

Christ Church CE Primary School Whole School Nurture Policy



Approved by	Rachael Clarke September 2025
Date approved by School Governing Board	
Date of Next Review	September 2026

Vision Statement: "Let your light shine" (Matthew 5:16)

At Christ Church Church of England Primary School, our nurturing approach is rooted in our Christian vision, of "Let your light shine". Our school is a place where all children are encouraged to shine — emotionally, socially, spiritually, and academically.

Nurture is at the heart of our inclusive practice. It underpins our commitment to building strong relationships, promoting resilience, and supporting the wellbeing of every child, especially those who may face barriers to learning.

As a Church of England school, we live out our Christian values by fostering a culture of compassion, respect, hope, and forgiveness. Our nurturing environment supports the whole child — mind, body, and spirit — and reflects our commitment to being a place where all children feel loved, safe, and known.

Through nurture, we help every child discover their own light and empower them to shine it into the world.

The Six Principles of Nurture and Our Practice

1. Children's learning is understood developmentally (we all learn and grow differently)

* We meet children where they are developmentally, not just where they "should be" chronologically.

* Staff are trained to recognise signs of developmental delay or trauma and to provide age-appropriate emotional and learning support.

- * Our curriculum is flexible and inclusive, offering scaffolded learning opportunities that support progress and confidence.

2. The classroom offers a safe base (We feel safe in our school)

- * Classrooms and nurture spaces are warm, welcoming, and predictable.
- * Routines, visual supports, and calm areas help children feel secure.
- * Relationships with trusted adults provide consistency and emotional containment.

3. The importance of nurture for the development of wellbeing (We care for each other)

- * We prioritise emotional wellbeing as much as academic success.
- * Through whole-class activities, small groups, and individual support, we offer opportunities for children to build emotional resilience.
- * Staff show unconditional positive regard and respond to children with empathy and care.

4. Language is a vital means of communication (Our language and communications are understood)

- * We use language to support emotional understanding and reflection.
- * Children are helped to use the Zones of Regulation and to use words to express their needs safely.
- * Staff model respectful, emotionally literate communication.

5. All behaviour is communication (My behaviour tells my story)

- * We understand that behaviour reflects underlying emotions and experiences.
- * Instead of asking "What's wrong with this child?" we ask "What has happened to this child?"

- * Behaviour support is relational and restorative, seeking to understand the child's perspective and provide support rather than punishment.

6. The importance of transitions in children's lives (our lives change and that's okay)

- * We manage transitions carefully — from the start of the day, between lessons, between key stages, and beyond.

- * Social stories, transition visits, and adult support are used to reduce anxiety.

Nurture in Our School Community

Whole-School Approach

Nurture is not confined to a single classroom or group — it is a whole-school way of being. All staff embed nurture principles into daily practice, guided by our Christian values and school vision.

Targeted Nurture Support in the Nest

We offer additional nurture provision for children who need focused emotional or behavioural support. This may include:

- * A dedicated nurture group in the nest led by Mrs Bloom and supported by Mrs Jasper

- * One-to-one pastoral support with Mrs Bagnall

- * Lunchtime nurture activities through OPAL play and calm club

- * Sensory and regulation support in each classroom

These are delivered by trained staff and informed by tools such as the Boxall Profile.

Family and Community Involvement

At Christ Church, we work closely with families, recognising parents and carers as key partners. We also draw on the support of our local church and wider community, where appropriate, to promote wellbeing and spiritual growth.

Roles and Responsibilities

Headteacher & SLT: Ensure nurture is a strategic priority and that all staff receive training and supervision.

Nurture Lead: Coordinate nurture provision, assess needs, and evaluate impact.

All Staff: Model nurturing behaviours and create emotionally safe spaces in classrooms and around school.

Governors: Monitor and support the implementation of the nurture policy.

Parents/Carers: Work in partnership with staff to support their child's emotional and learning needs.

Monitoring and Evaluation

We monitor the impact of our nurture approach through:

- * Behaviour and attendance data
- * Whole school nurture walks looking carefully at the school environment
- * Pupil voice and staff wellbeing surveys
- * Boxall Profiles
- * Parent and staff feedback
- * Regular reviews of individual support plans using provision map

Conclusion

Nurture is central to who we are as a Church of England school. We believe that when children feel safe, loved, and understood, they are free to learn, grow, and shine. Our aim is for every child to leave our school not only academically prepared but emotionally resilient and spiritually rooted, ready to shine their light in the world.