

Nurture Groups

Alongside our whole school approach to developing nurture and attachment informed practice, we also work with different children throughout the year in the Nurture Group setting.



Based on the nurturing principles, the 'Thistle Group' provides support with all aspects of the Health and Wellbeing curriculum.

Named by the children as 'The Den', the nurture room provides a quiet and supportive place for children to explore and express their emotions in a small group.



Nurture at Newton Farm Primary School



Introduction

At Newton Farm Primary School and Nursery we strive to be a nurturing school where all children are happy, confident and valued as individuals. Working together, we support and encourage every child to achieve their full potential. To do this, we aim to embed the six principles of nurture across our school.

1. Children's learning is understood developmentally

- We consider the child's stage developmentally rather than their age.
- We employ a range of teaching approaches to meet the needs of every child and ensure that they are suited to the child's stage of development. This includes active and play based learning, use of the outdoors, multi-sensory resources and engagement with other agencies.

2. The classroom offers a safe base

- Children are welcomed into a calm, supportive environment where they feel safe, included, listened to and cared for.
- Relationships are key - our whole school ethos is based on positive relationships and in getting to know each individual child.
- Children are involved and included in decisions about our school and their classrooms through pupil groups, Class Charters and UN Convention on the Rights of the Child.
- There are clear, consistent routines and expectations in place across the school; creating structure, predictability and a sense of security for all.
- Welcome and goodbye routines ensure all children feel 'kept in mind'.
- Children are supported and encouraged to share and reflect upon how they feel. They have access to quiet, calm areas and activities.

3. The importance of nurture for the development of wellbeing

- Our children's wellbeing is at the heart of everything we do.
- We commit to nurturing every individual child, building their confidence, resilience and self-esteem through a wide range of Health and Wellbeing lessons and activities. This includes work as a whole class, individually and in a small group setting.
- We involve the children in exploring the nurture principles, highlighting how they are applied across our school.
- We continue to reflect upon our nurturing and attachment informed practice.

4. Language is a vital means of communication

- Positive language is used by all adults to attune to each child.
 - Praise is used to build self-esteem.
- Adults model the use of positive language to promote a nurturing, encouraging approach across the school.
- Children are supported to recognise and express their emotions through the use of Emotion Works.
- Visuals, Makaton and augmentative communication methods are used to support the development of language.

5. All behaviour is communication

- We recognise that children express their feelings through behaviour.
- By prioritising relationships, we are able to get to know each child well and create a calm, supportive environment for all.
- We teach children about their emotions, giving them a wide range of opportunities to explore different feelings and look at strategies to help them to understand and manage these through Emotion Works.
- We encourage the children to talk about and reflect upon their behaviour in a calm, supportive manner.

6. The importance of transitions in children's lives

- We plan carefully for the changes our children will encounter in their journey through school.
- This includes big transitions such as from nursery to P1, moving between stages and going from P7 to S1. It also includes transitions through the school day, such as going out to play, having lunch or moving between different activities in their classroom.
- We establish clear routines for all of these transitions, using visual timetables and labels to help.
- We practise routines with the children and remind them of the adults who are there to help.
- We talk to the children about changes, preparing them for things that may be different and providing reassurance.
 - We attune to each child, putting supports in place where needed.
- We build relationships with parents/carers to develop home/school links.
- We teach children about dealing with change as part of Emotion Works.