



Nurture at Skelton

Developing safe and happy learners



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Friendship difficulties	Identified additional needs (SEN)	Support as unique as your child	A new sibling	Family illness
	Building resilience	Bedtime routines	Anxiety	Bereavement
Struggling to share	Eating disorders	Separation & divorce	Attachment	Behaviour worries
	Life skills	A new home	Promoting independence	Problem solving

We aim to develop safe and happy learners; to give our children the umppph factor, to be fulfilled and successful in their lives. Sometimes the umphhhh, the happiness or the stability can hit an obstacle. Our Nurture room builds a bridge between home and school and can help in so many ways from the minor concerns to the major incidences that can effect our children's lives.

Good relationships are fundamental in underpinning children's learning. Knowing our children and understanding each one as an individual means that we can build trusting relationships based on mutual trust.

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Mr O'Donovan is a big Boro supporter. *U.T.B.!*



Mrs Hill loves spending time on her allotment and baking with her grandchildren.

Meet the Team



Mrs Smith loves yoga and walking her dog.

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Mrs Currie
"I like feeling the bubbles from my hot tub and dancing to Mark Ronson with my girls! "



Mrs Foord loves to play bingo.
"Eyes down, all the 6's, clicker t click, 66 Bingo! Followed by a good old sing song on the Karaoke, Footsteps on the dance floor by Womack and Womack."



Mrs Leathard
"I enjoy being creative, learning new skills and making people smile. "



Mrs Rowell
"I enjoy my fur babies, having sandy toes and watching the sunset. "

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Nurture beginning and end of day

Breakfast support

Nurture run a breakfast support intervention from 8-8.40am. The support is for children with a variety of needs including anxiety, reluctance to be separated from anxiety, punctuality issues. Children are provided with a nutritious breakfast and then given time to interact with their peers or quiet time to talk to the adults who are available to support them. They are then taken to their class ready to start the school day effectively and ready to learn.

Nurture Snack Time

Food is shared at snack time within a formal routine which is an ideal opportunity for social learning. The emphasis here is on turn taking, listening to others and getting listened to whilst building confidence and sharing experiences.

Lunchtime support

A chance for different age groups within the school to share a meal alongside key adults to discuss their news and any concerns, Monday KS1, Tuesday KS2, Wednesday staff, Thursday KS2, Friday Year 6. The year 6 lunchtime on a Friday provides a fantastic opportunity to consider the trials and tribulations of moving to secondary school, SATs and growing older. This group is open to all year 6 children on a drop in basis.

Safe Entry Exit

Some children do not access breakfast support but, due to additional needs, struggle with entry and exit to and from school. The Nurture room can provide a quiet, safe secure space for children to enter and leave the building. It also allows a less public area for parents and carers to have confidential discussions about their child's day.

Girls/ Boys Group

This group is especially for Year 6. It supports and teaches the children in small groups basic personal hygiene eg nailcare, haircare and even hair gel techniques.



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Positive Behaviour and Wellbeing Support

5Rs.

Our behaviour policy is based around the 5Rs. These are:

Respectful
Ready
Responsible
Resilient
Reflective

Restorative Justice

At Skelton, we want children to learn from their mistakes and avoid punitive responses and punishments. After a behaviour incident, the child will be asked to consider their behaviour and its impact on others.

Staff Well being

Nurture provide lunch support one day per week for staff. This gives the opportunity for staff to share concerns and give support to each other regarding any issues they may have. Staff can also access any specialist resources that the Nurture Team may share to support emotional learning.

Positive Rewards Systems

Our positive rewards allow children to feel inspired to be successful.

Rewards include:

Friday celebration assembly and recognition on Friday Flyer. House points, behaviour badges, Head Teacher's awards and Elvis postcards sent home. Some children have personalised reward systems too!

Safe Spaces

We have several red chairs dotted around the school. These are talking chairs where the Nurture team can discuss issues with children outside the classroom who need some space and time to talk. The children know that after breaktimes somebody will be around to listen to them if they have had a problem.

Life Skills

Friday afternoon is our life skills curriculum. Topics include: Personal safety including e-safety, physical & mental health, resilience, sex & relationships, anti bullying, British Values, drug & alcohol awareness, bereavement, divorce & different types of family challenges.

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At Skelton Primary School, we recognise that some children could have a challenging start to life for many reasons. This can have a significant impact on their wellbeing and academic achievements. Skelton is a Thrive school. All staff have been trained in this approach and we have a dedicated Thrive practitioner who works with some of our most vulnerable children. That said everyone benefits from key Thrive activities!

Why might my child attend a Thrive session?

Many children experience difficulties during their time at school. These may include:

- Friendship difficulties.
- Support with playtime behaviour.
- Concentrating and settling to learn in the classroom.
- Managing strong feelings.
- Not knowing who to turn to when feelings are too big to manage on their own.

These situations can lead to many different feelings which may seem overwhelming at times. They might include: anger, frustration, sadness, loneliness, confusion or anxiety. All these feelings are very normal and happen to a lot of children. The Thrive sessions are to help children learn to manage their feelings and teach them strategies that will help promote their learning at school.

For more information visit: www.thriveapproach.com

Trust
activities

1 to 1

Trust
activities

Building
relationships

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Developing Resilience

“The pressures young people face range from school stress, worries about job prospects, to concerns around body image,” says Emma Saddleton, helpline manager at the charity *YoungMinds*.

Our brains respond to the information around us, so resilience can be taught, modelled and nurtured at all ages. Here are 6 top tips to help at home.

One to one time

The reliable presence of one supportive relationship, be it parent, grandparent, relative, teacher or family friend can help a child through tough times and to build resilience.

Ten minutes daily of fully focused 1:1 attention to chat, listen, talk about your feelings teaches a child that they always have a safe space to open up.

Get active

Riding your bike, going for a swim, all forms of exercise can help to distract and alleviate worries.

Delayed gratification

On demand TV, internet access means that you can often have what you want whenever you want it. Resilience means not always having what you want as soon as you want it. Being able to defer rewards or pleasures are such important skills. Card games, board games require impulse control, turn taking and mental flexibility. They're also a great way for you to model being a good loser!

Healthy food

Nutrition has a significant impact on your mental health; fresh fruit and vegetables, home made meals can make such a difference.

Give sleep a chance

A lack of good quality sleep is a huge cause of stress; it impacts on memory, concentration, cognitive function and decision making. Cut out all screen time, an hour before bed and try to set a quiet routine.

Model gratification

Teach your children to reframe their day and tell you- What did someone do to make you happy? What did you do to make someone else happy?

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Transition

Activity	Outcomes
Home visits for Nursery starters	Build relationships with children and families. Greater understanding of the child to plan effective learning and develop support strategies where needed.
Transition Week	Transition to the new year group takes place in mid July. This is a chance for the children to work in their new classroom with their new teacher. This allows relationships to be built and worries to be shared before the summer holidays. This ensures everyone starts in September with everything in place with UMPPH.
Annual welcome meetings	During transition week, each year group holds a parents' welcome meeting to discuss curriculum and expectations. It also gives parents an opportunity to meet their child's teacher and share any concerns. They will also meet the Nurture team.
Parents' Evening	Nurture is open for a drop in during all Open evenings/ afternoon. All concerned can discuss how their child has settled and is progressing early in the year.
Teacher to Teacher meetings	All teachers meet before transition to share important information and effective strategies for the children. Please let us know if you have important information to share.
One to one meetings for vulnerable learners	Parents may meet with the SENDCo, Nurture team or Family Support Worker to discuss any concerns during transition. These are very informal but so useful. Please do come along.

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Communication and Interaction

Speech and Language Needs

Foundation Stage and Key Stage 1 have several interventions to support children's language and communication needs.

We support oral language and letter and sound formation. We also aim to nurture confidence in children who may be shy or reluctant to engage in larger group discussion

Social Communication Needs

We can support our group of children who have social communication needs eg Autistic Spectrum Condition (ASC) in various ways.

A key worker is appointed to each child who can support them in managing situations they feel less comfortable in. The children also come together to help develop social communication and self organisation strategies. This support may include: social stories and comic strip conversations, visual timetable and bespoke reward systems.



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Physical & Sensory, Cognition & Learning

Physical and sensory support

We work with some of our younger children to develop fine and gross motor skills. Children are supported to develop their sense of personal space, balance and movement and then moves onto fine motor skills which allows a better pencil grip and fine detail work. We also liaise with the Occupational Therapy and physiotherapy teams to help with children's physical or sensory needs.



My child enjoys working with the Nurture team. She finds them caring, supportive and fun.

Nurture parent

Specialist Curriculum Support

Our Nurture team can also provide specialist curriculum support for those children who require a bespoke curriculum to meet their needs. This may be a curriculum different from the one the rest of the year group are receiving or it may be in addition to that to allow them to close the gap due to a specific learning difficulty.

One of the initiatives currently being used with some children is Toe by Toe to support learners with reading.



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Social, Emotional & Mental Health

Nurture principles

The Nurture Intervention Team start with 6 main principles:

- *Children's learning is understood developmentally.*
- *The classroom offers a safe base.*
- *Nurture is important for the development of self-esteem.*
- *Language is understood as a vital means of communication.*
- *All behaviour is communication.*
- *Transitions are significant in the lives of children.*



Circle of friends

Circle of friends is an intervention that develops group friendships and allows children to develop strategies for self confidence, resilience and to help manage conflict resolution.

Drawing and Talking

Drawing and Talking is a 1:1 intervention that allows children to express thoughts and emotions in an environment that is safe and secure.

“With a pencil and paper to hand, a child's basic instinct is to draw, and by talking through this with an empathetic and caring adult, a child is able to process and make sense of the painful memories that may be affecting their behaviour, and in turn their learning.”

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Support for our Families

Attendance

Our Family Support worker supports the Assistant Head Teacher in ensuring the safety and welfare of our children. As part of this work, she ensures school is aware of the whereabouts of the children who aren't in school. If you haven't informed school that your child is absent, we may visit you at your home to ensure you and your family are safe.

Early Help support

Mrs Smith also liaises with the Local Authority's Early Help workers and can make referrals to them. The Early Help Team can offer support and advice on a wide range of issues. They can provide parenting support, access to domestic abuse support, finance and benefits support and a range of other help.

Other specialists we can refer to include:

- Children and Adolescent Mental Health Service (CAMHS)
- Specialist Teaching Service
- Educational Psychologist
- The Link
- Cruse- Bereavement counselling

Food bank referral and benefits support

Skelton Primary School is a support agency of Redcar Food-bank. We can refer into them for support for you. Food-banks are currently available at Redcar and Brotton. We can also offer advice on applying for Free School Meals. Forms are available from the main office. If you need help completing the form or further advice, please contact Mrs Smith.

School Nursing Service

Skelton Primary has a school nurse assigned to them. If you have a medical issue that you feel may impact on school attendance or performance, we can refer to our school nurse for support. This may involve such issues as dealing with head lice or eating and sleeping concerns.

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Family Challenges

Bereavement

Our Nurture team have received training in supporting children going through bereavement. We can provide family support and individual support.

The children have developed a Peace garden to help with relaxation and provide a quiet area for reflection.

Part of the garden will become a remembrance area. Some of our children that have suffered bereavements have made remembrance pebbles and put them in the area so that they can go and visit if they would like to. If you would like to decorate a pebble at home in memory of any of your family or friends, you are very welcome to bring one in and add it to the remembrance area.



Working with families

Our door is always open and we encourage honest, positive and supportive relationships between staff and parents. At Skelton parents are given many opportunities to discuss their children and their work. In addition to this we run weekly informal drop in sessions on a Monday morning and a Friday afternoon where you can talk to nurture staff about anything. We are also available at the beginning and end of each day in the nurture room.

Family break up/ blended families

The Nurture team offer support to our children and their families to assist when families separate or join together. They can provide an ear for children or parents and offer impartial advice

Sleeping/ eating concerns

Sometimes parents may have concerns about their child's eating or sleeping habits. We can offer initial advice and support or refer to health care professionals who can offer more specialist advice to ease worries.

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Special Guardianship and Adoption Friendly School

We recognise that all children are different with differing needs. Children who have been adopted or subject to Special Guardianship Orders can have increased needs and as such, we provide a supportive environment to allow them to flourish.

As an adoption friendly school, we work hard to...

- Identify children's needs
- Prioritise relationships
- Respond empathetically to behaviour
- Work in true partnership with parents

Children in our Care

We work closely with Local Authorities Children's Services across the Tees Valley to provide education and support to Children in our Care (previously known as Looked After Children).

We manage our Pupil Premium Plus budget to make effective use of resources to have maximum impact on children's life chances. We also work closely with Social Care to produce and deliver effective Personal Education Plans (PEPs). Children in our Care are allocated a key worker who liaises with carers and teachers to ensure effective support is provided whilst the Designated Teacher ensures children are meeting their academic targets as well.

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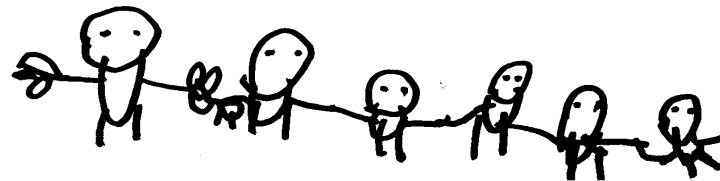
Contact details and further information

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Or contact us at:

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Mr Woolf – Assistant Head Inclusion
Ms Walker – Head Teacher



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