

Jeavons Wood Nest Intervention Policy 2023/24

To be read in conjunction with: Health and Safety policy

Equal Opportunities

Safeguarding and Child Protection Policy

Behaviour and relationships Policy

Teaching for Learning Policy

Physical Intervention Policy

Accessibility Plan

Approved by Governing Body:

To be reviewed:

Every 2 years or as appropriate

Date of next review:

September 2025

Responsible Officer:

Abby Constable – Assistant Head of Inclusion

At Jeavons Wood, we aim to offer a broad and balanced curriculum to ALL children all of the time. Sometimes, we may find that there are times when certain children are unable, or are struggling to, access the curriculum fully. This may be for a variety of reasons; they may have a special need, are having a difficult time outside of school or find it hard to regulate their own emotions and behaviour. We understand the impact that a therapeutic relationship with a trusted adult can have on a child's life and their ability to reach their full potential. In The Nest, children make progress at a level that is appropriate for them, whilst being supported emotionally and socially to improve their outcomes.

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.' **Pam Leo**

Our Aims

- To provide children with a safe, secure, and predictable environment
- To develop a child's ability to regulate their own emotions and understand the impact of their emotions on their behaviour.
- To improve a child's learning behaviours so that they can access the classroom successfully.
- To re-integrate children back into the classroom at the point they are ready
- To develop children's social skills
- To develop children's self-esteem
- To provide a calm environment
- To build secure and caring relationships between adults and children
- To help the children grow in confidence, trust, and reliability.
- To provide a secure environment where children learn
- To provide the children with nurturing care from two caring adults
- To help children learn the consequences of certain behaviours.
- To continually assess the children social and emotional wellbeing and their mental health
- To prevent possible exclusion

The Principles of Nurture

(From the Nurture Network)

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The Curriculum

The group provides a modified curriculum in an environment based on the six principles of nurture. The curriculum also has roots in the Foundation Stage curriculum with a particular emphasis on Personal, Social and Emotional learning. Learning needs are met for individual children depending on their need. The learning and activities focus on social and emotional wellbeing as a priority.

How the group is run

Currently, the group takes place every morning and afternoon and can cater for 4-8 children. The group takes place in the After School Club room which has a more 'homely' atmosphere. The Nest staff have their own resources which they use with the children.

The Senior Leadership team, alongside the Nurture staff, will decide on any changes to the frequency and duration of the Nurture sessions based upon the children's needs, available resources and any other factors which may affect the provision.

The group is run by the Inclusion Higher Level Teaching Assistant, alongside other members of staff.

We assess the children using Boxall Profiling. The adults in the Nest complete the assessments when the children start in the group based on what they observe in the Nest; this is then reviewed termly to check progress and to inform decisions as to when children can reintegrate back into the classroom full time.

The Assistant Head for Inclusion oversees the group, planning and assessment.