



Stornoway Primary School

Nurture Classroom

June 2022



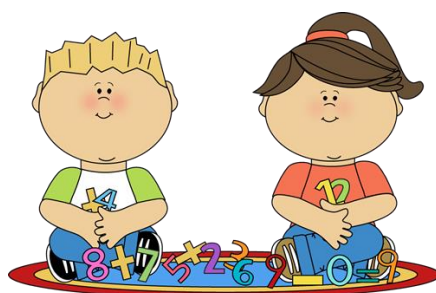
What is a Nurture Classroom?

Nurture Rooms are a preventative resource based on well documented psychological theory and research.

The Nurture Room offers a commitment to provide children with an intensive experience of a relationship of a kind that is conducive to healthy emotional and cognitive developments. The rationale of groups is that satisfactory emotional, social and cognitive development in the earliest years is the product of adequate and attentive early nurturing care. Children who miss this care or who experience significant trauma are often unable to engage with normal age appropriate school demands.

The provision gives the child a chance to experience this early care by teaching in ways that suit the child's developmental levels.

All children attending a Nurture Room must have access to a broad and balanced curriculum where the emphasis is on developing early learning skills. Teachers will need to be clear about the requirements of Curriculum for Excellence and use the guidance from the broad general education alongside a sound knowledge of child development, in order to plan an appropriate and meaningful curriculum.



The Purpose / Aim of the Nurture Classroom is to:

- provide a flexible and preventative resource which is responsive to the particular needs of the children.
- provide ongoing assessment and support for preschool and primary aged children showing signs of emotional stress and behavioural difficulties, with the aim of enabling the child to access the curriculum and participate fully in school life;
- provide a secure and reliable small class or individual setting where children can learn by re-experiencing pre-school and primary level nurture from caring adults, who actively work towards enabling their successful reintegration into their mainstream class;
- help the children learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence, through close and trusting relationships with adults;
- work in partnership with class teachers and parents to enable consistency of approach both at home and across the whole school.

What does a quality Nurture Classroom look like?

- ensures that children attending the nurture room remain members of their mainstream class
- has a pattern of attendance whereby children spend time each day in the nurture room or attend for regular sessions
- ensures that lessons are based on Curriculum for Excellence
- offers short or medium term placements, usually for between two and four terms, depending on the child's specific needs. These specific needs will have been determined through systematic and diagnostic assessments
- uses appropriate diagnostic and assessment instruments, monitors and evaluates the effectiveness of the nurture group provision in promoting the positive social, emotional and educational development of each child
- provides a setting where nurturing relationships between adult and child, are key to supporting health and wellbeing development
- provides play and nurturing experiences for children where essential early learning experiences have been missed
- is staffed by one or two adults working separately and together, modelling good adult relationships in a structured and predictable environment, where children can trust adults and to learn
- offers support for children's positive emotional and social growth and cognitive development at whatever level of need the children show by responding to them in a developmentally appropriate way
- places an emphasis on communication and language development through intensive interaction with an adult and with other children
- provides opportunities for social learning through co-operation and play with others in a group with an appropriate mix of children, both in the Nurture room, and in the classroom or on the playground
- promotes the active involvement of all staff in the life of the nurture group
- is staffed by adults who promote a positive attitude towards parents/carers of all children and encourage their involvement in activities supportive of the nurture group programme
- establishes links with outside agencies when required
- plans and prepares carefully for points of transition based on the child's needs and the positive moving-on of relationships



Roles and Responsibilities

Role of the Head of School

The Head of School has overall responsibility for the functioning of the Nurture Classroom within the school. S/he is responsible for:

- The operational management of the Nurture Classroom.
- Arrangements in case of absence of the Nurture Classroom staff.
- Fostering positive views about the Nurture Classroom with other parents/ carers and staff within the school.
- Management of the Nurture Classroom teacher as a member of the school staff.
- Management of the Support for Learning Assistants working within the Nurture classroom as members of school staff.
- Oversight of the curriculum planning and monitoring work within the Nurture Classroom.
- Ensuring the Health and Safety procedures are followed in accordance with the school's policy, as well as the Comhairle's.
- Ensuring that the Nurture Classroom operates within the guidelines of Comhairle policies.
- Head of School is the Named Person for pupils attending the Nurture Classroom.

Role of the Principal Teacher of Learning Support (PTLS)

- To liaise with the Support for Learning Assistants and Teacher working within the Nurture Classroom – this will include the development and implementation of agreed targets within documentation for each pupil.
- To be involved in formal reviews
- To support curriculum planning.
- To ensure appropriate liaison with other agencies, e.g. Allied Health Professionals, Social Services, CAMHS

Role of the Nurture Classroom Teacher

The Nurture Classroom teacher is responsible for the day-to-day management of the class. The teacher has the following duties:

- To carry out school policies and procedures, including child protection procedures where appropriate.
- To organise and plan curricular activities, bearing in mind the individual needs of each child.
- To keep individual records of the children's progress and intended programmes of work.
- To co-ordinate the work of the Nurture classroom Support for Learning Assistants.
- To discuss the children regularly with the professional involved, e.g. EP, CAMHS, SW etc.
- To work actively in partnership with parents, carers and other professionals involved with the children's care arrangement.
- To liaise with the Head of School and PTLS and to attend regular reviews.
- To observe children in classroom, playground and at lunch times in terms of supporting children to successfully manage less structured sessions.
- To participate in Inservice Training and career long professional learning relating to the nurturing principles

- Collegiate planning with the class teacher and the PTLs re IEPs, Child's Plan, and CSP where appropriate.
- Foster positive views about the Nurture Classroom with the other children.

Role of the Nurture Classroom Support for Learning Assistant

- The Support for Learning Assistants working within the Nurture Classroom work in partnership with the Nurture Classroom Teacher. Their role is to assist the teacher in whatever tasks are necessary including planning and to participate in appropriate Inservice Training.

Role of the Educational Psychologist

- To help with assessment of the children involved.
- To work closely with the school and the team around the child (TATC) to review the functioning and development of the Nurture Classroom.
- To provide training for staff and for parents/ carers.
- To support the school self-evaluation processes to determine if the work within the Nurture Classroom is having a positive impact on children.

Monitoring and Review of the Nurture Classroom Provision

- The Nurture Classroom will be visited termly by the PTLs and Executive Headteacher, and annually by the Head of Education.
- The Head of School will collect data from annual self-evaluations to identify success and inform future development and improvement.



Stornoway Primary School Nurture Class

Background

The Nurture Class in Stornoway Primary School was established in August 2022 to meet identified needs for specific pupils. It became apparent that the approaches used by the school had to be adapted to better meet the health and wellbeing needs of specific children.

Staff are currently undertaking training to further their understanding of trauma and develop trauma informed approaches in their practice. Stornoway Primary School and Nursery are adopting a whole school approach to nurture.

Our next step is to provide children with experiences to develop preventative and responsive strategies to support self-regulation in a safe, nurturing environment.

Identification of Needs/ Assessment

An evidence-based approach which includes observations, scatter plots, ABC forms and additional assessment data is used to identify the children who will benefit from accessing the Nurture Class. Boxall Profiles will be used with identified children to gain a detailed account of a child's specific areas of need. Children's progress and development will be continuously assessed by the Nurture Teacher and the Class Teacher. This information will be used to inform next steps in planning for learning. Individual children's needs will be regularly discussed, reviewed and shared at Team Around The Child meetings.

Staffing

Mrs Katherine Hacker will be the Nurture Class Teacher. Mrs Elaine Poke and Miss Maureen Murray, ASN teachers, will provide additional support as required. The Nurture Class will have Support for Learning Assistants working in partnership with Mrs Katherine Hacker.

How the Nurture Class Will Work

We believe that developing positive relationships with children is crucial, so that they feel safe, happy, confident and ready to learn. In the Nurture Class, the establishment of positive relationships will be fundamental in creating a sense of belonging, allowing children to feel that they are valued, respected and included in the school community. All achievements will be recognised and celebrated.

Our Nurture room has different areas which provide a secure, safe base for learning. The environment reflects the six nurture principles. It will have a comfortable area representing a home environment, providing a safe space where children can relax. It will include home furnishings such as a sofa, coffee table, rugs, cushions etc. The room will have a screened off corner with a tent and cushions to allow children access to a quiet, dark safe space if required. A dining table will provide a nurturing social experience during snack times. Children will take responsibility for tasks relating to drinks and snacks.

Learning through play will focus on supporting social and emotional wellbeing and offer opportunities for missed early childhood experiences.

Rights of the Child

Stornoway Primary School is a bronze awarded Rights Respecting School. This means that we have committed to developing a rights-based approach in the life and work of the school. In a Rights Respecting School, children's rights are promoted and realised by adults and children working together to achieve this goal. A Rights Respecting School has a positive impact on the whole school community. Children are healthier and happier, feel safe, have better relationships and are more actively involved in school life and the wider world.



This policy will be reviewed and updated as required.