

RNRA Whole School Systemic Change

Overview of workstream

St Paul's are one of the six pathfinder schools implementing RNRA with EPS support. They are moving into their third year of implementation and have a strategic approach for ongoing implementation. Their long-term goal is to have a nurture framework embedded across the school to enable principles and concepts to be revisited

Strategic Approach

- Three vital actions from each Nurture Action Plan are carried forward into their next plan. This ensures each principle continues to be implemented consistently across the whole school.
- New members of staff are signed up for available Nurture training each session.

Next Steps

- Include the playground in whole school nurture plan.
- Update and add to calm baskets used to support behaviour policy.

Key milestones/highlights from workstream

- P1 Parent Transition workshops – Health & Wellbeing focus prior to Literacy & Numeracy workshops.
- Communication is key – nurture has to be on every staff meeting agenda
- Involving the whole school community i.e. dinner ladies, classroom assistants etc is vital.

St Paul's Primary were keen to embed a nurturing approach across the whole school and ensure a consistent approach across all classrooms. They recognised that transition times were stressful for some pupils and this was reflected in the high number of referrals to the Senior Leadership Team. School staff decided to focus on the Nurture Principle: Transitions are important to children lives (NP6)

Nurture Action Plan main aims:

- Increase staff knowledge and understanding of Nurturing Approaches
 - Whole school staff training on attachment & child development.
 - Nurture Principle 6 training delivered prior to the summer holiday. This was to ensure staff understanding prior to a huge transition for all children.
 - Staff audit carried out to determine staff's understanding of nurturing approaches and supporting transitions.
 - Newsletter to educate staff about nurturing approaches with targeted areas highlighted.
 - Nurture on staff meeting agenda to continue to provide staff updates.
 - Audit of peer understanding, whole school assembly & parents' newsletter.
- To deepen staff awareness of one key nurture principle and to empower staff with a range of strategies, practical tools and ideas to support pupils.
 - Transition ideas (bricks) on walls of the staff room. Staff initialled this so others could link for support.
 - Ideas collated and shared in staff newsletter.
 - Used Education Scotland's QI for transition to identify strategies for targeted and universal support. Three universal practices were elected by staff through voting.
- Modify Behaviour Rocket to reflect a relationships-based approach
 - Audit carried out 12 months previously as SMT wanted to change system based on nurture research.
 - Cut off the bottom section of rocket and uncoupled from Golden Time.
 - Consulted with pupils about the impact of the change & ideas for improvement.

The outcome/impact

- Significant reduction in number of referrals to SMT (behaviour rocket stats)
- Increase in staff confidence regarding explaining & implementing a nurturing approach relating to NP6.
- Greater recognition that all support needs to be individualised.
- Smoother transitions from Rainbow Room to classrooms.

Quotes

"Better because we get to think about our choices"
"You can't see who is having a bad day"
"No one gets sad about everyone talking about them"
"Having EPS support has been fabulous"
"Head Teacher buying into whole school nurture has been important"

