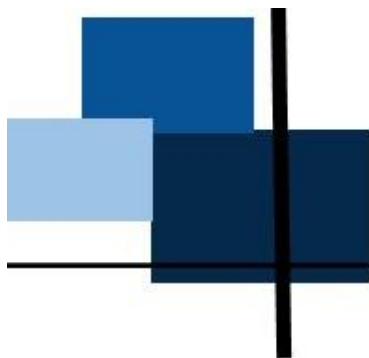




Working together to be the best that we can be

# Russells Hall Primary School

## Nurture Policy

*Serenity &  
Woodland Room*

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**Linked to: SEND Policy, Information Report,**

**SEND Nurture & Intent Statement, SEND pathway, SEND provision plan**



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**Nurture Policy – Serenity & Woodland Room**

Nurturing, Calm, Purposeful – Safe, Valued and Ready to Learn

Russells Hall Primary School values every child as a unique individual and is committed to supporting their personal development, learning, achievements and aspirations.

Serenity is our dedicated nurture provision, supporting children from Reception to Year 6. It provides a nurturing, calm and purposeful environment where children feel safe, valued and ready to learn.

Our aim is to help children develop the confidence, skills and emotional regulation needed to successfully access learning within their mainstream classroom and the wider school community.

We are extremely fortunate to have this provision within our school and are committed to ensuring it is used effectively, purposefully and consistently to achieve the very best outcomes for our children.

## 1. Rationale for Nurture Provision

Nurture provision is a structured, evidence-informed approach to supporting children with social, emotional and behavioural needs. It provides a safe, predictable and inclusive environment where children can develop emotional resilience, strengthen relationships and build the confidence they need to access learning successfully. We can identify and remove barriers to learning.

As educational psychologist Tina Rae states:

"Children learn best when they feel safe, secure and understood."

Similarly, attachment expert Dr Bruce Perry reminds us:

"The more healthy relationships a child has, the more likely they are to recover from trauma and thrive."

Positive, trusting relationships are therefore at the heart of everything we do within Serenity.

Serenity operates throughout the school day, allowing support to be tailored to individual pupils' developmental, social, emotional and learning needs. This flexible approach enables us to:

- Deliver targeted interventions.
- Improve readiness for learning.
- Create consistent routines that reduce anxiety.
- Improve staff deployment and planning.
- Reduce reliance on part-time timetables.
- Provide proactive support before difficulties escalate.
- Reduce the likelihood of fixed-term exclusions.
- Promote successful inclusion within mainstream education.

As recognised by the National Nurturing Schools Programme:

"Behaviour is communication."

When adults understand the reasons behind behaviour rather than simply reacting to it, they are better able to support children in making positive and lasting changes.

High-quality nurture provision can:

- Improve emotional wellbeing and self-regulation.
- Develop positive relationships through secure attachments.
- Strengthen communication and social skills.
- Improve behaviour through supportive teaching of appropriate strategies.
- Increase confidence, independence and self-esteem.
- Develop resilience and perseverance.
- Improve attendance and engagement.
- Remove barriers to learning.
- Promote inclusion and belonging.

As child psychiatrist Dr Dan Siegel states: "You have to connect before you can correct."

Children who feel connected are more likely to engage positively with adults, peers and learning.

### Individualised Support

Some children accessing Serenity have Education, Health and Care Plans (EHCPs). Outcomes identified within these plans are supported through carefully planned nurture activities and interventions.

Where children access Serenity for extended periods, personalised transition plans will be developed collaboratively with parents, class teachers, teaching assistants and the child. The aim is to gradually increase successful access to mainstream learning while ensuring each child feels safe, supported and successful.

### Maintaining Mainstream Connections

Children accessing Serenity remain members of their mainstream class community.

Positive relationships with class staff and peers are essential for successful reintegration. Opportunities such as Meet and Greet, classroom visits and attendance at selected lessons help children maintain these important connections and strengthen their sense of belonging.

As Louise Bomber reminds us:

"Children need adults who are willing to wonder what lies beneath the behaviour."

## 2. What is Nurture?

Our nurture provision delivers a modified curriculum based upon the principles developed by Marjorie Boxall and Marion Bennathan.

Serenity provides a warm, welcoming and inclusive environment that supports:

- Emotional wellbeing

- Social development
- Behaviour regulation
- Communication and interaction
- Academic engagement
- Personal growth

It is a calm, peaceful and safe place where children can develop the confidence and skills needed to succeed both in school and beyond.

### 3. Serenity Aims

We aim:

- To provide a calm, predictable and purposeful environment.
- To develop children's self-esteem, resilience and social skills.
- To build trusting relationships between children and adults.
- To develop responsibility for self and others.
- To teach appropriate behavioural responses and self-regulation skills.
- To support children in understanding choices and consequences.
- To work in partnership with parents and carers.
- To assess and monitor progress through recognised assessment tools.
- To support successful reintegration into mainstream learning where appropriate.
- To ensure children access a broad, balanced and ambitious curriculum and preparation for future learning and life.

### 4. Staffing and Roles

The role of adults within Serenity is to develop nurturing, positive and consistent relationships with children. Staff act as role models and help children build trust, confidence and self-worth.

Serenity is staffed by:

Mrs Fields Level 3 Teaching Assistant (SEND Status)

Miss Fereday Level 3 Teaching Assistant (SEND Status)

Both members of staff have completed recognised Nurture Group training and have experience leading nurture provision.

The provision is overseen by: Mrs Caroline Tams, Assistant Headteacher and SENCO

Mrs Tams has completed accredited Nurture Group training and previously managed the school's nurture provision from 2017–2020.

Woodland room is staffed by;

Rachel Bytheway      Learning Mentor 1

All staff working within Serenity and Woodland Room follow the school's Safeguarding and Child Protection Policy. Any concerns relating to a child's welfare will be managed in accordance with statutory safeguarding procedures.

## 5. The Environment

Serenity is located on the ground floor adjacent to Year 1 and includes a dedicated sensory room.

The room has defined areas designed to support a range of developmental, emotional and social needs, including:

- Board games and turn-taking activities
- Construction and STEM resources
- Small-world and role-play opportunities
- Arts and crafts
- Emotional regulation and mindfulness activities
- Sensory and fidget resources
- Quiet learning spaces
- Reading and communication areas
- Fine motor development activities
- Cooperative learning opportunities

These resources help develop:

- Positive social interaction
- Turn-taking and cooperation
- Emotional regulation
- Communication skills
- Creativity
- Confidence and resilience
- Independence
- Successful transitions back to learning

A suggested balance of activities includes:

- 20% structured games
- 40% open-ended play
- 20% creative activities

- 20% quiet or sensory-based activities

## 6. Curriculum and Daily Structure

Serenity delivers a flexible curriculum tailored to the developmental and emotional needs of pupils.

Group sessions are carefully structured and supported by clear visual timetables. Activities are planned in small, achievable steps to ensure children experience success, helping to build confidence and self-esteem.

Each week follows a theme which incorporates developmental and age-appropriate learning experiences. Evidence of progress is recorded within individual Learning Journeys.

### Morning Provision

Morning sessions primarily support Key Stage 1 pupils (but not exclusively) and focus on:

- Communication and language
- Social interaction
- Attention and listening
- Early literacy and numeracy
- Independence and play skills
- Small-group reading, writing, phonics and maths
- 

### Afternoon Provision

Afternoon sessions primarily support Key Stage 2 pupils and focus on:

- Social, Emotional and Mental Health (SEMH)
- Topic-based learning
- Practical and hands-on experiences
- Wider curriculum experiences
- Confidence and independence

### Serenity Adventures

Children may participate in outdoor learning and community-based experiences that promote:

- Teamwork
- Communication
- Problem solving
- Emotional regulation
- Independence
- Resilience

High-visibility jackets are worn during community visits to ensure safety.

Where appropriate, children may also attend selected lessons with their mainstream class to support inclusion and transition.

## 7. Woodland Room and Learning Mentor Support

Learning Mentors provide targeted support through trusted relationships, individual mentoring, social and emotional interventions and transition support. Their role is to reduce barriers to learning, develop emotional wellbeing and promote positive outcomes for children in school and beyond.

## 8. Lunchtime Provision

Serenity provides targeted lunchtime support for children who:

- Find playground environments overwhelming.
- Require emotional regulation support.
- Experience social communication difficulties.
- Have sensory needs.
- Have temporary physical needs or injuries.

The provision offers a calm, structured environment that promotes emotional wellbeing, positive social interaction and successful transition into afternoon learning.

Activities may include:

- Board games
- Construction activities
- Arts and crafts
- Reading
- Small-world play
- Mindfulness activities
- Cooperative games

Expectations

- Children access the provision through identified need.
- Placements are reviewed regularly.
- Staff provide consistent supervision and support.
- The environment remains calm, predictable and purposeful.
- Serenity is not an alternative indoor play option for children who simply prefer not to go outside.

Intended Outcomes

The lunchtime provision aims to:

- Reduce anxiety.
- Improve social interaction.

- Support emotional regulation.
- Increase confidence and resilience.
- Provide a safe alternative where needed.
- Promote successful return to learning following lunchtime.

## 9. Inclusive Practice

Within Serenity we recognise and celebrate that every child matters.

We respond to each child's individual:

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

We strive to ensure every child feels valued, respected and included.

## 10. Assessment

Children may be considered for Serenity where social, emotional, behavioural, communication or developmental needs are creating barriers to learning, relationships or successful participation in school life. Referrals may be made by class teachers, the SENCO, senior leaders. Placement decisions are made following assessment of need and discussion with parents/carers.

Assessment includes:

- Boxall Profile assessments
- PASS assessments
- Staff observations
- Learning Journey evidence
- Academic progress tracking
- Pupil voice
- Parent feedback.

Assessment findings are used to identify needs, plan interventions and evaluate impact.

Provision within Serenity follows the graduated approach of Assess, Plan, Do, Review, ensuring support is regularly monitored and adapted according to individual need.

## 11. Partnership with Parents and Carers

We recognise the importance of working closely with parents and carers.

We aim to:

- Keep families informed about their child's progress.
- Share achievements and successes.
- Offer advice and support where appropriate.
- Work together to ensure consistency between home and school.

Learning Journeys are available during parents' evenings and meetings.

Any concerns should be raised with Mrs Tams in the first instance.

Where appropriate, the school works collaboratively with external agencies and specialist professionals to ensure coordinated and effective support for children accessing Serenity and Woodland provision.

## 12. Indicators of Success

Success within Serenity is demonstrated when:

- Children feel safe, valued and understood.
- Positive relationships are established.
- Confidence and self-esteem improve.
- Emotional regulation develops.
- Behaviour improves.
- Engagement with learning increases.
- Attendance improves.
- Children become more resilient and independent.
- Barriers are identified and reduced.
- Academic, social and emotional progress is evident.
- Successful reintegration into mainstream learning is achieved where appropriate.

Above all, Serenity should remain a place where children experience warmth, acceptance, achievement, belonging and enjoyment.

## 13. Reintegration

Children's progress is reviewed regularly by nurture staff, class teachers and parents.

When children are ready, personalised reintegration plans are developed to support successful transition back into mainstream learning.

For some children this will involve a full-time return, while others may follow a gradual transition timetable tailored to their individual needs.

## 14. Frequently Asked Questions

Does this mean my child is naughty?

No. Serenity is designed to support children in developing the skills, confidence and resilience needed to become successful learners.

Will my child miss important learning?

No. Children remain active members of their class community. Nurture provision helps remove barriers to learning while continuing to develop communication, literacy and social skills.

How do you know progress has been made?

Children complete baseline and review assessments, including the Boxall Profile and PASS. Ongoing observations, Learning Journeys and academic tracking also measure progress.

What is the Boxall Profile?

The Boxall Profile is an assessment tool that helps identify and monitor children's social, emotional and behavioural development. It is usually completed by someone who knows the child well, such as their class teacher.

What is PASS?

PASS (Pupil Attitudes to Self and School) is a pupil survey that identifies barriers to learning, including confidence, motivation, resilience and sense of belonging. It helps schools plan effective interventions and measure impact over time.

### References;

- Boxall & Bennathan
- The Nurture Group Network (Six Principles of Nurture)
- Education Endowment Foundation guidance where relevant.