Mission Statement

The Nurture Group Network exists to promote the development of nurture groups and to ensure the continuing quality of their delivery through accredited training programmes, research on effective practice, relevant publications and information exchange.
Its aim is to make the nurture group approach available to all pupils who need it and also to ensure that the connections between learning and early development are understood throughout education.

Nurture Group Principles

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- 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*, The Nurture Group Network.

Nurture Group Aim

This is to provide a carefully routined day, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.

Teach Learn

What is a nurture group?

- **Small** supportive group of pupils, often in a mainstream primary school
- Staffed by **2 adults** who model good relationships
- Pupils attend regularly for a substantial part of the day
- **Link with own class** for appropriate activities
- The focus is on **emotional/social development** as well as academic progress
- Pupils **remain** on mainstream **class register**
- Expectation that they return to own class in **2 – 4 terms**

Why Nurture Groups?

The groups are set up as an early intervention strategy to help cope with an increasing number of young children with social, emotional and behavioural difficulties.

The Crisis Development Model

Integrated Experience

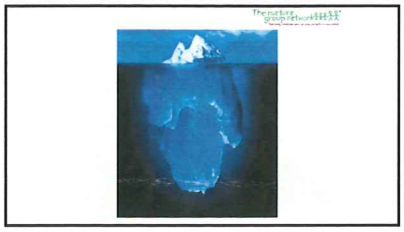
Crisis Development / Behaviour Levels	Staff Attitudes / Approaches
1. Anxiety	1. Be supportive

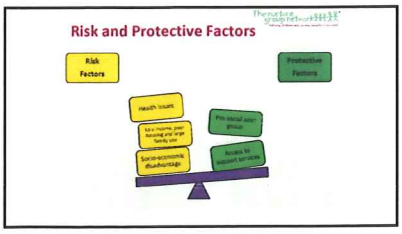
Rationale for Groups

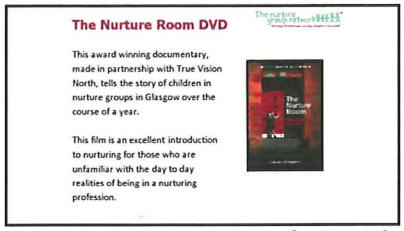
- Social circumstances and health statistics.
- Research evidence on the impact of impoverished early experience.
- The importance of the first five years of life in shaping brain architecture and emotional well being.

Attachment and Learning

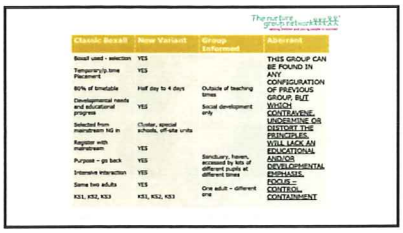
- Attachment Theory shows how and why behaviour and learning are affected if attachment has been disrupted or distorted.
- All the behaviour we see in Nurture Groups: **clinging, attention-seeking, panic, anger, restlessness, low self esteem,** can be understood in the context of how a child's attachments are developed.

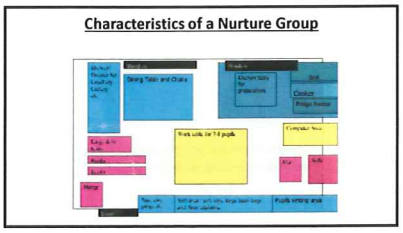






+15mins video clip



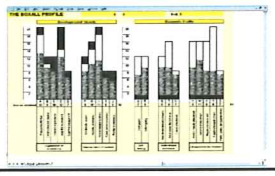


Play resources

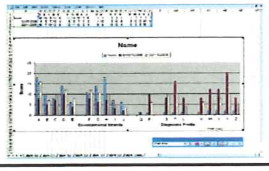
Display

The Boxall Profile provides a framework for the structured observation of children and young people.

Measuring Progress
Individual Profiles
The Boxall Marston



Measuring Progress
Individual scores
The Boxall Marston



Do nurture groups work?

- Nurture groups have been running for over 40 years
- The most powerful evidence is from staff, children / young people and parents.
- Numerous formal evaluations, all with positive outcomes.
- Based on sound theory and practice – attachment theory and neuroscience

The task of the Nurture group staff is to:

Provide a safe predictable environment and activities which allow for early developmental learning to take place.

Relive with the child missed nurturing experiences.

Keep the child close emotionally – build trust and gradually let him go as he is more able to manage on his own.

Interact with the child within a relationship of continuing care and support.

What do nurture groups provide?

Pupils

- Security
- Trusting relationships
- Early learning experiences
- Support for social and emotional growth
- Direct teaching

Schools

- Improved response to social and emotional difficulties
- More effective teaching
- Raised academic standards

Thank you !

www.nurturegroups.org

Follow us on Facebook

Follow us on Twitter
@nurturegroups