

Well-Being and Involvement Policy



Reviewed March 2019

The Board of Directors reviews and approves this policy every two years. It may, however, review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

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1. INTRODUCTION

This policy outlines the aims and objectives, strategies and stakeholders involved in ensuring that all pupils are supported in the development of the social and emotional skills that they need in order to be successful in life. It is based on a collective understanding of the following three basic principles;

- a) Not all children arrive at school at an appropriate developmental stage
- b) Behaviour is a form of communication
- c) Learning takes place when children feel secure and happy

It should be read in conjunction with the following school policies: Special Educational Needs Policy, Behaviour and Anti-Bullying Policy, Spiritual/Moral/Social & Cultural Policy, Equality Statement, Safeguarding Policy, Teaching and Learning Policy, Accessibility Policy.

The policy has been written in line with the requirements of: -
Children and Families Act 2014, SEN Code of Practice 2014, Equality Act 2010, Every Child Matters 2003

2. AIMS

- To minimise/remove barriers to learning resulting from emotional behavioural difficulties
- To enable all pupils to participate fully in all aspects of school life
- For all children to feel secure and valued so that they can develop personally, socially and morally
- To enable all pupils to reach their full academic potential
- To involve pupils, parents/carers, school staff and resources and other agencies to fully support pupils with emotional behavioural difficulties

- To ensure that all children in the classroom are able to work without disruption in a calm and pleasant environment.

3. OBJECTIVES

- To identify, assess, support and monitor pupils who present with social and emotional behavioural difficulties at the earliest possible opportunity
- For all classrooms to offer a purposeful working environment that enables pupils to feel happy and secure
- To enable all pupils to set themselves high standards, to take pride in their work and to strive towards high achievement
- To enable all pupils to be confident and self-motivated and to take advantage of opportunities to make a positive contribution to the school and wider community
- To recognise inappropriate behaviour as a lack of ability to communicate fears and issues that may be causing stress and anxiety
- To respond to pupils at their individual emotional development stage in an appropriate manner
- To be guided by the six principles of Nurture as set out in the Marjorie Boxall model (see appendix 1).

4. ROLES AND RESPONSIBILITIES

All Well Being assistants and the SENCO's have completed the three-day Nurture Group training.

Individual academy well-being assistants:

- Facilitate the nurture groups
- Undertake 1:1 work with pupils
- Attend and support with all well-being team meetings
- Co-ordinate and support with Boxall assessments for pupils across the school
- Communicate with all staff involved in supporting pupils
- Provide support for pupils during break times
- Identify targets for pupils arising from Boxall assessments
- Support teachers with resources for the development of SEMH skills
- Provide reports for pupils that attend nurture groups.

Academy SENCOs:

- Arrange and facilitate the termly well-being meetings
- Support well-being assistants in setting targets and allocating specific provision, e.g. talking and drawing, lego or nurture group, providing a timetable for well-being provision
- Communicate with parents and outside agencies
- Report the impact of SEMH interventions to the senior management team
- Undertake pupil observations as part of the assessment & monitoring process
- Identify resources for classrooms and the nurture rooms
- Monitor social and emotional interventions
- Identify and arrange CPD for the well-being team and teachers

- Monitor well-being provision in classrooms
- Oversee assessment of pupil well-being and involvement across the Academy.

Classroom Teachers:

- Complete Boxall profile assessments
- Keep well-being assistants informed of behaviour incidents and other concerns
- Implement strategies recommended by the well-being team
- Fully support pupils to achieve social and emotional behaviour targets
- Attend and contribute to termly well-being meetings
- Work with the SENCo to develop individual behaviour plans
- Be familiar with the nurture group environment & strategies
- Include pupils identified with SEMH needs on provision mapping under 'Other Additional Needs'
- Ensure regular attendance of pupils in nurture group interventions.

Lunch/play time supervisors:

- Effectively communicate behaviour incidents/concerns to the appropriate staff
- Follow individual pastoral/behaviour support plans
- Actively engage pupils in appropriate play.

5. IDENTIFICATION, ASSESSMENT AND MONITORING

Identification

Concerns regarding pupils are shared at the termly well-being meetings on which occasion teachers support one another with possible strategies. Following the well-being meetings, the nurture team holds a meeting to discuss individual pupils when it is decided which course of action would be of most benefit to the child. Boxall profile assessments and the Leuven scales are used to support the decision making process. Class teachers, and other members of the school community, are able to approach members of the well-being team at any stage during the term if they have concerns that cannot wait until the next well-being meeting. The SLT and SENCo will play a substantial role in the identification process.

Assessment

The Leuven scales and the school behaviour tracking systems are used initially to assess the level of pupil well-being and needs. If significant concern is present, the class teacher will then complete a Boxall profile assessment. They will do this in collaboration with the class teaching assistant. To gather further information, classroom and playground observations are carried out by the SENCO and well-being assistants. Some of the Academies in the Trust will undertake whole school Boxalls. Parents/carers are consulted from the early stages of identification and assessment process. The information gathered from all sources is used to determine the next steps for the child. All final decisions take into account children's individual needs and circumstances, urgency of need, the balance of pupils in nurture groups, parental wishes and advice by outside agencies such as STLS.

Monitoring

Boxall assessments and the school behaviour tracking system are used to monitor the progress of pupils with SEMH needs. Targets that arise from Boxall assessments are monitored on a daily basis by staff that work closely with the pupils.

6. PROVISION

Nurture Groups

- All planning within the NG is from the child as a starting point
- There is constant explicit teaching around feelings and emotions
- All children are set appropriate well-being targets which are shared with the children
- The curriculum is play based and matches the children's developmental stages
- The Nurture Room is modelled on the Marjorie Boxall model, modified accordingly
- All behaviour in the NG is seen as communication
- Pupils that attend a full time nurture group will retain some daily contact with their mainstream class, i.e., registration, story time, etc.

Provision following nurture groups

If pupils require further support once they are deemed ready to leave a nurture group, suitability for either lego or drawing/talking therapy will be considered. All well-being assistants will be fully trained to deliver these interventions.

Lego therapy groups meet once a week for 30 minutes in groups of three. Children will be assessed using the Boxall profiles and Leuven scales. Written consent is obtained from parents.

Drawing and Talking therapy consists of 12 half-hour sessions on a weekly. It is undertaken individually with children. Written consent is obtained from parents.

Classroom

- Successes linked to nurture group targets are always celebrated and difficulties followed up with class teachers
- Each class will have a 'safe place' area and a full range of strategies to support SEMH, e.g. individual behaviour tracking systems, emotions visuals
- All class rooms have daily timetables for pupils to make reference to

- Class teachers plan opportunities on the class provision map for pupils to develop areas where needs are identified using the Leuven scales or Boxall profiles. For example, pupils with poor organisational skills should be given a visual prompt/checklist once tasks have been explicitly modelled. Strategies for classroom nurture and well-being are updated and shared with class teachers regularly
- Extended periods of sitting are avoided for pupils that find this difficult. A full range of sensory strategies are available
- Positive attention and/or affirmation that pupils are behaving in the expected way is practised. We ensure that we regularly notice and acknowledge positive behaviour by every pupil.
- Classrooms environments are calm and well organised with visuals to support SEMH
- All staff adhere to, and promote, the whole school behaviour policy.

Communication in the class room -

We communicate consistently in a way which enhances self-esteem and reinforces the school values.

- Pupils are greeted and should be encouraged to greet you; they are acknowledged when they leave
- Praise for good behaviour choices is delivered explicitly, e.g. is well deserved and factual – e.g. “well done for choosing to use kind words.”
- Feelings that are being expressed are acknowledged e.g. “I can see you’re really angry.....”, “Oh, that must have hurt when.....”. This develops the pupils own understanding of their emotions
- Pupils are taught to be assertive. If a pupil or adult is hurt, upset or angry because of someone’s actions they have a right to tell that person how they feel. Vocabulary to do this is taught and modelled by adults.
- We make time to **really** listen and respond to what a pupil is actually saying
- We ensure pupils are emotionally balanced before expecting them to respond positively. If a pupil’s overarching feeling is anger/frustration/sadness etc., their brain will not be able to “hear” what is being said and therefore, they will not respond. We allow them time to calm down in a safe environment when necessary
- We ensure that a common vocabulary is used to describe feelings and that pupils **understand** that vocabulary. We teach the social and emotional aspects of learning through the Primary National Strategies SEAL Programme
- Following behaviour incidents, the restorative approach is implemented

- Positive vocabulary is used, e.g., “these children have finished tidying up.” This gives a mental image of acceptable behaviour i.e. explain the desired behaviour rather than describing the unacceptable behaviour.

Playground

Well-being assistants will be available to support key pupils on the playground. There may also be a separate nurture playground available for pupils that cannot cope with the main playground. The children are engaged in structured activities which support the development of skills to enable pupils to play appropriately alongside others.

Playground supervisors have received play leader training.

Members of the SLT are on the playground on a daily basis to monitor and develop playground behaviours.

Physiological Needs are met by:

- Encouraging pupils to drink water freely – every pupil is encouraged to have a water bottle. Every term, and in frequent newsletters, we remind parents/carers and pupils that bottles need to be supplied and full on a daily basis.
- Allowing pupils to go to the toilet when needed.
- Having protocols and procedures to access medical care.
- Providing a Breakfast Club and fruit during the day.
- Maintaining the national Healthy Schools Standard so that children can make healthy food choices.

Other

- **Circle Times** Pupils have regular opportunities to discuss in small groups and/or with their class, aspects of life at school which promote (or inhibit) their learning. Negotiated solutions are found and applied.
- **Academic Feedback** Every teacher seeks to promote self-esteem and a sense of responsibility through academic feedback. See Marking Policy.
- **School Council Children** from individual classes are able to regularly represent and communicate pupil views to the SLT.

7. EVALUATING THE IMPACT OF THE POLICY AND PROVISION

- Head Teachers and SENCOs monitor the implementation of provision through their monitoring schedules, providing constructive feedback to staff.
- Well-being progress is evaluated at the end of the Autumn, Winter and Spring terms and discussed at SLT strategy meetings. A report is compiled for the governors (strategy form)
- Provision mapping is monitored termly by the SENCO. The impact of intervention is reported to the SMT on the termly strategy report.

8. PARENTS AND CARERS

- Parents/carers are involved at each stage of their child's well-being provision, through sharing of paperwork and meetings
- Parents are supported to implement strategies at home that work in unison with strategies in school.

9. OTHER AGENCIES

- Well-being assistants communicate regularly with the SENCO who in turn works closely with outside agencies to fully support pupils
- When appropriate, well-being assistants join multi-agency meetings and contribute towards written reports
- Reports from outside agency meetings form part of the overall plan of support for pupils. If appropriate, information from them is shared with the well-being assistants and with parents/carers.

Appendix 1

The Marjorie Boxall Quality Mark Award (MBQMA) involves assessing the work of a nurture group against a set of quality standards. These standards are derived from the six principles of nurture groups, as originally defined by Eva Holmes, and their clearly defined operational characteristics. They have been instilled and refined over a number of years by those people most directly concerned with the growth of the nurture group model including the originator, Marjorie Boxall. The principles and characteristics are those contained in what has become known as the 'Classic Boxall' model, hereafter referred to as the Boxall model.

The Boxall model of nurture groups presupposes a certain kind of structure and mode of delivery based on original nurture group practice. However, for the purposes of the MBQMA, some acceptable variations are allowed to take into account changes in educational policy and practice as well as changes in the wider social environment over the years.

There is also now a more established research base for evaluating the effectiveness of nurture groups. The published outcomes of the research programmes from the Universities of Cambridge and Leicester bring added weight to the importance of maintaining the integrity of the model in its delivery to vulnerable children and young people in schools and other establishments.

The nurture group model is now well established for children in Key Stages One and Two with an ever-increasing interest and application for children in Key Stages Three and Four and alternative provisions. (In Scotland this applies to Early

Years, primary, secondary, specialist schools and alternative providers). While it is recognised that there are inevitable differences in how the model is applied in different settings, the importance of adhering to the key underlying principles remains the same.

All of the above factors contribute to our understanding of the dynamic nature of the nurture group model. However, growth and experimentation should occur within a framework of knowledge and mature reflection on experience. Providing this framework has been a key role for nurtureuk over the years. The introduction of the MBQMA acknowledges good practice and provides evidence of the quality of practice in individual establishments with assurance for parents, other professional agencies and to the local authority that the nurture group provision is of the highest quality and authentic in its approach to meeting the needs of the most vulnerable children

https://www.nurtureuk.org/sites/default/files/boxall_profile_leaflet_online.pdf