

# Being Kept in Mind

**Creating a Nurture Care Plan for  
Children with Social, Emotional and/or  
Behavioural Difficulties**

**Principles and Guidance**

# Contents

## Section 1:

### Introduction

## Section 2:

### Tuning into Children's Needs:

- Factors to consider.
- Early Identification: Observe and notice.
- Transitions.
- Questions to ask yourself.

## Section 3:

### Completing the Being Kept in Mind - Nurture Care Plan:

- Putting effective identification and strategies into action.

### Examples:

Example 1: Examples of intended outcomes to use with Progress Star

Example 2: Ideas for Nurture Care Plan Interventions (The Four A's)

## **Section 1: Introduction**

This document has been devised to help early years setting staff develop and implement Nurture Care Plans for children who have social, emotional and/or behavioural difficulties.

The Being Kept in Mind - Nurture Care Plan document will help you to identify which children at your setting, would benefit from having an individualised Nurture Care Plan. It will also take into account other potential factors that may be affecting the child's emotional development and ideas about what to include in the plan. It can also be used as a resource to help meet children's social, emotional and behavioural needs and to enable effective supportive transitions.

If you need any further advice, please contact the Area SENCo Team via the Area SENCo advice line (01225 396912 Weds 9.00am – 11.30am) or Area SENCo email [area\\_sencos@bathnes.gov.uk](mailto:area_sencos@bathnes.gov.uk)

## **Section 2: Tuning into children's needs**

Children need to feel safe and secure in order to develop and learn. For many children, feelings of safety and security are established at a very early age. Nurturing experiences contribute to these feelings and help to develop resilience. Resilience can simply be described as the ability to cope with, and 'bounce back' from, difficult situations or events.

### **Early identification: Observing and noticing:**

Some children will feel safe and secure in certain situations and with certain people. However, they may find new situations or dealing with new people challenging. These children may display one or more of the following:

- High levels of anxiety.
- A strong need to feel in control of situations or to control the people around them.
- Delays in emotional development where their skills and abilities are similar to those of a much younger child.
- Difficulties in regulating their emotions, often needing an adult to help them when dysregulated.
- Inappropriate behaviour in certain situations e.g. biting, hitting, scratching, inappropriate language.
- Withdrawal from certain situations through being quiet and not engaging with activities, other children or adults.
- Difficulties interacting appropriately with other children due to poor social skills.
- Difficulties focusing on an activity or interaction for an appropriate amount of time in comparison to their peers.

- Hypervigilance, constantly looking around at what is going on in the setting without being able to properly settle to an activity.
- Impulsive behaviours.
- A poor sense of self, not feeling positive about themselves or their achievements.

What these children need is to know that adults are in control, they are 'being kept in mind' and that the world can be a safe and secure place.

### **Factors to consider:**

There may be children who clearly display one or more of the areas outlined above, to a greater or lesser degree. They may be very settled in the setting due to strong protective factors that have helped them to feel safe and secure. These might include a strong relationship with a key adult ('safe person') and supportive strategies that have been implemented over several months or even years.

### **Transitions:**

Transitions can be a time of increased anxiety so an appropriate plan to support their transition to school or another setting will be needed. Children who have, or are experiencing, a high number of risk factors will need more support than other children through their transition to school.

### **Questions to ask yourself**

- What is the child trying to communicate to you through their behaviour?
- How can we help the child to feel safe and secure, develop relationships with new people and familiarity of new environments and routines?
- Which children are likely to find the transition to school or another setting difficult taking into account protective and risk factors?

## **Section 3: Completing the Being Kept in Mind Nurture Care Plan.**

### **Putting effective identification and strategies into action:**

Once you have identified that a child with SEMH difficulties at your setting would benefit from BKIM plan, you should complete all the sections.

The table below highlights what you need to do within each of these sections.

SECTION 1	What you need to do
My Resilience Checklist	Use the checklist to highlight protective and risk factors. Once factors are highlighted it will become evident whether the risk factors outweigh protective factors in each area. The higher the number of risk factors present, the more likely it is that the child is going to find situations such as transitions and change, difficult.
BKIM: SECTION 2	What you need to do
What adults have noticed about my social, emotional, and behavioural needs	Complete this section to help you to tune into what the child could be experiencing and the behaviours they are displaying. Highlight areas where the child may be struggling and add comments to demonstrate the strategies you are using to support and nurture these needs.
BKIM: SECTION 3	What you need to do
My Nurture Progress Star	Use the progress star to identify the area that you are going to target to work on with the child and to measure progress when you review. Record progress made in a different colour and don't forget to include the date.
BKIM: SECTION 4	What you need to do
My Nurture Care Plan	Create the Nurture Care Plan using the Progress Star, the behaviours that you have noticed and strategies and interventions that you have planned. You will notice that the Nurture Care Plan is divided into 4 sections: Anxiety, Attention, Adult and Area. Thinking about these areas both individually and as a whole, will enable you to plan for successful outcomes for the child and ensure that all practitioners are aware of how and when to use the interventions.
BKIM: SECTION 5	What you need to do
My Nurture Care Transition Plan (different room, setting or school)	Use this plan to share with practitioners on the child's transition to the preschool room at your setting, transition to a different/shared setting and transition to school, to give a summary of the child's needs, protective and risk factors and successful strategies that you have used to support the child. A copy of the Nurture Care plan should also be shared with all involved at these transitional times.
BKIM Section 6	What you need to do
My Nurture Transition Timeline	This timeline should be started before, and completed during, Transition to School meetings and should be shared alongside the Nurture Care Plan, with all involved (parents/carers, school, setting) to enable everyone to fulfil their role effectively and in a timely manner and most importantly prepare the child for a successful and well supported transition to school.

## Example 1: Outcomes for Nurture Star.

I feel positive and motivated to be an active participant in nursery/school experiences.
I can play and interact with two other children in a positive way for (5) minutes when supported by my key adult.
I feel confident in using my voice during interactions.
I can engage in playful fun activities with my key adult without a focus on learning.
I can enjoy following an adult's direction because I trust that adults are safe and fun to be with.
I can accept and enjoy positive touch as a way of connecting with trusted people.
I can use positive and appropriate strategies to self-regulate and manage my emotions with the support of my key adult.
<b>Add more of your own...</b>

## Example 2: Ideas for Nurture Care Plan Interventions (The Four A's)

<p><b>Anxiety:</b> Strategies to reduce anxiety.</p> <ul style="list-style-type: none"> <li>• <i>What do adults notice about my responses to events?</i></li> <li>• <i>What do adults change in the nursery environment to support me to do well?</i></li> <li>• <i>How do adults recognise the need for co-regulation?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Calming activities – a special box of activities e.g., stress ball, positive touch.</li> <li>✓ Adults to recognise the signs of increased anxiety e.g., twitching, increase in volume of voice.</li> <li>✓ Transitional object – a favoured object from home.</li> <li>✓ A cold/warm drink.</li> <li>✓ A consistent transition into setting plan for each morning.</li> </ul>
<p><b>Attention:</b> Strategies to meet the need for attention.</p> <ul style="list-style-type: none"> <li>• <i>What support do adults notice helps me when I show I might need attention through my behaviours?</i></li> <li>• <i>How do adults show that they are keeping me in mind?</i></li> <li>• <i>What do adults know about how I respond to co-regulation strategies?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Reassurance that they will still be liked even if they have done something inappropriate.</li> <li>✓ Finding ways to 'check-in' frequently e.g. a touch on the shoulder, a reassuring word.</li> <li>✓ Providing an area of responsibility within the daily routine of the room.</li> <li>✓ Tasks that support adults and children within daily routines</li> <li>✓ Incorporate special interests within group discussion, story or singing times.</li> </ul>
<p><b>Adult:</b> Strategies for key adult/s.</p> <ul style="list-style-type: none"> <li>• <i>How do adults work as a team around me to make sure everyone knows what I need?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying a safe person.</li> <li>✓ Indirect praise e.g. X will really like the colours that you used on the picture.</li> <li>✓ Adults to remain calm and contained.</li> <li>✓ Support/supervision for the 'safe person' to ensure containment and opportunities to talk about their work</li> </ul>
<p><b>Area:</b> Strategies for creating a safe place and areas.</p> <ul style="list-style-type: none"> <li>• <i>How do adults use their tools, resources and knowledge of me and the nursery environment to plan for me?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Social Stories for preparation of new situations.</li> <li>✓ Visual timetable.</li> <li>✓ Preparation for change.</li> <li>✓ Clear routines.</li> <li>✓ Now and Next whiteboard/visual</li> <li>✓ Safe place (in and out of class).</li> </ul>

