiences do not automatically result in a negative, positive experiences come from transition too, building confidence to use skills in a range of places, building bonds with familiar peers through experiencing transitions during the school day.</p>

Therefore, the use of the Six Principles of Nurture as a clear framework for the Rationale for the woodland area ensures that our work links with the whole school visions and aims; ‘Nurture, Inspire, Succeed,’ enabling our most vulnerable pupils to succeed, learn and become the best they can be.