

<h1>SPICE Policy</h1>		
<b>Updated</b>	September 2017	
<b>Status</b>	Non-Statutory policy Delegated to the Headteacher Updated annually	
<b>Review</b>	September 2018	

## Introduction

SPICE sessions are designated Nurture sessions at Compass School.

The Nurture Group Network ethos is central to the ethos at Compass School.

SPICE sessions are based on the Nurture Group Network concept which was developed from the study of Young Children's Social and Emotional Development linked to 'Attachment Theory' and subsequent development of Boxall graphs. The Nurture Group Network concept is based on a holistic view of education: emotional, social and cognitive.

At Compass School SPICE sessions are timetabled during the morning. Nurture Group provision in Compass is divided into five activity areas: Social, Physical, Intellectual, Creative and Emotional. Each day all pupils in North, West and East Zones participate in SPICE Time. The SPICE session will include Social, Intellectual and Emotional activities. The session should also include at least one of the remaining areas: Intellectual, Creative or Physical. Best practice would be that pupils participate in all these areas during the sessions, however, time restraints may prevent this.

SPICE sessions in East and North have a weekly theme with key outcomes. All activities reflect the theme, where appropriate. The key outcomes and objectives in each SPICE session are based on the '6 principles of nurture'. Each SPICE session has either a Literacy or Numeracy focus. The focus can either alternate weekly or daily.

In West Zone SPICE is delivered through a programme of specific daily tutor group activities where Nurture principles are central to the delivery of the programme.

There is designated full-time Nurture provision at Compass School, in East sector which comprises of 4 classes. This is a provision for KS3 and 4 pupils who have been identified as vulnerable and whom will benefit from a Nurture based curriculum. Challenger is the designated class for very vulnerable KS3 pupils. The classes are taught in a fully equipped Nurture Rooms. For the very vulnerable pupils in KS4, Apollo Class is in an area away from the main KS3 and 4 areas. The pupils follow a Nurture based curriculum delivered by a trained Nurture practitioner. The curriculum includes the opportunity for KS4 pupils to gain qualifications in English, Maths, Food Skills, PSHE, Pixl Edge, Art and a subject offered as an off-site provision.

## 1. Rationale for Spice Sessions

- Pupils may not have experienced a full range of early learning experiences within the context of an attentive nurturing relationship.
- This is not to make judgements about pupil's upbringing but to understand that child development is complex and impacted by many factors.
- The purpose of SPICE Time is to enable children to engage with, and access the curriculum. If appropriate, in a mainstream school.

## 2. Aims

- To provide a safe and secure environment where pupils can develop their Communication, Social and Emotional Literacy Skills.
- Strengthen pupil's emotional well-being enabling them to access learning more readily.

- Help pupils re-establish good relationships with their peers and adults and begin to see school as a place to experience success.
- Develop the pupil's sense of self, belonging and trust.
- To see an improvement in behaviour, attainment and attendance of pupils.
- To facilitate a smooth transition for pupils to their next educational establishment, if appropriate.

### **3. Impact on the Pupils**

- Development of sense of self, belonging and trust.
- Improved relationship with peers and adults.
- Development and improvement of social skills.
- Improved organisational, communication and concentration skills.
- Improved curriculum focus and readiness to learn.
- Improved attendance.

### **4. Planning Spice Sessions**

- The long term planning of weekly themes, key outcomes, objectives and focuses for SPICE Time is the responsibility of the group teacher. Best practice will reflect that the themes and key outcomes are decided on through consultation with the staff that deliver and assist delivery of the SPICE sessions within that individual group.
- Weekly and daily planning for SPICE Time needs to reflect the need of each individual child within the group and this is determined by the results of their Boxall profile, in line with the Boxall Nurture group concept. The daily activities should be planned with each pupils Boxall profile taken into consideration.
- SPICE sessions focus on key outcomes taken from Secondary SEAL, building and maintaining relationships NUMBERS 39 – 50 on the list of SEAL skills and outcomes.
- SPICE sessions focus on key outcomes from the PLTS skills: Team Workers, Self-Managers and effective participants.
- The weekly plan will include the theme, Literacy or Numeracy focus, PLTS and SEAL key outcomes for that week and individual focus for each pupil from the Boxall profile strands.
- The Daily Plan will reflect the weekly theme. Daily planning will show: the activities for the session including the objective of the activity, the Literacy or Numeracy focus, how the PLTS and SEAL key outcomes are addressed and how the session supports the strands from the pupils Boxall profile.
- Overall daily planning is the responsibility of the member of staff leading the session.
- Routine and order are important in SPICE sessions. However, there is some fluidity in the nature of the sessions. Be prepared to carry on with an activity that is going well and cut short an activity or discussion if necessary.
- Pupils need to be responsible for some aspects of SPICE Time in order to develop a sense of responsibility. A rota of tasks which include setting up, tidying away, washing up, preparing snacks is recommended.
- The main emphasis during SPICE Time is the Social and Emotional activities and these should be completed at each session. The focus for these should be social and communication skills. Good manners, politeness and responsibility need to be modelled by everyone.

### **5. Recording Achievement and Progress**

- Boxall profiles need to be updated on a regular basis at the end of each term for pupils whom Compass is their designated school or are on a long term placement here. For pupils who attended Compass School on an Intervention Programme Boxall profiles need to be updated at the end of the programme.
- Boxall Comparison graphs need to be completed at the end of each term for pupils whom Compass is their designated school or are on a long term placement here. For pupils who attended Compass on an intervention programme Boxall Comparison Graphs need to be produced at the end of their programme and forwarded to their home schools.

- At KS1 – 4 Boxall profile data for each pupil is recorded on the assessment data spreadsheet.
- At KS1 – 3 pupils progress in SPICE Time is recorded on their Progress Reviews.

## **6. Setting up the SPICE Area**

- SPICE (Nurture areas) need to be individualised. This can include displays, plants, ornaments, games, and equipment that are only used during SPICE Time.
- Best practice is to create an area in the classroom or a room that is solely used for SPICE Time as recommended by the Nurture Group Network. However, this is not possible in the majority of classrooms in Compass School. It is recommended that each classroom is equipped with equipment and resources that are only used in SPICE Time. Each classroom in the Primary and East sector has a kitchen area.
- Ensure that when having social/snack time that a table is laid with a cloth, cutlery and crockery. All eating needs to take place around this table.
- To help encourage routine it is useful to display the long term plan, weekly theme, weekly/daily focus (either Literacy or Numeracy), weekly menu and a rota of responsibilities.

## **7. Responsibilities**

- During SPICE sessions every member of staff is responsible for following the Compass Behaviour for Learning Policy and Health and Safety Policy.