

Nurture Curriculum Intent



Academy Values & Ethos

Every child deserves an education. Our primary aim is to support and re-engage young people, enabling them to think positively about their future pathway, and life after our academy, whether that be re-integration into mainstream, Further Education or employment. Our Vision is "Inspire, Achieve, Exceed".

Our pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour, and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Setting high expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement.

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Intent of the Nurture Intervention Curriculum

The Nurture Group at Esteem North Academy is based around the 6 core principles of Nurture, attachment theory and utilises a trauma-informed approach. As stated in Ofsted guidance, 'Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. They aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together.'

This approach enables us to develop secure relationships with our pupils in a calm and trauma-reduced environment where pupils are better able to focus on developing their social and emotional skills amongst staff that are specifically trained to support this.

Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture program at Esteem North Academy follows research-based strategies in order to provide pupils with behaviour and connection support as well as reengaging them with education.

The aim of our Nurture Group is to enable pupils to make a successful transition back to mainstream or to support them to continue on a more successful academic journey moving forward. There is much research to support that Nurture Groups are a program that is able to support pupils to make progress both socially and emotionally. As stated in Ofsted's report into Nurture Groups 'Supporting children with challenging behaviour through a Nurture Group approach' "The most common aim for the Nurture Group provision was to give pupils the skills and strategies they needed to enable them to remain in mainstream education both in the short and long term. [Nurture Groups aim to] provide a safe, comfortable, home-like environment, with clear routines and adults modelling positive relationships, in line with Nurture Group principles. Leaders and staff of all the schools saw a core purpose of the group as supporting pupils to improve their behavioural, social and emotional skills. They set pupils personal targets and gave them a range of strategies to help them to improve their behaviour." The report is available on request¹.

The Nurture Groups at Esteem North Academy follow the Nurture Group Network's guidelines as well as recommendations made in the Ofsted report. Additionally, the program includes 10 of the Education Endowment Foundation's (EEF) recommendations of effective evidence-based components: metacognition and self-regulation, behaviour interventions, social and emotional learning, collaborative learning, oral language interventions, reading comprehension strategies, small group tuition, one to one tuition, early years intervention and phonics – see 'The EEF Toolkit and Nurture Groups' report², available on request.

¹ from 'Supporting children with challenging behaviour through a nurture group approach', Executive Summary, July 2011, Ofsted

² from 'The Education Endowment Foundation Toolkit and Nurture Groups Report', last updated July 2021

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The Nurture Curriculum supports pupils' cognitive, social, emotional and mental health development through cycles of the 10 Boxall Profile Developmental Strands. Each Boxall Statement (each related to the cognitive, social, emotional and mental health development strands) is delivered through the curriculum as focus for a day's planning. This repetition of taught skills allows pupils to recap and embed learning over the course of their placement with us.

On induction, pupils are assessed against initial Engagement Success Criterion (from the Leuven Scale, research available on request) which supports staff understanding of the pupil. During their time on roll pupils will work towards all boxall strands through the broad curriculum offered in the nurture programme. Boxall Profile assessments are conducted every 6 weeks to assess individual progress.

John Bowlby³ was the first attachment theorist and describes attachment as 'a lasting psychological connectedness between human beings. Individuals who are unable to form secure attachments early in life can be impacted negatively later on, as can be observed in their behaviour and social/emotional abilities. Nurture curriculums such as ours are based around attachment theory, with the aim to help pupils build healthy and secure attachments and better enable them to be available, sensitive, responsive and accepting.

Esteem North Academy take a trauma-informed approach to supporting our pupils when delivering Nurture. Trauma results from an event, series of events, or a set of circumstances that is experienced by an individual as harmful or life threatening. The experience of trauma can have lasting adverse effects. Trauma informed practice acknowledges the need to look beyond an individual's presenting behaviour to ask, 'what does this person need?' Further to this a trauma-informed approach seeks to avoid re-traumatisation and address the barriers that people affected by trauma can experience when accessing a school environment.

³ 'An Introduction to Object Relations', 1997, John Bowlby. For more information about a trauma-informed approach, see 'Childhood Trauma and the Brain', September 2020, UK Trauma Council and other resources

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Implementation of the Nurture Curriculum

The 10 Boxall Developmental Strands and subsequent statements are designed to measure the different aspects of children and young people's cognitive, social, emotional and mental health needs which influence how well they are able to learn and function in the classroom. Through regular assessment, these strands can be used to measure progress across the different aspects of young person's development. By identifying issues in these areas of development, personalised support and targets can be implemented for each child, adding to their Pupil Information Pack. This support enables our pupils to make social and emotional progress whilst placed at our academy.

A – Gives purposeful attention

- 1 Listens with interest when an adult explains something to the group
- 2 Makes appropriate and purposeful use of the materials/equipment provided by the adult without the need for continuing direct support
- 3 Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her.
- 4 Is adequately competent and self-reliant in managing basic personal needs.
- 5 Participates in adult led activities.

B – Participates constructively

- 1 Shows awareness of happenings in the natural world, is interested, curious, and genuinely seeks explanations.
- 2 Shows genuine interest when another young person relays a personal experience; pays attention and gains from experience.
- 3 Is reasonably able to prepare for planned tasks, organise required equipment and clear away.

C – Connects up Experiences

- 1 Of his/her own accord, returns to and completes a satisfying activity that has been interrupted.
- 2 Recalls information of relevance to something s/he reads or hears about, makes a constructive link.
- 3 Communicates a simple train of thought with coherence.

D – Shows insightful involvement

- 1 Appreciates a joke or is amused by an incongruous statement or situation.
- 2 Makes constructive and reciprocal friendships which provide companionship.
- 3 Responds to narrative stories with appropriate feeling; can identify text characteristics.
- 4 Shows curiosity and constructive interest when something out of the ordinary happens.

E – Engages cognitively with peers

- 1 Contributes to the course of a co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes.

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2 Engages in conversation with another young person.

F – Is emotionally secure

- 1 Takes appropriate care of something s/he has made or work s/he has done.
- 2 Looks up and makes eye contact when an adult is nearby addresses them by name.
- 3 Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming.

G – Is biddable and accepts constraints

- 1 Is able to bring to a close an enjoyable activity with the adult, with adequate warning, makes a general request to the group
- 2 Works alongside another young person who is independently occupied, without interfering or causing disturbance.
- 3 Complies with specific verbal prohibitions on his/her personal use of equipment.
- 4 Sits reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention.

H – Accommodates others

- 1 Makes and accepts normal physical contact with others.
- 2 Gives way to another young person's legitimate need for the equipment s/he is using by sharing it.
- 3 Maintains acceptable behaviour and functions adequately when the day's routine is disturbed.
- 4 Makes an appropriate verbal request to a young person who is in his / her way or has something s/he needs.
- 5 Accommodating to other young people when they show friendly and constructive interest in joining his/her activity or group.

I – Responds constructively to others

- 1 In freely developing group activities s/he constructively adapts to their ideas and suggestions.
- 2 Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help.

J – Maintains internalised standards

- 1 Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity.
- 2 Accepts disappointments.

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Nurture Group Curriculum Cycle

Daily Curriculum Focus (Boxall Strand)	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Monday	A1 A3	E2 H5	I1	F2 F3
Tuesday	B1 B2	F1 J2	J1	G3 H3
Wednesday	C1 C2	G1	A2 A4	D4
Thursday	D1 D2	G2 H1	B3 C3	H5
Friday	E1	H2 H4	D3 I2	A5 G4

Outcomes

Pupils are able to experience progress in a short time period through their individual Boxall assessments and bespoke support strategies implemented. We aim for all pupils to experience individual success in the Nurture intervention through individual target setting, opportunities to overlearn strategies, and use of high expectations.

- Daily implementation of a Boxall Statement
- Daily assessment of attendance and behaviour through the Rewards system
- Initial assessment of SEMH using engagement criteria (based on Leuven scale)
- Regular assessment of SEMH using Boxall profiling
- Reintegration to mainstream education and/or applications for Special Schools

Related Documents in the Teacher's Subject Folder

- Long Term Plan
- Medium Term Plans
- Examples of teaching materials
- Pupil progress data and ILPs