



Cottesbrooke Infant & Nursery School



The Beehive Policy

(Nurture Group)



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Nurture Group (The Beehive) Policy

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Cottesbrooke Infant and Nursery School Nurture Group (The Beehive) Policy

1. Aims statement

Our goal at Cottesbrooke is to ensure that all children achieve their full potential through a safe, secure and successful environment. It is well known that children demonstrating emotional or behavioural difficulties may be underachieving within a school setting. The presence of our nurture group, known within the school as 'The Beehive', helps our school to achieve its goal.

The aims of The Beehive are:

-  To provide a secure and reliable small class setting where children can learn by re-experiencing pre-school nurture from adults who actively work towards enabling their successful integration into their mainstream class.
-  To help children learn to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults.
-  To provide on-going assessment and support for children showing signs of emotional stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
-  To work in partnership with class teachers and parents to enable consistency of approach both at school and at home.

2. History of the Nurture Group

Nurture groups emerged in London in the 1970s as a possible solution for underachievement within many schools. The groups were primarily for children demonstrating late development or with an apparent inability to regulate behaviour. The success of these groups was such that many other Local Educational Authorities researched and subsequently introduced the concept around the country.

The Nurture Group at Cottesbrooke, known by staff and children as 'The Beehive', was set up in September 2006. This was initially funded through the Resilience Project.

3. Structure of the room

Nurture groups in general are unique resources based on well documented psychological theory and research. Two teaching assistants and the Inclusion Leader work collaboratively to ensure that the children receive an appropriate education linked to the curriculum associated with their particular year group.

The Beehive is based in a classroom within the school itself. It has a home area, containing a sofa, smart board and cushions as well as a kitchen with microwave and dining table. Additionally, play material at pre-school level as well as educational equipment for more formal work are available.

The period of time spent within The Beehive is dependent on progress made by the child. Reintegration back into mainstream classes may occur at a time when it is thought that the child would experience success. However for other children when The Beehive appears to be inefficient in dealing with their problems, the maximum stay is three terms.

4. Structure of the day

The Beehive is available for Foundation and Key Stage 1 children. There is a maximum of eight children at any one time.

Children register within their mainstream classes and are collected by The Beehive staff. Following this, they are brought to The Beehive for the session. Children return to their classes for playtimes, lunchtimes, assemblies and at least one PE session per week.

Children participate in “group snack” at a designated time each day. During this time the children take on a particular responsibility including washing up, making toast etc. Table manners and polite conversation are encouraged during this important aspect of the day.

5. Curriculum delivery

It is of vital importance that all children who attend The Beehive receive their full curriculum entitlement. Sessions are carefully planned to ensure that each child is working towards the learning objectives and topics covered by their own class. Many of these concepts are delivered through practical, play-based activities. As a child progresses, more formal, independent work is introduced in preparation for the reintegration back into mainstream classes.

In addition to the delivery of the National Curriculum, Beehive children are introduced to the concept of enhancing thinking skills. Sessions are carefully planned within an investigative approach, providing children with opportunities to listen carefully, make corrections and formulate hypotheses. This encourages children to become more independent in their learning and to become co-operative in their work with peers.

6. Selection process

Children are “put forward” for The Beehive if their class teacher feels that they are not reaching their full potential for one of the following reasons:

 They are restless, cannot listen, and behave impulsively or aggressively.

 They are withdrawn and unresponsive, having difficulty relating to others.

The Boxall Profile is used as a basis for assessing whether Beehive placement is appropriate and likely to be beneficial. The child's emotional stability is priority in the allocation of a place. However, the balance of the group must be considered at all times if placements are to be successful. Following the completion and analysis of the Boxall Profile, the parents of all children within the group are consulted. Parental agreement is necessary.

7. Assessment and record keeping

As with all aspects of education at Cottesbrooke, the assessment of a child is essential in order to ensure progress. A Boxall Profile is carried out on all children before they enter The Beehive and at the end of each term. This gives an indication of progress relating to behaviour, self esteem and emotional stability, informing the teacher of possible targets for future plans. In addition to this, a short evaluation is carried out at the end of each session by The Beehive staff. This evaluation is used for reference with regard to the planning and delivery of future lessons.

Individual records for children are also completed in the event of a significant incident (whether positive or negative). The possible causes of each incident are logged, as well as the action taken. Finally, in order to ensure the continuity between The Beehive and mainstream classes, regular consultations with the class teachers take place. Such discussions include information relating to behaviour both in and out of The Beehive, possible ways of dealing with difficult behaviours and information relating to planning.

8. Planning

In order to ensure that each child receives the full curriculum, planning is carefully structured. KS1 children receive both Literacy and Numeracy within morning sessions of the Beehive. This work occurs when the Reception children return to their class at 1130am. However, the main focus of work within the Beehive is on the social/emotional barriers to learning which brought the pupil to the Beehive in the first place. This is planned using the Boxall assessment profile.

9. Parental involvement

Parental involvement is an important aspect of The Beehive both to establish a link between home and school and to improve the continuity when dealing with difficult behaviours. Parents are informed of the structure and theory behind The Beehive when their child first starts. Subsequently any parent is able to speak to The Beehive staff before or after school, and there is an open invitation for a 'coffee & chat' on a Friday morning (9 o'clock).

10. Reintegration

Reintegration of Beehive children back into their mainstream classes occurs within a period of three terms. This occurs following consultation with the Beehive staff, the child's class

teacher, the head teacher, the inclusion leader and the child's parents. Only if it is agreed that reintegration is likely to be successful will the process begin.

Children are reintegrated back into their mainstream class over a period of time. A transition time-table is established based on the needs of the individual child. Regular discussions with the class teacher take place to ensure that the process runs as smoothly as possible. If the child is not reacting well to reintegration, the process may be slowed down or stopped completely until a more appropriate time.

11. Health and safety

As with all aspects of school life at Cottesbrooke, the concept of health and safety is of vital importance and the Health and Safety Policy is followed.

12. Equal Opportunities

The Beehive is available for any pupil who it is thought would benefit, regardless of gender, ethnicity or sexual identity.

13. Special Educational Needs

Many children attending the Beehive will have been entered onto the school's SEN register. The majority of children will have an Individual Learning Plan –which would be considered when target setting or planning for the Beehive. However a small minority of children will not be considered to have any Special Educational Needs. Such children must be considered by their class teacher, head teacher or inclusion leader to be working at a level below their potential before being allocated a place within the Beehive.

14. Fundamental British Values and Universal Virtues

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. These values and virtues form part of the teaching in The Beehive.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.