



St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY



Nurture Provision Policy

Reviewed:
November 2022

To be reviewed:
November 2024



We **Pray**
We **Care**
We **Achieve**



MISSION

Statement

All policies and procedures are underpinned by our School Mission Statement:



WE PRAY

As a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.



WE CARE

For everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.



WE ACHIEVE

The best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.



Nurture Provision Policy

Introduction

Our Nurture Provision offers support for small groups of KS3 and KS4 students across St. Matthew's RC High School. These groups have their own nurture group form tutor who supports them in a smaller classroom environment with a maximum of fourteen students. We believe that by providing our students with structure and support in a reduced, more bespoke environment, their unique journeys through school can be supported. Each student has the chance to develop independence, life skills and approaches to cope with everyday challenges both inside and outside of school. Our ultimate aim is to empower our students to be themselves and embrace their identities.

Aims and Objectives:

We aim to provide a structured yet flexible routine, where there is a unique blend of teaching, learning and social activities. Our nurture provision is based on the Six Principles of Nurture as outlined within Appendix 1. They have been adapted as follows:

- Children's learning is understood
- SMRCHS is a safe space
- Kindness and respect are important at SMRCHS
- Our words and actions are important
- All behaviour is communication
- Our journeys through different school years are supported.

We encourage these principles through:

- providing our students with opportunities to recognise and understand emotions,
- developing our students' self-worth, adaptability, confidence, trust, motivation and self-esteem,
- providing a calm, safe and nurturing environment,
- providing a program of activities suited to the emotional, social and intellectual needs of each pupil,
- supporting our students to understand that their behaviours have consequences,
- delivering a modified curriculum in a calm, flexible and adaptable way,
- supporting the development of a whole-school nurturing ethos which is focused on inclusion to reduce fixed term and permanent exclusions.

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The theory of nurture is based around the importance of a social environment and the impact that this has on the development of positive wellbeing, emotional skills and behaviour of a child. Nurturing schools are those where teachers are trained to focus on the emotional and developmental needs of a child in addition to the academic.

At the forefront of the nurture movement is the charity nurtureuk. They are dedicated to improving the lives of children by promoting a nurturing approach across schools. Their work is underpinned by the Six Principles of Nurture (Appendix 1) and is supported by controlled studies and research.

Why we use a Nurture Provision

Most students start school with expectations based on early experiences, they have the ability to enjoy learning and a willingness to try something new. They have built up the resilience to learn from their mistakes. Most students enjoy the experience of school and will be supported if difficulties arise. However, in some cases there are students who arrive in school without having the necessary early experiences. This could be for a variety of different reasons depending on their personal situation. This can leave them feeling overwhelmed by the expectations, variety of activities and commotion of large classes. They may be unable to listen or absorb what the teacher says; they could be easily distracted and quickly feel overcome. Some withdraw; others express their frustration through impulsive or hostile behaviour.

The nurturing approach gives students the opportunity to experience and engage with missing early nurturing experiences.

Many of our nurture students have or are awaiting a SEND or SEMH referral or diagnosis. We work in parallel with both teams to ensure that we are supporting our students with the highest level of understanding. This is made possible through consistent, strong communication across all teams. The nurture provision is fully inclusive. If a student is on the SEND or SEMH register, the nurture staff will be made aware of any bespoke needs. To help these students succeed, any recommendations will be integrated into planning and they will be fully supported by the nurture staff.

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The Beehive

Our nurture provision is called 'The Beehive' and is spread across the St Matthew's building. Year 7 and 8 are situated within their year group corridors and Year 9, 10 and 11 are located within the main 'hub', on the first floor of the school building.

All year groups have a Beehive form tutor to welcome them into school, support their regulation and offer a safe base with a trusted adult. Each Beehive student completes a morning 'check – in' which is based around *The Zones of Regulation*. The check-in may be verbal or written depending on the needs of the student.

The Zones of Regulation

The Zones of Regulation™ curriculum are lessons and activities produced by Leah Kuypers, licensed occupational therapist, to support students in gaining skills in the area of self-regulation. Self-regulation can be referred to as self-control or impulse control. It is defined as 'the best state of alertness of both the body and emotions for the specific situation.' For example, when a student plays in a competitive game, it is useful to be in the yellow zone. However, that same state would not be appropriate in the classroom and so the student would be encouraged to move themselves into green zone (See Fig. 1).

The lessons and learning activities are designed to help the students with:

- identifying when they are in the different Zones,
- learning how to use strategies to change the Zone they are in,
- learning how to self-regulate,
- improving their vocabulary of emotional terms,
- reading other people's facial expressions,
- developing a perspective about how others see and react to their behaviour.
- Identifying events that may trigger their behaviour,
- Learning calming strategies.

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In the Beehive, we support our students with using the Zones by ensuring that all staff know and understand The Zones language. Staff ensure that they:

- talk and make comments to students to model how we all experience the different Zones,
- point out observations to support students in developing awareness of the Zones,
- acknowledge and validate the Zones and support students to self-regulate,
- share how a student's behaviour is affecting the Zone that others are in,
- show an interest in understanding a student's triggers,
- use positive reinforcement to point out when students are managing their Zones.



To be used with *The Zones of Regulation™* curriculum
Reproducible E

The ZONES of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Fig. 1

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The Curriculum

Our approach to the structure of curriculum lessons differs slightly across key stages:

Key Stage 3

For all three year groups, the majority of lessons are planned and delivered by a Beehive teacher. The table shows which subjects are taught within the Beehive and within mainstream (see Fig. 2). All Beehive teachers deliver the same *key knowledge* that is taught within each subject department with reasonable adjustment to meet the needs of the Beehive students. Beehive teachers ensure their subject knowledge is strong and they are delivering a spiralling curriculum through strong links with departments. For all mainstream subjects, Beehive students are supported by a Beehive teacher or LSA.

During mainstream lessons, teachers are expected to make reasonable adjustments to ensure that the learning needs of Beehive students are supported. The SEND and other appropriate school policies should be adhered to at all times. Support for teaching and learning strategies are available and readily shared by any Beehive teacher upon request.

<i>Subject</i>	<i>Teacher</i>
English	Beehive
Maths	Beehive
Science	Beehive
PSHE	Beehive
Geography	Beehive
History	Beehive
RE	Beehive
Music	Mainstream
PE	Mainstream
DT	Mainstream
Drama	Mainstream
Art	Mainstream

Fig. 2

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Key Stage 4

Year 10 and 11 forms are located within the Beehive 'hub.' The journey of each of our KS4 students is planned and supported in a bespoke way. The students are encouraged to attend mainstream lessons with the support of a Beehive LSA. They have the option to come back into the Beehive Home Room to benefit from a quieter learning environment where a Beehive teacher will guide their learning. However, by KS4, the aim is to have Beehive students using self-regulation strategies and choosing appropriate Zones within mainstream classrooms. This will prepare them for life beyond St Matthew's.

Our KS4 timetable consists of compulsory subjects and three option blocks. Fig 3. is an example of how these options could be filled. However, all option *choices* and career aspirations are personalised to each student and will be discussed in detail during year 9. Parents/ carers are fully involved in this process. Decisions are made with the aims and objectives of our Beehive provision in mind.

	<i>Subject</i>	<i>Delivered by</i>
Compulsory	Maths	Mainstream
Compulsory	RE	Mainstream
Compulsory	English Language	Mainstream
Compulsory	English Literature	Mainstream
Compulsory	Science (double award)	Mainstream
Option block one	Choice of subject	Mainstream
Option block two	ASDAN qualification	Beehive teacher
Option block three	Additional English and Maths tuition	Beehive teacher

Fig. 3

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ASDAN Qualification

An ASDAN qualification is a range of nationally approved qualifications based around the development of social, personal and employability skills. This is explored further during Year 9 options evening.

The Beehive Environment

The Beehive has three areas which provide a safe, secure base for both academic and social learning:

- The Home Room – A relaxed, calm space where pupils can enjoy social games and activities. This room can be used for whole class activities. It is also open during social times where students can spend their break and lunchtimes. It is supervised by an adult at all times.
- The Sensory Room – A quiet, relaxed space where students can choose to take a break from learning. They can spend up to fifteen minutes in the sensory room and are encouraged to self-regulate before returning to the classroom environment.
- The Work Room - A space where our KS4 students can break away from the hustle of the mainstream classroom environment and benefit from a smaller and quieter space to learn. They will be supported by a Beehive member of staff.

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Behaviour and Expectations

The school expectations are that all pupils should be ready, respectful and safe to learn in an environment that is free from the disruption of others. The Beehive is fully supportive of St Matthew's respect agenda: *Respect your learning, Respect the learning of others, Respect anything and adult reasonably asks you do.*

The Beehive's approach to managing behaviour is focused around our aims and objectives of the provision. We encourage the use of positive reinforcement to manage challenging behaviours. Rewards are offered in the form of recognition, form prizes and departmental trips. We encourage a high level of self-reflection from our students to encourage a restorative approach. Through the use of *The Zones of Regulation Curriculum*, we support them to identify and regulate emotions. We encourage our students to understand their triggers for behaviour and work on self-regulating techniques. Beehive students are always encouraged to talk about how they are feeling, especially if things are not going well.

We are inclusive and supportive of St Matthew's C system to encourage students to develop healthy and safe routines. Reasonable adjustments are made with regards to issuing detentions, isolations and suspensions. These decisions are made at the discretion of the Beehive Lead, they are always fair and justified.

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Reasonable Adjustments

As an educator, under the Equality Act 2010, St Matthew's has a duty to make 'reasonable adjustments' to ensure that any students with a disability are supported to fully participate in the education provided by the school. The Beehive recognises that small, considered changes can have a big impact on a student's education and wellbeing. Reasonable adjustments are made for our students with the aims and objectives of our nurture provision in mind.

Identification and Referral

The Beehive supports a range of students across year 7 – 11. The identification and review process takes place on an on-going basis.

Raising concerns – Staff follow the Beehive Process of New Student Induction (Appendix 2). They will complete a Beehive Referral Form to begin the process (Appendix 3).

Boxall profiles – All students joining the Beehive are screened using the Boxall profile. This is a series of questions covering various aspects of a student's social and emotional development. It provides a clear and personalised picture of a student's areas of need (Appendix 4).

NB: Should a referral be accepted but there is no availability in the Beehive form, a student will be placed on a waiting list. Students may take priority depending on needs and urgency. This decision is made between the Beehive Lead and Head of Year.

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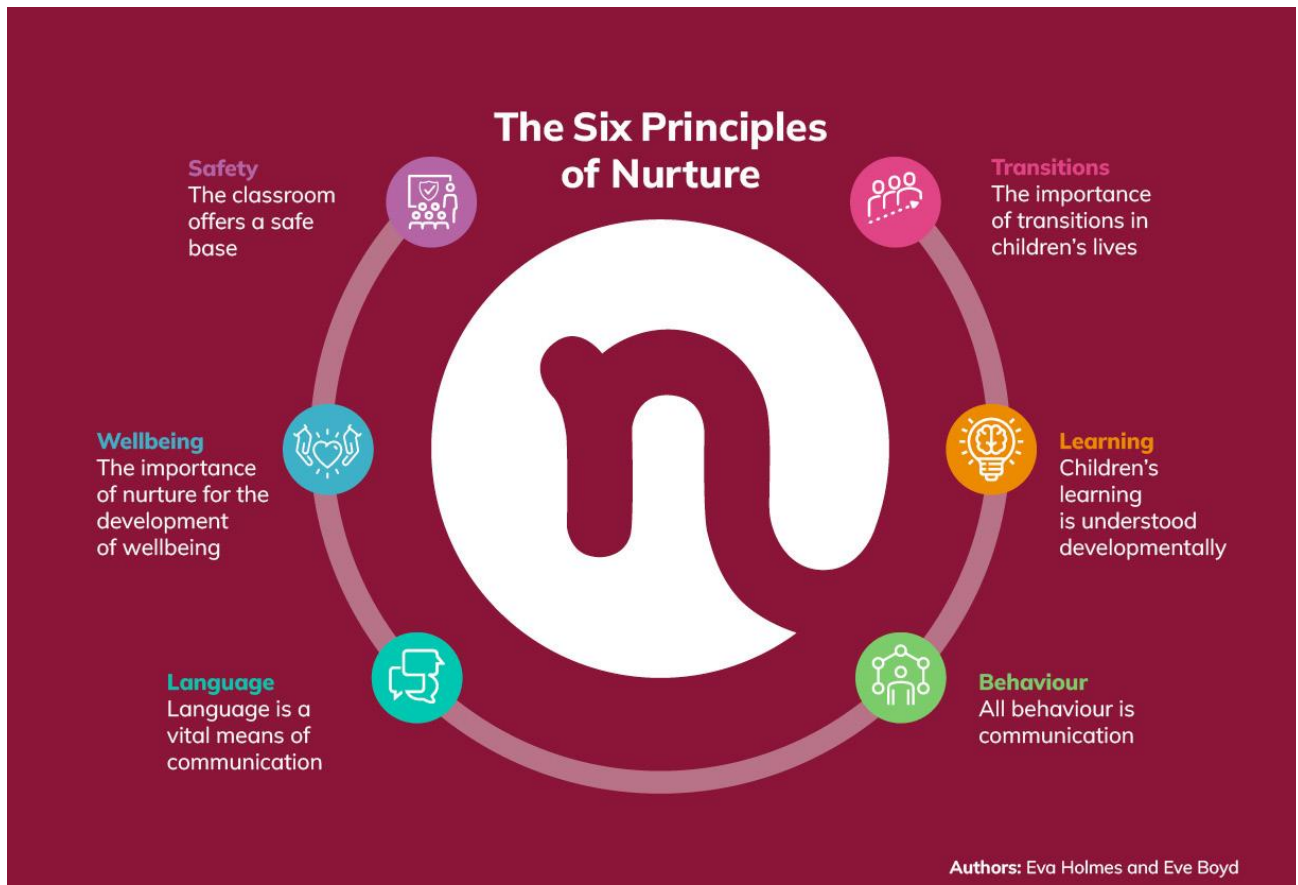
Reintegration

When a Beehive teacher believes that a student is ready for reintegration into a mainstream classroom, all staff will follow the Reintegration Process (Appendix 5). They will complete a Beehive Referral Form to begin the process (Appendix 4). The main points are outlined below:

- Boxall profile is used as a guide to assess whether students are ready to reintegrate. Boxall profiles will be completed by the Beehive form tutor.
- Parents are informed of the plans for reintegration and are fully involved in the process.
- Beehive students are provided with clear steps of the plan, using timetables and verbal reminders.
- The progress of reintegration is closely monitored, and there is no set timeline. The pace of return varies. Reasonable adjustments are made to support each student during this process.

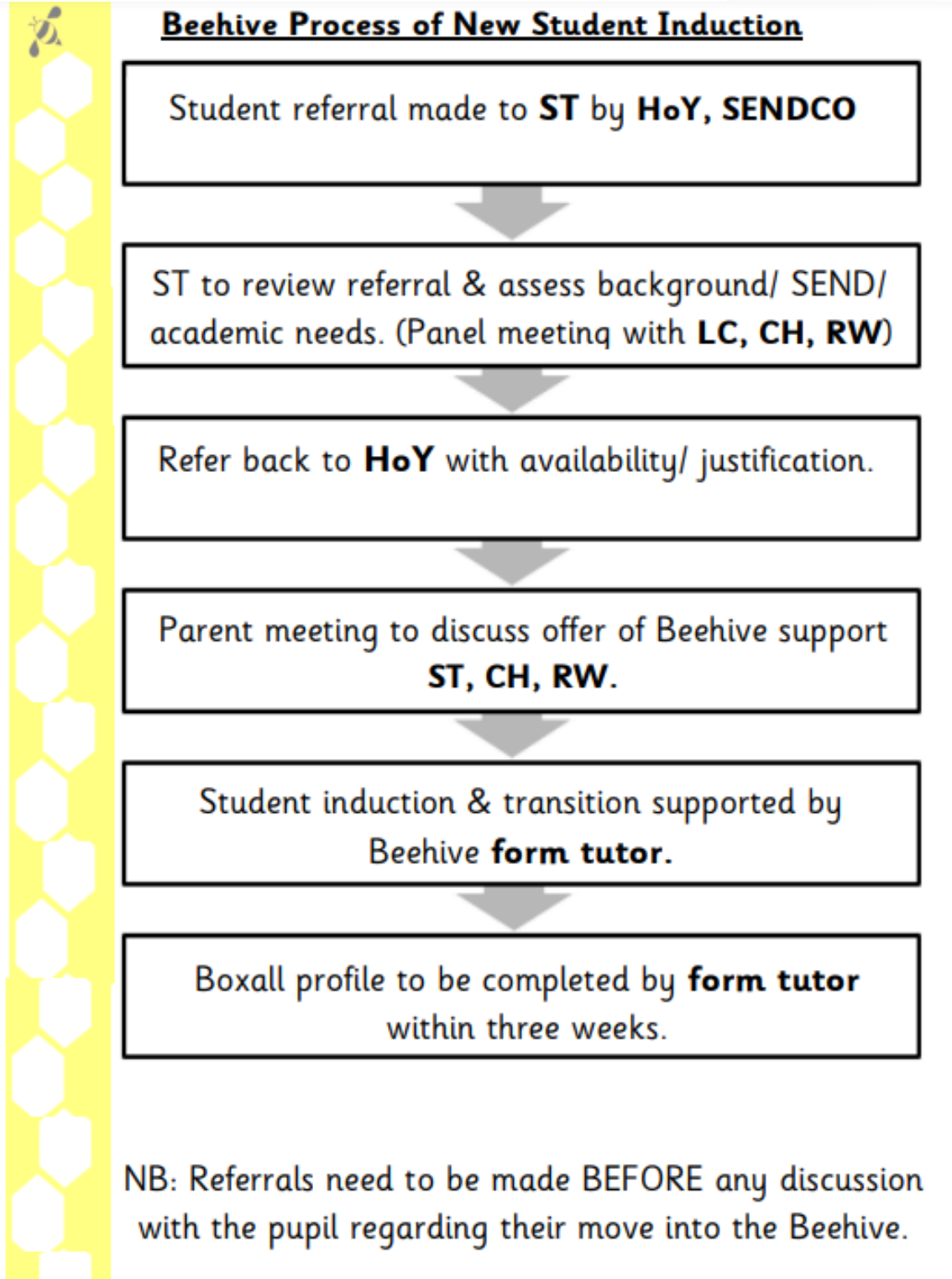
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Appendix 1



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Appendix 2



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Appendix 3

Beehive Referral Form

Name of student: _____

Date of referral: _____

Year group:

Referral for : New student
 Mainstream reintegration
 Use of Home Room

Referee: _____

When you have completed this form, please pass it to Sam Tilbury who will look into the request and begin the process.

Please mark the below with an X in the appropriate column.

Area	No concern	Some concern	High concern
Motivation			
Concentration			
Leaving seat			
Ability to work in a group			
Relationships with staff			
Confidence			
Ability to access work set			
Attitude towards peers			
Self- esteem			

Current SEMH/ SEND support:

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Appendix 4

Boxall Profile

As part of the Nurture Group Network, the use of Boxall Assessments is essential. On completion, the scores of each individual student are compared to the standardised emotional literacy scores of "competently functioning" children of a similar age group. Individualised, achievable targets for social and emotional aptitudes are then set for the student which are reviewed and re-assessed periodically. In the Beehive, we run our Boxall interventions across a key stage. This gives our students the chance to socialise and learn from older role models.

Both profiles have two sections, each consisting of a list of 34 descriptive items:

A – E = most basic skills – need to be focused on first

F – J = next area to develop

Q & R = until these improve there will be limited progress

S –U = interfere with how the child learns to socialise appropriately.

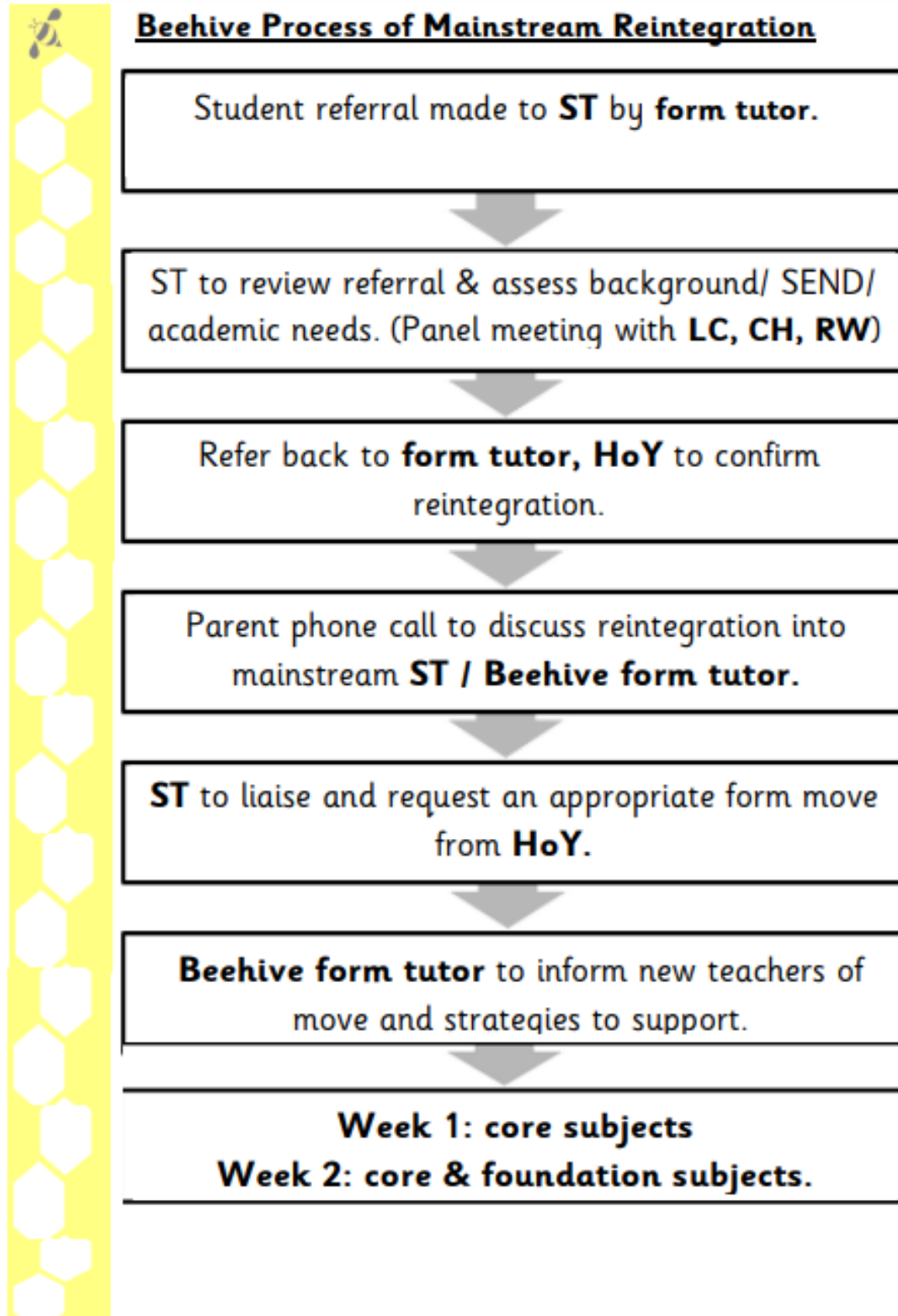
V – Z = Child displays negative behaviour towards self.

Section I: Development strands, consists of items which describe different aspects of the development process of the earliest years: satisfactory completion of the first stage of learning is essential if children are to make good use of their educational opportunities.

Section II: The diagnostic profile consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years.

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Appendix 5





St. Matthew's

Roman Catholic High School
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Contact

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Headteacher: Mr A Nightingale



DIocese of  SALFORD

OUR MISSION

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