

Welcome to Nurture in STA



Welcome to St Thomas Aquinas, where Nurture is at the very heart of our school. We embed the six principles of Nurture into our daily practice and strive to develop our young peoples' social and emotional wellbeing. We continue to build on our Nurturing school and create a community ethos, where our pupils and staff are:



Not Alone
Understood
Resilient
Thoughtful
Unique
Ready to Learn
Emotionally Literate

A reminder of the six principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



The STA Nurture Room

Our Nurture groups take place in the Nurture room, which is located in F27. We run groups for S1, S2 and S3 pupils who have been identified as a Nurture candidate through the Boxall Assessment - a tool used to determine whether or not a young person will be considered for a Nurture group. It is a two part assessment designed to track the progress of cognitive development and behaviour traits of young people. We ask staff for Nurture referrals in September, to allow our young people to settle in to their classes. If a staff member refers a pupil, they must fill in a Boxall Profile to send to the Nurture PT. The Boxalls are prioritised by need, and groups are formed by October. There is a maximum of seven pupils in a group and they are timetabled to come to Nurture 4 periods a week. The number of periods decreases, as they transition back into class throughout the year. The aim of our Nurture groups is to support our pupils' social and emotional development and to help enable them to be ready to learn and maximise their potential in class. Pupils will work on personal targets throughout the year, and these can be found in the Nurture folder, in the Staff drive. We share these targets with staff to allow them to support pupils with their targets in class, and feedback on progress. In the room, we follow a structured room routine and week plan, to promote consistency. We focus on a wealth of topics, such as: relationships, dealing with emotions, wellbeing, being creative, teamwork and play. All activities are designed to improve our young peoples' confidence, resilience and sense of self.



Whole School Nurturing Approaches

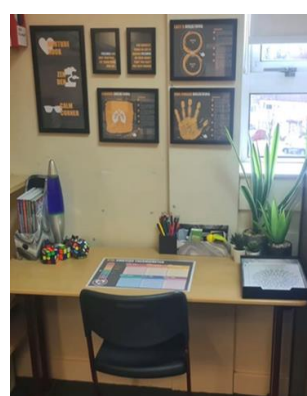
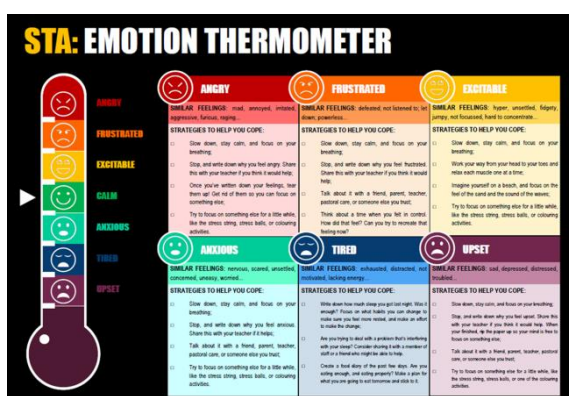
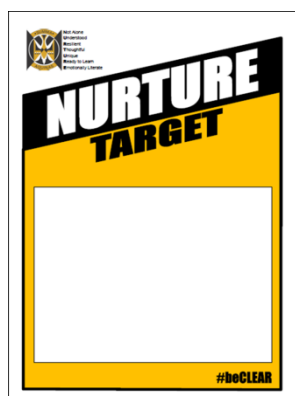


What you will see in STA

As well as the Nurture Room, we have many approaches and strategies to support whole school Nurture and promote that Nurture is a responsibility for all.

Here are some of the things you will see:

- Boxall Training offered to new and existing members of staff
- Monthly Nurture targets to promote measured and achievable goals on classroom doors. These targets are also discussed at whole school assemblies
- A wellbeing thermometer on classroom doors to promote emotional literacy
- Nurture Nooks in classrooms
- Monday Motivation – a message of positivity to uplift our school community, featured every Monday on our school twitter
- Our Nurture twitter, where you can follow the activities of the groups and see how we are promoting whole school Nurture strategies
- Nurture in our Promoting Positive Relationships Policy, where we identify how Nurture can be used to establish clear classroom routines, create thriving learning environments and support relationships
- An increasing number of Nurture trained teachers
- A range of pupil support interventions
- Pupil Praise Post Cards and a House Reward System to celebrate success
- Nurturing Buddies – S6 pupils who have completed a training session with a Nurture teacher and are responsible for supporting an S1 pupil they have been paired with
- Breakfast Club, to ensure our young people have a healthy start to their day
- Our Nurture Staff Folder, where you will find presentations on whole school Nurture and our pupil videos
- Pupil and Staff Wellbeing posters and policies
- Our Nurture Targets Folder, where our Nurture pupils' targets are updated
- Staff Nurture initiatives to support staff wellbeing (Staff Nurture Natters etc)





Top Tips to Help Create a Nurturing Classroom

Principle 1: Children's learning is understood developmentally

Top Tips:

- Be aware of young person's support profile
- If you teach a Nurture pupil, be familiar with their Boxall Profile and Nurture target (Found in the staff folder/Nurture folder)
- Ensure curricula are developmentally appropriate

Principle 2: The Classroom offers a safe space

Top Tips:

- Treat each day as a new day and have daily and consistent classroom routines where pupils know what to expect
- Include a Nurture Nook (designated safe space) in the classroom
- Set clear boundaries and expectations i.e. a class contract signed by pupils allows them to take responsibility

Principle 3: The importance of nurture for the development of wellbeing

Top Tips:

- Create opportunities to promote and discuss wellbeing i.e. a 1-5 check in when doing the register to gauge general mood
- Make use of emotions thermometer when pupils struggle to communicate their feelings. This can also be used as a starter, plenary, or end of week check in
- Use Recognition or Praise Boards to acknowledge and promote positive behaviour



Principle 4: Language is a vital means of communication

Top Tips:

- Encouraging positive conversations
- Model emotional literacy
- Create a classroom emotional literacy word bank

Principle 5: All behaviour is communication

Top Tips:

- Know pupils and their backgrounds well
- Consider the context of challenging behaviour i.e. pupil trigger points and core reasons
- Model positive behaviour and relationships with colleagues and pupils
- Phrases like “What can I do to help you?”, “Take some time, I’m here when you are ready to talk” or “Let’s have a quick chat together” can be helpful in challenging situations

Principle 6: The importance of transitions in children’s lives

Top Tips

- Consider the impact of all transitions which may affect behaviour i.e. time of day, period changes, after a holiday
- Be aware of changing behaviours throughout the day and plan to accommodate this in lessons
- Stick to routines where possible and alert pupils to changes in advance if able

Want to know more?

- Email Laura Edwards: gw14hutchisonlaura@glow.sch.uk
- Visit F27
- Twitter: @STANurture

