

Wittersham Church of England School



Nurture Award Accreditation



**Come along
on our
Wittersham
Nurture
journey.....**

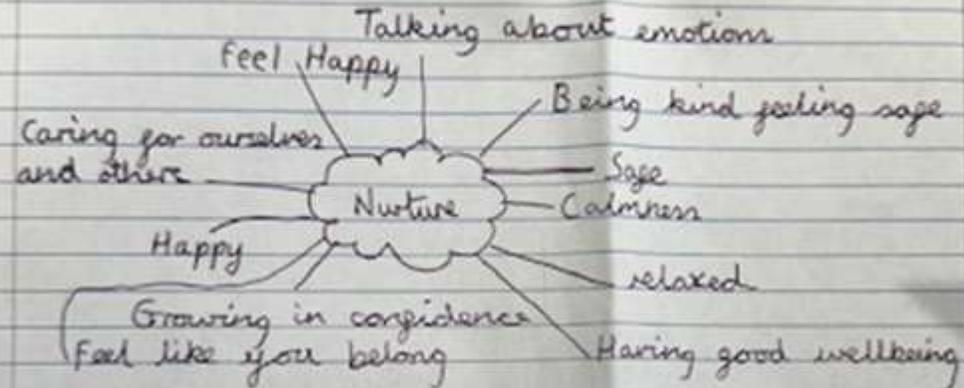
What does nurture mean to us @ Wittersham?

Try to be calm + relaxed
which helps us calm down
and better and tell
your feelings to someone
Some caring
talk about
our
feelings

- Safe and protective place
- Being kind and fair to people
- Making sure everyone has a fun time
- Calm and peaceful
- Make sure everyone is happy
- Mind calming
- Comfortable
- Gain trust#
- Quiet place

Thursday 13th June 2024
What nurture means to us
At nurture if people get frustrated or lonely. There will be a go where you can talk about your feelings. Finding solutions for your problems. It can help you to calm down. A safe place to talk to an adult. Let your worries flow away.

☆ NURTURE ☆



Calm and safe environment to share worries.

If you are sad, angry or upset you can share your worry.

You can talk to any adult. You can share worries with a friend.

What does Nurture mean to us here at Wittersham?
Feel relaxed and calm. You can go to Nurture to chill and calm down. You can talk to Mrs Lingfield.

We can nurture other children if they are hurt or upset.

Nurture is all around us. I've learn how to nurture people at school. I'm not scared to do it.

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of children and young people are assessed and tracked using the Boxall Profile® Online.	Feb 2023	June 2023 October 2023	February 2024 May 2024

May 2024 - All TAs are now trained to use Boxall Profile software and we now have over 60% of the school now assessed. I am hopeful that all assessments will be completed by the end of the Term 6 with a new Reception baseline completed in September 24. Personalised plans are created using the relevant Boxall Profile targets and recommendations as seen below. Use of Boxall Profile and relevant training has also been a key part of the whole school development plan this academic year (please see next slide).



Target	Strategies	Success Criteria
<p>Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him.</p>	<ul style="list-style-type: none"> • Catch the child being good' and give positive praise. • Give positive praise to other children making the correct choices. • Use group behaviour reward system (e.g. marbles in the jar) to work towards a positive outcome. • Check understanding of task/instruction. • Ensure a clear and consistent routine. • Good start to the day routine to ensure child is ready for work allow time to take up the instruction. • Ensure that work is completed that has been missed during the school day. • Morning check-in with trusted adult 	<ul style="list-style-type: none"> • Listens without interrupting others. • Puts up hand and waits for attention is wishing to share information with the class • Completes a task without direct adult support • Can join in with daily activities and direct adults interacting with them. • Works more independently and starts work straight away. • Listens without interrupting
<p>Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention</p>	<ul style="list-style-type: none"> • Consider the appropriateness of having to sit for extended periods, e.g. offer a 'wriggle break', Brain Gym, a sensory object to hold, e.g. stress ball. • Give immediate positive reinforcement for compliance. • Use appropriate physical gestures, e.g. smile, nod, and thumbs up. • Use of sand timer to show him how much time is expected of him. • Use visual aids as reminder of expected behaviour Use of reward system Use of appropriate fiddle toy Wow slip sent home with a positive message for parent. • Ensure he has his own carpet spot. 	<ul style="list-style-type: none"> • Listens without interrupting for adult during class input. • Stays on task for 10 minutes. • Can join in with daily activities and direct adults interacting with them. • Able to tidy the resources used in the correct place. • Begins to show pride in a completed piece of work and/or after a reading activity. • Increasing amounts of green on behaviour chart.

	<p>support at the start of Term 1.</p> <p>Pastoral Team to attend upcoming Wellbeing Forums.</p> <p>Play Therapist to come online.</p> <p>Whole school letter sharing new Nurture/Pastoral Team.</p>	they have within the school.		hold interviews.	<p>ELSA, play therapy and Forest School sessions have continued to support focus children as well as equine therapy, dog therapy and gym sessions for one targeted member of our cohort. Fishing will also begin in Term 4.</p> <p>All classes have visited the Nurture Space and a new Nurture Board has been created in the main school building. The Wellbeing Forum in Term 2 was held in the Nurture Room allowing more parents and carers to experience the space.</p> <p>The Pastoral Team (FLO, ELSA, Nurture Lead and Inclusion Lead) has continued to work well and now meet every three weeks to coordinate provision and follow up any initial referrals or concerns. Homestart have continued to support SEMH provision across the school with 8 children having accessed the provision so far. There are currently two further applications in the referral stage.</p>
Greater promotion of the nurture project across the school community.	<p>Creation of a purposeful nurture space.</p> <p>Staff meeting to share understanding of Nurture provision across the school.</p> <p>Whole school letter to share new Nurture whole school focus.</p> <p>Boxall Profile used for all children.</p>	When asked, 80% of the school community are able to identify the role of nurture in the school as well as 4 of the 6 principles.	Ongoing – 8 month review in October – 12 month review in Jan.	<p>SENCO time</p> <p>Staff Meeting time</p> <p>Whole school Worship time.</p>	<p>We continue with our National Nurturing Schools Programme that helps staff develop and embed a nurturing culture and ethos throughout the school whilst promoting Social Emotional Mental Health (SEMH) outcomes for the whole school community. It focuses on children's emotional needs and development alongside their academic learning but most importantly, it encourages us all to reflect on and further develop our whole school Nurture provision. The following develops of our SEMH provision, have come as a result of being part of this developmental programme which nears the 6 Month Review stage at the end of October.</p> <p>This includes a brand-new space in the school called The Nurture Room which is located at the bottom of the School House. The Nurture Room is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision. Its purpose is to offer children opportunities to develop and further support their social and emotional development. There is much research evidence that children's learning is most effective when they have a sense of emotional wellbeing, good self-esteem and a feeling of belonging to their school community. The Nurture Room provides children with this opportunity and so helps to develop their maturity and resilience.</p>



	<p>accessing Nurture Support.</p> <p>All TAs trained on the use of Boxall Profile.</p> <p>Development of Nurture provision from ELSA and Play Therapist.</p> <p>Open morning for parents/carers to explore the new Nurture Space.</p> <p>Nurture Lunch Club provision each day for all children.</p> <p>Nurture Assembly once a term to consistently raise the role of nurture across the school.</p>				<p>This new space is open to all children every lunchtime from 12:30 – 1pm. Children are able to join a lunchtime session throughout the week and Mrs Lingfield – who is our new Worry Buster - will be there to support them with any worries or questions they may have. Mrs Lingfield will keep a close eye on the Worry Box during the week and then use the Nurture lunch session to work alongside young people to further unpick any areas of anxiety or worry that they may be experiencing.</p> <p>Alongside the Nurture Room being open at lunch, Mrs Robertson very successfully completed her yearlong ELSA training at the end of last term and is now ready to get going! ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work and are a true asset to any school. Mrs Robertson has begun working some children across the school and these sessions take place in the brand-new Nurture Room each Tuesday.</p> <p>We also have a Sam Riches joining us who is a Play Therapist and will be working in the Nurture Room every Thursday afternoon. She will be working with one small group and individual children as the academic year develops. Sam is a very skilled professional who will only further develop our own whole school SEMH understanding as well as supporting many children.</p> <p>Furthermore, we have also been able to add additional Forest School sessions for small groups on Tuesday's and the sessions this term and it has been great to welcome Helen de Georgio from Righteous Oaks Forest School to our school. She has already transformed the nature area and has fantastic plans for her sessions moving forward.</p> <p>The Nurture Space continues to be purposeful space in the school with over 100 worries being addressed and dealt with since the start of the academic year. Jess Lingfield is doing a fab job leading the Nurture Room at lunchtime and ensure that all concerns are logged and addressed quickly.</p>
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Example of Whole School Development plan targets and relevant commentary.

1a.2

The Six Principles of Nurture are defined and explained to children and young people.

Feb 2023

June 2023

October 2023

February 2024



Wittersham Church of England Primary School
The Street, Wittersham, Tonbridge, Kent, TN10 7EA Tel: 01797 270329
@WittershamSchool Kent UK-UK
Headteacher Mr George Hawkins

Dear Parent and Carers,

I am writing to you today to inform you of some exciting changes to our Nurture and Well-Being provision as the new academic year begins. As a whole school, we are part of the National Nurturing Schools Programme that helps staff develop and embed a nurturing culture and ethos throughout the school whilst promoting Social Emotional Mental Health (SEMH) outcomes for the whole school community. It focuses on children's emotional needs and development alongside their academic learning but most importantly, it encourages us all to reflect on and further develop our whole school Nurture provision. The following develops our SEMH provision, have come as a result of being part of this developmental programme.

You may have heard about some recent changes to our school building over the summer including the development of our brand-new Nurture Room. The Nurture Room is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision. Its purpose is to offer children opportunities to develop and further support their social and emotional development. There is much research evidence that children's learning is most effective when they have a sense of emotional wellbeing, good self-esteem and a feeling of belonging to their school community. The Nurture Room provides children with this opportunity and so helps to develop their maturity and resilience.

This new space is in the School House area of our building and is open to all children every lunchtime from 12:30 – 1pm. Children are able to join a lunchtime session throughout the week and Mrs Lingfield – who is our new Worry Buster - will be there to support them with any worries or questions they may have. Mrs Lingfield will keep a close eye on the Worry Box during the week and then use the Nurture lunch session to work alongside young people to further unlock any areas of anxiety or worry that they may be experiencing.

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I am aware that there is an awful lot of new information above to digest so I am thrilled to invite you along to a Wellbeing Coffee Morning on October 31st 2023 where you can see the new space and I can chat through the new Nurture provision in greater detail. The Nurture Room will also be open during our upcoming Parents Evening meetings for you to have a look around.

It certainly is an exciting time here at Wittersham and it is privilege to work alongside you all in making our Wellbeing provision the best that it can be.

Please remember that my door is always open; we work best when we are working together for the success of your children.

Yours sincerely,

Stella Coulson
Assistant Head Teacher – Inclusion

February 2024 – All classes now have Nurture posters in the classrooms as well as a Nurture Board in the main part of the school building. There is a Nurture sign post for the Nurture Room and Worry Box to make everyone aware of where and how to access these resources. This has also been shared with the wider community too via letters and Class Dojo posts. There is a specific Nurture area included on the school website and the Nurture Room (which is located at the bottom of the School House) was opened in September 2023. There is also a new Nurture area included on the school website.

Home - Key Information - Nurture

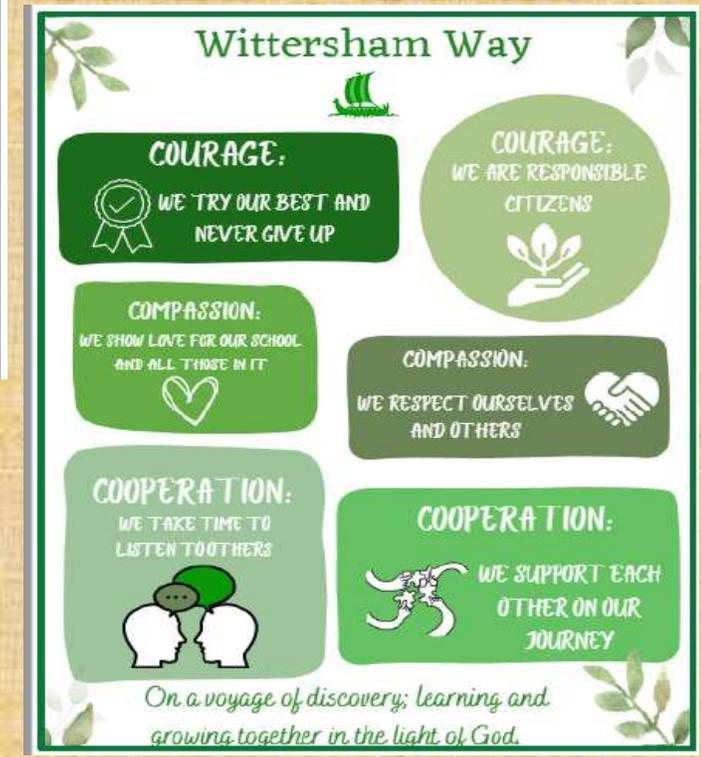
Nurture

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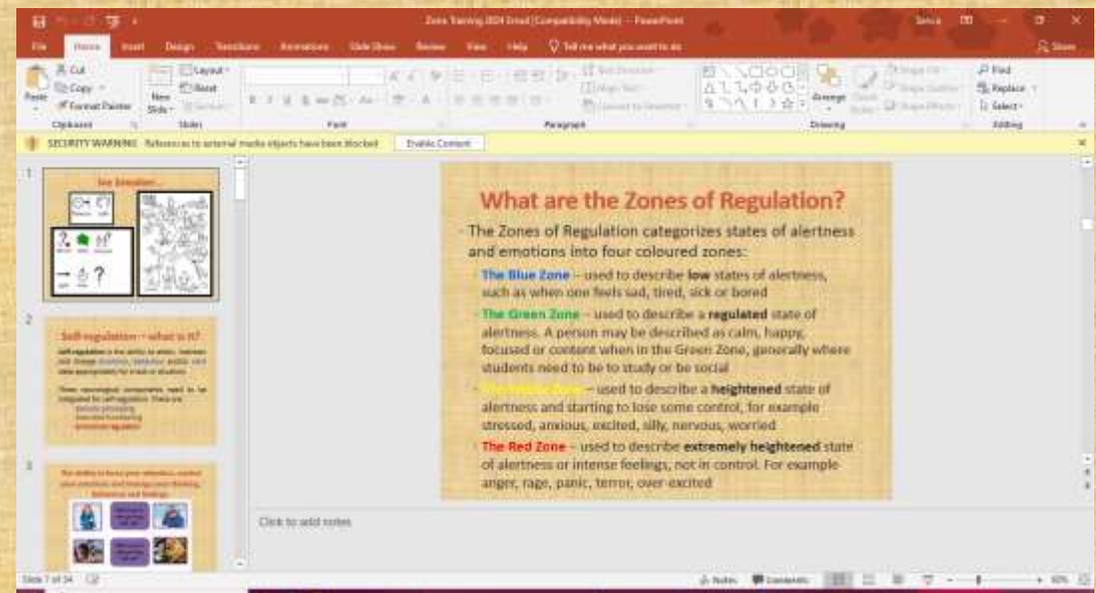
In this section

- Attendance
- British Values
- E-Safety
- Equality
- Financial Details
- GDPR
- Inspection reports
- Family Liaison Officer (FLO)
- Nurture

1a.3	Children and young people are encouraged to develop responsibility for themselves and learn self-efficacy	Feb 2023	June 2023 October 2023 February 2024 May 2024	
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All Staff took part in Zones of Regulation training and a whole class assembly will take place on Feb 27th to begin to share this new concept with the whole school. SC met with the Wellbeing Governor on Feb 8th and shared ZoR as well as Nurture Project updates and whole school SEND/Wellbeing development. Worry Box allows them to post a worry when they are feeling concerned. Upcoming Restorative Conversation training will further whole school self efficacy. The Wittersham Way was rolled out at the start of Term 1 2023 and is visible across the school. This has further solidified the new school values as well as the expectations of staff and children around the school and encourage children to take greater responsibility for their own behaviour. Please see the next slide for evidence of Zones and in around school.





Evidence of Zones of Regulation in and around the school.



The Nurture Room provides the space for children to reflect on their behaviour and use strategies to move them out of the red/blue/yellow zone and into the green. The Nurture Space is open every lunchtime as a drop in and for all children to attend during the school day if they need a space to regulate their emotions.

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and caregivers feel valued and welcomed by the service.	Feb 2023	June 2023	October 2023

October 2023 – All parents are now accessing Class Dojo – our whole school messaging system – and this platform is used well to share key updates and events. New parents joined have expressed happiness with how welcomed they have felt and the open-door policy continues with new staff and parents alike. Parent feedback continues to show that families felt valued and welcomed in the school.

Data from parent survey July 2023

Question:
The school provides a safe environment for my child.

Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
52	18	0	1	0

Question:
I am made to feel welcome when I come into school

Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
55	15	0	1	0

Question:
I find it easy to approach the school with questions or problems to do with my child.

Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
52	16	1	1	1

Mrs. Coulson
Wittersham CEP School

Sep 28, 2023



Tuesday, October 31 - SCHOOL EVENT

Wellbeing and SEND Coffee (and cake) Morning!
9:00 AM - 11:00 AM

 This event has already occurred

I am writing to invite you all to a Wellbeing and SEND Coffee (and lots of cake) morning which will take place on Tuesday 31st October between 9:00am and 11:00am.

The purpose of this coffee morning will be to chat about any Wellbeing or SEND concerns or questions you may have in a relaxed and informal environment. It will also be a great chance for us all to meet and eat some cake! Being a parent of a child with Special Educational Needs or disability can be challenging at times but you are not alone and support is available. You can also raise any questions in readiness for the Parents Evening meetings that will take place later in the term.

Wellbeing and SEND Coffee Mornings have taken place throughout the term and given Parents an opportunity to visit the Nurture Space, ask any questions and also contribute their ideas and feedback as the project has developed.

1b.2

The Six Principles of Nurture are defined and explained to parents and caregivers.

Feb 2023

June 2023

October 2023

February 2023



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Please remember that my door is always open; we work best when we are working together for the success of your children.

Yours sincerely,

Stella Coulson
Assistant Head Teacher – Inclusion



Mrs. Coulson
Wittersham CEP School

Sep 28, 2023



Nurture Letter docs
Word Document - 103KB

Good morning everyone!

I do hope that this message finds you all well.

Please take a look at the letter attached regarding some updates and developments in our whole school Nurture provision here at Wittersham.

The new Nurture Room will be open for you to have a look at during our upcoming Parent Consultations as well as during the Wellbeing Coffee Morning on October 31st.

Any questions, please do let me know and please remember that my Dojo messages are always open.

Wishing you all a wonderful day!
Mrs Coulson 🌟

👍 11 likes • 4 comments • 👁 103 views

February 2024 – The Whole School Nurture project has been shared with parents via whole school letters, on the Newsletter and via Class Dojo. All parents visited the Nurture Space during our Autumn Parents Evening and we have held several events to promote the space including our recent SEND/Wellbeing drop in event.

Like Comment ...

Charlotte Suitters (Genevieve 3's parent) 2476
Sounds amazing!

Caroline Pinks (Jessica 3's parent) 2476
I think this an amazing addition to school. Thank you for providing this space for the children ❤️

Hannah Gray (Korra G's parent) 2444
All sounds amazing. Helen is amazing, she taught Harvey and his peers at nursery 🌟

Gemma Gottelier (Theodore G's parent) 2344
This sounds brilliant!

Write a comment...

1b.3

Reports to parents and caregivers reflect children and young people's strengths and areas of need.

Feb 2023

June 2023

October 2023

October 2023 – New report style was successful and parents stated that they were happier with the new style which focussed on successes of the child holistically throughout the academic year.

Data from parent survey July 2023

Question:

School reports and parents evenings keep me well informed about how my child is getting on.

Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
47	21	0	2	1

Question:

The school has high expectations for its pupils.

Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
39	28	2	1	1



Wittersham Church of England Primary School
Written Report – 2023/2024

Name:
Class Teacher:
Year Group:

EFFORT:

Art	Music
Computing	Physical Education
Design Technology	PSHE
French	Reading
Geography	Religious Education.
History	Science
Mathematics	Writing

Needs improving ■ Could be improved ■ Good ■ Excellent ■

CLASS TEACHER COMMENT

READING

Attainment:	Working Towards Age Expected	Working <u>At</u> Age Expected	Working <u>At</u> Greater Depth
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WRITING

Attainment:	Working Towards Age Expected	Working <u>At</u> Age Expected	Working <u>At</u> Greater Depth
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Compassion Courage Cooperation

"On a voyage of discovery; learning and growing together in the light of God."

Wittersham Church of England Primary School
Written Report – 2023/2024

MATHEMATICS

Attainment:	Working Towards Age Expected	Working <u>At</u> Age Expected	Working <u>At</u> Greater Depth
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WIDER CURRICULUM

Attainment:	Working Towards Age Expected	Working <u>At</u> Age Expected	Working <u>At</u> Greater Depth
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RELIGIOUS EDUCATION

Attainment:	Working Towards Age Expected	Working <u>At</u> Age Expected	Working <u>At</u> Greater Depth
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HOW YOU CAN HELP AT HOME

HEADTEACHER COMMENT

Signed.....
XXX
Class Teacher

Signed.....
Mr George Hawkins
Headteacher

Compassion Courage Cooperation

"On a voyage of discovery; learning and growing together in the light of God."

1. 2. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.		Feb 2023 June 2023	October 2023

October 2023 – New staff joining this academic year had a standard school induction as well as a SEND induction where they had a chance to look at specific paperwork and targets as well as ask any questions. TA meetings have been a regular occurrence in Term 1 thus strengthening the induction of new members of support staff. Please see below an example of induction paperwork that all staff complete when they begin here at Wittersham.



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New Employees Induction Checklist

Employee Name:	
Job Title:	
Start Date:	

As a new employee, this Checklist provides you with a structure for your first two weeks of employment. It is your responsibility to work through this checklist with members of school staff noted below within the first two weeks of your employment.

At the end of the two weeks, please sign and return a copy of this form to the school Office Manager.

Staff who can support you during your induction are listed below:

HT – Headteacher (George Hawkins)	OM – Office Manager (Caroline Penn)
AHT – Assistant Headteacher (Stella Coulson (Senco & Lynsey Scott)	Fin – Finance Officer (Lynda Crabtree)
Welfare, Medical TA – (Amy Hilding)	IT – IT & Communications (Dean Hawkins)



	Tick on Completion	Day 1 onwards	Inducted by:	Date completed	Comments / Notes
Introduction		Introduction to class team	Class Teacher		
		Introduction to key people/dept. <ul style="list-style-type: none"> • SLT • Office / Finance • SENCo • Kitchen • Medical & Welfare TA 	HT/OM		
		Culture/Professionalism – talking to pupils and staff (i.e. use of names) Modelling Good Practice (i.e. thanks / holding open doors)	HT/AHT		
		Personal role and responsibilities, position and role within the team	HT/class teacher		
		Behaviour Policy	HT/AHT		
		Teaching & Learning Policy	HT/AHT		
Introduction to school/ Premises		Tour of the school/Access	OM		
		Lunch/break arrangements	OM		
		Tea, coffee facilities Use of Covered mugs	OM		

	Parking	OM		
	Dress Code	OM		
	ID Badge / Fob	OM		
	Immediate school hazards, i.e. Icy Conditions	OM		
	Signing <u>in</u> and Out of school	OM		
Health & Safety	Qualified First Aiders/Notice	OM/Welfare		
	First Aid Box Locations	OM/Welfare		
	Accident Reporting / Book Location	OM/Welfare		
	Fire Notice and Fire Drill Procedure / Emergency exits	HT/OM		
	Asbestos Register	OM		
Safeguard	Prevent Training (online)	HT/OM		
	DSL Personnel	HT		
	KCSIE	HT		
	Child protection Policy	HT		
	Confidential Reporting (Whistleblowing) Policy	HT		
	CPOMs	HT		
	Wellbeing Charter and expectations	HT		

1c.2

The Six Principles of Nurture are defined and explained to all staff.

Feb 2023

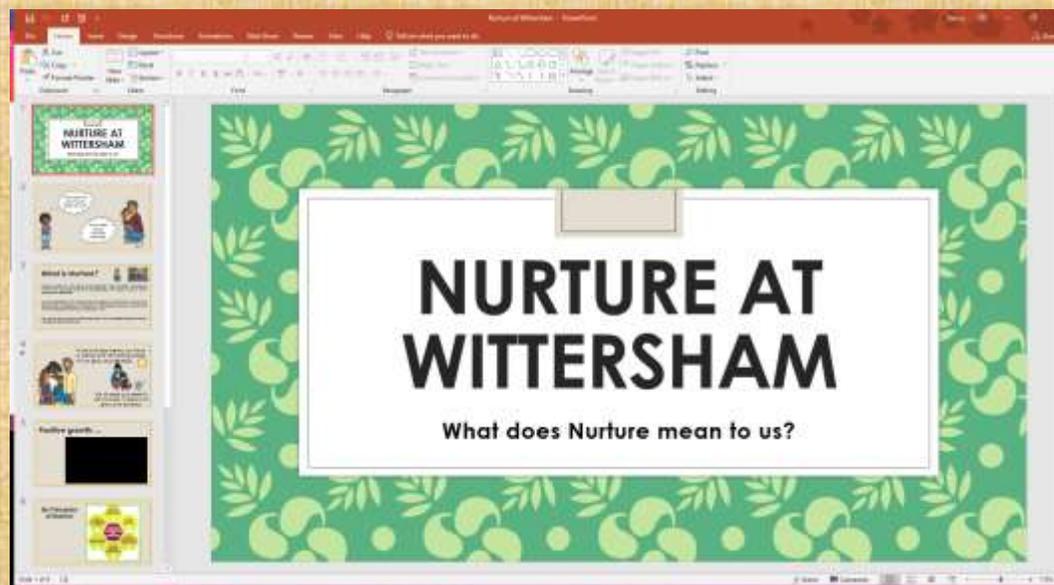
June 2023

October 2023

Feb 2024

October 2023 - There was a whole school Nurture assembly in Term 1 and graphics have now been placed across the school. Nurture has been raised in regular staff and TA meetings in term 1.

Feb 2024 – The opening of the Nurture Room, Nurture Lunchtime Club, rollout of Boxall training as well as regular TA/Staff meetings have further embedded the Nurture Principles. The whole school display and class room posters, have made Nurture a key element of classroom routines and expectations. Further whole class assemblies in Term 4 and 5 will develop the principles in greater detail as well as the training resources provided on the Nurture Platform



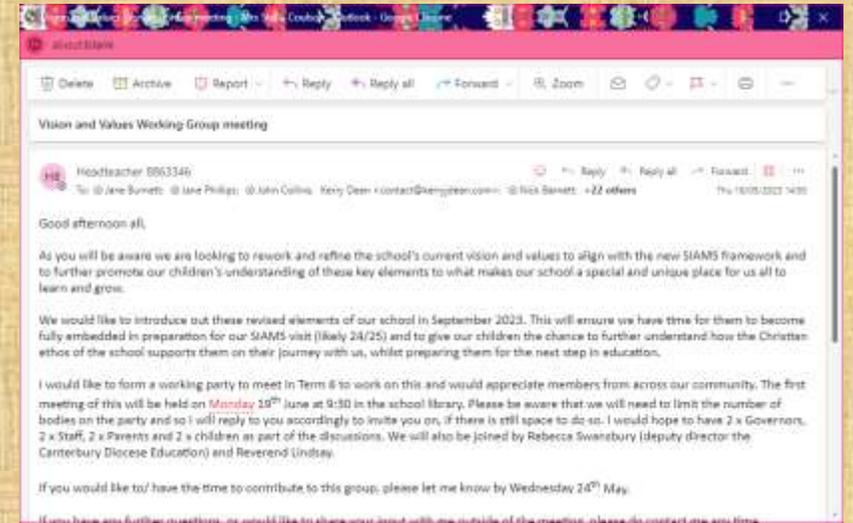
Nurture room and worry box	Please make sure that everyone has visited the locations in the school.
Boxall profile training	SC discussed this, the need for BP and how TAs will complete it.
Sensory Circuits	Oast was agreed to be a good location to begin SC next week. GH to speak with Chloe to ensure that this is ok.

Staff meetings: Term 2	
Date	Focus
Wednesday 1st November	Consultation Evenings
Wednesday 8th November	Music CPD
Week beginning 13th November	No Staff meeting - Pupil Progress
Wednesday 22nd November	Nurture and SLCN
Tuesday 28th November	Little Wandle training ('Twilight' time in lieu to complete)
Week beginning 4th December	Christmas preparations
Week beginning 11th December	No Staff meeting - Data Drop and Medium Term Planning

Compassion Courage Cooperation

1c.3	Staff are given opportunities to discuss, develop and review shared values.		Feb 2023 June 2023	October 2023
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June 2023 - Mental Health and wellbeing videos have been shared at all Staff Meetings as well as having a Wellbeing standing agenda item at each staff meeting. The whole school Vision and Values are being reviewed during Term 6 and all staff have been invited to attend these meetings.



October 2023 – New school values – courage, cooperation and compassion – and these were discussed and dissected during the whole school INSET day at the start of the academic year. Staff always have an opportunity to review whole shared values during every staff and TA meeting which are run with the same agenda to ensure whole school consistency.

1c.4	There are clear expectations of how staff relate to children and young people in all settings and events.	Feb 2023	June 2023	October 2023
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Feb 2024 – During a recent visit by the Chair of Governors, John Collins, children were asked about the ‘Three C’s’ above and the role that they played in the school ethos. The results of the visit are detailing below showing that this new concept is beginning to be embedded well across the school.



Summary of main points arising from my discussion with the pupils.

- *Following my reading them the school vision I questioned them on their understanding of the key words. Collectively they were able to explain what each of these meant and how they were shown in practice.*
- *They were all very clear about the three school values and provided me with a good range of example of how these could be seen in practice.*

Staff were also questioned during a recent staff questionnaire with the results seen below.

There is a clear understanding by the whole school community of the vision and values of the school.

Strongly Agree	Agree	Disagree	Strongly Disagree
25	10	/	/

1c.5	Staff are actively involved in The National Nurturing Schools Programme.	Feb 2023	October 2023	Feb 2024
		June 2023		

There was a whole school Nurture assembly in Term 1 and graphics have now been placed across the school. There was also a TA and staff training session to share the focus of the project and what the objectives might look like across the school. Whole school visuals have been shared but all staff are welcome to tailor this to suit the needs of their classroom. Classroom Nurture Nook seen below. Example below of how Zones of Regulation Training has been adapted to meet the needs of a Year 1 classroom.



Date	Focus
Wednesday 1st November	Consultation Evenings
Wednesday 8th November	Music CPD
Week beginning 13th November	No Staff meeting - Pupil Progress
Wednesday 22nd November	Nurture and SLCH
Tuesday 28th November	Little Wandle training (Twilight' time in lieu to complete)
Week beginning 4th December	Christmas party preparation
Week beginning 11th December	No Staff meeting - Data Drop and Medium Term Planning

Compassion Courage Cooperation

The opening of the Nurture Room, Nurture Lunchtime Club, rollout of Boxall training as well as regular TA/Staff meetings have further embedded the Nurture Principles. The whole school display and class room posters, have made Nurture a key element of classroom routines and expectations. Further whole class assemblies in Term 4 and 5 will develop the principles in greater detail as well as the training resources provided on the Nurture Platform.

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d.1	The school works with all stakeholders.		Feb 2023 June 2023	October 2023

Kent Nurture UK Case Study School Evaluation information and schedule

Background

Following a review in 2019 into the provision for children and young people with special educational needs and disabilities (SEND) by Kent County Council, OutburstUK was commissioned to engage 300 mainstream primary and secondary schools in a programme of training courses to help schools implement a whole school nurturing approach.

Based on the six principles of nurturing, the overall aim of the programme is to build capacity and strengthen inclusive practices within participating schools, by helping schools to develop a nurturing environment which can better support children's engagement, well-being and social skills.

To understand the experience of participating schools and the impact the Nurture approach has had in Kent there an evaluation has been commissioned. Part of the evaluation is to work with 4 schools as case studies. The corner stone of the case studies is to go beyond statistical data findings and unearth what is the impact on the lived experience of participants and participating schools because of a nurturing approach.

Remuneration for Case study participation

A summary of the findings connected to their school
A copy of any mini podcast recordings
The case study will feature as part of the Nurture UK Kent Evaluation Report

Case study evaluation approach

We will use a mixed method evaluation approach drawing on both qualitative and quantitative research methods. As this a case study of how the nurture approach works in practise there is a leaning towards qualitative methods.

The mixed method approach includes:

- Interviews with school staff**
Semi-structured interviews with 2-3 members of staff will be carried out. This could, for example, include interviews with nurture trained staff responsible for implementing the whole school approach in their school; the senior leader team; the SENDCo or pastoral team.
- Interviews with parents / carers**
In-person or telephone interviews will be conducted with 2-3 parents / carers of children who have been Boxall profiled. The aim of the interviews is to explore parents' perspective and experience of the school's nurturing approach and the impact on their child's behaviour, attendance and well-being at school.
- Observations in school**
Where appropriate participant observation will be carried out in case study schools, for example during a nurture group session or similar. This will be accompanied by informal conversations with the member of staff about their approach to nurture and how this impacts children's inclusion and engagement within the nurture group and more widely.
- Analysis of attendance / behaviour logs / exclusion data**
A key focus of the evaluation is to assess whether schools have experienced any changes to attendance, behaviour and exclusions (temporary and permanent) since the introduction of a whole school approach to nurture. This may include a member of staff taking us through the data on a sample of nurture children or devising an anonymised data sheet which schools can share with the evaluation team. The advantage of this approach is that any changes – positive or negative – can be contextualised and triangulated with other evaluation data gathered about the case study schools.

5. **Micro peer research - supporting students to speak to other students**
We will carry out a workshop with 4-6 students who have been Boxall profiled. The creative, interactive and participatory workshop will have two aims – one is for students to explore the concept of nurture – what it means to them; how it can impact their well-being at school and how nurture is shown within their school through everyday interactions and conversations.

The second aim of the workshop is to support students to devise a suitable way to engage their peers in conversations about nurture. Co-produced research involving peer researchers has shown that children and young people often have important insights into their own environment, and due to shared language and meaning are well placed to create a good rapport with other children and young people, which can prove invaluable to programme learning and evaluation data.

6. **Audio interview / Mini podcast**
To strengthen the evaluation approach, we will record an audio interview/ mini podcast with 1-2 students and/or 1 staff member. A strength of the format is how it empowers the interviewees to speak directly about their experiences without the filter of professional language and words. There is also a finished product which can be used to

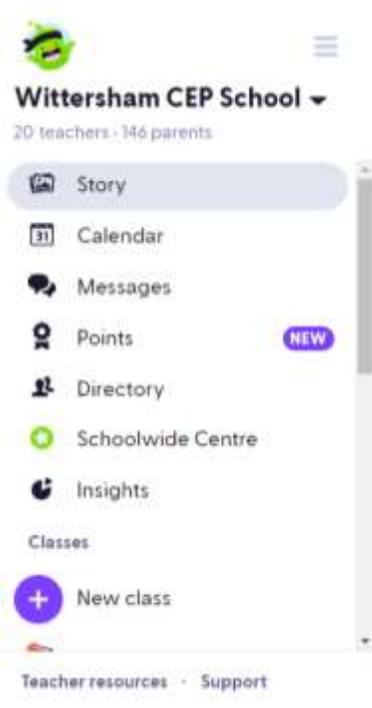
Evaluation schedule:

Method	Who and contact details	When and where	Notes
Interview 1 with school staff	Stella Coulson	20 th Feb 11am - Zoom	Anna to send zoom link
Interview 2 with school staff	Family Liaison Officer (FLO) responsible for exclusion and attendance data	12 th March	Available Tuesdays Stella to confirm times
Interview 3 with school staff	Nurture lead (TA / parent) runs the lunch time nurture club	12 th March	Available Tuesdays Stella to confirm times
Interview 4 with school staff	EYES lead – reception teacher	12 th March	ECs, parents, been at school for 9+ years Stella to confirm times
Interview 1 with parents / carers	Wellbeing coffee morning + Stella to invite wellbeing Governor (parent)	5 th March 9.30-11	In nurture space, can use staff room for 1-1 interviews. Stella will host
Interview 2 with parents / carers			2 parents in mind – buying books for nurture space / PTA
Interview 3 with parents / carers			
Observations in school nurture group	Nurture lunch group ELSA afternoon, potentially play therapy session	12 th March	Stella to confirm times
Analysis of attendance / behaviour logs / exclusion data		Date to be confirmed by Stella	Discuss with FLO Stella to confirm times
Micro peer research – part one		5 th March, session 1: 11-12am, session 2: 1.30-2.30	Jude and Anns will deliver
Micro peer research – part 2		12 th March, session 3: 10-11am	Need access to other children to 'interview'

The school has been selected out of 300 schools in Kent to take part in a two-day Nurture Audit that will take place on March 5th and 12th. Staff, Parents, Children and Governors will be part of the two-day agenda and able to share their views on the Nurture Project and its associated principles.

Class Dojo has been a key resource when sharing information with all stakeholders as well as our continuing relationship with the Church.

The role of the foodbank has also further supported our work within the local community – please see next page.



Wittersham CEP School ▾
20 teachers · 146 parents

- Story
- Calendar
- Messages
- Points **NEW**
- Directory
- Schoolwide Centre
- Insights
- Classes
- + New class

Teacher resources · Support

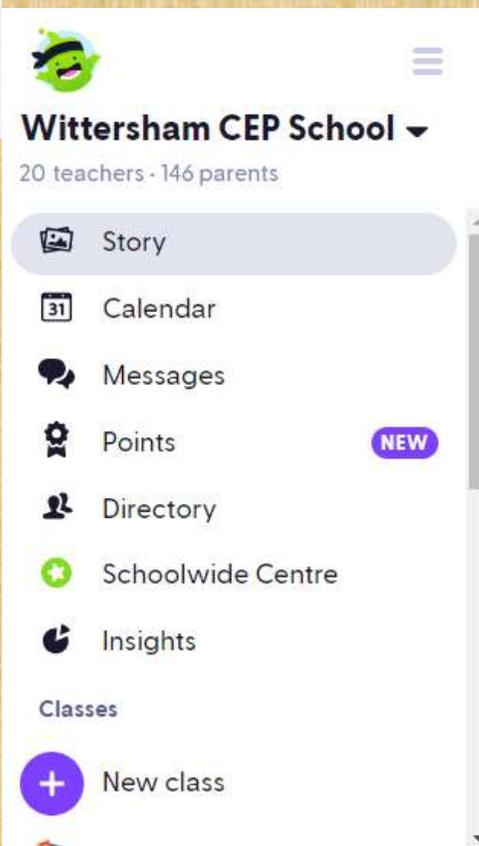


Mr. Hawkins
Wittersham CEP School

Oct 3, 2023



The role of the foodbank has also further supported our work within the local community.



Wittersham CEP School ▾
20 teachers · 146 parents

- Story
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- Classes
- + New class



It is great to see our foodbank is open and ready for visitors this morning. We are at the village hall community room until 11. After this, our produce will be split between the Tenterden foodbank and our own school site foodbank to access all year round.

Thank you again for all your donations, we are very grateful to have such a generous and supportive community!

#Compassioninaction

♥ 20 likes 💬 1 comment 👁 128 views

♥ Liked 💬 Comment ⋮

1d.2

The Six Principles of Nurture are defined and explained to stakeholders.

Feb 2023

June 2023

October 2023

Feb 2023



Feb 2024 – A letter detailing the role of Nurture across the school was shared with parents and families as well as specific Nurture area added to the school website. A wellbeing/Nurture Governor was assigned at the start of the academic year as SC meets with her once a term.



Staff meetings: Term 2

Date	Focus
Wednesday 1st November	Consultation Evenings
Wednesday 8th November	Music CPD
Week beginning 13th November	No Staff meeting - Pupil Progress
Wednesday 22nd November	Nurture and SLCN
Tuesday 28th November	Little Wandle training ('Twilight' time in lieu to complete)
Week beginning 4th December	Consultation evenings
Week beginning 11th December	No Staff meeting - Data Drop and Medium Term Planning

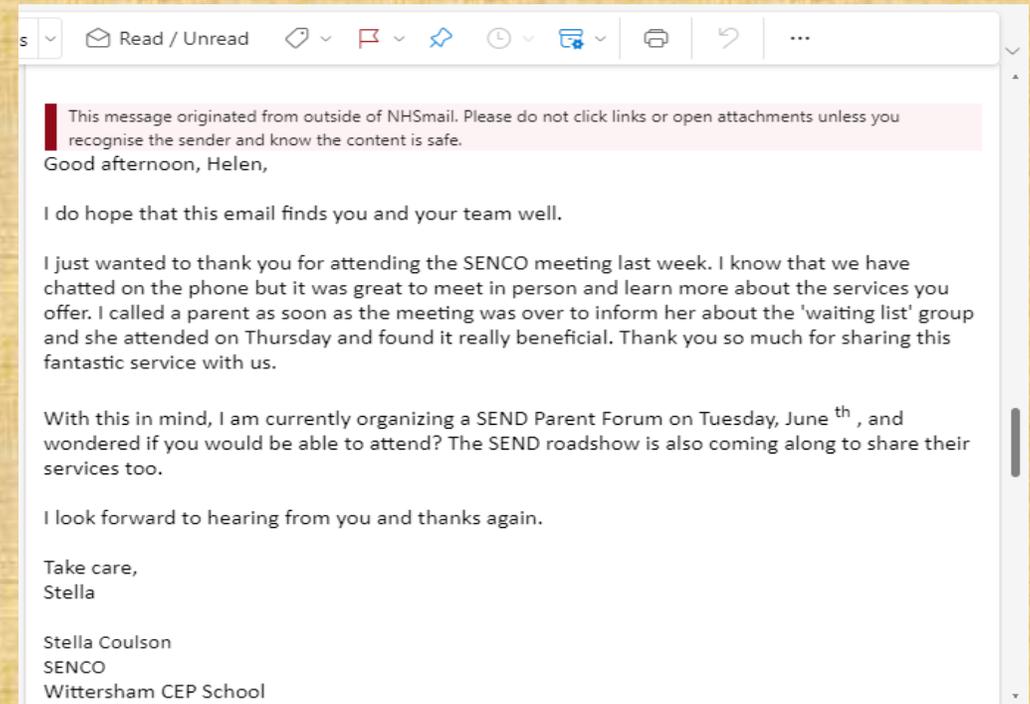
Compassion Courage Cooperation

1d.3	The school is used as an established resource for stakeholders.		Feb 2023 June 2023 October 2023	
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The school has an open-door policy and members of the community, parents and Governors are welcome at the school. During Term 3, representatives from the Kent Local Offer attended a Wellbeing Forum to share how the local offer resources can support parents. We also invited members of the local surgery Children’s Health and Wellbeing team to offer further support for parents and carers and key information regarding referrals and expected wait times. Please see email below.

We have made links with a local Church group who are sponsoring a child to attend equine therapy sessions. They will also be using the school hall to run community events as we move into the next academic year.

The school has held regular Wellbeing Forums that have been well attended but parents and carers and during these sessions, key resources have been shared with all. In the Term 6 forum, our link SLCN therapist will be joining us to share key information with parents and answer any speech and language questions they may have. Please see post on Dojo on the next page.





Mrs. Coulson
Wittersham CEP School

May 2



Wednesday, June 5 · SCHOOL EVENT

Wellbeing and SEND Coffee Morning with a Speech and Language focus

9:00 AM - 11:00 AM

Good morning everyone!

I do hope this message finds you well on this rather cloudy Thursday.

I am writing to invite you all to a Wellbeing and SEND Coffee (and lots of cake) morning which will take place on Wednesday 5th June between 9:00 am and 11:00 am.

The purpose of this coffee morning will be to chat about any Well-being or SEND concerns or questions you may have in a relaxed and informal environment. It will also be a great chance for us all to meet and eat some cake! Being a parent of a child with Special Educational Needs or disability can be challenging at times but you are not alone and support is available.

Please note that your child does not have to be on the SEND register to attend this session and you may have some questions regarding your child's development or behaviour that we can discuss together.

During this session, we will be joined by Andrea who is our NHS Link Speech and Language. She will bring along some key information and have time to speak with you about any concerns or further speech and language support you may require.

As well as myself, our school ELSA, FLO, and Nurture Lead will also be attending the event and we would love you to join us for a cup of tea, coffee, juice, or cake!

If you would like to come along, just pop into school between 9 am and 11 am on June 5th and please reach out if I can help in any way.

We look forward to seeing you all at the SEND and Wellbeing Coffee morning in June!

Mrs Coulson 😊

1d.4	The school is responsive and inclusive to their stakeholders.		Feb 2023 June 2023	October 2023
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Staff Well Being Survey 2024

Our school provides the leadership to create a positive environment that promotes emotional health and wellbeing

Strongly Agree	Agree	Disagree	Strongly Disagree
19	16	/	/

There are lead members of staff/governors responsible for aspects of emotional health and well-being at school

Strongly Agree	Agree	Disagree	Strongly Disagree
25	10	/	/

October 2023 – Staff, parent and Governor questionnaires are annual events that enable us as a school, to respond to relevant needs both internal and external. Training sessions are regular as well as drop in and parental events. Parental meetings occur throughout the term and academic year without the need for a specific event such as Parents Evening.

Feb 2023 – Most recent Staff Wellbeing Survey indicated that Staff consider their emotional wellbeing is considered and responded to accordingly. Please see below.

2. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a.1	The Six Principles of Nurture are incorporated in curriculum planning and delivery.	Feb 2023 June 2023	October 2023	

Our continued work on the role of nurture and the need for SEMH barriers to be addressed before a child can fully engage in their learning is working well and there is a greater focus on wellbeing breaks and the teaching of emotional regulation in lessons. During lesson observations across the school, emotional wellbeing appears to be more habitual and embedded in learning in all areas of the curriculum. Provision Plans below show the impact of Nurture across the curriculum. PSHE lessons also include key elements of the Nurture principles across the school. An example of this planning can be seen on the next slide. I would like to continue embedding the Nurture Principles in core subjects as we move in to the next academic year.

Child X SEMH Personalized Plan started on September 2023				
The Outcomes I am working towards	<p>Outcome One: To further develop self-regulation strategies in order to engage better in class learning and without disrupting the learning of others.</p> <p>Outcome Two: To use the resources on offer to support classroom focus.</p>			
3. What I need to help me (resources)	<ul style="list-style-type: none"> Whole class visual timetable A variety of resources made available, if activities are delivered out of the classroom setting, so that Child X is aware of the choices that are still available to him. Visual prompts to reward positive behaviour / responses throughout the day and increase motivation. Use of Zones of Regulation. Encourage Child X to participate in feelings based conversations. Tablet / iPad. Goodie Book. Whistle Cuecards. Personalised learning space complete with priority cards. Whisper board/clip board. Class book. Relationships with adults table. 	3. Resources/Items for which funding has been sought/used?		
4. Ways to help me best (strategies)	<ul style="list-style-type: none"> Before talking to me, gain attention by using my name first and then checking that I am listening. Allow time for me to process instructions or questions and respond. Make my tasks short and achievable then gradually extend. I will be given opportunities for choices to help develop my self-regulation. Support physical learning breaks. Check the learning so that I am able to access the relevant lesson questions. 			
5. Extra support I need (interventions)	6. How often I need this and who will provide it	7. What I need to achieve by the next session	8. How well did it work?	Date

Wash and greet and individual preparation for the day.	TA/Class Teacher	Wash with TA/CT to ensure that I am prepared for the day and have all my resources to hand.	Wash/TA ongoing support, Child X will require additional encouragement to enter the class calmly.	28.01.2024
End of day check in and checkout.				
Maths support during whole class maths lessons.	TA/Class Teacher small group and one-to-one support. 5 times per week for 15 minutes - 15 minutes.	To independently access/finish elements of the math's teaching.		
Maths intervention	Class Teacher - 30 minutes per day in the afternoon - 200 minutes per week.	To progress/teach ongoing mathematical concepts.		
English support during whole class English lessons.	TA/Class Teacher small group and one-to-one support. 5 times per week for 15 minutes - 15 minutes.	To further his independence in English lessons and work towards key English skills and concepts.		
Forest School additional provision	TA/Sports Coach and Forest School leader	To work collaboratively with others and follow instructions to keep himself safe.	This session attendance began on April 27 th 2024.	
Break time support	15 mins per week - 1:1 TA 1 for 15 mins	To work safely with others and seek adult support if he is feeling worried.		
sensory Activities	60 minutes across the week	I am able to use 3 strategies for sensory grounding and begin to be transfer these strategies in order to remain focused in class		

Learning Intensity/Complexity/Needs as and when required.	TA	To use resources to support his emotional regulation and focus.	Child X agrees these targets and offers feedback on how he is doing. The class rules cards they are complete. We will continue to focus these to next week.	28.01.24
To follow instructions given by an adult.	5 mins one-to-one per lesson from TA - 25 mins per day - 2 hours 5 mins per week.	To show good listening skills when an adult is speaking to me and respond back to them the instructions.		
Prepared to talk and maintained attention	As required	To be on task during whole class learning and to complete tasks set within the agreed time scale.	Child X is given frequent reminders to stop on task and his ability to complete these very much depends upon the support.	16.01.2024
Play therapy	3:1 weekly with school Play Therapist.	To further develop strategies to manage emotional regulation and times of great excitement.	These sessions continue to work well for Child X although he often finds it hard to fully participate in the sessions.	28.01.2024
Working with adults during whole school learning sessions (which Child X finds overwhelming)	3:1 - 20 minutes per session - 90 minutes per week.	To prepare/reflect on my learning with an adult.	These sessions have now come to an end and we are hopeful that Child X can now implement specific strategies.	15/04/2024
Lunchtime	3:10 - 20 minutes per day = 100 minutes per week.	To eat my meal safely and make an adult aware if I am feeling unhappy.		

Year 6:
Transition lesson

Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

Subjects > RSE & PSHE > Upper KS2 > Year 6: Transition lesson

Choose your lesson

Lesson 1: Dealing with change

Children learn that the change to secondary school can seem like a big one and that they are likely to have mixed feelings about it.

Learning objectives

- ✓ To understand that a big change can bring both opportunities and worries

Statutory guidance

- ✓ PSHE Association's Programme of Study for PSHE: Living in the wider world H35, about the new opportunities and responsibilities that increasing independence may bring and H36, strategies to manage transitions between classes and key stages

Success criteria

- ✓ I understand that change can bring opportunity but also worry
- ✓ I can explain some ways I can deal with change
- ✓ I can explain some strategies I can use if I feel stressed or anxious

Cross-curricular links

- ✓ Nothing relevant for this lesson

Year 6 PSHE lessons focusing on the importance of transition into a new KS3 provision.

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Thank you from Peta

Peta Coote <pcotee@kooth.com>
To: Peta Coote <pcotee@kooth.com>
Mon 24/06/2024 10:08

Thank you for signing up to today's Year 6 Transition Session, it was wonderful to reach so many Year 6 students and we hope the session was of great use regarding emotions and feelings that may be coming up around transition. If you had signed up and then changed the date, this may not have reflected on our mailing list.

For those who were unable to attend, had technical difficulties or had to leave part way through, [I have recorded the session here for you to watch with your class at a time that suits you.](#)

For those who would like to rewatch just the sign up tutorial part, which allows for pausing as you work through it, [please view this video.](#)

[The #GoSomewhereGood campaign can be visited here.](#)

I hope your students found today's session valuable and feel they are able to access the support we offer here at Kooth both during transition and throughout their time at secondary school. We'd love to hear any feedback you have on the transition session, [you can leave feedback here on our Trust Pilot page.](#)

If you have any questions regarding Kooth in your area or would like digital and printed resources for students, please reach out to the Local Engagement Lead who originally contacted you about this session or email koi@kooth.com which is our general engagement enquires email.

Once again, thank you for signing up to this session. We really appreciate your time and recognise the effort required from Year 6 teachers when it comes to a smooth transition and looking after those wonderful future 'Year 7s, ensuring they feel as ready as they can for their next chapter. You are doing an incredible job as their teacher and role model!

Wishing you and your class the very best for the rest of this school year.
Best regards,
Peta

Peta Coote
Kooth Engagement Lead: Cornwall, Jersey, Plymouth & Devon
Kooth
+44 (0)7868 481 939

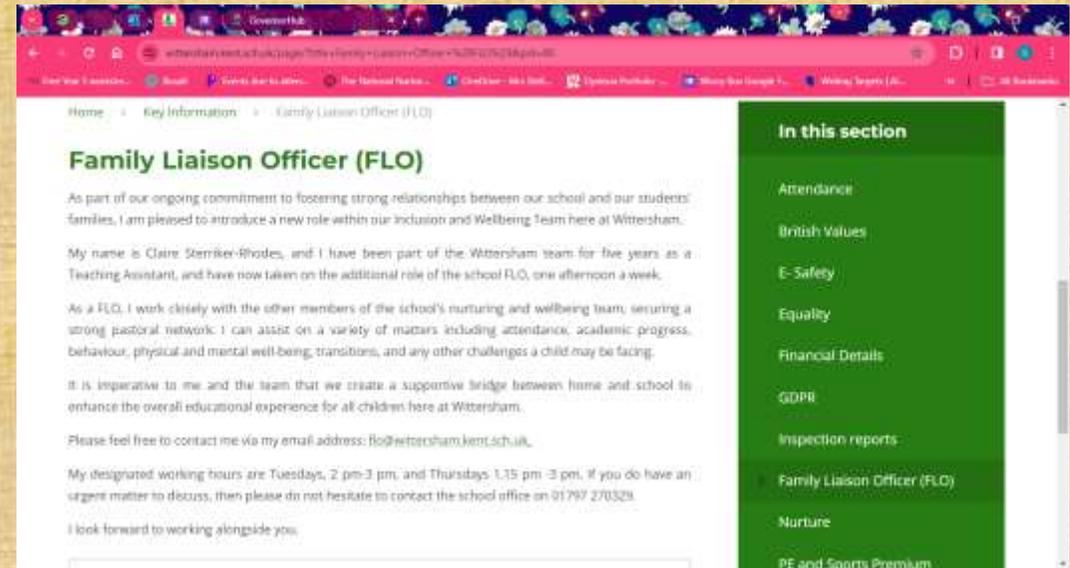
We have worked alongside Kooth for three years now and they offer regular online sessions to support children with wellbeing as well as key moments in their lives including transition. During Term 6, all members of Year 6 take part in transition sessions – as seen above – as well sessions on managing anxiety and self help and an online safety webinar.

2a.2	The social and emotional needs of children and young people are addressed.		Feb 2023 June 2023	October 2023 Feb 2024
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February 2024 - At the end of Term 2, we advertised and successfully recruited for the role of Family Liaison Officer (FLO) and one of our TAs has started her role this term. This has further developed our Pastoral Team that now includes a FLO, Nurture Lead and school ELSA. Stella Coulson oversees the management of the team and meets with the staff weekly.

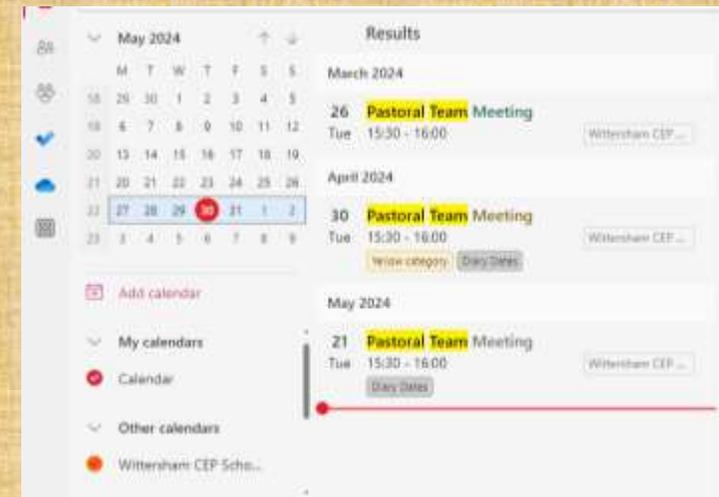
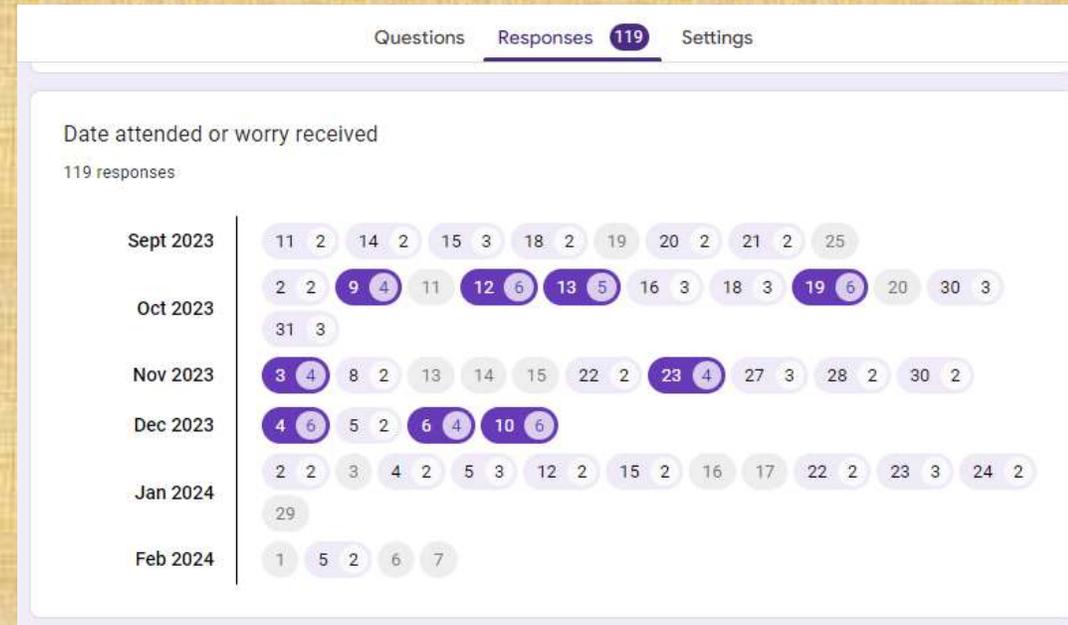
A FLO website page has been added and families received a letter detailing this new role within the school.



2a.3	Consistent advice is given on supporting improvements in behaviour and emotional well being		Feb 2023 June 2023	October 2023
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October 2023 – The new Play Therapist and ELSA are supporting children and staff on how to better support emotional wellbeing and all staff will take part in SEMH training delivered by the play therapist in Term 3. TA and Staff meetings have a running wellbeing and nurture agenda and each term, all staff are invited to book a supervision time to further develop their practice. There was a whole school Nurture assembly in Term 1 that introduced the Nurture Space as well as further promoted the Worry Box and its role in supporting emotional regulation and wellbeing.

Feb 2024 - The Nurture Space continues to be purposeful space in the school with over 120 worries being addressed and dealt with since the start of the academic year. Miss Lingfield is doing a fab job leading the Nurture Room at lunchtime and ensure that all concerns are logged and addressed quickly. The data below shows current dates of attendance since opening in September 2023. The Pastoral Team now meet twice a term to discuss ongoing support of key children across the school.



2a.4	Children and young people are encouraged to be involved in developing and evolving their educational achievements.	Feb 2023 June 2023	October 2023	Feb 2024
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Feb 2023 – School Council Meetings began in November 2023 and take place once a week. They are currently looking at new whole school menu options to further develop the school lunch provision and worked with the Headteacher in January on the current SDP and how they can target specific areas of development. They met with the Chair of Governors in Feb 24 and he spoke with them about the role of Nurture and Wellbeing across the school. They had the following comments...

‘we’re all part of a community and so support each other’

‘learning in school isn’t just about subjects but about learning to be a good person’

‘If you value yourself then others will value you’

‘Our values make us good’

‘we need to show these values outside school as well as inside’

‘it’s important that we get on with each other’

‘the nurture room and worry box show that the school supports us’

‘we can go to the nurture room if we need calming down or are worried about anything’

‘we can always talk to our teacher or Mrs. Lingfield if anything upsets or worries us’

‘we need to respect others’

‘everyone is equally valued here’

‘no one feels on their own here’

‘we need to feel good about ourselves’

‘we’re responsible for what we do’

Personal Development

Key Priority: Develop the voice and engagement of pupils in whole school development				
How (implementation)	Cost	When	Monitored	Impact
Re-establish pupil leadership roles and responsibilities - appointing accordingly	£	September 23	GH	School council has been elected by peers and pupils are clear on their roles and responsibilities. House captains are elected and chosen by peers Spiritual council members are nominated and their profile is evident across the school community.
SC to meet regularly with School council - establishing priorities for the year	£	Bi-weekly from Term 2 This is taking place weekly during Tuesday lunchtime	Governors	Pupils have a clear impact on development of the school provision - OPAL and lunchtimes are clear areas of focus. School council meetings happen regularly for children. SC informs SLT and governors of meeting agendas and discussions School Council has begun and sessions are working well. GH has met with them and discussed current SDP
SC and pupil leaders develop pupil leadership action plan with key priorities	£400	End of Term 2	Governors	Action plan is precise with clear areas of impact. Action plan is followed effectively and monitored consistently with clear impact of pupil choices and actions on whole school provision - particularly OPAL and Lunchtimes.

Wittersham School whole school SDP priorities (rag rated in March 2024).

'On a voyage of discovery; learning and growing together in the light of God.'

Compassion

Courage

Cooperation

Pupil leaders to communicate their plans and wishes with whole school community	£	Termly updates through newsletters and assembly time	GH/Governors	School council contributes regularly to newsletters, assemblies and HT reports to governors as a means to inform the school council of priorities and action taken. The profile of the school council is increased across the school community with stakeholders able to detail the impact of their actions. Children currently have weekly Class Council meetings and Suggestion Boxes and will begin to contribute to school newsletters and website in Term 4.
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3. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b.1	Provision and strategies promote the welfare and wellbeing of children and young people.		Feb 2023 June 2023	October 2023 Feb 2024 May 2024



The Nurture Space continues to be purposeful space in the school with over 120 worries being addressed and dealt with since the start of the academic year. Miss Lingfield is doing a fab job leading the Nurture Room at lunchtime and ensure that all concerns are logged and addressed quickly.



2b.2	Children and young people feel safe and secure.		Feb 2023	
			June 2023	
			October 2023	
<i>Action October 2023 – School Council Focus.</i>				

Data from recent parent questionnaires indicates that children feel valued in school and the end of term questionnaire for Year 6 obtained the following data:

- All of the time- 1
- Most of the time- 2
- Some of the time- 3
- Almost never-4
- Never – 5

I have always been able to talk to my teachers and the other adults in the school	8	8	2	
The behaviour in my class has been good	4	13	1	
The behaviour around the school has been good	1	14	2	1
I have felt safe at the school	16	2		

Wellbeing Survey completed by children in years 1-6 at the start of the academic year had the following results and this will be completed once more as we move towards the end of Term 6.



2b.3	Children and young people feel valued, respected, included and listened to.	Action October 2023 – School Council Focus.	Feb 2023	May 2024
			June 2023	
			October 2023	

Data from recent parent questionnaires indicates that children feel valued in school.

All of the time- 1
 Most of the time- 2
 Some of the time- 3
 Almost never-4
 Never – 5

Number of pupils 18 (one absentee on day)	1	2	3	4	5
My teachers have always helped me to do my best	15	3			
I have been given work which challenges me		6	11	1	
I have gained in confidence during my time in the school	15	1	1	1	
I have enjoyed my learning	7	9	2		
My teachers have praised me when I have tried my best	7	9	2		
If I have made mistakes my teachers have shown me how to improve.	12	6			
I feel that my teachers have always listened to me	12	4	2		
If I've ever had a problem, I have known who to go to for help	14	4			
I have always been able to talk to my teachers and the other adults in the school	8	8	2		
The behaviour in my class has been good	4	13	1		
The behaviour around the school has been good	1	14	2	1	
I have felt safe at the school	16	2			
The school has encouraged me to look after my physical health (healthy eating and exercise).	11	7			
I have had the opportunity to join in school clubs and sports competitions	13	3	2		
I have been encouraged to be independent and to take on responsibilities.	13	3	2		
The school has encouraged me to respect others and to treat everyone equally.	16	2			
I have been prepared well for moving on to secondary school this school	7	11			
I have enjoyed coming to school	5	13			
I am proud of the school	16	2			

The most recent School Improvement Advisor visit felt that there had been a real development within pupil voice here at Wittersham, as evidenced in her most recent report.

Leadership and management

- The senior leadership team work together effectively to lead school improvement. They are clear about the vision, the strengths and next steps and the adviser received the same messages from all three senior leaders.
- As a result of good leadership, there has been a culture shift amongst staff towards adaptive teaching, the new approach to the curriculum and the expectations for pedagogy. Where, in the minority of cases, this shift has been slower, leaders are aware and are supporting staff.
- Leaders are developing personal development. For example, the school council are active in their leadership and are making a difference in the school and a wellbeing council has been established. A rigorous and progressive PSHE curriculum has been introduced. Pupils are provided with a range of activities both through and beyond the curriculum that help them to become well-rounded citizens. Leaders have ambition for developing this further e.g. further pupil leadership roles, pupils running their own clubs etc.

Special educational needs and/or disabilities (SEND) / Inclusion update

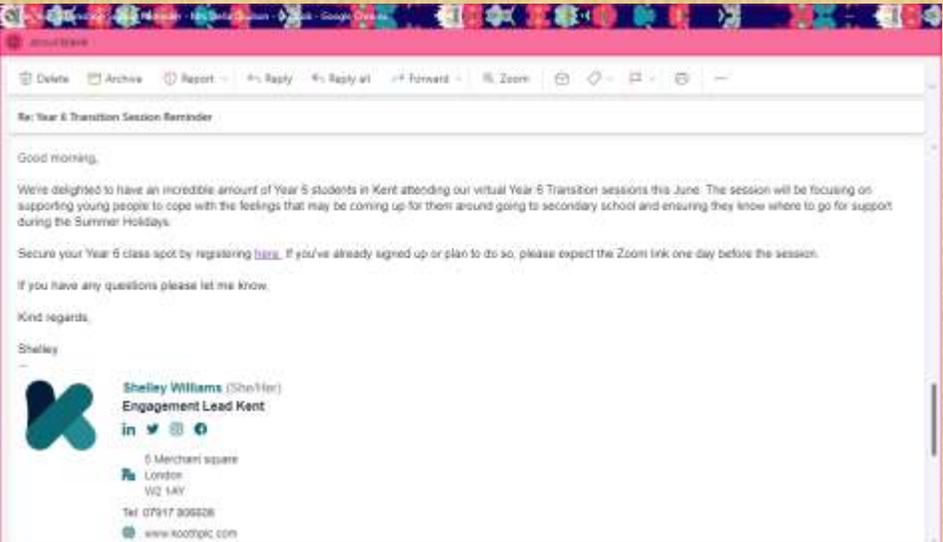
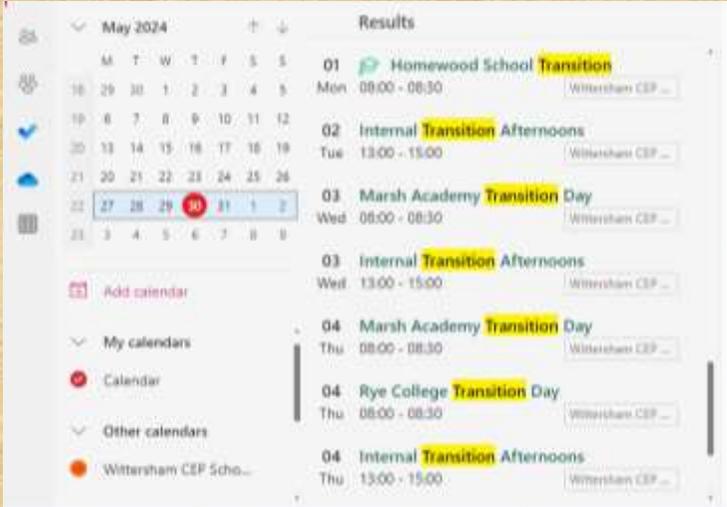
- The inclusion lead is rapidly driving progress in provision for pupils with SEND. She has an excellent grasp of strengths and clear plans for addressing the next steps.
- Leaders report real progress in teachers and teaching assistants becoming teachers of SEND and taking ownership of this. This was evident in classrooms where all pupils were able to access the learning as a result of adult support or scaffolding.
- Training and feedback for teaching assistants has had a significant impact on the support they provide in class but also on the professional dialogue which they engage in.
- Pupils will now be tracked once they come off the SEND register to ensure no pupil is missed.
- Good progress has been made against the 2023/24 actions for SEND. The nurture provision offer is broad and is having a positive impact, there is greater scrutiny of data for pupils with SEND. This data analysis is now developing to ensure there is clarity about the impact of all interventions. Good progress has been made in the provision of speech and language support.

2b.4	Children and young people are prepared for transitions in life.		Feb 2023 June 2023	October 2023 May 2024
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Year 6 children take place in a variety of transition activities externally and internally. They take part in online Kooth workshops twice as they prepare to move onto their new schools and meet with their new Form Teachers and Head of Year.

All SEND data/key information is shared and the Inclusion Leader attends a ‘Speed Dating’ Event organised by STLS to share key safeguarding information with new provisions. We have also worked hard to strengthen internal transition as this was an area that was not as strong as we would have hoped. This has included in house transition booklets – using Widgit as a resource – to ensure that all children have relevant visuals and key information to support successful transition into their new classroom. We also have three internal transition afternoons planned for Term 6.

TA Meeting – 16 th May 2024	
• Pupils to mention	EW – monitor as she is having some ongoing heart monitoring.
• Sports Day	Wednesday 26 th June
• Widgit https://widgitonline.com/taenr	Please use as it is a really beneficial and diverse resource. The login is TA@wittersham.kent.sch.uk and the password is WittWidget24! Any questions, please do let me know.
• CPD online forms	Please complete these when you attend training and please backdate for any training you have already attended.
• Whole School Autism Training	Wednesday June 19 th – 3:30 – 5:30pm. Please attend if you can. We would like as many people to take part in this training as possible.
• Transition	We need to begin thinking about transition into new classes and how we can build a strong package of transition activities/resources to support them. We will discuss this in more detail as we move towards Term 6 but please share any ideas in upcoming TA meetings so that we can ensure a strong in-school transition package for key children.



2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b.5	Provision and strategies promote staff welfare and wellbeing		Feb 2023 June 2023	October 2023 Feb 2024

Whole staff wellbeing continues to be an agenda item for all staff and TA meetings. Staff wellbeing events were planned for Term 1, 3 and 5 and supervision sessions have continued for the new academic year. New staff have settled in well as well as the day off in lieu for all staff for the new academic year. Staff sickness has massively reduced here at school and TA meetings have been a regular event to embed training and ensure that all messages have been heard by support staff. Wellbeing Staff Meetings continue to take place once a term with all staff invited and paid accordingly.

Please see feedback from recent Staff Wellbeing Survey's on the next slide.

Wittersham Church Of England
Primary School




Wellbeing Charter

CONNECT KEEP LEARNING	BE ACTIVE	GIVE	TAKE NOTICE
There is no expectation that staff respond to emails outside normal working hours.	We all make time to prioritise our own well-being	Every member of staff has a day in lieu	
Staff members are expected to attend their children's nativities, sports days and performances etc.	We are humans first and professionals second		We hold a whole team staff meeting every two terms
Time to complete additional tasks is always considered and provided	We share a collective responsibility for the care and cleanliness of our environment	We make a conscious effort to reduce unnecessary workload	

Our school provides the leadership to create a positive environment that promotes emotional health and wellbeing

Strongly Agree	Agree	Disagree	Strongly Disagree
19	16	/	/

There are lead members of staff/governors responsible for aspects of emotional health and well-being at school

Strongly Agree	Agree	Disagree	Strongly Disagree
25	10	/	/

I am regularly asked about my well-being

Strongly Agree	Agree	Disagree	Strongly Disagree
18	16	1	/

Our school actively promotes a healthy work-life

Strongly Agree	Agree	Disagree	Strongly Disagree
23	11	1	/

Recent data gathered from a whole school Wellbeing Survey.

I know that I will be supported through emotionally challenging times.

Strongly Agree	Agree	Disagree	Strongly Disagree
23	12	/	/

I know where to get support in and out of school.

Strongly Agree	Agree	Disagree	Strongly Disagree
16	19	/	/

My skills and abilities are valued and appreciated.

Strongly Agree	Agree	Disagree	Strongly Disagree
27	8	/	/

I think that our school is a happy and enjoyable place to work.

Strongly Agree	Agree	Disagree	Strongly Disagree
31	4	/	/

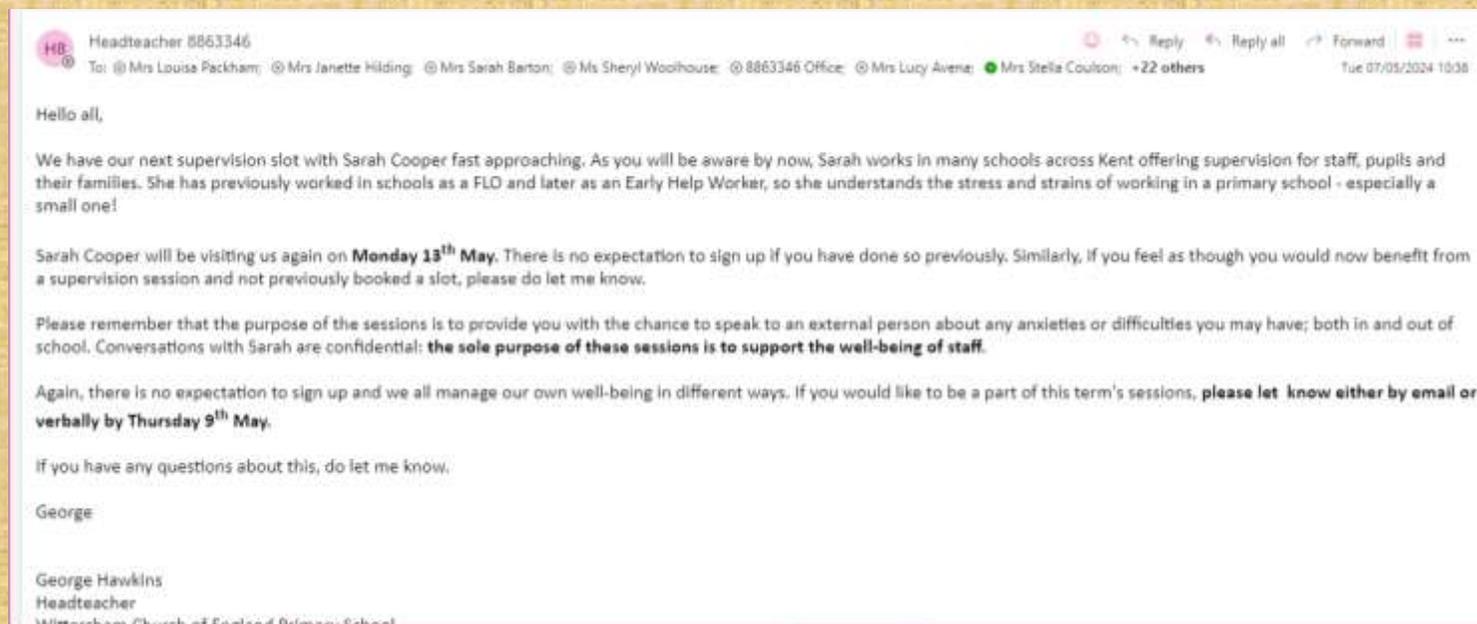
2b.6	Staff feel valued, respected, included and listened to.		Feb 2023 June 2023	October 2023 Feb 2024
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Whole School Inset Day started the new academic year and all staff were invited to attend all weekly Staff Meetings moving forward. New Staff Room Board providing an opportunity to 'shout out' great staff members.



Data from recent whole staff survey.

My skills and abilities are valued and appreciated.			
Strongly Agree	Agree	Disagree	Strongly Disagree
27	8	/	/



Whole school Supervision continues to be a staple whole school wellbeing provision and is accessed by many staff.

2b.7	Staff access relevant professional development.		Feb 2023 June 2023	October 2023 Feb 2024
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Actions for the New Academic Year:	
1	Creation of a Wittersham Wellbeing Council to raise the volume of pupil voice.
2	Closer scrutiny of data to identify areas of progress and development.
3	Introduction of pre and post assessments for intervention sessions.
4	Creation of Wellbeing Team (ELSA & FLO) to further develop provision.
5	Greater promotion of the nurture project across the school community.
6	Creation of a purposeful nurture space.
7	Development of SLCN provision across the school.
8	All TA's to engage with all available CPD opportunities.
9	Zones of Regulation and Restorative Conversation – Whole School Training.

CPD meetings and associated target setting is now mandatory for all TAs (please see paperwork on next slide) meaning that there are opportunities for further skill development as well specialised area of focus for all Support Staff. All TAs now have a specific area of development within the 4 areas of SEND and this forms part of their performance management and relevant CPD opportunities. Bespoke training has been arranged for SALT TAs that are leading Language Link interventions and assessments. All TAs complete a bespoke training form to ascertain strengths of the CPD opportunity and then share relevant feedback in an upcoming TA meeting.



January 2024 - Recent Staff Wellbeing survey in January 2024 focused on opportunities for professional development.

I have opportunities for professional development.

Strongly Agree	Agree	Disagree	Strongly Disagree
21	13	1	/

Targets	Actions	Impact (Expected outcomes)
Target 1 - Supporting children to achieve well and make good progress from starting points in EYFS outcomes.	<ul style="list-style-type: none"> To Boxall all children in EYFS. Further develop phonics understanding through guided reading group. Further develop comprehension skills through guided reading group. Post and pre-teaching with specific children. One-to-one tricky word focus group. One-to-one letter formation to support the embedding of tricky words. Further the SEMH wellbeing of a vulnerable child in Year R. 	<ul style="list-style-type: none"> 75% of children supported are able to achieve correct letter formation.
Target 2 – To follow ELSA role expectations and further develop your pastoral skill set.	<ul style="list-style-type: none"> To attend regular supervision internally and externally. To work alongside SENCO in selecting suitable children to work with. To contact parents where appropriate to do so. To complete relevant paperwork from sessions. To complete relevant pre and post assessments. To raise concerns with DSL Team if necessary. To look into minimising paperwork through an online system. To complete relevant Nurture Course accreditation. 	<ul style="list-style-type: none"> Children attending ELSA sessions show an improvement on their Leuven Wellbeing and Involvement scores.

Mid-Year Performance Review	
:	Any Additional Actions/Amendments/Comments

“On a voyage of discovery: learning and growing together in the light of God.”
 Compassion Courage Cooperation

Teaching Assistant Performance Development Meeting 2023-2024



Target 1 – Supporting children to achieve well and make good progress from starting points in EYFS outcomes.	<ul style="list-style-type: none"> To Boxall all children in EYFS. Further develop phonics understanding through guided reading group. Further develop comprehension skills through guided reading group. Post and pre-teaching with specific children. One-to-one tricky word focus group. One-to-one letter formation to support the embedding of tricky words. Further the SEMH wellbeing of a vulnerable child in Year R.
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New format TA CPD paperwork. All staff take part in three formal meetings each year and take control of their CPD with plenty of opportunities to opt into local courses and sessions.

Copy of TA meeting minutes highlighting key CPD below:

TA Meeting – 17 th April 2024	
<ul style="list-style-type: none"> Appraisals 	All mid-year appraisals need to be completed by May 3 rd so please ensure that all meetings are arranged/completed by then.
<ul style="list-style-type: none"> Widgit https://widgitonline.com/login 	<p>Please use as it is a really beneficial and diverse resource.</p> <p>The login is TA@wittersham.kent.sch.uk and the password is WittWidget24!</p> <p>Any questions, please do let me know.</p>
<ul style="list-style-type: none"> CPD online forms 	Please complete these when you attend training and please backdate for any training you have already attended.
<ul style="list-style-type: none"> CPD 	Jess attended an anxiety workshop and the handout – which was really beneficial – is attached to the email.

2b.8	There are opportunities for reflective collaborative problem solving for staff	Feb 2023	October 2023	
		June 2023	Feb 2024	

Comments:

Feb 2024 – Recent Staff Wellbeing Survey data indicates that staff feel listened to and that meetings are purposeful and therefore allow time to problem and share concerns as a cohort.

Staff meetings and other meetings are focused, useful, and have a clear purpose.

Strongly Agree	Agree	Disagree	Strongly Disagree
19	16	/	/

All staff are given opportunities to contribute their ideas openly.

Strongly Agree	Agree	Disagree	Strongly Disagree
21	14	/	/

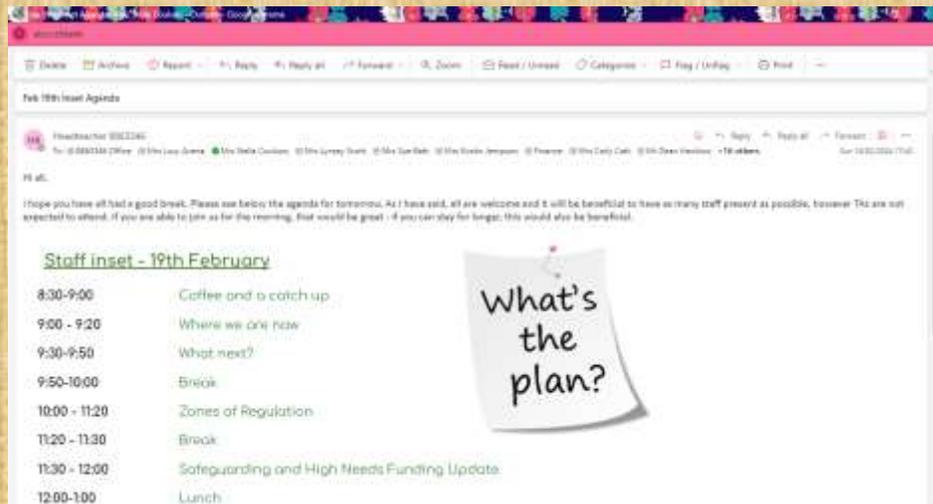
I can talk to school leadership about something that has upset/annoyed me about work.

Strongly Agree	Agree	Disagree	Strongly Disagree
27	16	/	/

<ul style="list-style-type: none"> Supporting those children moving into KS2 	<p>GH discussed some plans regarding creating an additional resource centre within the school so that some children can better access the KS2 provision. Children would access the site for timetable periods. Re-site the staffroom concerns:</p> <ul style="list-style-type: none"> Losing the staff toilet Phone line/camera in the site Restructure the outdoor space Timetabling of the space Looking at other schools to see how they run the space Expectations of the space <p>GH asked staff to think about the space and how they feel. Having a staff room is a non-negotiable.</p>
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We are considering creating an alternative provision within the current Staff Meeting room as we move into the new academic year. These initial plans were shared with all staff – as seen in the TA meeting minutes above so that we could work together on how best to create this new environment.

Whole School INSET Days – where all are invited and paid accordingly – allow us an opportunity to reflectively collaborate on where we are now and where we want to get to as a team.



2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	The Six Principles of Nurture are reflected in the development of the workplace environments.		Feb 2023 June 2023	October 2023



All classes now have Nurture posters in the classrooms (photo 1) as well as a Nurture Board in the main part of the school building (please see next slide). There is a Nurture sign post for the Nurture Room (Photo 2) and Worry Box to make everyone aware of where and how to access these resources. This has also been shared with the wider community too via letters and Class Dojo posts. There is a specific Nurture area included on the school website and the Nurture Room (which is located at the bottom of the School House – you can see the gardens outside it in photo 3) was opened in September 2023. The Nurture Room is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision and its purpose is to offer children opportunities to develop and further support their social and emotional development.





The Nurture Board takes pride of place in the main part of the school building. The Board include a Nurture sign post for the Nurture Room and Worry Box to make everyone aware of where and how to access these resources. Children have added their own resources to the board as the school year has continued and the Nurture Sunflower grows each term with positive comments from children that attend the Nurture provision.



2c.2

The environment is safe and welcoming for all stakeholders.

Feb 2023

October

2023

June 2023

After some significant enhancements of the school building during the Summer and Autumn break, the school has seen improvements including a brand-new disabled toilet, new entrance space and refurbished Nurture Space. This has enabled everyone to use and the enter the space in a safe manner as well as ensured that specific medical needs of the school community are met.



How do you know you
are safe @ school?

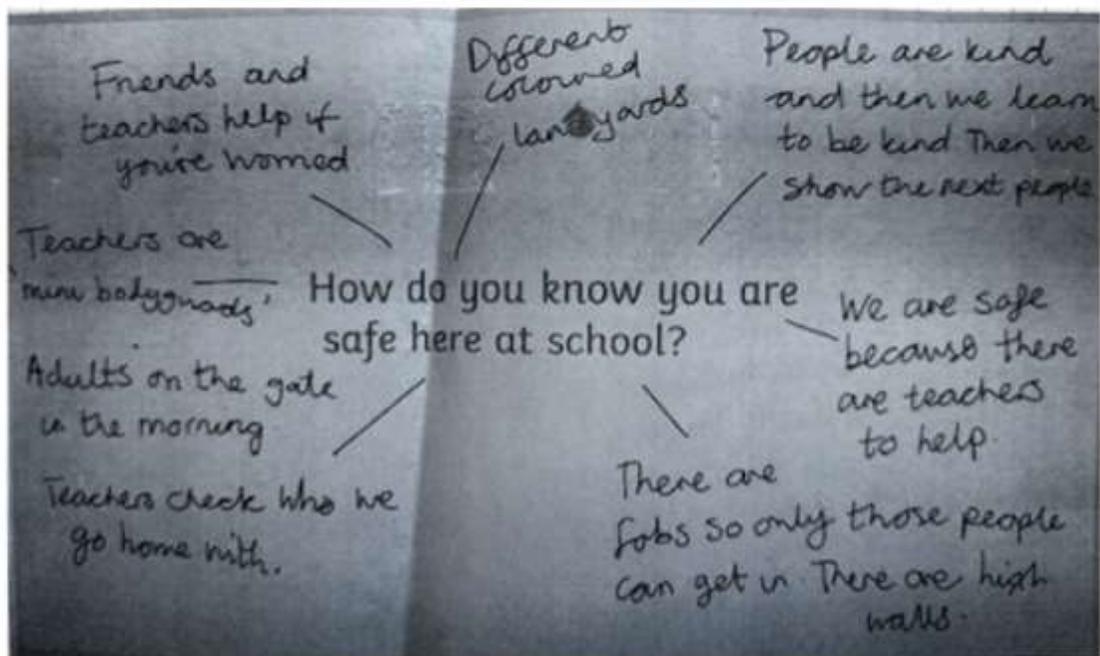
Freddie There's loads of teachers around and if
someone hurts you the teacher can tell
them off.

Am The grown ups help you.

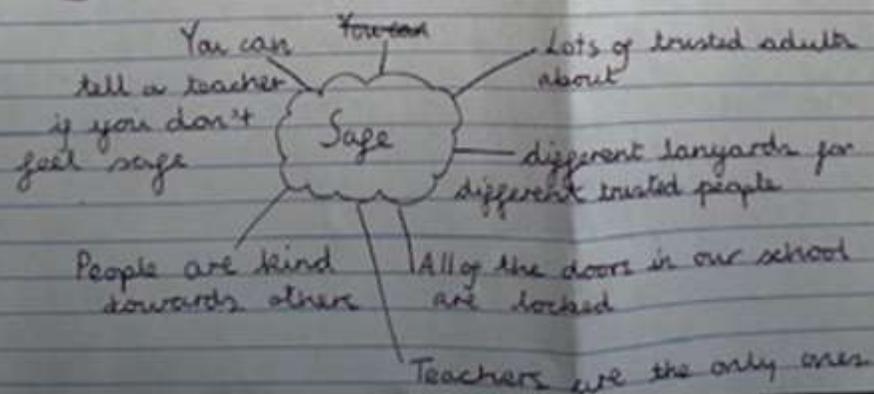
Joie They give us healthy food.

Harley when you have an injury they get a
teacher and they can fix you.

Ivy - Because the gates are locked
Eadie Migrants are here and there are lots
of teachers.



★ KEEPING SAFE ★



You can trust the adults. Being around your friends.
Lots of adults. There is Mr. Hawkins to keep you safe.
Outside doors are locked. If you don't feel safe
there is lots of teachers around.

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing
3a.1	Organisational processes and service development policies reflect and support nurture principles.		Feb 2023 June 2023	October 2023

Regular TA and Teaching Staff training time has allowed for training about executive Functions as well as attachment and ACES. This academic year, training sessions are planned for Zones of Regulation as well as Restorative Conversations.

All TAs have been trained in how to assess using Boxall software and all Reception children have been assessed as part of their initial school baseline. Three times per year, all children are assessed using the Leuven and Wellbeing scales and children not making relevant progress are tracked and included in additional provision such as Forest Schools, Fishing and Equine Therapy.



Compassion	Courage	Cooperation
Quality of Education: <ul style="list-style-type: none"> Implement a shared and consistent delivery of the Wittersham curriculum Raise outcomes in the primary across Key Stage 2 and EYF Implement effective and purposeful assessment across the curriculum 	Behaviour and Attitudes: <ul style="list-style-type: none"> Implement the Wittersham Way as a consistent expectation to promote engaging and positive behaviour Ensure attendance is above national and that the attendance of SEND learners improves Embed strategies to support and empower children to self-regulate themselves and others 	Personal Development: <ul style="list-style-type: none"> Continue to promote and embed the nurture provision for all children Develop the voice and engagement of pupils in whole school development Embed the school's new Christian values as qualities which are relevant and embodied by all in our community
Leadership and Management: <ul style="list-style-type: none"> Empower subject leaders to monitor and assess their curriculum subject area within the Wittersham curriculum intent Continue to develop leaders at all levels Utilise networks established with other settings to promote the outcomes for children at Wittersham 	Early Years Foundation Stage: <ul style="list-style-type: none"> Provide high quality QPS for EYF staff Ensure the Early Years environment provides children with a wide range of opportunities to learn and develop in all areas of the EYF Develop the implementation of the EYF curriculum within the Wittersham Curriculum 	

6) HT Report May 2024.pdf

Activity	Count	Start	End	Cost	SEND	Subject
Daily Readers	252	32h 40m		£0.00	SEND: Cognition and Learning	Subject: Reading
Dog Therapy	10	7h 30m		£0.00	SEND: SEMH	Subjects: Involvement, Well-being
ELSA	74	24h 40m		£20.00	SEND: SEMH	Subjects: Involvement, Well-being
English - Sentence Building	4	1h 20m		£0.00	SEND: Cognition and Learning	Subject: Writing
Equine Therapy	24	30h 00m		£140.00	SEND: SEMH	Communication and Interaction - Subjects: Involvement, Well-being
Fluency Bee	9	1h 25m		£0.00	SEND: Cognition and Learning	Subject: Maths
Forest School	96	141h 00m		£100.00	SEND: SEMH	Subjects: Involvement, Well-being
Letter Formation	124	13h 55m		£0.00	SEND: Sensory and/or Physical Needs, Cognition and Learning	Subject: Writing
Phonics KeepUp	90	7h 30m		£0.00	SEND: Cognition and Learning	Subjects: Tricky Words Phase 1, Tricky Words Phase 2, Tricky Words Phase 3, Tricky Words Phase 4, Tricky Words Phase 5, Phonics Phase 3
Phonics Rapid Catchup	5	2h 30m		£0.00	SEND: Cognition and Learning	Subjects: Tricky Words Phase 2, Tricky Words Phase 3, Tricky Words Phase 4, Tricky Words Phase 5
Play Therapy	82	57h 00m		£140.00	SEND: SEMH	Subjects: Well-being, Involvement
Practical Maths	5	1h 40m		£0.00	SEND: Cognition and Learning	Subject: Maths
Spelzone	15	2h 30m		£0.00	SEND: Cognition and Learning	Subjects: GfS, Writing, Reading

The Pastoral Team (FLO, ELSA, Nurture Lead and Inclusion Lead) has continued to work well and now meet

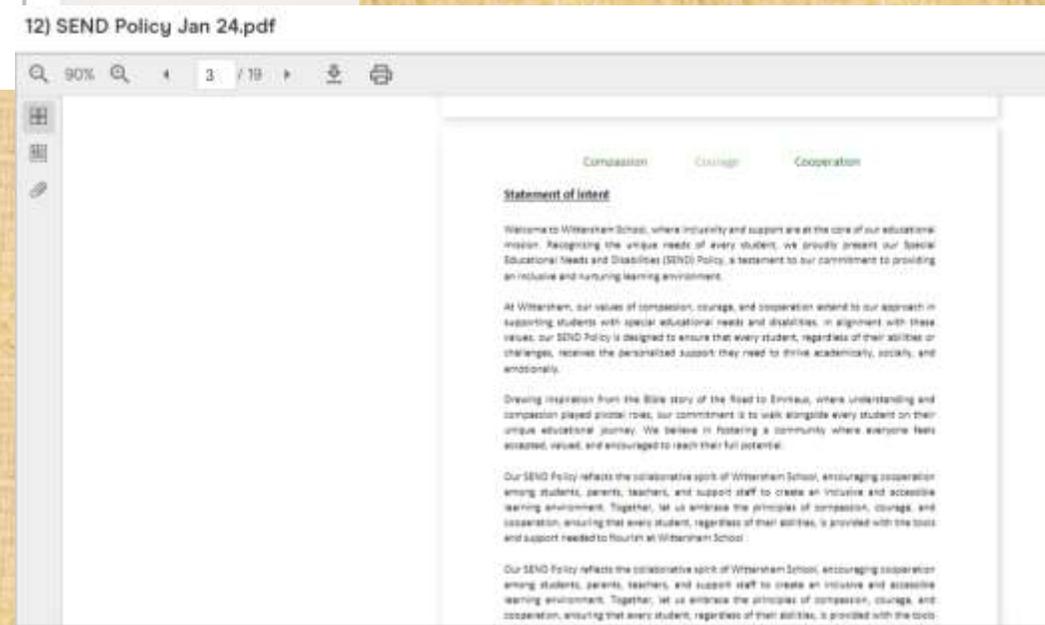
3a.2	Stakeholders are involved in the development and review of policies.		Feb 2023 June 2023	October 2023
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Wellbeing Governor has continued to support the NNSP and SC meets with her regularly. Staff, Parents and Governor have all visited the Nurture Space and are aware of the relevant principles and how they are embedded across the school.

Witnesham FGB Agenda 25th January - Stella Coulton

		<ul style="list-style-type: none"> Pupil Voice (SAMS, Vision and Values) - 01/02/24 (X) Safeguarding - 01/02/24 (X) Term three monitoring meeting - RG Health & Safety monitoring - SR <p>b) The focus of governor monitoring during term four. (See monitoring schedule)</p>		
10.	SEAMS/Christian Distinctiveness	Any items in respect of SEAMS, the school's Christian vision, values and distinctiveness.	Chair/Head	
11.	Finance/Health & Safety/Premises/General Data Protection Regulations (GDPR)	<p>a) The Chair of the Finance Committee to report on their review of the nine month (December 2022) budget monitoring report earlier that evening.</p> <p>b) Any items in respect of premises, health & safety or GDPR.</p> <p>c) Any other items not covered in this agenda.</p>	Fin. Chair/Head	9 PM/ SEND BOD Form Attached
12.	Policies	<p>Governors to agree the following:</p> <ul style="list-style-type: none"> Emergency Management and Business Continuity Plan (confidential document) SEND policy Anti-Bullying policy Accessibility Plan Attendance policy Collective Worship policy Feedback and Marking policy Lone Working policy GDPR and Data Protection policy Governor Allowances policy Harassment and Sexual Harassment policy 	Chair	Attached

All policies are created and shared with Governors and then duly ratified at the Full Governing Body meeting.



3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
3b.1	Partnership working reflects a nurturing rationale.	Feb 2023 June 2023	October 2023	February 2024

A visit from Bishop Rose

Last week brought us a truly special and blessed occasion as we welcomed the esteemed Reverend Bishop Rose of Dover to our school. It was a highlight that left a lasting impact on our entire community.



Reverend Bishop Rose took the time to tour our school, and her observations were both heartening and affirming. She noted the genuine compassion that permeates every corner of our school community. Her words reflected the warmth and kindness that our students, staff, and parents bring to Wittersham.

One of the key moments of her visit was the official blessing of our Nurture Room. We consider ourselves fortunate to have received the spiritual guidance and blessings from Reverend Bishop Rose, which will undoubtedly enrich the supportive and nurturing environment we strive to provide.

Later in the day, Reverend Bishop Rose, along with Reverend Lindsay, Reverend Andrew, and Reverend Jeanette, joined us for a worship session. The message centred around the parable of the lost sheep, emphasizing the importance of acting as shepherds for one another in the spirit of Jesus and the disciples.

The powerful message resonated deeply, highlighting the significance of compassion, support, and unity within our school family. As we reflect on their words, we can use them to inspire us, becoming shepherds in our own right, ensuring that no one in our community feels lost or alone.

We were very fortunate to have Bishop Rose visit us in November 2023. She attended with all members of the Church clergy, toured the school so that they were able to interact with the whole school community. Bishop Rose was keen to learn more about the school's culture and atmosphere and ended her visit with whole school worship. It was such a privilege to be meet and listen to her and her presence alone will certainly leave a lasting impression on us all. Before she left, we were fortunate enough for her to 'bless' the Nurture Room and all whom visit and work in the space. Her words were captivating and certainly created a sense of harmony, safety, and sacredness within the space.

Mr. Hawkins
Wittersham CEP School
Oct 3



It is great to see our foodbank is open and ready for visitors this morning. We are at the village hall community room until 11. After this, our produce will be split between the Tenterden foodbank and our own school site foodbank to access all year round.

Thank you again for all your donations, we are very grateful to have such a generous and supportive community!

#Compassioninaction

4. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
3c.1	There are clear development priorities regarding nurture principles and practice.		Feb 2023 June 2023	October 2023

Key Priority: Continue to promote and embed the nurture provision for all children				
How (implementation)	Cost	When	Monitored	Impact
Offer further CPD elements to CTS and TAs to inform practice and develop specialist areas	£400	Training plan in place by end of Term 2 Training ongoing throughout the year	GH/Governors	The staff team are confident and well informed in how to support SEMH needs of children Majority of TAs have specialism in areas of support following specific CPD. SC has led assembly and workshops for parents, children and staff on Nurture provision in school Children note how they feel supported and are able to access nurture room should they need further support
Garden room is redeveloped as a specific space to support nurture and SEMH needs of children in school	£150	September 23	Governors	Nurture room is an established area of the whole school provision Children regularly access the space The nurture room environment supports the SEMH needs and development of children across the school
External providers are sought to offer further specialist provision to children	£2000 (offset by SC ILE days)	Provision in place for Term 1 Further developed throughout the year	Governors	There are clear elements of additional nurture provision in place across the school: Additional forest school sessions, play therapists, therapy dog visits are in place Further advice and support from external professionals ratifies decisions made by school in nurture offer.
Nurture Action Plan is further implemented	/ As stated on Nurture Action plan	As stated on Nurture Action plan Completed by July	GH/Governors	Nurture action plan is implemented effectively and impact of this is noted by governors and IA. Children respond well to nurture sessions and make progress as a result. Children's Leuven scores improve as a result of nurture intervention and support.

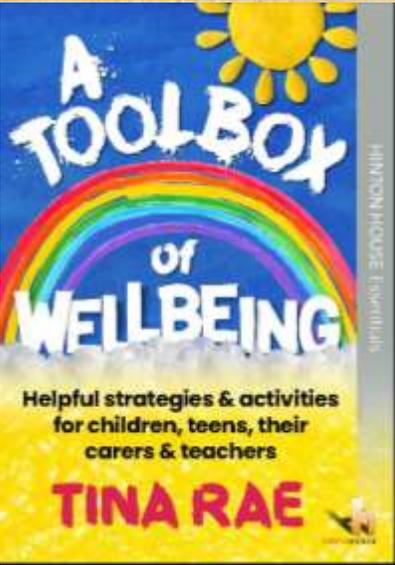
The Nurture Program continues to be at the heart of our whole school development and all elements of the Nurture Development plan included on the whole school SDP have been partially or completed achieved. Please see the next slide for further details on the whole school SEND, Wellbeing and Nurture action plan.

	<p>support at the start of Term 1.</p> <p>Pastoral Team to attend upcoming Wellbeing Forums.</p> <p>Play Therapist to come online.</p> <p>Whole school letter sharing new Nurture/Pastoral Team</p>	they have within the school.		hold interviews.	<p>ELSA, play therapy and Forest School sessions have continued to support focus children as well as equine therapy, dog therapy and gym sessions for one targeted member of our cohort. Fishing will also begin in Term 4.</p> <p>All classes have visited the Nurture Space and a new Nurture Board has been created in the main school building. The Wellbeing Forum in Term 2 was held in the Nurture Room allowing more parents and carers to experience the space.</p> <p>The Pastoral Team (FLO, ELSA, Nurture Lead and Inclusion Lead) has continued to work well and now meet every three weeks to coordinate provision and follow up any initial referrals or concerns. Homestart have continued to support SEMH provision across the school with 8 children having accessed the provision so far. There are currently two further applications in the referral stage.</p>
Greater promotion of the nurture project across the school community.	<p>Creation of a purposeful nurture space.</p> <p>Staff meeting to share understanding of Nurture provision across the school.</p> <p>Whole school letter to share new Nurture whole school focus.</p> <p>Boxall Profile used for all children</p>	<p>When asked, 80% of the school community are able to identify the role of nurture in the school as well as 4 of the 6 principles.</p> 	Ongoing – 8 month review in October – 12 month review in Jan.	<p>SENCO time</p> <p>Staff Meeting time</p> <p>Whole school Worship time.</p>	<p>We continue with our National Nurturing Schools Programme that helps staff develop and embed a nurturing culture and ethos throughout the school whilst promoting Social Emotional Mental Health (SEMH) outcomes for the whole school community. It focuses on children's emotional needs and development alongside their academic learning but most importantly, it encourages us all to reflect on and further develop our whole school Nurture provision. The following develops of our SEMH provision, have come as a result of being part of this developmental programme which nears the 6 Month Review stage at the end of October.</p> <p>This includes a brand-new space in the school called The Nurture Room which is located at the bottom of the School House. The Nurture Room is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision. Its purpose is to offer children opportunities to develop and further support their social and emotional development. There is much research evidence that children's learning is most effective when they have a sense of emotional wellbeing, good self-esteem and a feeling of belonging to their school community. The Nurture Room provides children with this opportunity and so helps to develop their maturity and resilience.</p>

<p>accessing Nurture Support.</p> <p>All TAs trained on the use of Boxall Profile.</p> <p>Development of Nurture provision from ELSA and Play Therapist.</p> <p>Open morning for parents/carers to explore the new Nurture Space.</p> <p>Nurture Lunch Club provision each day for all children.</p> <p>Nurture Assembly once a term to consistently raise the role of nurture across the school.</p>			<p>This new space is open to all children every lunchtime from 12:30 – 1pm. Children are able to join a lunchtime session throughout the week and Mrs Lingfield – who is our new Worry Buster - will be there to support them with any worries or questions they may have. Mrs Lingfield will keep a close eye on the Worry Box during the week and then use the Nurture lunch session to work alongside young people to further unpick any areas of anxiety or worry that they may be experiencing.</p> <p>Alongside the Nurture Room being open at lunch, Mrs Robertson very successfully completed her yearlong ELSA training at the end of last term and is now ready to get going! ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work and are a true asset to any school. Mrs Robertson has begun working some children across the school and these sessions take place in the brand-new Nurture Room each Tuesday.</p> <p>We also have a Sam Riches joining us who is a Play Therapist and will be working in the Nurture Room every Thursday afternoon. She will be working with one small groups and individual children as the academic year develops. Sam is a very skilled professional who will only further develop our own whole school SEMH understanding as well as supporting many children.</p> <p>Furthermore, we have also been able to add additional Forest School sessions for small groups on Tuesday's and the sessions this term and it has been great to welcome Helen de Georgio from Righteous Oaks Forest School to our school. She has already transformed the nature area and has fantastic plans for her sessions moving forward.</p> <p>The Nurture Space continues to be purposeful space in the school with over 100 worries being addressed and dealt with since the start of the academic year. Jess Lingfield is doing a fab job leading the Nurture Room at lunchtime and ensure that all concerns are logged and addressed quickly.</p>
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3c.2	Resources are deployed to develop nurturing principles and practice.	Feb 2023	June 2023	October 2023 Feb 2024
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The Nurture Space continues to be purposeful space in the school with over 120 worries being addressed and dealt with since the start of the academic year. An array of resources were ordered and disseminated as a result of the NNSP. These can be seen below. We also have a wealth of resources within the Nurture Space and Nurture Nooks inside classrooms and have used the 180 Minutes Publications to support CPD sessions at the start of Staff Meetings. We also have weighted blankets, white noise machines and calming areas in all classrooms.



3. Leadership and Management		3d. Monitoring and evaluation		
Standard		Developing	Establishing	Enhancing
3d.1	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme.	Feb 2023	June 2023	October 2023

The Nurture Program continues to be at the heart of our whole school development and all elements of the Nurture Development plan have been partially or completed achieved. Please see targets RAG rated:

Actions for the New Academic Year:	
1	Creation of a Wittersham Wellbeing Council to raise the volume of pupil voice.
2	Closer scrutiny of data to identify areas of progress and development.
3	Introduction of pre and post assessments for intervention sessions.
4	Creation of Wellbeing Team (ELSA & FLO) to further develop provision.
5	Greater promotion of the nurture project across the school community.
6	Creation of a purposeful nurture space.
7	Development of SLCN provision across the school.
8	All TA's to engage with all available CPD opportunities.
9	Zones of Regulation and Restorative Conversation – Whole School Training.

Leadership and management

- The senior leadership team work together effectively to lead school improvement. They are clear about the vision, the strengths and next steps and the adviser received the same messages from all three senior leaders.
- As a result of good leadership, there has been a culture shift amongst staff towards adaptive teaching, the new approach to the curriculum and the expectations for pedagogy. Where, in the minority of cases, this shift has been slower, leaders are aware and are supporting staff.
- Leaders are developing personal development. For example, the school council are active in their leadership and are making a difference in the school and a wellbeing council has been established. A rigorous and progressive PSHE curriculum has been introduced. Pupils are provided with a range of activities both through and beyond the curriculum that help them to become well-rounded citizens. Leaders have ambition for developing this further e.g. further pupil leadership roles, pupils running their own clubs etc.

Special educational needs and/or disabilities (SEND) / Inclusion update

- The inclusion lead is rapidly driving progress in provision for pupils with SEND. She has an excellent grasp of strengths and clear plans for addressing the next steps.
- Leaders report real progress in teachers and teaching assistants becoming teachers of SEND and taking ownership of this. This was evident in classrooms where all pupils were able to access the learning as a result of adult support or scaffolding.
- Training and feedback for teaching assistants has had a significant impact on the support they provide in class but also on the professional dialogue which they engage in.
- Pupils will now be tracked once they come off the SEND register to ensure no pupil is missed.
- Good progress has been made against the 2023/24 actions for SEND. The nurture provision offer is broad and is having a positive impact, there is greater scrutiny of data for pupils with SEND. This data analysis is now developing to ensure there is clarity about the impact of all interventions. Good progress has been made in the provision of speech and language support.

with them now we have used insights here at school to track SEND progress and how we could further support whole school SEND analysis as we move into the new academic year.

We have continued to track whole school intervention and additional provision through Insight and this is becoming more habitual across the school. Social and Emotional Mental Health (SEMH) progress generated using the Leuven Wellbeing scale has proved to be a beneficial assessment tool for tracking ongoing wellbeing as well as benefits/impact of relevant assessment. This was an area that we struggled to generate tangible evidence in previous years and the introduction of SEMH assessment in Terms 2, 4 and 6 has been a successful addition to our assessment schedule. For example, Year 6 attending small group Forest School sessions proved to have minimal impact meaning that the planned session for Term 6 has been changed to better meet the needs of other learners in KS1. Fishing – an intervention accessed by a small percentage in Term 5 - was a huge success and we have greater engagement planned for the next academic year. Next year, I would like TAs to have a greater understanding/use of this software as well as using the platform for all Personalised Plans to be recorded and edited accordingly.

Headteacher Report to Governors May 2024 details the use of the Leuven Scale to support ongoing assessment of Wellbeing and Involvement.

●	Daily Readers	252	32h 40m	£0.00		SEND: Cognition and Learning Subject: Reading
●	Dog Therapy	10	7h 30m	£0.00		SEND: SEMH Subjects: involvement, Well-being
●	ELSA	74	24h 40m	£20.00		SEND: SEMH Subjects: involvement, Well-being
●	English - Sentence Building	4	1h 20m	£0.00		SEND: Cognition and Learning Subject: Writing
●	Equine Therapy	24	36h 00m	£140.00		SEND: SEMH, Communication and Interaction Subjects: involvement, Well-being
●	Fluency Bee	9	1h 25m	£0.00		SEND: Cognition and Learning Subject: Maths
●	Forest School	95	141h 00m	£100.00		SEND: SEMH Subjects: involvement, Well-being
●	Letter Formation	124	13h 55m	£0.00		SEND: Sensory and/or Physical Needs, Cognition and Learning Subject: Writing
●	Phonics KeepUp	90	7h 30m	£0.00		SEND: Cognition and Learning Subjects: Tricky Words Phase 1, Tricky Words Phase 2, Tricky Words Phase 3, Tricky Words Phase 4, Tricky Words Phase 5, Phonics: Phase 5
●	Phonics Rapid Catchup	5	2h 30m	£0.00		SEND: Cognition and Learning Subjects: Tricky Words Phase 2, Tricky Words Phase 3, Tricky Words Phase 4, Tricky Words Phase 5
●	Play Therapy	82	57h 00m	£140.00		SEND: SEMH Subjects: Well-being, involvement
●	Practical Maths	5	1h 40m	£0.00		SEND: Cognition and Learning Subject: Maths
●	Spellzone	15	2h 30m	£0.00		SEND: Cognition and Learning Subjects: GPS, Writing, Reading

The Pastoral Team (FLO, ELSA, Nurture Lead and Inclusion Lead) has continued to work well and now meet

You can also see how relevant interventions are tracked to better develop our understanding of how beneficial specific Nurture interventions are for our children.