

Nurture Policy

Mount Carmel Primary School



RATIONALE

The term 'Nurture' was adopted because it has a specific, meaningful and purposeful connotation. It describes the needs, the nature of the help provided and the learning experiences involved and places this provision within the mainstream of the educational process."

Marjorie Boxhall 2002.

At Mount Carmel Primary School, we are committed to creating a nurturing and inclusive learning environment where everyone feels valued, safe and supported to achieve their full potential through a whole school approach. We are dedicated to ensuring that wellbeing, inclusion, equity and understanding and respect for neurodiversity are at the centre of our school community and ethos. We aim to provide pastoral care and support for all pupils and their families.

AIMS AND OBJECTIVES

The nurture curriculum is based on Social, Emotional and Mental Wellbeing experiences and outcomes of Curriculum for Excellence. Positive relationships, emotional wellbeing and social development are prioritised alongside academic achievements to ensure:

- All pupils are included in a successful, encouraging learning environment.
- Social skills are promoted as a solid foundation for emotional literacy.
- All pupils are understood and respected as unique individuals.
- Pupils are encouraged to value themselves and others as confident individuals
- Neurodiversity is understood, celebrated and supported

COMMITMENT

We recognise that by embedding a whole school nurturing and neuro-affirming ethos, we ensure that everyone feels safe, included, and supported to thrive.

- We recognise the varied backgrounds of our children and the need to respond appropriately and fairly.
- We understand the pressures that families can face in everyday life.
- We are aware of the situations that may cause stress and that as a school we have a role to play in supporting our children and their families.
- We recognise that differences should be celebrated and supported

KEY PRINCIPLES OF OUR NURTURE POLICY

Our whole school approach embeds the six principles of nurture in our daily practice:

- Children's Learning is understood developmentally – We support all learners according to their unique needs, recognising the need for a differentiated and/or personalised approach.
- The Classroom offers a safe base – We create a safe and welcoming environment for pupils to regulate their emotions and engage with learning.
- The importance of nurture for the development of wellbeing – We foster trust and emotional safety through restorative approaches. Relationships are prioritised.
- Language is a vital means of communication – We use inclusive, respectful and neuro-affirming language. We model and teach emotional literacy and actively support communication differences including the use of visual supports and social stories.
- All behaviours is communication – We aim to understand behaviour through empathy and without judgment.
- The importance of transition in children's lives – We plan for smooth, supported transitions within the classroom environment and beyond.

WHOLE SCHOOL APPROACH

As part of Mount Carmel's whole school approach to nurture all staff are trained in the principles of the programme. Nurture is recognised as a school priority indicated on the School Improvement Plan and is monitored as part of the Quality Assurance Calendar. Staff have completed audits in relation to current understanding and implementation and have attended training to further knowledge. Thematic approaches have been agreed as a staff and Small Tests of Change have been introduced across the school; these include:

- Regulation breaks: For the first ten minutes after break and after lunch all classes participate in 'Mindful Time.' This acts as a regulation period where pupils are encouraged to regulate after a transition period in their school day. Teachers access a variety of resources to support this, allowing a familiar and predictable routine for all staff and pupils.
- 'Calm/Cosy Corners': Each class has a designated area within it which children can access throughout their day individually if required. This corner/ area replicates a nurture space with soft furnishings, mindful activities and 'home like' accessories and decoration. Calm corners are co-designed with learners and refreshed regularly.
- Regular use of wellbeing and emotional check ins used daily and 'Talk with Me' referral system for use between pupil and class teacher to offer individual support
- Morning starters: Each class participate in a morning starter daily, this is selected by the class teacher and has a focus on 'Checking in', this quiet task allows pupils to settle for the day and turn their focus to work. This again provides predictability and consistency for all. Mindful music chosen by staff plays throughout.
- Breakdown of school day: After consultation with all relevant stakeholders Mount Carmel Primary have introduced a change in timings to break and lunch. This allows for an even split of the

day, each block now one hour and forty minutes. This has introduced a shorter block after lunch, where some pupils were finding it difficult to maintain focus for this lengthier period.

- Classroom environment checklist to be completed at the start of the school year by class teachers and in agreement with pupils to ensure learning spaces are inclusive and purposeful. This can be completed at further points if required.
- Restorative conversations and regulation/co-regulation supports are used to address conflict and/or dysregulation.
- Boxall Profile, SHANARRI indicators and other wellbeing tools such as GMWP (Glasgow Motivational Wellbeing Profile) are used to identify and respond to needs.
- Continue to foster positive partnerships with parents/carers and other agencies e.g. Education Psychologist, NEST.

NEURO-AFFIRMING APPROACH

We strive to create a learning environment where neurodiversity is understood, celebrated and supported. We are committed to:

- Providing regulated environments which include access to regulation breaks, fidget tools and calm/cosy corners
- Providing flexible, adaptable and accessible learning experiences
- Implementing visuals and structured routines to promote independence and reduce anxiety
- Collaborating and consulting with families and external agencies to develop personalised, consistent strategies
- Listening to and valuing the voice of neurodivergent pupils and co-creating supports with them

UNCRC

As we are a Rights Respecting School, our whole school nurture policy is linked to the following UNCRC articles:

- Article 3 – Best interests of the child
- Article 6 – Life, survival and development
- Article 18 – State assistance to raise children
- Article 27 – Adequate nutrition and clothing
- Article 28 – Education
- Article 29 – Developing talents and abilities to full potential
- Article 39 – Recovery from trauma

ASSESSMENT AND REVIEW

- Children may have a 'My Plan' highlighting Social, Emotional and behavioural targets to focus on.

MONITORING AND EVALUATION

We will evaluate the impact of our whole school approach to nurture through:

- Pupil feedback and wellbeing surveys including GMWP (Glasgow Motivational Wellbeing Profile)
- Learning walks and classroom observations
- Ongoing reflection by class teachers and SLT, linked to our school improvement plan

This policy should be regularly reviewed to ensure a uniformed approach and understanding throughout school staff. The SLT are responsible for this review.

Policy last updated - October 2025

To be reviewed – September 2028