Nurture Group Provision

Guidance For Schools

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Education Authority

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Background

1. The Education Authority (EA) leads on the development and implementation of the Nurture Programme for schools in Northern Ireland, through the Nurture Advisory & Support Service (NASS) established in 2017. The NASS provides advice and guidance on operational arrangements, placement procedures, necessary planning and practice of nurture provision, in addition to the monitoring the nurture group's for reporting purposes. Alongside supporting the DE funded nurture schools, the service focuses on delivering universal early intervention and preventative school based supports and training through the delivery of the Nurture in Education Programme (NEP).

2. This is a progressive, trauma informed, strengths based model of school capacity building that focuses on developing an awareness of nurturing approaches and Trauma Informed Practice (TIP). The NEP enables schools to establish a culture and ethos of wellbeing for all, whilst implementing more targeted interventions for pupils experiencing a range of social, behaviour, emotional and wellbeing (SBEW) needs.

3. The evidence of impact on outcomes and cost effectiveness for pupils who accessed support through nurture groups in Northern Ireland is outlined in two evaluation reports: *"The Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland"* (Queens' University of Belfast, 2016), and *"An Evaluation of the Nurture Unit Signature Pilot Project"* (Education Training Inspectorate, 2016). The findings of both evaluations endorsed the nurture group approach as an extremely effective intervention strategy for use by primary schools to identify and address additional support needs which fall into the categories of social, behaviour, emotional and wellbeing.

4. The guidelines have been updated to reaffirm the principles of nurture and a nurturing school and to share recognised good practice. **It is expected that all schools receiving funding from the Department of Education for a nurture group will follow this guidance which supersedes previously issued guidelines.** The Department of Education acknowledges that certain situations and individual circumstances may require the nurture teacher to adopt a flexible approach on a daily basis to meet the needs of individual children attending the nurture group who are presenting with complex needs or circumstances.

Purpose of Nurture Group Provision

5. Nurture provision offers a short term, focused, early intervention strategy, which addresses barriers to learning arising primarily from social, behavioural, emotional or well-being difficulties, in an inclusive and supportive manner. Central to the philosophy of nurture is the theory of attachment, and the need for a child to be able to form secure and happy relationships with others in the formative years of their lives. The nurture group provides an opportunity for a child to revisit early nurturing experiences.

6. The main purpose of nurture provision is:

- To provide a flexible and preventative resource that is responsive to the particular needs of each child.
- To provide ongoing assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and return to full participation in their mainstream class.
- To provide a secure and predictable small class 'setting' where children can learn by re-experiencing pre-school nurture from two caring adults who actively work towards enabling their successful integration into their mainstream class.
- To help the children to use their curiosity constructively, improve their self-esteem and develop their confidence, and learn appropriate responses through forming close and trusting relationships with adults.
- To work in partnership with class teacher(s), parents, school staff and other Education Authority services to enable consistency of approach both at home and at school.

Conditions of Funding for a Nurture Group

7. It is a **mandatory requirement** for funding that each school will operate a nurture group on the following basis:

- The nurture group will be staffed with one full-time nurture teacher and a full-time nurture classroom assistant.
- Both staff should have completed training on the Theory and Practice of Nurture Groups and have received or be working towards the NurtureUK accredited training.

- Have a sound knowledge of Trauma Informed Practice and accessed training in relation to this approach.

- The nurture group will operate full time, offering short or medium term placement usually between one and four school terms depending on the assessed needs of each child.

- **The school may exercise its discretion to move to part-time nurture group provision, where two groups of children attend the nurture group for two separate sessions each day. Such an approach would be appropriate once the nurture teacher and classroom assistant have developed sound experience and skills of nurture delivery – likely to be after a period of two years.**

Selection of Children

8. Nurture Group support is appropriate for children who are experiencing significant social, behaviour, emotional and well-being (SBEW) needs in school arising from attachment difficulties in early childhood. Indicators of such difficulties may include:

   - Children who are very restless, have concentration difficulties, behave impulsively or aggressively;

   - Children who are withdrawn, unresponsive and who have difficulty forming friendships or relating to others; and

   - Children whose known early or recent history suggests that they may be at risk.

9. **All children must be selected to attend the nurture group based on scores achieved within the assessment tool The Boxall Profile. The EA is responsible for procuring The Boxall Profile license from NurtureUK, and along with DE will have access to data for statistical and monitoring purposes.** It therefore essential that this is stated in the initial parental consent form required for the child to take up placement within the nurture group (see Appendix 4).

10. **The following guidelines highlights best practice approaches to use when assessing which children would benefit most from accessing support within a nurture group:**

    - Initial observations and/or assessments undertaken by the class teacher, Learning Support Co-ordinator (SENCO) and/ or trained nurture group teacher.

- Use of the Goodman's Strength and Difficulties Questionnaire (SDQ) as an initial screening questionnaire to identify children who require more in depth assessment through The Boxall Profile.
- Completion of The Boxall Profile online.
- When deciding which children would benefit most from a nurture group placement consideration should also be given to:
  - ✓ the balance of the needs within the group;
  - ✓ the mix of pupils who are "acting out" and those who are withdrawn;
  - ✓ the number of girls and boys;
  - ✓ the age range of pupils; and
  - ✓ the number of Children Looked After (CLA).
- The recommended number of children attending the nurture group full time should normally be between eight to ten children, from Years 1 to 3.
- Nurture support is normally appropriate for children who are recorded at Stage 2 or 3 of the Special Educational Needs register.
- Assessment by an Educational Psychologist is not a pre-requisite for admission but it is recommended that consultation and discussion with the school's named Educational Psychologist should take place.
- Children will normally complete a minimum of one or two terms (maximum of four terms) in the nurture group.

Nurture Practice

11. NurtureUK define the six principles of nurture as:

- Children's learning is understood developmentally;
- The classroom offers a safe base;
- The importance of nurture for the development of well-being;
- Language is a vital means of communication;

- All behaviour is communication; and
- The importance of transition in children's lives.

(Ref: Lucas, S., Insley, K. and Buckland, G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, NurtureUK).

12. All approaches and interventions with children should clearly reflect the six principles of nurture and staff should be familiar with the SEN Resource File, specifically the revised chapter in relation to SBEW needs.

13. The routine of the nurture group should be structured and predictable with a regular pattern to the day. This should include eating together, formal work, story time, play etc. with activities clearly planned to reflect each child's individual needs. The use of visual timetables is recommended.

14. Children selected to attend the nurture group should continue to be on the register for their mainstream class and join with them for appropriate activities, to ensure that regular contact is maintained, and to avoid isolation from their peers. **Common practice includes integration with the mainstream class first thing in the morning (for around 20–30 minutes) and the last period of the day, along with joining the mainstream class for group activities such as PE, assemblies, trips etc., as determined by both the class teacher and the nurture group teacher.**

Roles and Responsibilities

Nurture Steering Group

15. The nurture steering group is established in each school that has a DE funded nurture group and functions as a governance arrangement. The nurture steering group will oversee the delivery arrangements of the nurture group, agree the strategic planning in relation to the policies connected with the nurture group, as well as monitor staffing and finance procedures. The school's own operational guidelines may also be established by this group which would include the following:

- The nurture teacher reports to the nurture steering group.
- The nurture group action plan links with the School Development Plan.

- School policies are revised to incorporate the six Principles of Nurture and ethos.

- The nurture steering group acts a selection panel for children identified for nurture support and encourages best use of resource and eradicates unnecessary delays in support required.

16. Suggested members of the nurture steering group may include the following individuals:

- Principal;
- Learning Support Co-ordinator (SENCO);
- Nurture Group Teacher
- Educational Psychologist;
- Board of Governor (Chair);
- Representative from Social Services; and
- EA NASS Officer.

17. It is recommended that the nurture steering group meet regularly (at least once a term) to review progress and contribute to forward planning. For the steering group to be most effective, the members should where possible remain constant and attend each meeting in order to fully support the work of the nurture group.

School Principal

18. The school Principal through their leadership role should ensure:

- The DE requirements for funding are satisfied, in line with DE nurture group guidance and remain so.

- **A nurturing ethos is embraced throughout the whole school through promoting the benefits of a nurturing school, including the nurture group, for the whole school community** (see also the SEN Resource File – SBEW Chapter).

- The nurture group staff are fully supported in their role to deliver nurture group provision **(paragraphs 16 and 17 outline the respective roles and responsibilities of the nurture teacher and classroom assistant)**.

- **The roles and responsibilities of the mainstream class teachers of children attending the nurture group are clearly understood** (Appendix 2).

- **The role of the nurture group staff within the school's child protection policy is clearly understood, with clear communication pathways established with the school's designated child protection team.**

- Nurture group provision is reflected in the school development plan.

- The staff and Board of Governors understand the purpose of the nurture group and agree to support it.

- Professional development is provided for all staff across the school focusing on the nurturing principles and approaches, with a shared understanding of a nurturing school environment by utilising the Nurture in Education Programme model of support (See also Trauma Informed Practice Level 1 & 2).

- **There is an increased emphasis on shared responsibility and working together to foster the social and emotional development of all children in the school, acknowledging and facilitating contributions made by all relevant professionals, including the nurture staff.**

- The Principal will be responsible for dealing with any complaints that may arise from parents concerning the nurture group, within the normal school complaints policy.

Nurture Group Teacher

19. The nurture group teacher is responsible for the day-to-day management of the class, ensuring that the nurture principles are maintained through consistent practice and approach. The teacher's responsibilities include:

- Ensure that the nurture group operates within the DE Nurture Group Guidelines, and all other school policies including the Child Protection/ Safeguarding Policy.

- Work closely with the nurture group classroom assistant to plan the curriculum and a personalised relationship focused development programme to meet the children's SBEW needs.

- Organise and plan the activities of the classroom, ensuring that activities and approaches reflect the individual needs of each child.

- Keep regular records of observations for each child, recording his/her progress and intended programmes of work.
- Monitor and evaluate each child's progress.
- Actively work in partnership with parents to support the development of their children.
- **Liaise closely with the child's class teacher, and ensure there is careful joint planning. This will also facilitate effective reintegration of the child when the time is right. To help ensure there is a clear understanding of the roles and responsibilities of the nurture staff and the main class teacher, a "contract" can be agreed which provides clarity of their respective roles.** (A sample agreement is appended at Appendix 2.)
- Observe children in less structured sessions for example, the mainstream classroom, in the playground and at lunchtimes, and assist with successful inclusion.
- Participate in School Development Days, appropriate Continued Professional Development, and joint planning with the class teacher and school Learning Support Co-ordinator (SENCO) in relation to Pupil Learning Plans (PLP's).
- Prepare information on individual children in order to inform any meetings with other professionals involved.
- Ensure provision and maintenance of suitable resources/materials in the nurture group.
- Provide progress reports to the school's nurture steering group.
- Provide progress reports to the EA NASS Regional Manager / NASS Officer; and co-ordinate monitoring visits as appropriate.

Non-contact time should be available (a minimum of half a day per week) for the nurture group teacher to:

- Meet with parents.
- Attend case conferences, where appropriate.
- Keep detailed assessment records.

- Carry out in-class observations.
- Meet with appropriate EA Officers and external agencies as required.
- Liaise with the school's Learning Support Co-ordinator (SENCO) and other staff – including supporting the school capacity building and sharing nurture principles.
- Continue their own professional development through attendance at relevant courses and keeping up to date with relevant research.
- Participate in regular monitoring/review meetings with the nurture steering group.
- Participate in training or cluster support sessions facilitated by the EA NASS.

Nurture Group Classroom Assistant

20. The nurture group classroom assistant should be employed in the nurture group full-time working closely under the direction of the nurture group teacher, with both modelling good adult relationships and interactions. The role includes:

- Assist in delivering nurture provision in line with the DE Nurture Group Guideline's, and all other school policies including the Child Protection/ Safeguarding Policy.
- Assist and support with the planning of the Curriculum and personalised relationship focused development programme to meet the children's SBEW needs.
- Contribute to child observation and record keeping.
- Observe children in less structured sessions e.g. the mainstream classroom, playground and at lunchtimes, and assist with successful inclusion.
- Support the nurture teacher to establish relationships and work with parents.
- Attend nurture cluster support meetings.
- Attend nurture steering group meetings where appropriate.
- Participate in CPD as required.

School Learning Support Co-ordinator (SENCO)

21. The role of the school Learning Support Co-ordinator (SENCO) in relation to nurture group provision is:

- Be involved with the class teacher and the nurture group teacher in the identification and assessment of children for the nurture group.
- Liaise with the nurture group teacher and class teacher - this will include supporting the development and implementation of PLP's.
- Be involved in reviews in line with the Special Needs Code of Practice.
- Be a member of the school's nurture steering group.

Involving Parents and Carers

22. Working in partnership with parents and carers is an important element of nurture provision. At the outset, parental consent will be required for a child to attend a nurture group. Early discussion with parents by the mainstream teacher can help explain the purpose of nurture and how it may help to support the child. Once consent has been given and the child attends the nurture group, it is crucial that parents and carers are informed and involved with the nurture group.

23. Parents and carers should regularly be invited to join in nurture group activities and their feedback gathered, with carefully consideration given to the management of such invitations to ensure a stable and predictable environment for the nurture group children. Where joint parent and child days are organised, consideration needs to be given to the impact of an absent parent or carer on individual nurture group children.

24. The nurture teacher will be expected to provide parents/carers with opportunities to gain awareness and understanding of how they can help to support their child and reinforce their social and emotional development and learning at home. Flexibility and sensitivity will be required for some parents or carers depending on their own individual circumstances or family needs.

25. Examples of good practice include:

- ✓ Inviting parents to join an activity with the nurture group, such as a birthday breakfast, stay and play sessions, a nurture group outing, picnics, creative arts, storytelling, reading etc.

- ✓ Providing materials for parents to read about nurture group activities and their child's progress.
- ✓ Providing parents with follow-up home activities that reflect what has been delivered within the nurture group setting.
- ✓ Many nurture groups link their work to local parenting/family initiatives and a range of workshops that can be accessed from Voluntary/Community organisations within the school's locality.
- ✓ Where a child is a Child Looked After (CLA), the nurture teacher will need to liaise with the Designated Teacher for Child Protection and child's social worker for approval to involve a parent and/or foster carer where this is considered appropriate.

Dealing With Nurture Staff Absence

26. As the success of the nurture group will depend on the stability and routine it provides for the children, **the nurture group teacher and classroom assistant should not be expected to cover for other absent staff within the school**. Likewise the school principal will need to be mindful of the need for continuity when appointing the nurture group staff (for example ensure as far as possible there are no other roles or demands on the nurture staff which could necessitate short absences from the nurture group during the nurture session).

27. In the event of the short term absence of one of the nurture group staff, the group may not be able to function, however in this case children should be supported in their mainstream class where possible.

28. Each school should ensure there is at least one teacher trained to act as a "back up" nurture group teacher in the event of a longer term absence. Where the trained back up teacher is no longer available, schools should ensure that another member of staff is identified and trained as a replacement. NurtureUK provide annual training in Northern Ireland and for details of the accredited training course "The Theory and Practice of Nurture Groups" including any upcoming dates, please see:

    https://www.nurtureuk.org/our-services/training/theory-and-practice-nurture-groups/northern-ireland

Promoting the Nurture in Education Programme

29. Nurture groups are a whole school early intervention strategy for preventing under achievement therefore for the successful development of a nurturing school, there should be a whole school commitment to the nurturing principles being part of the normal mainstream practice. **All school staff should have received awareness training of the principles and practice underpinning a nurturing approach in school.** This will help ensure that the nurturing ethos is embedded within the school and that all staff offer consistent expectations and behaviours across all school areas, including the playground and canteen. (See also the SEN Resource File – SBEW Chapter, and Trauma Informed Practice Level 1 & 2.)

30. As a part of whole school training and development, nurture group teachers are expected to share and disseminate best practice relating to nurturing approaches and practices. This could include the provision of opportunities for other teachers to attend the nurture room for short sessions to gain first-hand experience of the routine of the nurture group and the strategies adopted to support the children's development.

31. Opportunities can be taken to utilise the nurture group for the benefit of other pupils, for example, for facilitation of additional activities or programmes in the afternoons. Arrangements can also be made to invite peers from the mainstream classes to join with the nurture group children for playtime/breakfast thus reinforcing inclusivity and connections with other pupils.

32. Interruptions to the nurture group should be kept to a minimum to prevent disruption to the children and their routine. While visitors to the nurture classroom will be welcomed (and can aid the children's social development) this should be by prior arrangement with the nurture staff to ensure that the children are informed and prepared for any visits taking place.

Monitoring and Review of Pupils Progress

33. Arrangements should be in place for systematic monitoring of each pupil's progress in the nurture group, through the use of The Boxall Profile, on a termly basis and each child should be monitored following reintegration with the mainstream class with appropriate records kept.

34. Following reintegration each child should be monitored on an annual basis as the child moves through the school for longer term analysis of the child's progress. The

Boxall Profile can be utilised for this purpose in addition to records being maintained outlining all children who have attended the nurture group including:

- UPRN;
- Age;
- Length of time in the nurture group;
- The Boxall Profile entry and exit scores;
- Position on the Code of Practice; and
- Any reduction associated with attendance at the nurture group, in addition to annual attendance data highlighting any improvements.

35. The involvement of Educational Psychologists and any other professional services should be accessed as required.

36. Formal review with parents should take place on a regular basis.

Monitoring and Review of Provision

37. In line with the DE Nurture Group Guidelines, the nurture Steering Group should monitor and review the nurture group as part of its ongoing monitoring responsibility. It will ensure that the Guidelines are followed and that the agreed criteria are met.

38. There should be regular liaison between the nurture group teacher, the school Principal, the EA NASS Officer and other professionals as appropriate.

39. Monitoring reports should be provided by the nurture group teacher to the EA on a termly and annual basis as required.

Inclusion and Reintegration Process

Broad Principles

40. The main aim of nurture group support is for the child to move towards full reintegration and independent learning within the mainstream classroom, therefore from the outset all children in the nurture group are expected to experience a level of regular inclusion with their mainstream class, often at registration in the morning.

Integration Pathway

41. During the initial period in the nurture group the focus will be on maximising engagement with the nurturing process and building relationships within the nurturing environment. While children will normally complete a minimum of one or two terms in the nurture group, planning for reintegration should not be unnecessarily delayed. Consideration should be given to formulating an inclusion and reintegration plan (IRP) while being mindful that the pace of inclusion and reintegration will be influenced by each child's progress in the nurture group as assessed by The Boxall Profile and their engagement with learning in the mainstream class.

Readiness Indicators for Inclusion and Reintegration

42. It is important to move with small steps and at the child's pace. Children's progress is monitored via the Boxall Profile, therefore, this should be the main indicator of the child's readiness for reintegration, although other factors will be considered by the nurture staff e.g. some nurture teachers found the **Reintegration Readiness Scale**[1] an effective tool that can be used alongside the Boxall Profile to help provide a full and balanced picture of a child's individual progress towards reintegration as well as their overall developmental progress.

Wider Support Structures for Nurture Groups

Regional Manager - Nurture Advisory & Support Service (NASS)

43. The Regional Manager is responsible for leading and managing all aspects of the NASS within the Education Authority and in line with DE Policy. The Regional Manager will act as the main operational link between the Department and the schools with DE funded nurture groups and will meet termly with DE to oversee the delivery of nurture programme, highlighting any issues arising and agreeing appropriate solutions.

1 *Rebecca Doyle, Norfolk CC - BJSE Vol 28, No 3 (September 2001)*

Educational Psychologist Support

44. The nominated EA Educational Psychologist can offer support to nurture groups in a range of ways including:

- Providing support and advice in relation to the development of strategies to support children within the nurture group, drawing on psychological theory and research.
- Provide support to nurture group clusters offering opportunities to discuss issues and share best practice.
- Attend nurture steering group meetings where appropriate.

NurtureUK

45. NurtureUK promotes the development of nurture groups and aims to ensure the continuing quality of nurture delivery through accredited training programmes, research on effective practice, relevant publications and information exchange.

46. The NurtureUK website offers a range of information and resources for nurture staff including online access to The Boxall Profile and details of the requirements for the Marjorie Boxall Quality Mark Award (MBQMA). This Award provides evidence that the nurture group provision is of the highest quality and authentic in its approach to meeting the needs of the most vulnerable children. The NASS will encourage and provide guidance to schools who wish to achieve the MBQMA.

Appendix 1

The Nurture Group

- The nurture group is based in a room within the school with a home-like area and an area set aside for formal learning.
- The nurture group should have the ambience of a supportive 'home'.
- The home area is furnished with, for example, a sofa, cushions, armchairs and a carpet. Ideally there will be a kitchen facility with access to hot and cold water, a cooker and simple cooking equipment.
- Play materials as well as educational equipment for more formal work should be available.
- There should be access to washroom and toilet facilities.

The Nurture Group

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. The relationship between two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and to be listened to.

www.nurtureuk/nurture/what-nurture-group

Appendix 2

Sample Form: An Understanding between Class Teacher and Nurture Group Staff

_____ will be joining the Sunshine Room

Class Teacher will:

- Welcome the child in the morning, register him/her until nurture group staff collect child, after a short period interacting with peers;
- Endeavour to include the child in school activities such as assemblies, concerts, visits, trips and subjects determined by both class teacher and nurture group teacher;
- Endeavour to build a positive relationship with the child;
- Welcome the child and accommodate him/her when joining the class at the end of the day;
- Work together with nurture group teacher to plan curriculum coverage and homework;
- Liaise with nurture group staff regarding issues such as information, messages, behaviour;
- Agree on a programme of reintegration into the child's base class;
- Reinforce child's targets as agreed with nurture group staff; and
- Attend review meetings with nurture group staff, Learning Support Co-ordinator (SENCO), Educational Psychologist and parents when appropriate.

We (the nurture group staff) will:

- Organise and maintain a suitable learning environment in accordance with nurture group principles;
- Work in a focused and creative way to ensure the child meets his/her targets on their Personal Learning Plan (PLP);
- Develop a positive relationship with the child;
- Keep careful records and ensure that the child is prepared for class integration task/lessons;
- Maintain ongoing assessment and review of the child's work and progress;
- Develop a positive relationship with parents and carers;
- Liaise with the class teacher regularly and respond to concerns reported by class teacher;
- Attend review meetings with class teachers, Learning Support Co-ordinator (SENCO), Educational Psychologist and parents where appropriate; and
- Be available to class teachers and parents.

Signed:_____ Date: _____

Class Teacher

Signed:_____ Date: _____

NG Teacher

Signed:_____ Date: _____

NG Assistant

Appendix 3

Inclusion and Reintegration Suggested Strategies

- Move at the pace of the child - small steps.
- Allow the child to occasionally invite friends into the nurture group for specified activities. This assists with popularity and building relationships as the others will want to be chosen. The others will also provide positive role models for the children in the nurture group.
- Structured activities in the mainstream class may be easier for the nurture group child where there are clear boundaries around what is expected e.g. number work.
- Aim to align periods of inclusion with natural breaks.
- Initially choose activities where the child is most likely to experience success.
- Nurture staff can prepare the child in the nurture group for activities to be carried out in the mainstream class.
- Nurture teacher, in consultation with all stakeholders including the child, to set clear and realistic targets for time spent in mainstream classes e.g. following instructions, finishing task, kind to others etc. with reintegration being focused on supportive relational planning.
- Class teachers to provide immediate feedback on targets met e.g. stickers for chart in the nurture group, pom-poms for jar in the nurture room, ticks on target card etc.
- Child to be taken and collected from the classroom at agreed times.
- Keep a low profile regarding targets met or otherwise at handover to nurture group staff (for example no discussions of how good/bad child has been, either "I am pleased with xxx he / she tried hard today" or "xx found it difficult to remember his / her targets, tomorrow is a new day"). Take the emotion out of the situation thus lessening pressure on the child.
- Class teacher to focus on collective care as a class and to acknowledge and welcome the child on return to class.

- Nurture staff to follow up on return to the classroom and talk through progress with the child or what they need to remember to meet their target the next day. For example, what went well? What didn't go well? What would help next time? These leave it open so that you can find out more than if you were just looking at targets.
- Again not too much emotion, keep it factual and matter of fact.
- Avoid "Why" questions as child may not know why they have behaved in a particular way, better to rehearse what they need to do to meet their targets tomorrow.
- Nurture staff to inspire confidence following difficulties, "I am sure you will remember what you need to do tomorrow".
- Where appropriate share small successes with parents by sending a positive note home (a sparkle!). Work hard to find something to celebrate and be aware of potentially negative repercussions for the child from sharing negative messages.

> Remember you are not striving for perfection but for good enough, it will take time, patience and optimism. Never forget that reintegration is the natural outworking of the nurture group provision, for some this will be more successful than for others. In cases where everything is going according to plan, the transition from the nurture class back to mainstream class should happen quite naturally albeit with a great deal of background planning.
>
> (Extract from Running a Nurture Group by Simon Bishop - published 2008)

Appendix 4

Sample Form: Parental Consent

Nurture Group Parental Consent Form

Name of Child: _____

Date: _____

Dear Parent

Your child has been identified to participate in a small group environment within our nurture group where we will focus on your child's emotional and social development as well as on academic progress.

Your support and involvement is crucial, and during your child's time in the nurture group we hope to work closely with you as partners so that together we can celebrate success and support any difficulties your child may be experiencing. There will be times where you will be invited to attend for Parent/Child activities.

Please ✓ the appropriate statement(s) below giving your permission for your child to attend our nurture group.

- ☐ I understand the importance of Nurture Provision and would be very happy to allow my child to attend the nurture group.
- ☐ I understand the importance of nurture provision but would like my child to remain within the mainstream classroom.
- ☐ The Education Authority and the Department of Education will have access to pupil outcomes through The Boxall Profile for monitoring and reporting purposes (including any future research).
- ☐ I agree for images / recordings of my son / daughter whilst attending the nurture group to be used by the Primary School and the Education Authority for training and promotional purposes. *(We would like to emphasise that the purpose of this will be to focus on the Nurture Group and models of best practice and stress that individual children will not be focused upon).*

Signed: _____ *Parent/ Guardian*

Appendix 5

Nurture Group Provision Contact

Sean Irving
Regional Manager Nurture Advisory & Support Services
Education Authority

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NURTURE GROUP PROVISION

Guidance For Schools

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