



Rationale for Nurture Provision

At Halwin School, we are committed to creating a safe, inclusive and nurturing environment where every child feels valued, understood, and supported. While all children benefit from a nurturing ethos embedded across the school, we recognise that, at times, some children may require extra emotional and social support to thrive both academically and personally.

Our nurture provision is underpinned by the Six Principles of Nurture, which guide all our interactions and planning:

- 1. Children's learning is understood developmentally**
We recognise that children develop at different rates and may need emotional or social support alongside their academic learning. Our nurture provision meets children where they are developmentally and builds at their pace.
- 2. The classroom offers a safe base**
Whether in the classroom, nurture space, Forest School, or during time with the school dog, we ensure that children experience consistency, structure, and a sense of emotional safety.
- 3. The importance of nurture for the development of wellbeing**
Through warm, empathetic relationships, our provision supports children in developing self-confidence, emotional resilience, and the ability to form secure attachments with trusted adults and peers.
- 4. Language is a vital means of communication**
We create opportunities for children to express their thoughts and feelings, supporting the development of emotional literacy and helping them to articulate their experiences and needs.
- 5. All behaviour is communication**
We seek to understand the underlying causes of behaviour, responding with empathy and support, rather than judgement, and helping children learn positive strategies for managing emotions and relationships.
- 6. The importance of transition in children's lives**
We are mindful of the emotional impact of change—whether transitioning between activities, year groups, or life events—and provide additional nurture during these times to support emotional regulation and continuity.

Our nurture provision is designed to meet these needs through targeted interventions that foster resilience, self-confidence, emotional regulation, and positive relationships. This provision is flexible and responsive, reflecting our understanding that children's needs can vary greatly and may change due to life events or personal challenges.

The nurture support may take place in 1:1 or small group settings, and can address a range of needs including:

- Emotional regulation and self-awareness
- Low self-esteem and confidence building
- Family events e.g. new baby, separation



- Anxiety around school attendance or transitions
- Development of social communication and interaction skills

We use a variety of nurturing approaches, which may include:

- **1:1 and group sessions** tailored to needs such as anxiety, bereavement, low self-esteem, or social communication.
- **Blocks of planned support** (typically 6 weeks), with clear outcomes and regular reviews.
- **Flexible, responsive support** at points of increased need, such as during family changes, trauma, or crisis.
- **Nature-based support** through **Forest School**, using outdoor learning to support wellbeing and connection.
- **Interactions with our school dog**, offering comfort, calm, and the development of trust.
- **Ad-hoc support**, available at times of specific need, such as a family crisis or a significant life event

Our nurture provision is grounded in current understanding of child development, attachment theory, and trauma-informed practice. It is delivered by skilled staff who build trusting relationships and provide consistent, predictable support.

By embedding the Six Principles of Nurture into our provision, we aim to remove barriers to learning, build emotional resilience, and ensure that every child is ready to learn, connect, and thrive—both now and in the future.

