

St Leonard's Primary School

Nurture Hub: Handbook



September 2023

Introduction

This handbook has been created to share some of the strategies, tools and techniques that can be used in class, in support groups or be used by parents/carers. The aim is to create a consistent whole school approach to supporting children's social and emotional wellbeing. To enable us to develop a deeper understanding of the benefits of these approaches to ensure that we are supporting children's wellbeing, engagement and lifelong learning.

Establishing these methods through a whole school approach will provide continuity in the classroom and for those children who are attending Nurture Hub groups.

The handbook features overviews, aims, rationale, intended outcomes, actions/sessions and also indicates how data will be collected to measure the impact of these methods.

Nurture Hub Agreement

This whole school approach works towards and strives to ensure that all pupils spend the maximum time possible in classes, with class teachers developing and nurturing positive relationships. This will primarily be achieved through well planned, differentiated learning, agreed support strategies and utilising of additional adult support (PSA's)

Reward Time

The Nurture Hub shall be available every afternoon from 2.30 onwards for 10-minute slots, for individual pupils in recognition if they have had to overcome difficulties in their learning that day. This time can be used to share learning and have enjoy "special" playtime in the Hub.

Time Out

The Nurture Hub, can be responsive to times when an individual pupil may not be coping in class and may require a **short** time out of class, in the company firstly of a PSA, whom is allocated to class. A Nurture request form can be sent with the pupil if no PSA is available. Only once pupil is calm and ready will a restorative conversation take place, using the St Leonard's Restorative Storybook. This restorative conversation shall be then shared with the class teacher and then filed in the Restorative Conversations folder situated in the Nurture Hub, locked yellow cupboard.

If it is deemed necessary that a pupil is required to spend part of their break or lunchtime inside either reflecting or engaged in learning, then a member of staff from the playground shall be asked to supervise. Any time spent indoors as a consequence must be related to pupils' actions, this has been agreed with teaching staff and SLT.

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1. Resilience

Overview

Staff feedback from Hub referral forms, indicates that a significant proportion of pupils at St Leonard's Primary School exhibit dysregulated and challenging behaviour, coupled with underdeveloped social skills and a lack of understanding regarding their own and others emotions.

Resilience groups hope to support children to develop these essential skills and as a result reduce incidences or incidents of dysregulated and challenging behaviour at school.

Aim

The aim of the Resilience group is to provide targeted support in developing resilience with social skills for some of our key learners across Primary 1 through to Primary 7 classes. Children who would benefit in this area have been identified and referred by class teachers.

Rationale

Social and emotional well-being as a vital component of a child's overall health and well-being with the massive impact of COVID restrictions combined with ACE's including domestic violence, separation or incarcerated parents, neglect, and poverty. Our Children's Health and well-being has been significantly affected. Many children have not had appropriate opportunities to play, learn, grow and develop skills such as sharing turn taking, talking and listening to peers and adults etc.

This has all contributed to a lack of resilience in our children. Young people's resilience might be described as the ability to bounce back from life's difficulties no matter what they are. Our children and young people are finding it ever more difficult to "bounce back" after even the slightest of difficulties.

Resilience might include skills such as determination, toughness, optimism, faith, positivity, hope and isn't necessarily something that children are born with however it might be taught if we teach these skills. We can then help to support our children in learning, life and work.

Intended Outcomes

The intended outcome of these groups is to better prepare our children for setbacks and give them the tools to help them manage their emotions when tricky situations occur. It is hoped that learners will develop higher levels of resilience, which should in turn, enable them to regulate their emotions and behaviour in a more measured and appropriate way. This will include using the language of Emotion Works to which children within St Leonard's Primary School are familiar with and work on throughout the year.

The expectation is that this will result in a reduction of the incidences and incidents of dysregulated behaviour observed by teaching and other staff and an improvement in the use of appropriate social skills in turn developing and nurturing children's own sense of well-being at school.

Actions

We intend to deliver to small groups of pupils, referred by teaching staff, who shall attend regular sessions in our Nurture Hub and outdoors, developing relationships, playing games, developing social skills, learning how to take turns, share, and lose graciously etc. They will continue the work of the previous session and look to identify and manage their emotions using the Emotion Works model as a stimulus.

This approach is in line with GIRFEC (Getting It Right For Every Child) in that it is child-focused, based on an understanding of the well-being of a child and their current situation, based on tackling needs early and requires joined up working and is based upon the United Nations Convention for the Rights of the Child (UNCRC).

Additionally, this approach aligns with Fife Council's, Our Mind Matters, Five Ways to Wellbeing. With this approach we aim to help pupils to: Connect with each other, Be Active, take notice of their own feelings and those of others, to keep Learning to Give by being kind and helpful by themselves and with those around them.



For more information on Fife Council's Our Minds Matter:

<https://www.fife.gov.uk/kb/docs/articles/health-and-social-care2/help-for-young-people/emotional-wellbeing/adults-supporting-young-people/five-ways-to-look-after-your-wellbeing>

How We Will Know

An initial staff referral process shall take place at the beginning of the academic year, to identify relevant pupils who staff feel would benefit from this additional support. A staff survey shall be sent to all teaching staff to measure the impact that resilience group has made to be completed by May 2024. Through this we hope to see a significant improvement in observed incidents of dysregulated behaviour and a marked improvement in development of social skills.

Additionally, children's own sense of well-being will be measured and compared using the Glasgow Motivation and Wellbeing Programme Survey, which will be carried out at the end of term 1 and will be repeated and completed by the end of May 2024.

2. Positive Affirmations

Overview

Positive affirmations are positive phrases or statements used to improve self-esteem. They help Children to challenge negative or unhelpful thoughts. Children can frequently get caught up in negative self-talk, self-doubt causing low self-esteem and anxiety. Positive affirmations can be used to help replace these negative messages with more positive thoughts. When you repeat them often, and believe in them, you can start to make positive changes. Children can also share these positive thoughts with others, helping to make their day a little brighter too!

Aims

Focussing on a positive thought can help our children to feel happier and calmer overall. It has been proven to reduce stress. Positive affirmations can help to promote higher self-esteem and positive mindset. A healthy self-esteem helps to motivate our children. They are more likely to make positive changes in their lives. When children say and think positive things, they are more likely do positive things and be positive. Children who view themselves positively are more resilient and are more likely to persevere when they face a challenge. It can help children to accept constructive feedback more readily.

Intended Outcomes

Positive affirmations will be planned as part of the Health and Wellbeing curriculum in class, during assemblies and within Nurture Groups. These can also be built in to the daily routines. This strategy can also be used for targeted intervention for pupils who struggle with negative self-talk or low self-esteem.

Actions

Practising positive affirmations is very simple. Children need to choose a phrase and repeat it to themselves. You can use the ideas on the following page to incorporate positive affirmations in to classroom experiences. Use the teaching points below to introduce the concept.

YouTube also has some fun videos with affirmations for children.

<https://www.youtube.com/watch?v=zcDFISxQgYU>

<https://www.youtube.com/watch?v=IFHfgm5FBg>

<https://www.youtube.com/watch?v=I55jCHTQwCA>

<https://www.youtube.com/watch?v=I55jCHTQwCA>

Whole School Vocabulary

- Everyone has an 'inner voice'. Sometimes our inner voice can be positive, sometimes it can be negative.
- Positive affirmations can help us to challenge and change negative thoughts we have about ourselves and make us feel happier.

- We can remind ourselves of all the things that are good about ourselves.
- You might feel uncomfortable, nervous or embarrassed to say these things to start with. That's ok. You might want to say them in your head or whisper them until you feel more confident.

Teaching Ideas

Positive Affirmation Mats

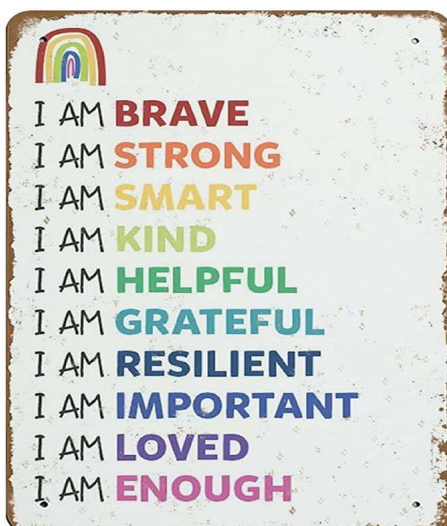
Encourage the children to pick a word that describes them. As they colour it , they should think of all the things they do that shows they have this quality. They can do this for multiple words. Encourage them to share their thoughts with their peers.

Positive Affirmation Posters

They can also pick a word from the mat and make a poster saying 'I am _____'. They can then write or draw all the ways they demonstrate this skill. They can also do this activity for a friend. 'You are _____'

Positive Affirmation Scripts

- Create a class script. Ask the children to repeat the script a line or 2 at a time after the teacher.
- Choose a positive affirmation of the day/week to say as a class. It might be identified for a reason or it could be a lucky dip.
- Have children create their own positive affirmation script. Look at a list of qualities or character traits. Have children select the ones they believe are their strengths or that they would like to be more like. Use the template to create their own positive affirmation script. I am (quality) x 2. I (what they do/ will do that makes them this thing). For example, I am kind. I always help my friends. I am helpful. I help my Mum tidy the house. They can then take this to read at home. They may read it to a family member, friend, in the mirror or in their head.



3. Deep Breathing and Meditation

Overview

Also known as belly breathing, diaphragmatic breathing and abdominal breathing. Deep breathing can be a key tool in improving self-regulation. Breathing deeply sends messages to our brain to activate the 'relaxation response' to help us feel calmer. Taking time to breathe gives our brain time to 'catch up', allowing us to think before we act. Practising deep breathing regularly, lowers cortisol levels ('the stress hormone'). Having lower levels of this hormone helps us to be calmer overall and less likely to react to 'big feelings' (a big feeling is any intense feeling that threatens to overwhelm us). It helps us to be present in the moment.

This is particularly effective to use with the whole class but can be used with groups or individuals too. Try to spend a few minutes each day practising the different breathing techniques. Take time in the week to reflect on when they have used their breathing techniques and reflect on how it has helped. When children are experiencing big feelings a teacher or peer can support a pupil to use deep breathing. They can encourage and model the techniques.

The children should be breathing in through the nose and out through the mouth. It is important breathing is slow and controlled. They breathe deeply in to the diaphragm. The tummy should move out on the in breath and in on the out breath.

Aims

- Paying attention to our breathing has a positive effect on our wellbeing. The inbreath brings us energy. The out-breath is calming.
- Proper breaths reduce the heart rate and levels of stress hormones in the body.
- Focusing on breathing right into the tummy encourages the body to relax and brings about a range of health benefits.
- Practising breathing techniques improves the function of the immune system and can increase energy levels.

Techniques

Rectangle Breathing

Breathe in deeply and fully for 7 seconds, hold for 3 seconds. Breathe out slowly and fully for 7 seconds, hold for 3 seconds. Repeat 5 times.



Ten Finger Breathing

As you slowly breathe in and out, gently lift each finger and thumb in order. As you breathe in lift your finger up, and lower as you breathe out.



Bumble Bee Breathing

Take a deep breath in. Slowly, breathe out and hum at the same time. Put your fingers gently in your ears and notice how this feels throughout your body.



Belly Breath

Lie on the floor and place your hands on your tummy. Feel your hands move up and down as you breathe in fully to your tummy.



Shoulder Rolling

As you breathe in, gently raise your shoulders up to your ears. As you breathe out, slowly lower them. Try to develop circular movements as you breathe in and out.



Apple Picking

Stand with feet hip width apart. Notice the floor under your feet. Gently reach up as far as you can. Keep your feet flat on the floor, imagine you are picking apples.



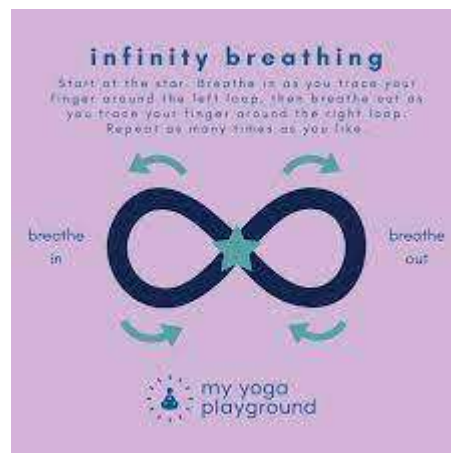
Elephant Breathing

Stand hip width apart, with your knees slightly bent, bend forward and reach hands towards the floor. Let them dangle and move in an imaginary semi-circle in front of your feet. Breathe.



Infinity Breathing

With your arm stretched out, take an in breath. Slowly draw the infinity sign. The first half of the sign on your in breath, the second half is on the out breath.



Elevator Breathing

This helps to calm the worry and restlessness.

Imagine there are 3 floors. We have to make the elevator travel from 1) the crown (head) to the chest, then 2) chest to belly, and finally 3) belly to the seat.

When you inhale, imagine the elevator is steady at the crown. As soon as you exhale, mentally chant “three” and imagine it moving from the crown, to the chest. Take a pause.

Imagine that the doors of the elevator are opening and you feel the fresh air coming in, same as when a window opens in the closed room and cool breeze can fill the room. Inhale again.



On the **next exhale**, mentally chant “two.” Imagine it going down from the *chest to your belly*. Continue doing it from *belly to seat*, chanting “one.” **Pause** and feel your seat on the ground floor and enjoy landing fully. **Repeat** doing this.

This technique can be done as a fresh start of the day.

Meditation Overview

Time and time again, meditation and mindfulness at work have been proven to help adults excel in their professional lives. In a school setting, meditation can have a measurable, positive impact.

One of the most important ways meditation is able to help kids excel in the classroom is by improving their working memory capacity, one of the brain's key executive functions for cognitive development — and a particularly important one when it comes to developing core academic skills such as literacy and mathematics.



It has also been shown to help kids develop an awareness of their own learning or thinking processes, something that's referred to as metacognition. This is a skill that can essentially help them become better students as they gain more awareness around what learning strategies work best for them. Meditation has even been shown to improve focus. In one 2019 study, high school students who practiced meditation were found to have a better attention span than those who did not. That's because, over time, meditation trains the mind to be less easily distracted.

[International Journal of Social Science and Economic Research \(ijsser.org\)](http://www.ijsser.org)

Meditation isn't only for academic growth —It's impactful on personal growth as well. Research has found that mindfulness meditation can increase feelings of calmness, relaxation, and self-acceptance at a time in life that many adolescents may need those things the most. Meditation has also been shown to help young minds to develop a keen sense of emotional intelligence, the ability to identify and manage one's own emotions, as well as the emotions of others. And with sharpened emotional intelligence comes essential life skills such as resilience, empathy, active listening, and humility.



Evidence suggests that by age 4-5, children have a fully developed awareness and understanding of one's own thought process. It's around this same age that children also begin to understand that other people's behaviour is guided by beliefs and desires, and that these may not necessarily be the same as their own. More than being just intellectually interesting, studies are increasingly showing that kids who are taught to improve their own learning or thinking process early on are more resilient and become better learners. Considering this, age 4-5 might be a great time to begin, therefore, by introducing meditation and mindfulness at an early age, not only can we build on this and help nurture their mind development, but we are also making meditation simple and



accessible.

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Aims

Through our Nurture Hub Sessions and within our classroom we aim to:

- Develop self-esteem.
- Develop self-confidence.
- Regulate emotions.
- Create feelings of calmness and relaxation
- Improvement in resilience
- Improvement in academic skills
- Increase compassion for self and others.
- Improved sleep patterns
- Clearer thought processes

Sessions

We intend to deliver to small groups of pupils, referred by teaching staff, who shall attend regular sessions in our Nurture Hub and outdoors. These sessions shall be either 30 minutes or 1 hour long. Using a variety of Guided Meditation stories.

Pupils will be able to get comfortable to enable them to calm their bodies and their minds.

How We Will Know

An initial staff referral process shall take place at the beginning of the academic year, to identify relevant pupils who staff feel would benefit from this additional support. A staff survey shall be sent to all teaching staff to measure the impact that groups has made to be completed by May 2024. Through this we hope to see a significant improvement in observed incidents of dysregulated behaviour and a marked improvement in development of social skills.

Additionally, children's own sense of well-being will be measured and compared using the Glasgow Motivation and Wellbeing Programme Survey, which will be carried out at the end of term 1 and will be repeated and completed by the end of May 2024.

These techniques can also be used at home, for the whole family to participate in.

Useful Information and Guided Meditations

<https://www.headspace.com/>

<https://www.mindful.org/mindfulness-for-kids/>

<https://www.youtube.com/watch?v=rUQOG5MAEfM>

<https://www.youtube.com/watch?v=SsQo4slxIAg>

<https://www.youtube.com/watch?v=DWOHcGF1Tmc>

<https://mindworks.org/blog/meditation-for-children/>



4. Kitbag

Overview

Kitbag is a tool created by International Futures Forum, based locally in Aberdour. Kitbag is a multi-sensory resource that helps children discover ways to talk about their feelings and share their thoughts in a safe place. It works well in pairs and small groups with or without adult supervision depending on the situation. Kitbag helps school staff to reach out, listen and understand what children are feeling. It creates a simple way to check in with them.

Kitbag comes in a colourful, soft cotton fabric wrap, bound with a ribbon. A Kitbag session starts when this is unfurled and a flap lifted to reveal a set of pockets where the resources are secured. The process of unfurling and revealing the contents represents the creation of a safe space for sharing thoughts and feelings. Over time, Kitbag can help children grow empathy for others. It provides a natural way to deepen relationships, grow trust and form friendships.

At the end of the session the space is kept separate from everyday conversations by replacing all the resources back into their pockets and furling up the wrap.

Aim

Our aim is to use the Kitbag tool to build on mindfulness to promote inner growth, with the purpose of providing children with a safe space to discuss their feelings and frustrations in a calm and nurturing environment. This will support and build relationships, assist with engagement, promote a “readiness to learn” and develop skills for learning life and work.

Kit Bag Contents

- Calming Oil



This evokes a pleasant aroma and when used regularly as part of a Kitbag session reinforces the experience of its empathic and positive human qualities.

- Talking Stick



Each person is encouraged to hold this when it is their turn to speak whilst others listen to them with respect. When the Talking Stick is in use, children and young people find it easier to wait for their turn to speak

- Presence Cards



The Presence Cards are short mindfulness practices to help calm the mind. You can use them for one minute with the timer, or for longer as you become more practiced with them. If you are using Kitbag with children under five, just watching the one-minute timer together is enough.

- Animal Cards



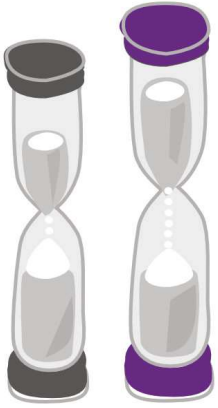
The Animal Cards are used in different ways. Each Animal represents a quality which is also human. By choosing, giving and receiving these Animal Cards, we are reminded of our innate qualities which can encourage and inspire us. Using these cards regularly in groups helps grow empathy and understanding.

- Feelings Card



This card has a palette of colours and helps people to say how they are feeling. They look at the colours and choose the one they think best describes how they are feeling and then say why. Often the Feelings Card is used with the Talking Stick so that each person gets their turn and others listen carefully.

- 3 Minute and 1 Minute Timers



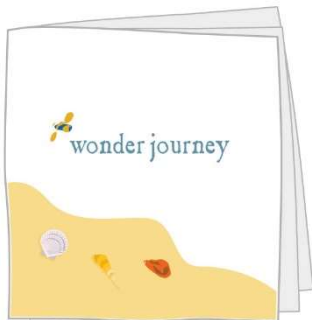
These Timers can be used along with the Presence Card practice. Another use of the Timers is to provide people with an equal time to speak, particularly when expressing their feelings with the Feelings Card activity.

- Finger Puppets



These Finger Puppets provide comfort and softness evoking early soothing mechanisms. They can be used to help shy people speak up and for role play to ease conflict situations.

- Wonder Journey



This is a 9-minute visualisation and relaxation exercise to help unwind. The story includes some of the animals that are represented in the Animal Cards. Music to accompany the Wonder Journey story is available for download.

Sessions

Kitbag sessions need to be led by someone who is knowledgeable in the use of Kitbag. This shall be Mrs Pierce or Mrs Rooney. It can also be led by pupils known as Kitbag Captains, although we may introduce these at a later date. It shall be incorporated with the language of Emotion Works, as pupils are familiar and are developing understanding of their emotions. Sessions can be delivered on an individual or group basis. This can be flexible to meet the needs of pupils. These sessions will take place on a weekly basis, for around 30 minutes, delivering sessions that are responsive to a variety of situations and emotions.

5. Life Skills

Overview

Life skills are often referred to as independent living skills or daily living skills. Basic life skills include self-care activities, communicating with others, cooking, money management, shopping, keeping a room clean and organised and so on.

These skills are learned over time, beginning at home at a very young age and developing further throughout adolescence and adulthood.

According to **UNICEF**, Life Skills are a behaviour change or behaviour development approach designed to address the balance of three areas:

- Knowledge
- Attitude
- Skills.

The world bodies such as **UNICEF**, **UNESCO**, and **WHO** list the ten core Life Skills as:

1. Self-awareness
2. Critical thinking
3. Creative thinking
4. Decision making
5. Problem Solving
6. Effective communication
7. Interpersonal relationship
8. Empathy
9. Coping with stress
10. Coping with emotion

Aims

The overall aim in supporting children and young people with additional needs is to develop life skills and link these skills together to promote independence in all possible aspects of their lives. This builds self-esteem and confidence and ensures a sense of achievement which in turn increases happiness and wellbeing.

The tasks associated with learning life skills are complex and can involve many steps from beginning to end. Sometimes your child may need help to learn the skills involved. Breaking tasks down into smaller, more manageable steps is an effective strategy when teaching the skills. We call this task analysis. We all use task analysis at different times, for example using a recipe to make a cake or following instructions to assemble a piece of furniture.

Sessions

To design a task analysis for pupils, firstly write down all the steps involved in an activity. These written steps are the plan you use to guide pupils when completing the task. Using visual supports and/or verbal prompts can also help pupils to understand each step involved in learning a skill. These supports demonstrate the sequence of the task.

Simple ideas for the design of session tasks:



Steps for breaking down a task:

1. Choose a home skill or daily living skill that you would like to teach pupils. For example, making a sandwich.
2. Break the skill down into steps, some pupils will need more steps than others.
3. Make a list and decide on the order. For some skills, the steps must be in sequential order, e.g, putting the filling on the bread before closing the sandwich. For other skills the order does not need to be sequential, e.g, during a dressing routine, pupils might put on their trousers before their top or vice versa.
4. Decide how you will teach pupils. They might respond best by learning one step at a time or alternatively by completing all steps of the routine together, a process known as chaining. Either way, it is important to provide lots of practice opportunities for pupils to learn this new skill.
5. If your child needs help, plan how you are going to offer help. Sometimes you may show your child what to do and other times he or she may require hand over hand assistance.
6. Print or draw pictures to represent each step, if necessary.
7. Gather the materials you need for the task. For example, two slices of bread, a plate, a knife, a carton of butter, the filling for the sandwich and so on. It might be a good idea to choose a sandwich filler that you know pupils like.
8. Tell pupils what you want him/her to do and use visuals to support the instruction, if necessary. For example, "Let's make a sandwich" while holding up a picture of the activity.
9. Remember pupils will be able to complete some steps independently and may require support with more difficult steps. For example, pupils may be able to put the butter on the knife but need help with spreading the butter.
10. Some pupils may require additional rewards during the task, for example praise, high five or a sensory toy. For others, the end product itself may be the reward.



11. If pupils become upset or overwhelmed during the process, it's okay to take a break and come back to it. You will need to look at using additional rewards for this activity to support pupils in the future.

12. You may notice that your child is becoming more independent as he/she masters a life skill. As pupils progresses with one life skill, why not teach a new one? Over time it is important to encourage your child to link these skills together, for example, setting the table, getting a cup of juice and sitting down to eat the sandwich. This will build independence and give pupils a sense of achievement.

13. It is a good time to learn and practice new life skills. The steps involved in learning a new skill have to be explained, demonstrated and practised. It is also a good idea to use additional supports such as visuals, task analysis and rewards to help pupils as they learn.



Top Tips!

- Communicate with parents/carers so that skills can be practiced in real time e.g., brushing teeth before bed.
- Make sure the environment is calm so that pupils can concentrate on the steps involved.
- Use visual supports and verbal prompts if they help pupils.
- If pupils require extra practice, try to reschedule for another opportunity
- Some steps your child can do on their own, others they will need help with. That is okay.
- Try not to do it for him or her. This will slow down learning.
- Be patient. Give pupils enough time to do each task.
- Encourage other members of the family to join in celebrating with pupils when he or she uses the new skill.
- Repeat the skill often so that it becomes part of the pupil's skills set.

How We Will Know

An initial staff referral process shall take place at the beginning of the academic year, to identify relevant pupils who staff feel would benefit from this additional support. A staff survey shall be sent to all teaching staff to measure the impact that the Life Skills has made to be completed by May 2024. Through this we hope to see a significant improvement in observed incidences of:

1. Self-awareness 2. Critical thinking 3. Creative thinking 4. Decision making 5. Problem Solving 6. Effective communication 7. Interpersonal relationship 8. Empathy 9. Coping with stress 10. Coping with emotions.

Additionally, children's own sense of well-being will be measured and compared using the Glasgow Motivation and Wellbeing Programme Survey, which will be carried out at the end of term 1 and will be repeated and completed by the end of May 2024.

6. Lego Therapy

Overview

Lego therapy was developed in the early 2000s by Dan LeGoff, a clinical neuropsychologist in Philadelphia in the United States. LeGoff noticed that many autistic children were more interested in interacting with each other if they were playing with Lego. He set up groups for autistic children to learn social skills while playing collaboratively with Lego.

When children play with Lego, they are more likely to interact with each other through collaborative play. Children who might not be keen to go to a social group might go to a Lego group, because they like building with Lego. The shared focus on building uses children's strengths and helps them practise communication and social skills while having fun.

St Leonard's Primary School shall be using Lego therapy as a social development program for children with social communication difficulties. It uses children's love of Lego play, as well as their strengths and interests, to develop communication and social skills. Lego therapy can be used for autistic children and other children aged 6-16 years who have social communication difficulties. Lego therapy is used to help children learn skills like turn-taking, sharing, listening, conversation, teamwork, shared attention and problem-solving.

Aim

The aim of the Lego Therapy groups is to provide a safe space to support children to develop social skills from Primary 1 through to Primary 7 with social skills. Children who would benefit from this experience have been identified by class teachers.

Intended Outcomes

Development in the following skills:

- turn taking
- eye contact (where this is appropriate for children)
- sharing
- waiting
- problem-solving
- listening
- giving instructions/following instructions
- checking on understanding
- peer interaction/working as a team
- asking for help/asking questions
- developing verbal and non-verbal language

Actions

Weekly 30 to 45-minute sessions shall be facilitated through the Nurture Hub. After an introduction period of a few weeks, determined by the abilities of the children within the groups. Each session, children work together to build a model following instructions. Each child is assigned a role.

Lego Therapy activities generally consist of 3-5 group members. Each group member is given a job title and role for that session; their job title describes their 'purpose' for the activity. Currently, at St Leonard's Primary Lego Therapy sessions include the 3 main job roles for a Lego Therapy session. However, as understanding develops, it is anticipated that groups would expand to include additional roles.

There is Typically:

- an engineer, who has the instructions
- a supplier, who has the bricks
- a builder, who builds the model
- a foreman or director, who makes sure everyone works as a team.
- a banker

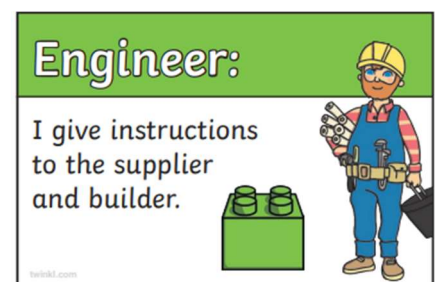
The children take turns adopting the different roles, and together they build the model. Instruction picture cards are used. The instructions with pictures cards are to be given to the engineer. The engineer is to use these pictures to tell the supplier what pieces are needed first. The engineer will then tell the supplier to pass the pieces to the builder. The engineer then tells the builder where the pieces go. It may be suitable to design your own instructions or decide on a building project together. Roles can be swapped in the group. Once the model is built, photographs shall be taken of the model, in order to record progress and share success.

Towards the end of the session the children have some time to build whatever they want. This way of working encourages children to use verbal and nonverbal communication skills, take turns, share and use problem-solving skills.

The Roles in Lego Therapy:

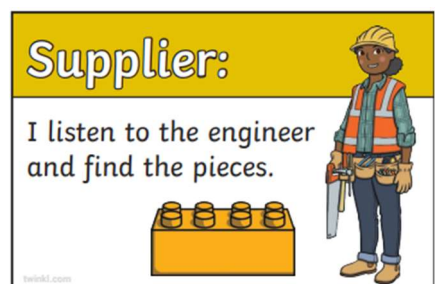
• The Engineer

It is the role of the Engineer to describe to other members of the group what is needed and how it will be used. They will have a set of instructions and should be supported to use their preferred method of communication; whether it be symbols, sign or speech; to tell other members of the group what to do.



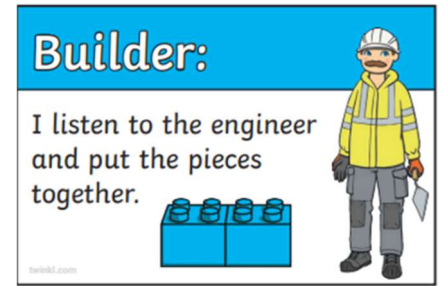
• The Supplier

It is the Suppliers role to 'look after' supplies/ resources needed to complete a task. They must listen to the Engineer and locate the item required before passing it to the Builder.



• The Builder

The Builder is the person responsible for assembling items to complete the project. It is their role to listen to the Engineers instructions to complete the project/ activity as desired.



Additional Role

• The Director:

It is the Director's role to monitor the actions of all group members and ensure that everyone is listening, carrying out their role appropriately and that they are working as a team.



Adult Supervisor

The adult's role during a Lego Therapy session is to facilitate communication between the group and offer support when needed. They may promote use of additional aids if a pupil in the group uses different communicating supports from the other. For example, the Engineer may sign an instruction whilst the Supplier or Builder benefits from the use of symbols.

How We Will Know

An initial staff referral process shall take place at the beginning of the academic year, to identify relevant pupils who staff feel would benefit from this additional support. A staff survey shall be sent to all teaching staff to measure impact, to be completed by May 2024. Through this we hope to see a significant improvement in the development of social skills of children who participated.

7. Emotion Works

Overview

As part of our School Improvement Plan, we aim to embed a whole school shared and consistent approach to the teaching of emotional literacy, enabling learners to develop a shared language of emotions, through using the Emotion Works Programme.

Research has shown that children who are supported in developing emotional literacy:

- Cope better with frustration
- Develop better resilience
- Develop empathy
- Recognise that all emotions have value
- Find it easier to regulate their own behaviour
- Are more likely to have good mental health
- Are in a better place to learn

What is Emotion Works?

Emotion works is a well-regarded and practical resource to aid the delivery of emotional education in schools and nurseries. Emotion Works is linked to Curriculum for Excellence, GIRFEC (getting it right for every child) and the Scottish Attainment Challenge. At the heart of the programme is the cog system which helps learners develop their emotional vocabulary and recognise and manage their emotions. A whole school shared understanding of emotional language allows for more inclusive and open communication. The Emotion Works journey has already proven to be successful within our school as of June 2023, we have achieved our Bronze and Silver Awards. We are presently working to achieve our Gold award.

Emotion Works Journey

At the start of their Emotion Works journey, all learners will get to know the first four cogs.

The orange cog represents emotion words:

- What's the word for how I feel?
- What emotion is it?



The red cog represents body sensations:

- Where do I feel it in my body?
- How does it feel?



The yellow cog represents triggers:

- Why do I feel like this?
- What happened?



The green cog represents behaviours:

- How do I show my emotion?
- How do I react?



As children move through the stages of primary, the next cog learners get to know is the blue cog. (Primary 3 - Primary 5)

The blue cog represents regulation strategies:

- What changes the feeling?
- What makes me feel better?



In the upper stages, learners will get to know two more cogs (Primary 6-Primary 7)

The grey cog represents intensity:

- How strong is this emotion?
- How much do I feel it?



The purple cog represents influences:

- What is the bigger picture?
- What is the context?



Children learn how the cogs (emotions) fit together, and influence each other. This can be visualised using storyboards or classroom/school displays.



Sessions

This programme is used to deliver some of the Health and Wellbeing outcomes. The Cog Model framework and tools can also be used to support discussion and pupil voice activities. It can be used when there is a need to discuss real-life emotional events and experiences, supporting children to communicate their feelings.

The programme can be used 1:1, in small groups or as a whole class. The resources are incredibly versatile and the ideas for using them link to all kinds of topics, themes and aspects of learning. There is a pack to explain Emotion Works and there are many resources and information on the Emotion Works website. The 'Emotion Works Practitioners' page on Facebook has lots of good ideas and resources.

Learners are taught about the cogs in a way that develops their emotional vocabulary and understanding. They can develop the 'story' of an emotion using a 4, 5 or 7 cog model. They can use the cogs to discuss or explore their own emotions or those of others e.g. in a story or film clip. The cogs can also be used across the curriculum e.g. in Expressive Arts, Literacy and Social Subjects.

The cogs are displayed in each class, the Nurture HUB, Learning Support Room and the Blue Room. Cog displays will also be visible around the school, in the playground and outdoor learning areas.

Teachers have access to learning and teaching tools from Emotion Works Website to support learning activities across the curriculum. <https://www.emotionworks.org.uk/>

Aims

The aim in using Emotion Works is that learners will be able to transfer skills learned in school to the home environment, enabling them to talk about emotions in a familiar and comfortable way.



How We Will Know

Baseline pupil and staff surveys will be taken to measure the initial understanding of emotions and emotion words. This will be repeated at the end of the year, with significant improvement in the understanding of Emotions and Emotion Words.

Through this we hope to see a significant improvement in observed incidences of dysregulated behaviour and a marked improvement in development of social skills.

Additionally, children's own sense of well-being will be measured and compared using the Glasgow Motivation and Wellbeing Programme Survey, which will be carried out at the end of term 1 and will be repeated and completed by the end of May 2024.



8. Emotional and Restorative Regulation

Overview

Emotional regulation is the process by which children influence which emotions they have, when they have them and how they experience and express their feelings. There are many tools and strategies that can help children to regulate and manage emotions more effectively.

Aim

Everyone feels emotions, both negative and positive, on a daily basis. We need to support our pupils to learn how to manage, express, and cope with these emotions in a healthy way, through a whole school approach. Pupils who can manage emotions and return to a calm state are more able to access the curriculum and overcome challenges in and out of school. It also helps with relationships and overall wellbeing. We use restorative approaches to help children develop skills for emotional regulation.

Actions

When children have found it hard to regulate and behaviour escalates, a restorative conversation will be facilitated. These conversations need to take place when our pupils feel calm and positive. We need to introduce and practise using these tools, techniques and strategies when the children feel calm so they are confident in accessing them when they do not. Recording of these incidents will be on a form, based on the Emotion Works Storyboard that has been modified, for our use and has been called a **Restorative Conversations Form**.

Restorative Conversations					
Name(s):		Date:		Staff Member:	

Using the language of Emotion Works and the Fix It Folder

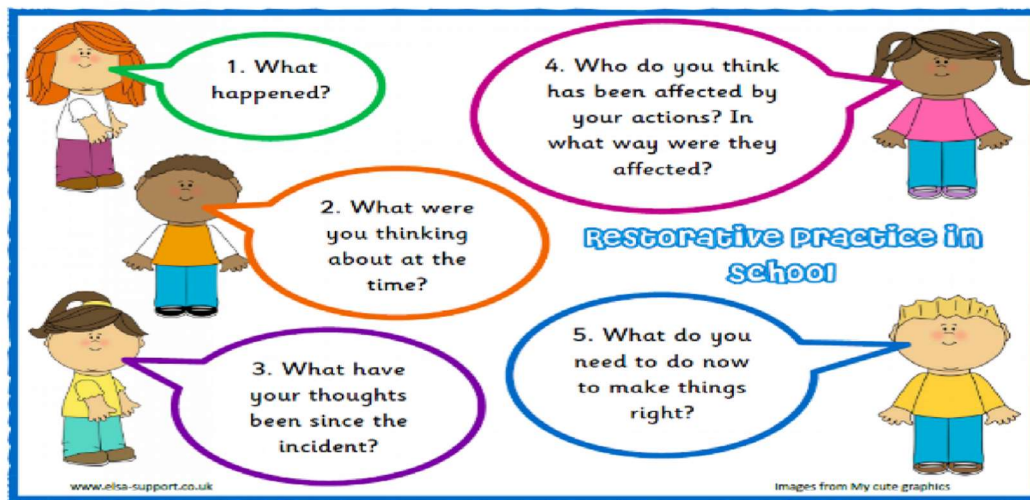
This document can then be copied and filed in the Restorative Conversations file in the Nurture Hub Yellow cupboard.

Restorative conversations will be planned and will be led by a trained member of staff, which can take place in the HUB, from 12.50 until 1.20. These conversations and agreed targets and next steps, will be then shared with the class teacher and again will be filed in the yellow Hub cupboard in the folder marked: Restorative Conversations.

If three restorative conversations are required, then parents shall be contacted to discuss further.

Teaching Points:

- Emotions are not good or bad. They are helpful if we listen to what they tell us. The information they give us, helps us to act.
- Working through emotions is a skill, and like any skill it can be learned and improved with practise.
- It is normal to feel big emotions. The important part is what we do when we recognise the emotion.
- No feeling will last forever. We can learn to sit with our feelings and work out what we need to do.



9. The Five Point Scale

Overview

The Five Point Scale was created by Kari Dunn Buron and Mitzi Curtis (2003), the 5-Point Scale is used as a behaviour support. This simple scale promotes self-management of behaviour and emotional regulation by creating a simple scale that teaches social and emotional understanding.

The Five Point Scale can be used to give an intensity to anxious feelings children might be experiencing. Emotions can intensify and then “peak”, the intensity will naturally reduce through strategies the child has learned to “self soothe”, or through positive relationships where an adult supports the child to regulate their emotions – a process called co-regulation. Emotions are telling us something about our environment. They serve a purpose. Emotions are temporary, they change frequently – like the weather.

Aims

This tool featuring happy to sad or mad faces is called a 5 Point Scale. Its purpose is to support pupils to learn how to recognise when they are starting to feel anxious, upset or mad and how to use strategies to calm down that work for them.

Activity

This strategy will be imbedded with the whole school environment to give a shared understanding. The Five Point Scale is bright, bold and colourful and should be displayed in every classroom and throughout the St Leonard’s Primary School.

The Five Points

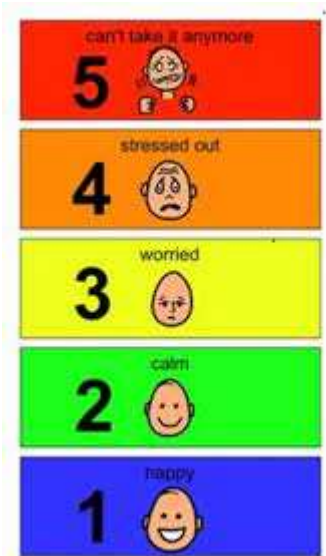
1 – child is regulated, happy, able to communicate, play, learn.

2 – child appears ok, might have a feeling or sensation of mild anxiety.

3 – the child will appear anxious or agitated.

4 & 5 – behaviours will have escalated, child might be aggressive or violent, they will be unable to express themselves effectively and will need the support of an understanding adult to help them reduce the intensity of their emotions. The learning brain is offline and the survival brain has taken over.

The first step in using the scale to support emotional regulation is to identify problem areas for the pupil. For example, problems involving changes in routine, playing with peers, difficulties in the playground, recognising how you are feeling etc. Work with the pupil to explore with them areas they find difficult. You can also just focus your 5 point scale on how they are feeling and how they manage those feelings. Where is the young person in terms of understanding emotions, both theirs and others? What makes them relaxed, annoyed, stressed etc. The child’s recognition and understanding of their own emotions may be delayed compared to their peers. This can be linked to Emotion Works, using the language that pupils are familiar with.



The next step is to break the problem area into 5 parts clearly illustrating the degrees of the situation and putting this information onto a visual scale. A common issue when discussing emotional regulation is that of stress and anxiety. This is a good place to start, creating a scale that breaks down anxiety into the following 5 parts:

- 5: This could make me lose control: I feel I am ready to explode / run / cry/ shut down.
- 4: This can really upset me: I feel cross / worried / scared
- 3: This can make me feel nervous: I feel annoyed / unsure
- 2: This sometimes bothers me: I feel restless
- 1: This never bothers me: I feel relaxed / ok / calm / happy
Use their words...and always reward

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

Anxiety and the Body

- Help the young person get to know what these feelings look and feel like (in themselves and others)
- It is equally important that you also start to recognise how the young person feels and looks like. So when we see them start to get anxious / upset we can see this because we notice and observe facial expressions / body movements / noises / what they say.
- This makes the feelings much easier for your child – and you – to recognise these feelings.
- Pre – empt if you can, prompt them to use their cards / charts. They may need to be taught how to do this.
- If you recognise a feeling is there something you can do about it = the goal



Calming Strategies

- Using any of the strategies included in this handbook
- Chill out Zone in the Nurture Hub
- Time alone – door signs – not in the mood, leave me alone!
- Rating scales – Colours, Numbers,
- Physical Activities – Walking, running
- A Hug
- Talk things through
- Sensory snacks
- Controlled Breathing
- Write or draw things down
- Listen to loud Music
- Put Together Visuals to help them remember
- Make a calm / happy box



10. Meaningful Colouring

Overview

Mindfulness is based on ancient meditation practices but has a huge modern research base behind it. It is a way of helping to connect with your body, thoughts and feelings in a different way. Mindfulness basically means being present and fully experiencing what you are doing in the moment, right now. It is a way of becoming aware of yourself and your mind and has been shown to be helpful in managing depression, anxiety, pain, distress and boredom. Sometimes it can feel as if our thoughts are running around our heads and dwelling on bad things or panicking about tomorrow. Mindfulness aims to help us step back from that and create a space away from our racing thoughts.

Aims

Colouring has the ability to relax the fear centre of the brain, the amygdala. It reduces the thoughts of a restless mind. It allows the mind to get some rest after a long day at learning. It can distract children from focusing on previous negative experiences or future worries. Colouring requires children to focus, but not so much that it's stressful. It opens up the frontal lobe of the brain, which controls organizing and problem solving, and allows children to put everything else aside and live in the moment, generating focus. This can improve emotional regulation, focus and attention.

Mindful colouring is a tool that helps children to be present in the moment. Mindful colouring is different from normal colouring. The children don't worry about how it looks, what colour to use or if they finish it all. It doesn't matter if they use an unusual colour or go out the line. They focus on what they are doing and how they are doing it. It is a peaceful and calm time.

Activity

Mindful colouring can be a part of Health and Wellbeing lessons or an 'early finisher' task. It can also be used when a pupil is feeling a 'big feeling' to help them self-regulate and be ready to learn again.

You may want to do some deep breathing to start. Go over the teaching points before hand. Give children a choice of colouring sheets. You can buy mindful colouring books or download printable sheets from:

<https://www.twinkl.co.uk/resource/us-t-c-1551-mindfulness-coloring-pages-bumper-activity-pack>

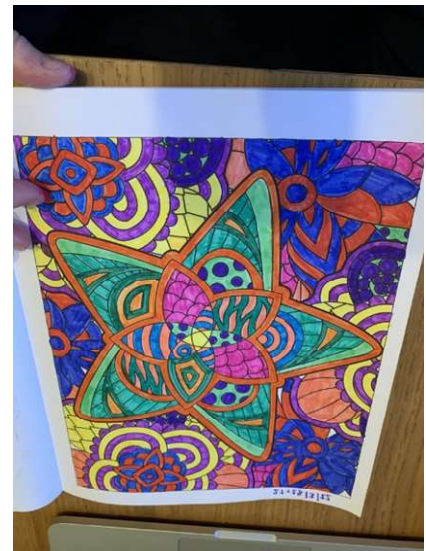
<https://www.teachingideas.co.uk/art/mindfulness-coloring-images-animals/>

<https://www.bestcoloringpagesforkids.com/mindfulness-coloring-pages.html>



Teaching Tips:

- Mindful colouring can help pupils to relax and gives their mind a break.
- It helps pupils to be present in the moment because it can stop them thinking about past events or things that might happen.
- It should be a quiet time, make good use of soft lighting and calming music. If you need anything you can use hand gestures. We don't want to interrupt other pupils.
- It does not matter if your mind wanders, just bring it back to your job.
- Don't worry about how it looks, what colour to use or if you get finished. It doesn't matter if you use an unusual colour or go out the line.
- To keep your mind on your colouring



11. Sensory Circuits

Overview

Sensory Integration is the process by which the brain receives, organises and processes all the information received from the senses. The senses include touch, sight, hearing, smell, taste, body position and movement (proprioception) and balance/position against gravity (vestibular). The information received from these senses help us to make sense of the world. Effective sensory integration and processing enables us to respond appropriately to different stimuli in our environment and informs our everyday functioning.

An inability to effectively process, organise and correctly interpret sensory information is known as **Sensory Processing Disorder (SPD)**, formally known as sensory integration dysfunction. Children with SPD may find functional daily activities challenging. The severity of these difficulties can vary greatly. However, 1 in 6 children experience significant disruption to their daily lives as a result of SPD.

Sensory Circuits

Sensory Circuits use sensory-based movement activities which prepare children for the day's learning and help them to achieve the 'just right' level of alertness they need to concentrate. They are made up of around 15 minutes of activities to help with sensory regulation. The aim of setting up a sensory circuit is to provide a way for children and young people to regularly receive a controlled sensory input. They can be done with a small group of children at the start of the school day or after lunch break or can be used for specific children as and when required.

A Sensory Circuit includes three sections: **Alerting**, **Organising** and **Calming**. The idea is to start with Alerting activities then move to the Organising section and finally to the Calming section. It's important to do the activities in this order to have a positive effect.

Sensory Circuit activities 	Sensory Circuit activities 	Sensory Circuit activities 
Alerting 	Organising 	Calming 
 jump	 balance	 ball squash
 bounce	 log roll	 push wall
 skip	 roll ball	 push up
 run	 pull	 crawl
 dance	 Tyre rolling	 plank
 star jump	 wobble board	 tent
 jump over	 throw	 squeeze hands
 hoop-la	 blow bubbles	 massage
	 walk in a line	 hug

Key points to consider:

- Children and young people must be supervised when completing the circuit. It is important to consider that each child's tolerance is different they should be able to work at their own pace.
- Ideally, a child or young person should spend up to five minutes per station, on different activities. Some children may need more time in the alerting or calming section to help them to be more organised and prepared for the day's learning or activities.
- Use the visual menu to encourage the child to make their own choices. This will help them to go through the activities in a structured way.

