Nurture Conference
19th May 2023

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Renfrewshire's Nurturing Relationships Approach

At the end of this morning's seminar you will have an understanding of:

- Why Pupil Voice is important - the national and local context (RNRA)

- When to gather pupil voice

- How: potential tools to use when gathering Pupil Voice

- The unique and innovative ways in which to gather pupil voice from children with more complex profiles

- Renfrewshire's Pupil Voice Toolkit

What do we mean by Pupil Voice?

Menti.com

CODE : 6301 3331

QR Code

Why? National Context - UNCRC

- **Article 12 – Respect for the views of the child**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

- **Article 13 – Freedom of expression**

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Rights ⟷ The Promise ⟷ Morgan Review

Inclusion
Wellbeing
Equality

UNCRC Articles

Commonalities

Rights

Relationships

Wellbeing & Care

Inclusion &
Universal Support

Articles 2, 12 & 23	**Article 5**	**Articles 29 & 42**	**Articles 3, 4 & 6**	**Articles 20, 29 & 31**

Morgan Review Themes

Rights and Participation	**Relationships between school and home**	**Workforce Development & Support Resources**	**Vision Visibility Mainstreaming Inclusion Entitlement Equity**	**Maintaining focus and overcoming fragmentation**

The Promise - Foundations

Voice	**Family**	**People**	**Care**	**Scaffolding**

What children told the Review

- Meaningful relationships

- A willingness to adapt teaching methods

- A safe place

- More knowledge and understanding of ASNs

- Not to have their ability or capability underestimated

- More empathy from peers

- Timely responses to bullying

- Consistency of support

- Communication needs to improve

- Involvement in information sharing as part of decision making

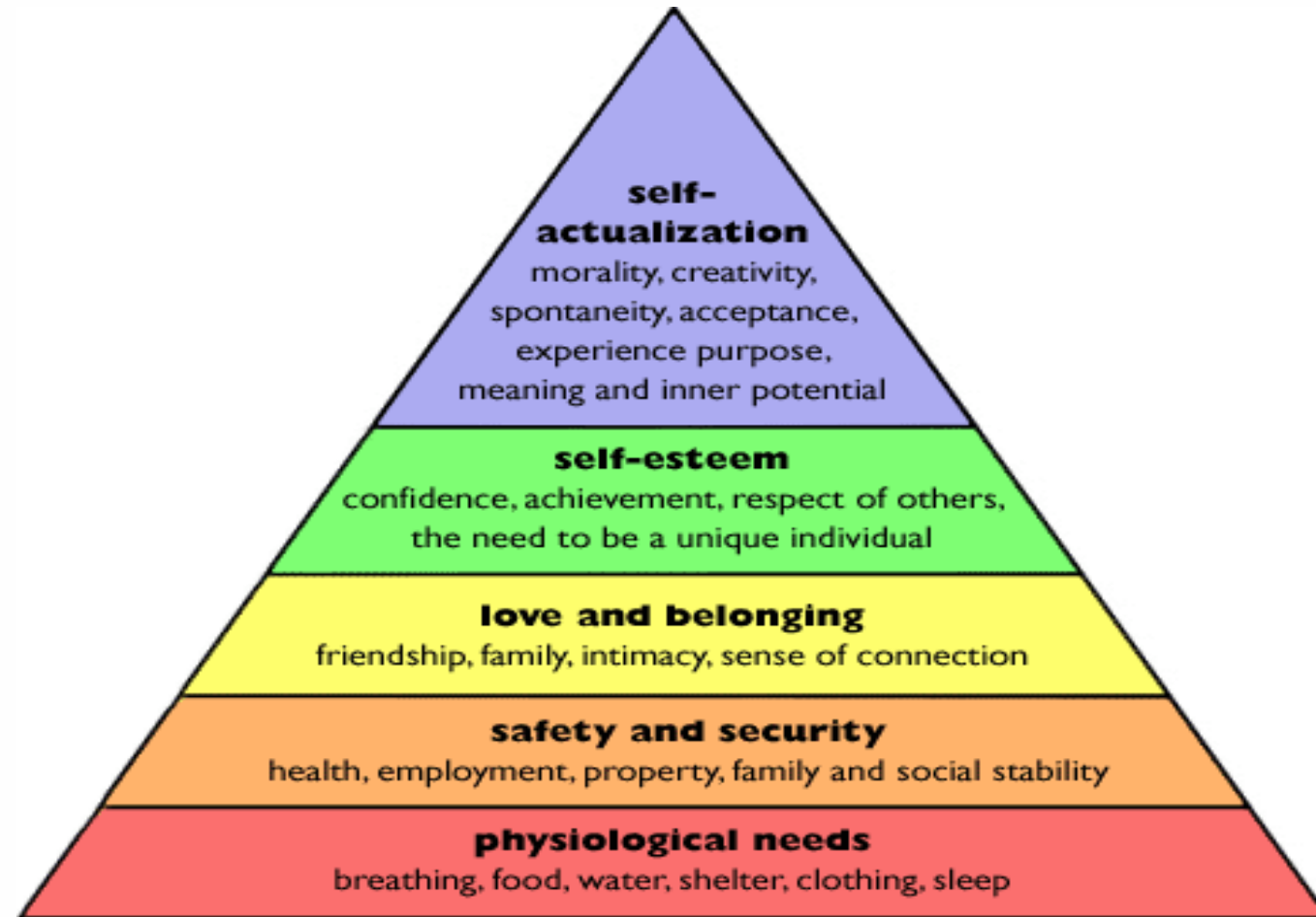Renfrewshire's Nurturing Relationships Approach

Research tells us that listening to pupils:

- Encourages pupil engagement in learning

- Enhances pupil agency and pupil leadership

- Improves pupil-adult relationships

- Unique perspective on being a pupil

- Encourages active, democratic citizenship

- Empowers pupils to participate in nursery /school life

Paula Flynn 2014

I'm sorry... I didn't realize that you're an expert on my life and how I should live it! Please, continue while I take notes...

When? Authentic v Tokenistic Listening (Lundy 2007)

Maslow's Hierarchy of Needs pyramid:

self-actualization
morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential

self-esteem
confidence, achievement, respect of others, the need to be a unique individual

love and belonging
friendship, family, intimacy, sense of connection

safety and security
health, employment, property, family and social stability

physiological needs
breathing, food, water, shelter, clothing, sleep

Space: Provide a safe and inclusive space for children to express their views

- Have children's views been actively sought?
- Was there a safe space in which children can express themselves freely?
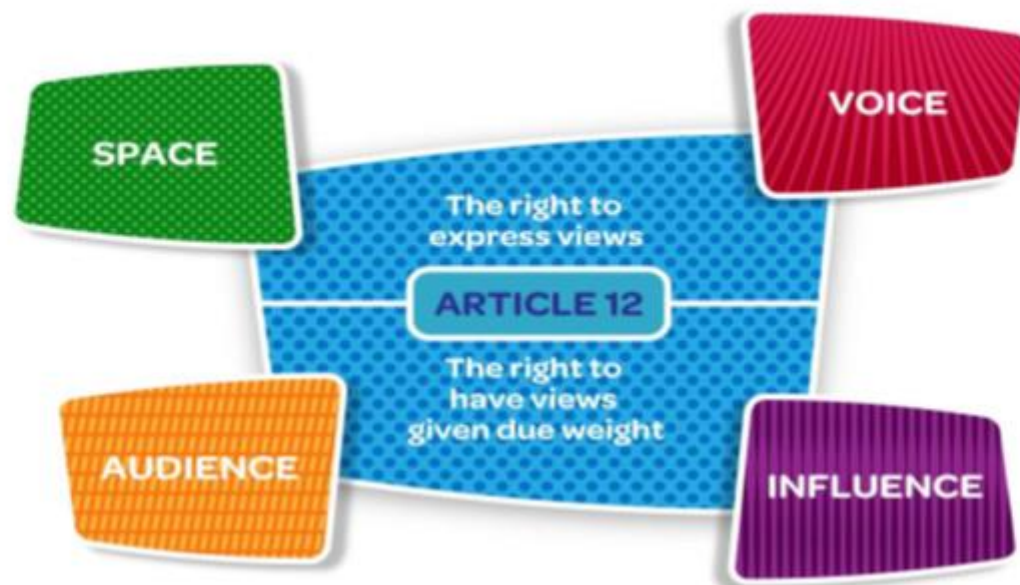
Voice: Provide appropriate information and facilitate the expression of children's views.

- Have children been given the information they need to form a view?
- Do children understand that they can choose to pause or stop the conversation?
- Have they been given a choice of options of how to express their view?

SPACE

VOICE

The right to express views

ARTICLE 12

The right to have views given due weight

AUDIENCE

INFLUENCE

This model provides a way of conceptualising Article 12 of the UNCRC which is intended to focus educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **SPACE:** Children must be given safe, inclusive opportunities to form and express their view
- **VOICE:** Children must be facilitated to express their view
- **AUDIENCE:** The view must be listened to.
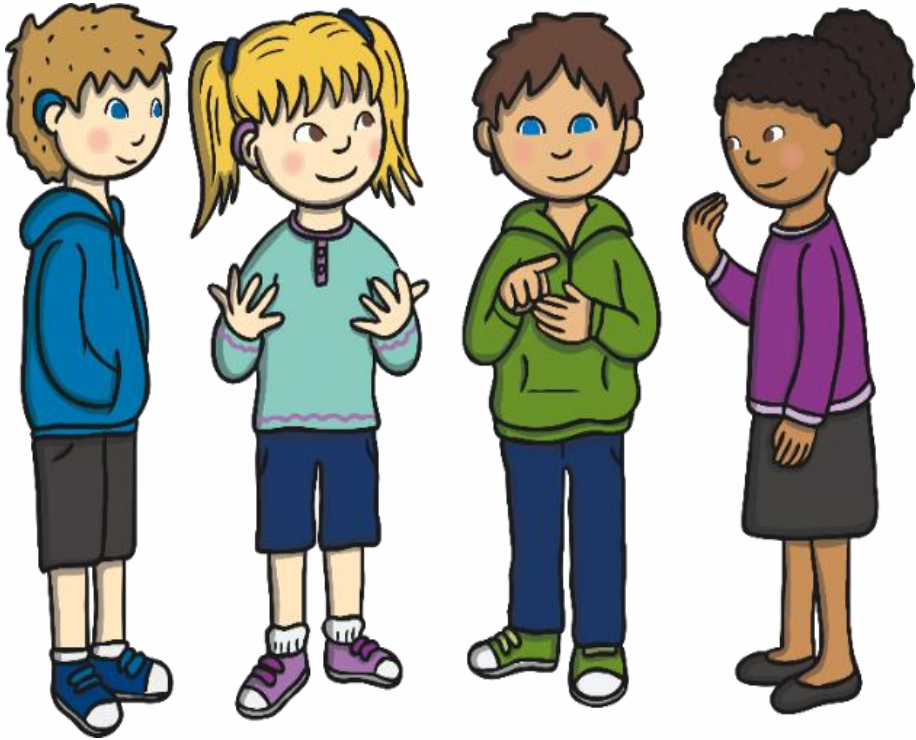- **INFLUENCE:** The view must be acted upon, as appropriate.

Audience: Ensure that children's views are communicated to someone with the responsibility to listen.

- Do children know who their views are being communicated to?
- Does that person or body have the power to make decisions?

Influence: Ensure that children's views are taken seriously and acted upon, where appropriate.

- Are there procedures in place that ensure that children's views have been taken seriously?
- Have children and young people been provided with feedback explaining the reasons for the decision taken?

How? The Practical Considerations:

- Choose the right time and provide the right environment (Safe space, child friendly, quiet)

- Identify the right person to gather the views of the child/young person

- Choose an appropriate method to gather the child or young person's views (see Tools table below)

- Ask the child or young person how best to communicate with them

- Offer choices to communicate, don't assume speaking is the 'best' way to communicate (face to face, text, email, virtual)

- Adjust your communication to 'meet them halfway'

- Explain their rights to them - some children and young people may not know them

- If you can't answer their questions let them know you are working on it and will get back to them

- Respect their experiences and perspectives, make an effort to understand, don't judge

- Give the child or young person time to reflect on the information

- Be prepared to develop your own skills in listening and communication

- Address power imbalance

Helpful Hints when considering Pupil Voice:
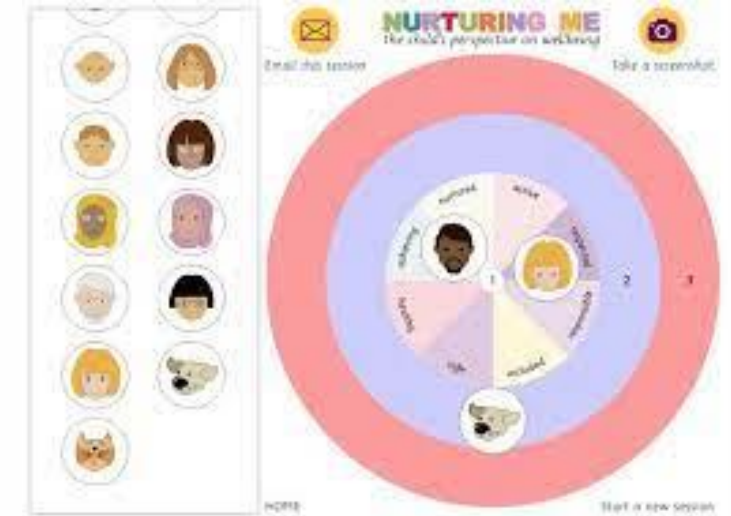

Provide feedback

Secure Commitment

Manage Expectations

Consideration of tools to use:

Talking Mats

GMWP

Nurturing Me

https://blogs.glowscotland.org.uk/re/renfrewshirehwb/profiling-wellbeing-tool-gmwp/

Renfrewshire's Nurturing Relationships Approach

- More of a dialogue than Social Stories

- Can be used to de-brief after an incident

- Can be used to prepare for events or environments that may be challenging

A nurturing environment is where our pupils can say…

"We are listened to"

"We know we are valued"

"We feel we belong"