

Nurture Provision Policy

Bushmead Primary School



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1. Aims

- To have a predictable calm learning environment, with an appropriately adapted timetable. To develop relationships between adults and pupils by building trust, confidence and reliability.
- To develop self-esteem and social skills.
- To develop responsibility for self and others.
- To help pupils learn appropriate behaviour.
- To help children learn to make decisions and wise choices through understanding the consequences of their behaviour.
- To provide on-going observations and assessments, and when appropriate termly completion of a Boxall Profile.
- To work with class teams with the referral process, identifying needs and then to disseminate nurture strategies within the whole class setting.
- To use data effectively to monitor the impact of nurture interventions.
- To assist in the gradual reintegration back into their mainstream classes.

2. Provision

Aspen Class nurture provision at Bushmead School, will offer a secure and predictable, small class setting based within the main school, on a full-time or part-time basis for a period of two to four terms.

Through a referral process, Aspen Class - Nurture Provision offers focused, early intervention strategies on a short-term basis. By supporting the social and emotional needs of the pupil, with an emphasis on language development and communication, we aim to grow their confidence and self-esteem. Through modelling appropriate behaviour, we aim to enable the pupil to access the curriculum by identifying and addressing barriers to learning. Working in partnership with the class teacher, parents and school support staff, we work towards the pupil's return to full participation in their mainstream class.

The timetable is a mix of nurture and academic learning, giving pupils the opportunity to learn through play and re-visiting early experiences. The activities are all based around the appropriate year group planning to keep continuity with their peers and is adapted to meet the needs of the pupil.

Pupils who attend the nurture provision will remain on their mainstream class register and will join their mainstream class for appropriate activities to ensure that regular contact is maintained with their year group, such as PE, assembly, break, lunchtime and trips, all of which will be supported by the nurture team and support staff.

Nurture Provisions are recognised by the Department for Education. At least one member of staff in nurture will have attended a Nurture UK development course and achieved a merit in the Nurture UK accreditation. All principles of nurture are in accordance with Nurture.co.uk **guidance**.

3. Principles of Nurture

1. *Transitions - The importance of transition in children's lives.*
2. *Learning - Children's learning is understood developmentally.*
3. *Behaviour - All behaviour is communication.*
4. *Language - Language is a vital means of communication.*
5. *Wellbeing - The importance of nurture for the development of wellbeing.*
6. *Safety - The classroom offers a safe base.*

4. Roles and responsibilities

4.1 The Head Teacher and SENDCO

The head teacher will:

- Work with staff, parents and governors to determine the strategic development of the Nurture policy and provision in the school.
- Have overall responsibility for the provision and progress of learners accessing Aspen Class - Nurture Provision.

4.2 The Governor/s

They will:

- Work with the head teacher to determine the strategic development of the Nurture policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the FGB / FPP / C&S committee meetings.

4.3 Class Teachers and Learning Support Assistants (LSA's)

- To work with Nurture Lead with the referral process, identifying needs and then to support nurture strategies within the whole class setting.
- To use data effectively to monitor the impact of nurture interventions.
- To assist in the gradual reintegration of pupils back into their mainstream classes.

5. Monitoring arrangements

This policy will be reviewed by the SENDCo and Nurture Lead every **3 years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy
- SEND Policy
- Referral/Concern Pathway
- Cambridgeshire Therapeutic Thinking

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