



Working together to be the best that we can be

Russells Hall Primary School

Nurture Policy

Serenity

September 2025

Review September 2026

Refer to the following also

***RHPS SEND Policy**



RHPS Russells Hall Primary School

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Nurture Policy - Serenity

Russells Hall Primary School values everyone and respects them as unique individuals, encouraging and supporting personal development, learning, achievements and aspirations.

1. Rationale for Nurture Provision

The proposed structure of providing nurture provision is designed to cater to the unique needs of our students, particularly those with Social, Emotional, and Mental Health (SEMH) needs. This approach has several benefits:

1. Catering for SEMH Needs:

Our Nurture provision runs throughout the entire school day, allowing children to attend at times that best suit their individual social, emotional, and mental health (SEMH) needs. This flexible approach ensures that support is truly responsive — some children may benefit from morning sessions when they are most alert and ready to engage, while others may find afternoon sessions more effective as they process and regulate emotions later in the day. By tailoring attendance to each child's unique developmental and emotional profile, we can deliver more meaningful, targeted interventions that foster well-being, resilience, and readiness for learning.

2. Reducing Part-Time Timetables:

The current system of part-time timetables can create challenges for students, parents, and staff due to its irregularity and lack of consistency. By implementing a clear and flexible structure, where Nurture runs throughout the day and children attend at times that best meet their individual needs, we can provide greater stability and purpose. This approach ensures that each child receives the right level of support when it is most effective for them, while maintaining a predictable routine for families and staff. It also allows for more efficient planning, improved use of resources, and a more cohesive experience for all involved.

3. Reducing Fixed Term Exclusions:

A significant benefit of this approach is the potential to reduce the number of fixed term exclusions. By providing targeted nurture provision and SEMH support, we can address behavioural issues more effectively and proactively. This can lead to a decrease in incidents that result in exclusions. Furthermore, the clear structure of the school day can provide a stable environment that can help prevent behavioural issues from arising.

2. What is Nurture?

Our nurture group provides a modified curriculum in an environment based on the principles advocated by Marion Bennathan and Marjorie Boxall. This approach to nurture provision is a strategic move towards creating an inclusive, supportive, and effective learning environment that caters to the needs of all our pupils. It is a testament to our commitment to fostering academic achievement, emotional well-being, and personal development in our school community. It's a warm and welcoming place for all and will be called Serenity – calm, peaceful and untroubled.

3. RHPS Nurture Aims

- To have a calm and purposeful environment and timetable, free from curriculum pressures. To develop self-esteem and social skills.
- To develop relationships between adults & children, building trust, confidence & reliability.
- To develop responsibility for self and others.
- To help children learn appropriate behaviour and behavioural responses.
- To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.

- To work in partnership with parents and teachers to achieve consistency of approach at home and school.
- To provide on-going assessment using the Boxall Profile.
- To provide a calm environment in which children can experience nurturing care from caring adults, who actively work towards enabling their successful reintegration into mainstream class if and when appropriate.

4. Who is who – Roles

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

Serenity will be staffed by two members of highly skilled staff. Mrs Fields & Miss Fereday both Level 3 Teaching Assistants with SEND status, both had undertaken the three day nurture training course & led a Nurture group before.

Serenity is overseen by Mrs Caroline Tams who is our SENCO and one of the Assistant head teachers. She has also completed the appropriate three day Nurture group training and monitored the previous Nurture group (2017-2020).

5. The Room

We are very lucky to have such a special, safe place in our school to be able to respond to a child's long or short term needs to ensure they are feeling happy, secure and have everything they need to be able to make progress and be successful in their education.

The room is situated at the end of building on the ground floor next door to Year 1. The room is divided into different areas to facilitate varying purposes, including a sensory room.

6. The Curriculum

As explained in the rationale above, our Nurture provision runs throughout the school day, allowing children to attend at times that best meet their individual developmental, emotional, and learning needs. This flexible approach ensures that support is truly child-centred, enabling us to deliver focused interventions that promote well-being, resilience, and readiness for learning.

Each week follows a specific theme, with planning that incorporates developmental and age-appropriate skills and activities. Each child's work and progress are recorded in an individual black scrapbook, capturing their learning journey.

Group sessions are carefully structured into small, purposeful chunks of time, supported by a clear visual timetable displayed in the room. Every activity is designed with success criteria that ensure children experience achievement, helping to build self-esteem and a strong sense of identity.

Activities focus on developing key social, emotional, and learning skills such as:

- turn-taking
- watching and listening
- using expressive language
- learning from others
- trying new experiences
- developing a positive attitude to participation
- forming positive relationships

- following agreed codes of behaviour
- initiating activities with others
- responding appropriately to sanctions
- considering the rights and needs of themselves and others

Where appropriate, some children may also attend specific lessons with their main class — for example, PE or music — planned collaboratively between the child, class teacher, and Nurture staff to ensure a smooth and supportive transition.

7. Inclusive Practice

In the nurture group, we recognise and celebrate that every child matters and we aim to respond to each child's needs, taking into consideration:

- 1 Cultural background
- 2 Life experiences
- 3 Strengths
- 4 Communication needs
- 5 Emotional and social needs
- 6 Developmental needs
- 7 Physical needs.

8. Assessment

The following types of children are considered for inclusion in the group: those who appear to be emotionally insecure, which could present itself as 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 uncooperative; 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 setting.

Children involved in the group are assessed using the Boxall Profile and a new toolkit called PASS. After these assessments, findings are discussed and a plan of action put in place.

Alongside the formal assessment process is the informal, evidence is recorded in Learning Journeys (black scrapbook) by nurture group staff. Learning Journeys are available during PPA for teachers to access.

Children are assessed in line with the school assessment system, including a new I-SEND Tracking system, in order to establish the impact the Nurture group is having on their academic progress.

9. Partnership with Parents & Carers

We recognise the importance of involving the parents/carers of a child in their education. We aim to keep parents/carers informed of their child's progress and provide them with support and advice. At parents evening the scrapbooks will be available for parents to look at. Any concerns or issues can be raised with Mrs Tams in the first instance.

10. Success

- 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 spotted quickly and dealt with.
- The routine through the sessions provide security.
- The activities are tailored to guarantee success.
- The children are given unconditional warmth and acceptance.
- There is a focus on group-building activities.
- The children have greater attention in class.
- The children can gain a more positive identity than the one they 'learned' 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.
- There is plenty of laughing and fun.

11. Reintegration

Nurture staff discuss the children with class teachers at the end of each term. If it is deemed the child is ready to go back into class a plan of action is put together. Some children go back into class full time and others part time, depending on their need.

12. Serenity Lunchtime Support

Purpose: Serenity provides a calm, structured, and supportive lunchtime environment for children who find the busy playground or dining hall overwhelming. It aims to help children develop social and emotional skills in a nurturing setting while ensuring their individual needs are met.

There are three specific support groups offered within Serenity during lunchtime.

1. Lunchtime Social Group, Time: 12:00 – 12:30, inner courtyard, small, targeted group

This group is designed for children who experience difficulties with social interaction, communication, or managing unstructured playtime. The focus is on play-based activities that promote turn-taking, sharing, and cooperation in a relaxed, supported setting. Activities might include small games, building, role play, or simple team challenges.

Benefits:

- Builds confidence in social situations.
- Provides opportunities to practise turn-taking and communication skills.
- Encourages positive peer relationships and cooperation.
- Helps children regulate emotions in a calm and structured space.
- Offers a predictable, supportive environment that reduces anxiety and promotes inclusion.

2. Eating in Serenity; 12.30 – 1.00 Some children find the dining hall environment too noisy or overstimulating. These children may eat their lunch in Serenity instead, under the supervision of a member of staff. This provides a quieter, calmer space where they can eat comfortably without sensory overload.

Benefits:

- Reduces stress and anxiety linked to noise or crowds.

- Encourages healthy eating in a relaxed setting.
- Supports gradual exposure and confidence-building for future transitions to the main hall.

3. Social Time / SEMH and First Aid Support 1.00 – 1.30

After lunch, Serenity provides a calm, supportive indoor space for KS2 children who may need help with emotional regulation or recovery time before rejoining the school day. This space is used to support children following social or emotional difficulties, or for those who benefit from a short, structured period of quiet reflection and reassurance.

On occasion, children with a temporary injury (e.g., a broken bone) may also attend, following a risk assessment to ensure safety and appropriate supervision.

Benefits:

- Supports children in managing emotions, regaining composure, and building resilience after challenging moments.
- Provides a safe, calm, and supervised environment to aid emotional recovery and readiness to return to learning.
- Encourages positive coping strategies, self-awareness, and confidence in managing social situations.
- Offers a consistent, trusted space for children to feel supported and secure during lunchtime transitions.

⚠ Important Information for Staff

Serenity is a targeted support provision, not an alternative playground or indoor option for children who simply prefer to stay inside.

- Do not send children who are cold or reluctant to go outside.
- Children should attend for specific, identified reasons, such as social communication needs, sensory sensitivities, anxiety, or emotional regulation support.
- Staff in Serenity will monitor attendance and reasons for referral to ensure that the provision remains purposeful and supportive for those who genuinely need it.

FAQs

Does this mean my child is naughty? No, not at all. These sessions are meant to help them manage situations and increase their skills to become more successful learners.

Will my child miss out on vital learning? Normally the group will run alongside regular lessons and they remain an active member of their class. Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate.

How do you know progress has been made? Staff will carry out a baseline assessment, a Boxall Profile, before a child joins the group. Then another assessment is carried out at the end to see if progress has been made.

What is a Boxall profile? The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education. It is normally completed by a pupils class teacher or someone who knows them really well.

What is PASS?

Pupil Attitudes to Self and School (PASS) is a digital survey that identifies non-academic barriers that may affect learning and engagement in the wider school community, including motivation and confidence. It also provides interventions and guidance so you can start to address issues immediately.

Many students struggle with resilience and confidence, which can impact their behaviour, attendance and achievement. PASS provides measurable insights into students' attitudes towards learning, helping you to improve engagement and strengthen their sense of belonging.