

NURTURE



RELATIONSHIPS

provide
SOCIAL AIR.
-Louise Bomber-



POLICY

Our Vision

Notre Dame Primary creates a welcoming and nurturing environment where every child matters. Here, children and young people are heard, respected, and celebrated for who they are. We create a place where they feel safe to explore, confident to express themselves, and inspired to grow academically, socially, and emotionally as part of our caring community.

*'At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of young people'
(Applying nurture as a whole school approach).*

Notre Dame's nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and focus on achievement and attainment.

A nurturing approach recognises that relationships are central to both learning and achievement.

A nurturing approach is based on the understanding of the six nurturing principles.

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PRINCIPLES

Notre Dame Primary School

Nurture Principle 1- Nurtureuk

Children's Learning is understood developmentally



Staff responding to children at their emotional/developmental level enables them to move on.

We, as a school collective, appreciate and recognise that children develop at their own pace and ability. The staff at Notre Dame are aware that all children are individuals, and their unique journeys need to be recognised and respected. We understand where children are developmentally and tasks are differentiated accordingly.

Staff are aware of the importance of relationships and positive interactions. Staff model relationships built on mutual respect and trust. In our school there is a clear balance between support and challenge through enabling personalisation and choice. One way we do this is through our Wednesday Skill Clubs which allows children to participate in many interesting classes and promote their development of hobbies, talents, and interests. There are opportunities for play based learning dependent on the development of the children which recognises the importance of imaginative play and involves aspects of drama. Our lower school children have the opportunity to take part in 'World of Play' and our upper school children have 'Place2Play'. These two designated areas are met with much enthusiasm from the children. We also have the back playground which allows for a quieter break and lunch- children are referred for this by a member of SLT and CT.

(See appendix 1 for photographic evidence).

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PRINCIPLES

Notre Dame Primary School

Nurture Principle 2- Nurtureuk

The School Offers a Safe Base



The school acts as a secure foundation, ensuring children and young people feel safe, supported, and ready to engage in learning.

The Den is a designated area which provides a home like, comfortable and secure environment. In this area children also have the opportunity to work in small groups with the Nurture teacher. The children are offered a short term, focused intervention which addresses barriers to learning.

The sessions are structured to meet the needs of the individuals participating and the children attending will learn to name and recognise feelings and develop strategies manage their emotions as well as acquiring skills to boost their confidence and well-being.

Collectively, our staff maintains well-established connections and promote daily communications with the sole belief that these benefit all the children in our inclusive school. We also follow clear guidance to form a triangle of communication between the Senior Leadership Team, our Nurture Teacher and Class Teachers. Moreover, our playground is monitored daily and any children who we believe could benefit from extra support are managed by our experienced Key People. Our school's message rests on the mutual understanding that we all work together on promoting, managing and maintaining the wellbeing of all children under our care. Notre Dame's policy is clear and at the heart of our approach is the vital understanding that when children feel safe, they are equipped to succeed.

(See appendix 2 for photographic evidence)



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PRINCIPLES

Notre Dame Primary School

Nurture Principle 3- Nurtureuk

The importance of Nurture for the development of self-esteem



Staff listening and responding to the children in ways that show they are valued and thought about or kept in mind.

We strive to give positive attention, rewards for progress and effort and it is accessible to and suitably differentiated for all and we do this through our weekly certificate assemblies. Birthdays and wider personal achievements are also celebrated at assemblies and children are also given the opportunity to share their individual talents at our annual talent show.

We foster self-esteem and confidence in our children by encouraging them to take responsibility for their learning as well as their social and emotional well-being. Staff promote a growth mindset in children by helping them see that they can achieve things by effort and perseverance and children's work can be displayed in Mrs MacDonald's proud wall.

Children also have the opportunity to make a contribution to the school community through our various 15 committees which are linked to our five values. The children understand that their opinions and thoughts are valued and appreciated. *(See appendix 3 for photographic evidence).*

RALFS: NDPS Five School Values

Respect, Aspiration, Love, Faith, Stewardship

Committees:

Anti-bullying, RRS, Inclusion, Reading Champions, Play/Stem, Digital, Nurture, Mental Health, Environmental, Laudato Si, Culture/Languages, Charity, Pupil Council, Eco and Litter/Lost Property.

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PRINCIPLES

Notre Dame Primary School

Nurture Principle 4- Nurtureuk

Language is a vital means of communication



Some children and adults in the school community need to be helped to understand and given opportunities for extended conversations.

In Notre Dame we help our children to put their feelings into words. We encourage them to tune into their feelings and we teach the vocabulary of emotions. We promote the use of the 5 point scale in our classrooms and some children have their own individual feelings thermometer.

Staff are aware of the importance of the words we use. They listen and validate emotions and if a child is unable to put into words how they are feeling we use a type of emotional scaffolding. This involves wondering aloud, eg, 'I notice you seem a little upset, I wonder if that's because..'

The language used by staff communicates to the children that they are safe, they are seen, they belong and they are accepted.

Restorative conversations and language is used to solve issues.

(See appendix 4 for photographic evidence)



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PRINCIPLES

Notre Dame Primary School

Nurture Principle 5- Nurtureuk

All behaviour is communication



Children and adults use behaviours to communicate how they are feeling, sometimes when they don't have the opportunity to verbalise what they are saying or sometimes when they can't find the internal resource to translate their feelings into

Language.

At Notre Dame, we recognise that positive relationships are central to effective learning and wellbeing. All staff model respectful, healthy relationships and demonstrate constructive ways to manage and resolve challenging situations when they arise.

Staff strive to create engaging, inclusive classroom environments where clear and consistent expectations and boundaries are established. This consistency helps children feel safe, secure, and supported, allowing interactions to remain warm, responsive, and attuned to individual needs.

All staff are informed about attachment, trauma, and additional needs, and understand the importance of providing individualised responses to disengaged or distressed behaviours. We recognise that behaviour of concern is often a stress response, and we respond calmly and sensitively to de-escalate situations while seeking to understand what the child is communicating. We use language that supports co-regulation and remain mindful of our own emotions, tone, and body language when supporting children through challenging moments. When a child becomes distressed, they are offered the opportunity to leave the classroom and access a designated safe space. This allows time for emotional regulation before re-engaging.

Once the child is ready, staff support them to reflect on what happened and why, using restorative, non-judgemental language. Following challenging incidents, staff move forward in a calm, fair, and consistent manner, reinforcing a sense of trust and belonging.

We explicitly teach appropriate behaviour and coping strategies, encouraging children to resolve minor conflicts independently and to take responsibility for their actions. *(see Appendix 5)*



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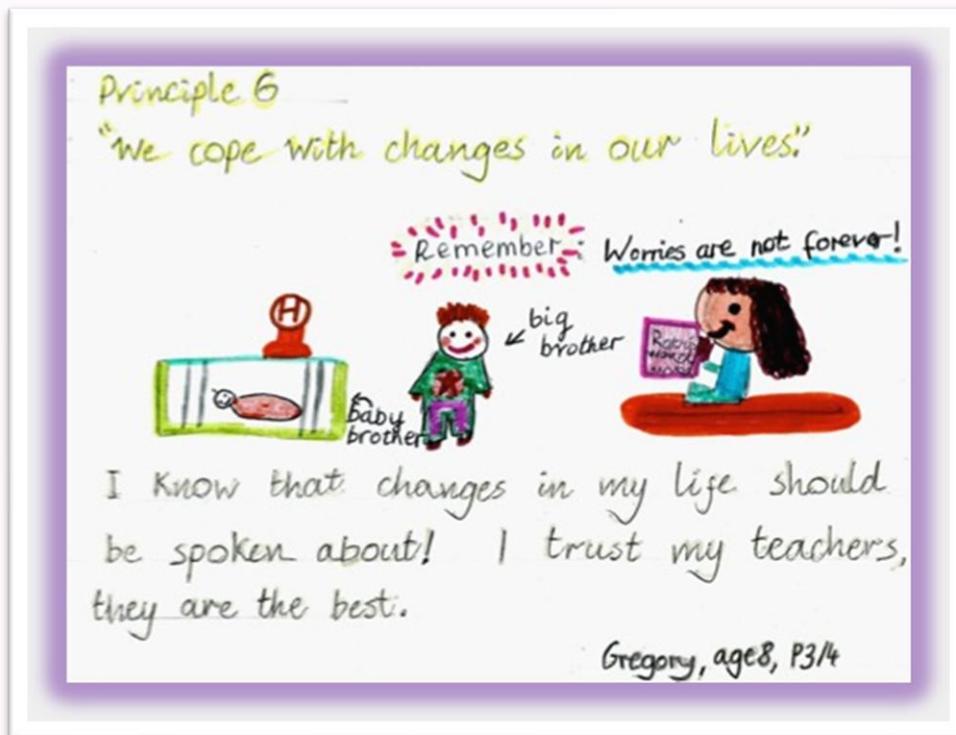


PRINCIPLES

Notre Dame Primary School

Nurture Principle 6- Nurtureuk

The importance of transitions in children's lives



Staff who acknowledge the feelings aroused by transitions and who understand that even small changes in routine (e.g., class visitors, supply teachers, going to lunch, indoor breaks) can be overwhelming for some children.

Staff at Notre Dame are aware of the importance of transitions in children's lives. Throughout the day, children move between environments, tasks, and people. Staff are mindful of how transitions, both in and out of school, can affect children and ensure they are supported sensitively, consistently, and with care.

When children arrive at school, they are welcomed at the gate. For those who find this transition challenging, a soft start with a key person may be offered to support a calm and positive beginning to the day. Within classrooms, clear welcome routines and consistent greetings help children feel settled and secure.

Children are given advance notice of any changes to routine so they have a clear understanding of what is happening next. Visual checklists and countdowns are used to support transitions and allow children time to prepare and move on. For some children, individual visual timetables and Now and Next cards are provided to offer additional structure and reassurance. Information relating to children's background, strengths, needs, and support plans, along with class passports, is shared in advance of children starting a new class to ensure continuity of care and support.

At Notre Dame, we also provide the Seasons for Growth programme, which strengthens the social and emotional wellbeing of children experiencing significant change or loss. Small groups of four to seven children work with trained teachers who act as companions, helping children understand that they are not alone in dealing with change and grief.

To further support wellbeing, an alternative back playground is available for small groups of children who may find the main

playground overwhelming. In this calmer space, children can ride bikes or play football together, supporting regulation, positive peer interaction, and enjoyment.

All staff are trained in the Do Be Mindful programme, which supports a whole-school wellbeing culture. Teachers act as positive role models, demonstrating life-enhancing skills and strategies to help children manage and express big emotions.

(see Appendix 6 for photographic evidence)

NDPS

OUR INCLUSION



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PROMISE

Notre Dame Primary School Inclusion Commitments

At NDPS, Nurture and Inclusion are inseparably linked, forming the foundation of everything we do to support our children and young people. We recognise that supporting every child fully requires combining nurturing approaches with inclusive practices that value and respond to diverse learning needs, family partnerships, and equitable opportunities for all children. To strengthen and inform the nurture principles, we propose four school-specific inclusive commitments. These commitments enhance, extend, and enrich the original six nurture principles, providing clear guidance on equity, participation, and partnership with families. They reflect our NDPS commitment to actively shaping school practice so that all children feel valued, understood, and able to thrive.



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PROMISE

Inclusion Commitment 1: Responding to Additional Support Needs and Neurodiversity

Statement:

Our school recognises that children have diverse ways of learning, communicating, and interacting, including those with additional support needs (ASN) and neurodiverse profiles. Staff identify and respond to these sensory needs/differences, adapting learning approaches, support strategies, and participation opportunities to ensure all children can engage fully, develop their potential, and feel valued and understood.

Implementation Examples:

- Individualised interventions and differentiated teaching strategies
- Supports based on a variety of ASN
- Staff professional learning in neurodiversity, inclusion, and ASN pedagogy
- Forest School sessions are also attended by some of our children and young people

Child-Friendly Statement:

“I learn, communicate, and experience school in my own way. Adults notice and understand how I do things, and they give me the support I need so I can take part, feel included, and succeed.”



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PROMISE

Inclusion Commitment 2: Working in Partnership with Families

Statement:

We recognise families as equal partners in their child's learning, development, and wellbeing. Staff actively collaborate with, listen to, and value the perspectives of parents and carers, ensuring that support is consistent, inclusive, and responsive to the needs of every child. An Inclusion PT has been appointed to further support our NDPS vision.

Implementation Examples:

- Meetings, workshops, and open communication with families
- Inclusion of family perspectives in policy making
- Encouraging family participation in school life and learning activities

Child-Friendly Statement:

"I am included by my family and the adults at school. They work together, listen to me and my family, and make sure everyone knows how to help me learn, feel safe, and be confident."



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Inclusion Commitment 3: Equity of Access and Opportunity

Statement:

Our school ensures that all children have equitable access to learning, play, and wider school life. Staff proactively identify and remove barriers, provide resources and support tailored to individual needs, and monitor participation to ensure fairness and inclusivity.

Implementation Examples:

- Adapting classroom resources, layouts, and teaching approaches
- Providing targeted support for children facing any perceived barriers to learning.
- Monitoring and evaluating participation and outcomes to address inequities
- Awareness of protected characteristics and the inequalities that may affect learning, wellbeing, and future opportunities

Child-Friendly Statement:

“I get the support, resources, and opportunities I need to take part, learn, and do my best. Adults make sure that any obstacles are removed so that learning and school life are fair for me.”



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Inclusion Commitment 4: Staff Collaboration for Inclusive Practice

Statement:

Effective inclusion depends on adults working collaboratively to develop knowledge, skills, and understanding. Staff regularly share strategies, reflect on practice, and support one another to ensure that all children consistently receive high-quality nurture and inclusive support.

Implementation Examples:

- Whole-school professional learning sessions on inclusion, ASN, and equity
- Engagement with external experts or local authority guidance to enhance provision
- Mrs Macdonald (DHT) and Mrs Traynor (DHT) also represent children at SIIMs and JST meetings.
- Some of our children and young people are also offered Life Link Counselling

Child-Friendly Statement:

“I am supported by adults who keep learning and sharing ideas with each other. They think about what works best for me and make sure I have consistent support every day.”

SIIM- Staged Intervention & Inclusion Meetings JST- Joint Support Team

Appendix 1: Principle 1

Children's Learning is Understood Developmentally

“We all learn in our own time and our own way”



Outdoor Learning Opportunities

Learning Through Play and Practical Learning Opportunities



Appendix 2: Principle 2

The School Offers a Safe Base

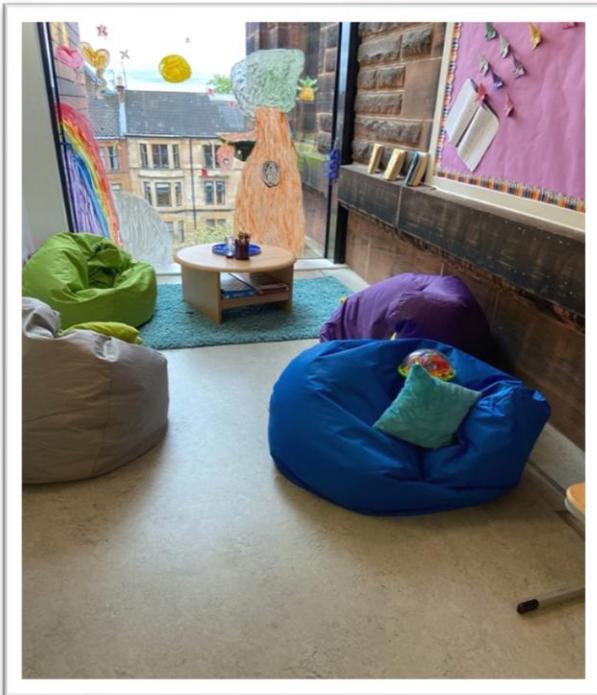
Our Nurture Base: The Den

“We are Safe in Our School”



Library Cosy Corner

Break-Out Tables



Appendix 3: Principle 3

The importance of Nurture for the development of self-esteem

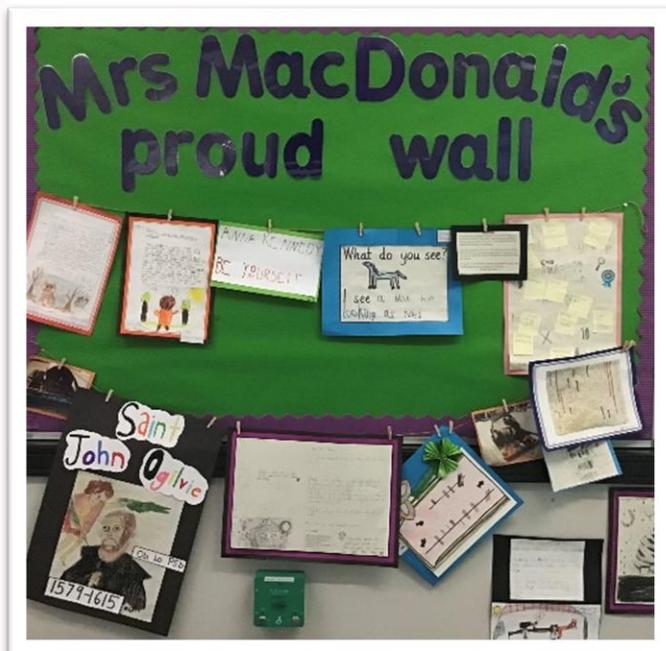
“We believe in ourselves”



Mrs MacDonald & Mrs Traynor celebrating birthdays at assemblies



Understanding the importance of meditation



Encouraging success



#Teamwork makes the dream work



Helping others to show
our kindness



Determined
Yearning for knowledge
Smart
Logical
Empowered
EXceptional
Ingenious
Ambitious

Appendix 4: Principle 4

Language is a vital means of communication

“We use our words to talk about our feelings”



Recognising that our feelings and emotions must be shared

Sharing stories with friends



Appendix 5: Principle 5



Understanding that our emotions are valid

All behaviour is communication

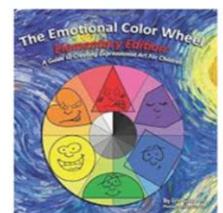
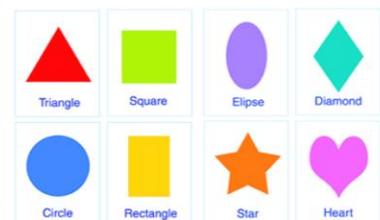
“Our behaviour can show others how we are feeling”

We know that our feelings can be expressed in many ways through Expressive Arts & Music

Abstract Art inspired by Wassily Kandinsky

In our art lessons, we learned and explored the famous abstract paintings created by Wassily Kandinsky.

We discovered what abstract art is and used our knowledge of 2D shapes to design our own Kandinsky inspired oil pastel drawings. We listened to the classical music which inspired Kandinsky and studied how the use of shape, colour, line and form can enhance our artistic depictions. We used our feelings and emotions to inspire and create wonderful art works.



Appendix 6: Principle 6

The importance of transitions in children's

“We cope with changes in our lives”



Encouraging self-reflection and taking time out



Never staying silent, always reaching out and sharing our worries



Using daily check ins and seeking appropriate guidance from our dedicated staff



Acknowledgments

We would like to thank Nina and Gregory for creating, writing, and illustrating
“Our Nurturing School” short story.

It is so positive and encouraging to see our school from their wonderful
perspective.

What a super way to promote your voice and ideas!

Very well done to you both, we couldn't be prouder!

