



St Mary's NS

Nurture Room Policy

September 2023

1. Introduction

This policy was devised in September 2023.

1.2 What are Nurture Sessions?

Nurture Sessions are provided for children who are deemed to need extra support. The rationale is that these children have missed out on early experiences that promote social and emotional development. They may not have learned to make trusting relationships with adults or to relate appropriately to other children resulting in difficulties with settling at school.

1.3 The six principles of Nurture Groups

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- The acknowledgement of the importance of transition in children's lives.

2 Aims and objectives

St Mary's NS offers Nurture in a limited capacity at present. There are 5 one hourly sessions weekly available. Children with the greatest need are taken.

2.1 All sessions have a balance of learning, teaching, affection and support within a home-like atmosphere.

- The Nurture Room sessions aim to increase inclusive practice for children with emotional and behavioural difficulties and to develop ways in which the school supports such children.
- The Nurture Room sessions exemplify the school's positive ethos and are in line with its Wellbeing Policy.
- The Nurture Room sessions look to the cause of behaviour and the effective management of behaviour problems in line with the school's Code of Behaviour Policy.
- The Nurture Room sessions aim to raise the achievement of children with emotional and behavioural difficulties.
- Increased parental involvement in supporting children is encouraged and timetabled.

Long Term Goal for Attendees

- To enable the child develop pro-social skills which allow him/her to work/play with others.
- To create opportunities for success and celebrate same.
- To provide 'check-ins' for children on a daily basis.
- To enable children to learn and practise strategies which allow them manage their daily lives more effectively.

3 Staffing

Nurture Room teachers will have completed training.

- The Nurture Room teacher will liaise with Classroom teachers, SET, SNAs and other relevant/outside agencies/bodies.

4. Parental Contact

4.1 Parents are a key element of nurture work.

- Parents are consulted by letter prior to children attending for nurture sessions.
- Parents are invited to attend 'play & stay' sessions.

5 Placement criteria

5.1 Each child will be selected for intervention for individual reasons.

Suggested criteria include;

- Teacher expresses concern about the child.
- Nurture teacher may meet with class teacher to assess needs, gather background information and observe child in class setting (if necessary).
- Boxall Profile to be completed by class teacher.
- Parents are contacted and invited to meet with the nurture teacher and agreement is sought from the parents to begin the intervention.

6 Structure of the nurture session

6.1 The nurture session is will have a strong sense of routine, safety and familiarity.

- Initially, there will be a focus on building a strong relationship with the child through individual sessions, the ultimate goal being that the child will be able to work/play successfully within a group.
- There will be 5 one hour sessions of Nurture weekly in 'The Nest' (Nurture Room).

- There will be a mix of individual and group sessions.
- A timetable of activities will be determined.
- Children will learn through doing.
- The child's class will celebrate achievements (We share the news of certificates, stickers etc.).
- The rewards in the nurture session are consistent and individually tailored for the child. They may be awarded in conjunction with the class teacher and may form part of an agreed Behaviour Plan.
- Class teachers and other school staff are encouraged to acknowledge the achievements of children attending the Nurture sessions.

7 Monitoring

7.1 Monitoring of children's progress and the effectiveness of the nurture sessions is of paramount importance to maintain high standards of nurture provision.

- Children's progress is continually monitored with a daily/monthly review of the session by the Nurture Room teacher in his/her own notes.
- Regular meetings with staff are arranged to review pupils' progress.
- Class teachers complete Boxall Profiles each term.

8 Ending of Intervention

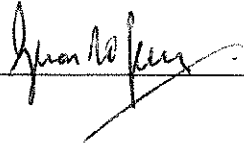
8.1 St Mary's acknowledges that transition is important and can be difficult for some children.

- Boxall profile is used as a guide to assess whether children are ready to leave the intervention.
- The class teacher, Nurture Room teacher and SET will discuss the child's progress and assess how to support the child's transition from 'Nurture' to full classroom participation.
- The Principal will have the final say.
- Parents are informed of the planned ending of the intervention and advised how to best support the child.
- Children are given clear explanations of the plan.
- The process is closely monitored and will be adjusted to suit the individual needs of each child.

Ratification and Review

This policy has been ratified by the Board of Management and will be reviewed every two years.

Signed:
Management



Chairperson Board of

Date:

