

# Empowering Learners: Shaping Inclusive Education through Pupil Voice at Castlehead High School

## Nurture Conference

May 2026

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S3 Young Leaders of Learning



**Work Hard Be Kind**

# **Empowering Learners: Shaping Inclusive Education through Pupil Voice at Castlehead High School!**

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Today's session will provide an overview of our whole school RNRA journey at Castlehead High School, and the importance of learners being at the centre of key decisions regarding their school environment and their learning experiences.

This will include information on our individual RNRA accreditation journey so far and the invaluable role of our Young Leaders of Learning in shaping improvement cycles in relation to inclusion and adaptive learning, teaching and assessment.

This session will provide insight into how to establish meaningful pupil voice and greater consistency when supporting learners in a secondary context.

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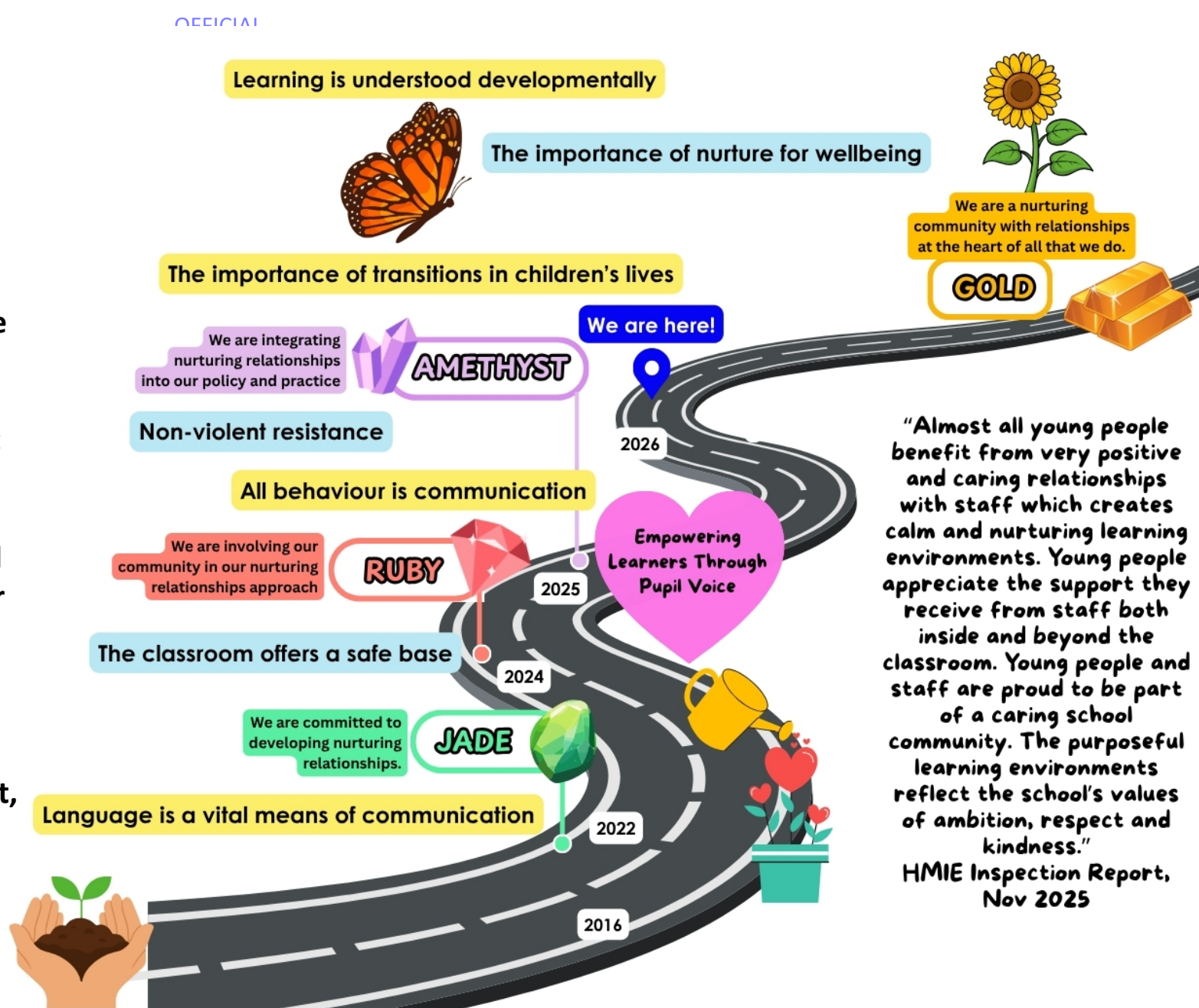
# Thank you for joining CHS today!

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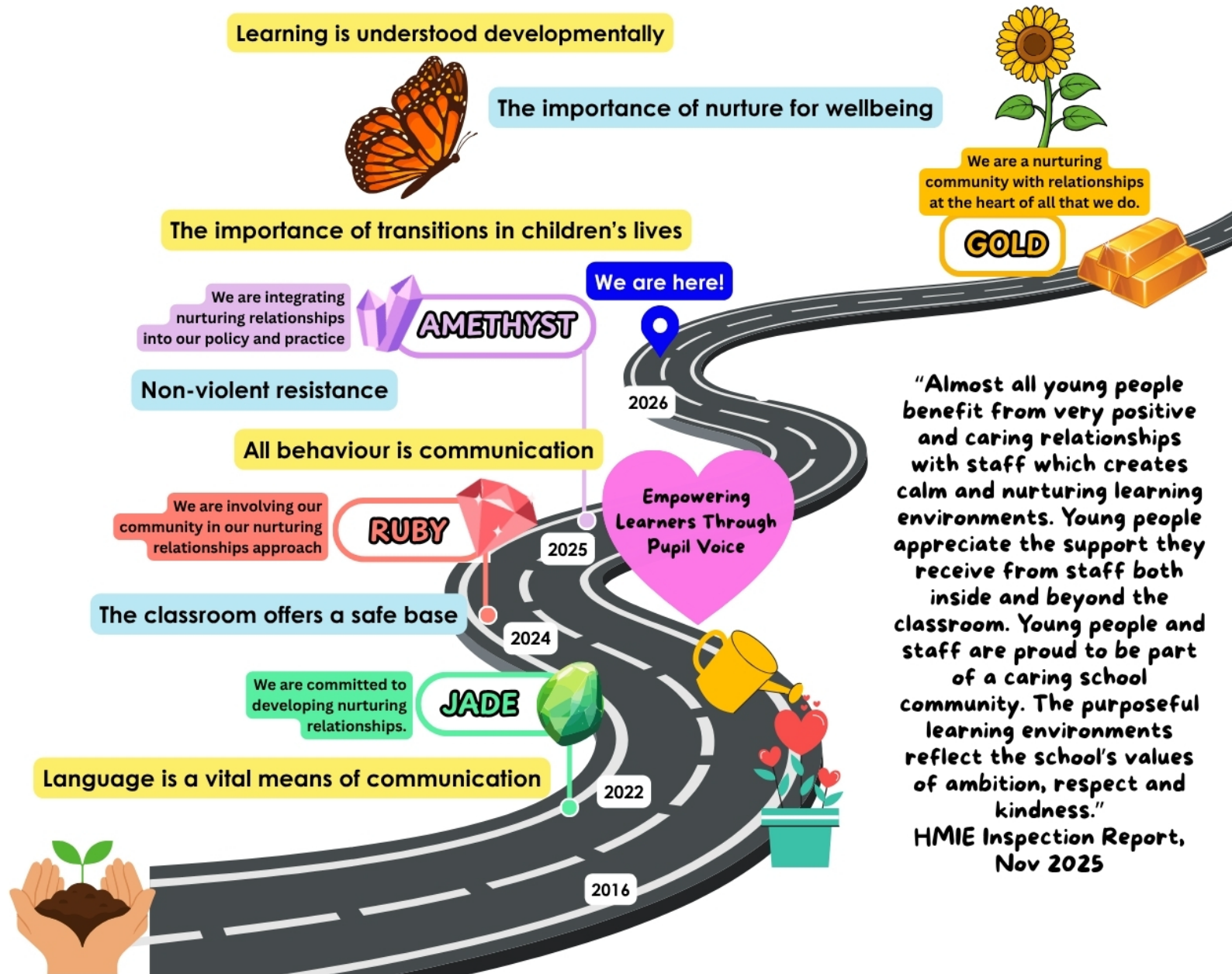
# Our RNRA journey:

- Shaped by the context of our school and the challenges we have faced over time (significant changes in both SLT and ELT, alongside a high level of staff turnover) which created challenges around consistency, shared understanding and sustaining momentum.
- First priorities = Clear and shared vision for nurture and relational practice across the whole school community.
- **RNRA not as a standalone initiative!** We mapped it against our existing SIP and DIPs.
- This ensured the work felt meaningful and sustainable within our context, particularly around inclusion, wellbeing, adaptive teaching and learner engagement.
- This strengthened collective ownership across school.
- To support implementation, we used the DIIE improvement methodology and PDSA cycles to test, review and refine change ideas.
- This allowed us to take a gradual, evidence-informed approach rather than attempting large-scale change all at once.
- We focused strongly on evaluating impact through learner voice, staff feedback, wellbeing data and professional dialogue.



## Our RNRA journey:

- A key strength has been distributed leadership!
- Our Core Group, Support for Learning department, extended support team and Young Leaders of Learning play a central role in leading and evaluating change ideas.
- This helps ensure staff and young people have genuine ownership of the process/developments reflect the lived experience of our school community.
- Robust structures for reviewing universal provision and gathering pupil voice are now embedded within our quality assurance calendar.
- These include regular learner conversations, thematic reviews and pupil focus groups.
- This has strengthened our ability to identify barriers early, respond more consistently and ensure nurture remains a whole-school responsibility rather than the role of one department!
- Overall, the journey has been less about introducing isolated interventions and more about embedding a sustainable culture of inclusion across the school community!



# KNQA - Castlehead High School



## Our Accreditation Journey So Far...



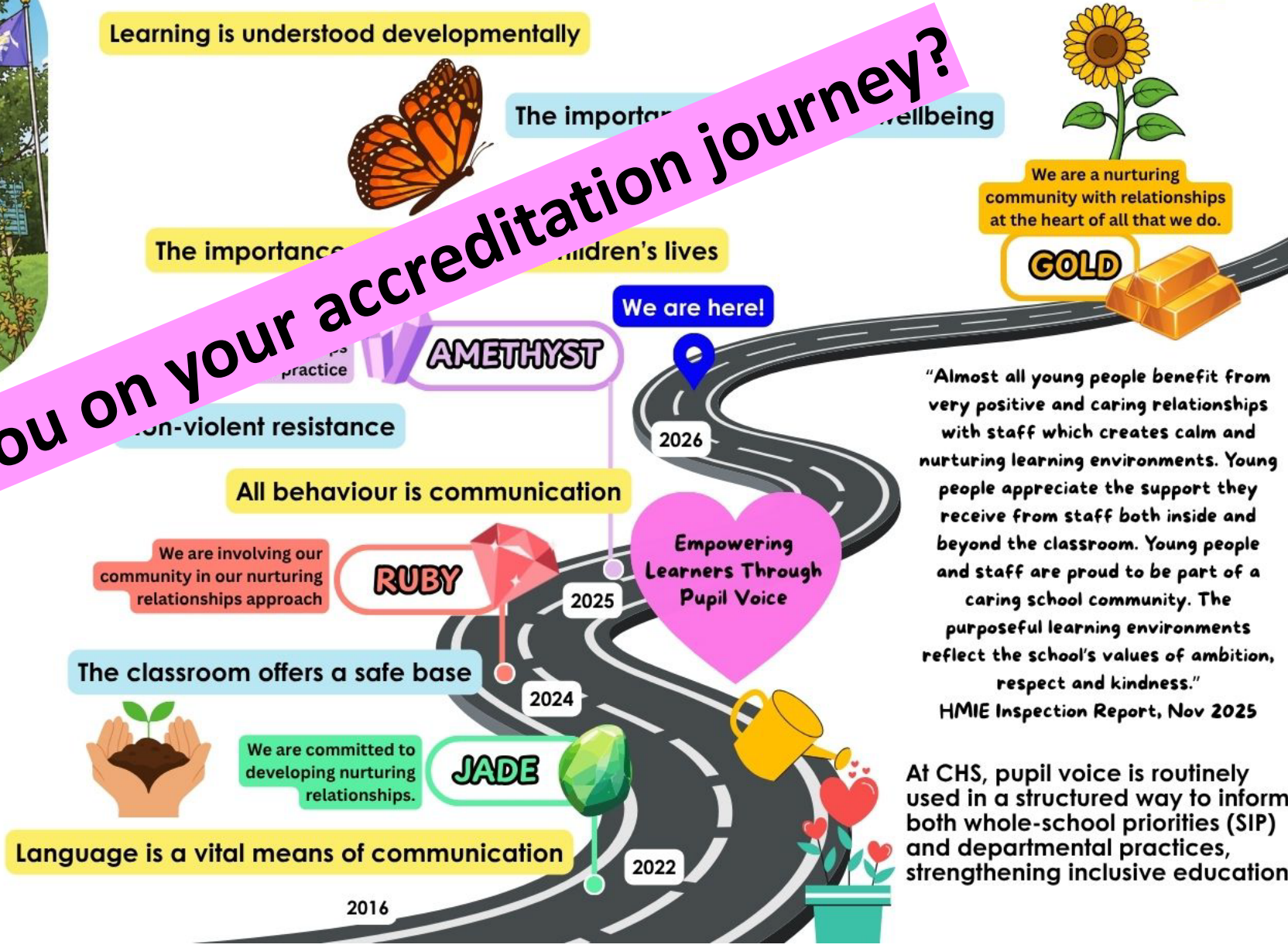
**WE ARE A NURTURING SCHOOL**

At Castlehead High School, our nurture priorities align with both the School Improvement Plan and individual Department Improvement Plans, achieved by embedding pupil voice into target setting.

Within the SIP, a key focus on pupil wellbeing is reflected in the school's approach as regular pupil check-ins, where staff in the nurture base share feedback on what supports their engagement. This has led to adaptations like flexible timetables and personalised support plans, directly shaped by pupil input.

Across the school, almost all staff use strategies such as co-creating learning targets with pupils and incorporating their feedback into lesson design. For example, learners have contributed to decisions about teaching approaches that reduce anxiety and improve participation and their views have influenced the development of inclusive learning spaces across the school.

**Where are you on your accreditation journey?**



Learning is understood developmentally

The importance of wellbeing

The importance of children's lives

We are here!

"Almost all young people benefit from very positive and caring relationships with staff which creates calm and nurturing learning environments. Young people appreciate the support they receive from staff both inside and beyond the classroom. Young people and staff are proud to be part of a caring school community. The purposeful learning environments reflect the school's values of ambition, respect and kindness."  
 HMIE Inspection Report, Nov 2025

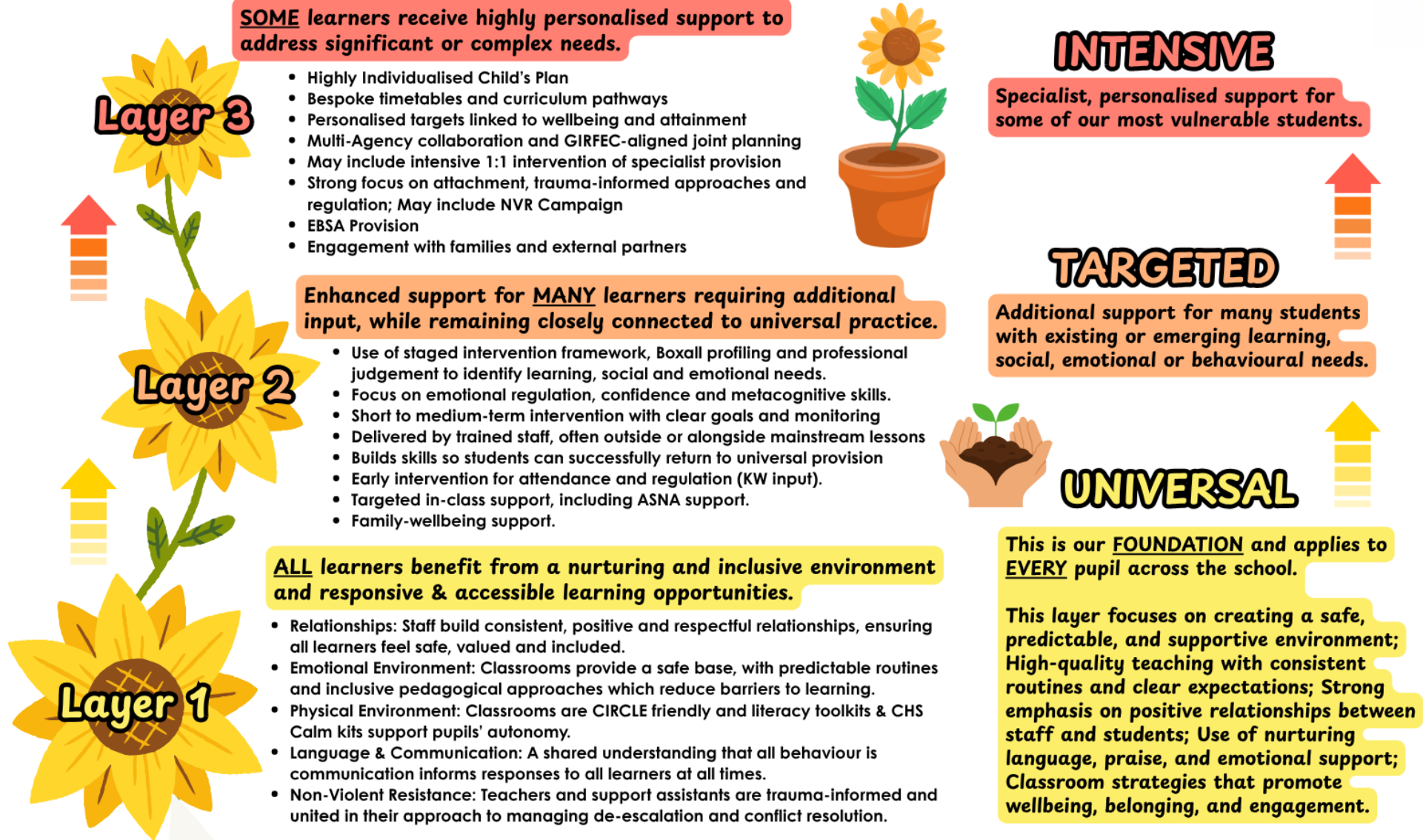
At CHS, pupil voice is routinely used in a structured way to inform both whole-school priorities (SIP) and departmental practices, strengthening inclusive education.



# RNRA - Castlehead High School

## Our Layered Approach to Nurture Provision

*“Almost all young people benefit from very positive and caring relationships with staff which creates calm and nurturing learning environments. Young people appreciate the support they receive from staff both inside and beyond the classroom. Young people and staff are proud to be part of a caring school community. The purposeful learning environments reflect the school’s values of ambition, respect and kindness.” HMIE Inspection Report, Nov 2025*



Universal Support for Learning

LITERACY TOOLKIT

CHS correction code

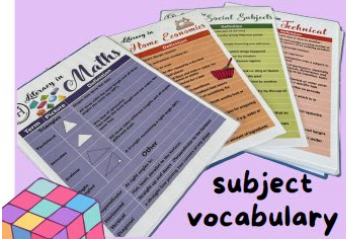
REMINDER



coloured overlays



WHAT'S INSIDE?



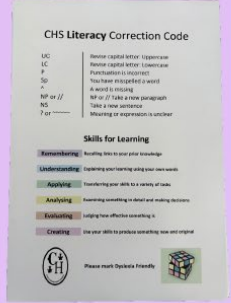
subject vocabulary



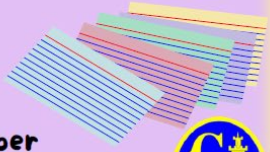
digital spellchecker



pastel coloured paper



flash cards



Empowering you to lead your own learning!

In a CHS classroom, the class teacher's role is to:



- Create a safe, predictable, and nurturing environment
- Adapt learning and assessment to meet developmental and emotional needs, as well as learning needs.
- Build strong, respectful relationships.
- Recognise behaviour as Information regarding hidden needs, not just something to manage.
- Apply trauma-Informed NVR principles to remain calm, consistent, and relational.

This ensures that Learning, Teaching & Assessment are inclusive, responsive, and grounded in wellbeing, enabling all young people to engage, achieve, and feel secure.



# RNRA - Castlehead High School

## EMPOWERING LEARNERS & SHAPING INCLUSION THROUGH PUPIL VOICE



Pupils at Castlehead High have played a key role in leading and shaping whole-school nurture principles through active pupil voice, feedback and participation. Their views have directly influenced the development of nurturing policies, classroom practices, and support systems.

**Built into our whole school  
Quality Assurance calendar!**



**Pupil Focus Groups  
(Equity & Inclusion Focus)**

**Young Leaders of Learning**

**Pupil Leadership is  
embedded in our SIP!**

**Nurture Pupil Group**



**Empathy Ambassadors**

**Pupil Parliament**

**CHS pupils are not just recipients of nurture  
—they are partners in leading a consistent,  
inclusive, and responsive nurturing culture  
across Castlehead High School.**

**Diversity Leaders**

**Language Ambassadors**

**Pupil groups are coached and supported to create action plans and  
review these regularly at scheduled points throughout the year!**



# What has helped us be more consistent?

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- ✓ All members of CHS community are aware of and understand interconnected universal and targeted supports, and **their responsibility for this!**
- ✓ All members of staff have engaged with/have opportunities to engage with relevant nurture CLPL (they understand WHY we are doing this).
- ✓ All new staff are made aware of our journey so far and are "brought fully up to speed" with our context and identified priorities moving forwards.
- ✓ Whole school nurturing approaches and targeted provision follow a layered approach which provides a clear structure and individual roles/responsibilities.
- ✓ Regular review of format and impact of targeted nurture provision.
- ✓ Whole School learning walks now have an inclusion focus.
- ✓ Departmental Reviews include equity and wellbeing pupil focus groups.
- ✓ Increased meaningful leadership opportunities for all staff and pupils.

SCAN ME!



**Relationships are central not additional!**

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# An Overview of Universal Health & Wellbeing Supports at CHS



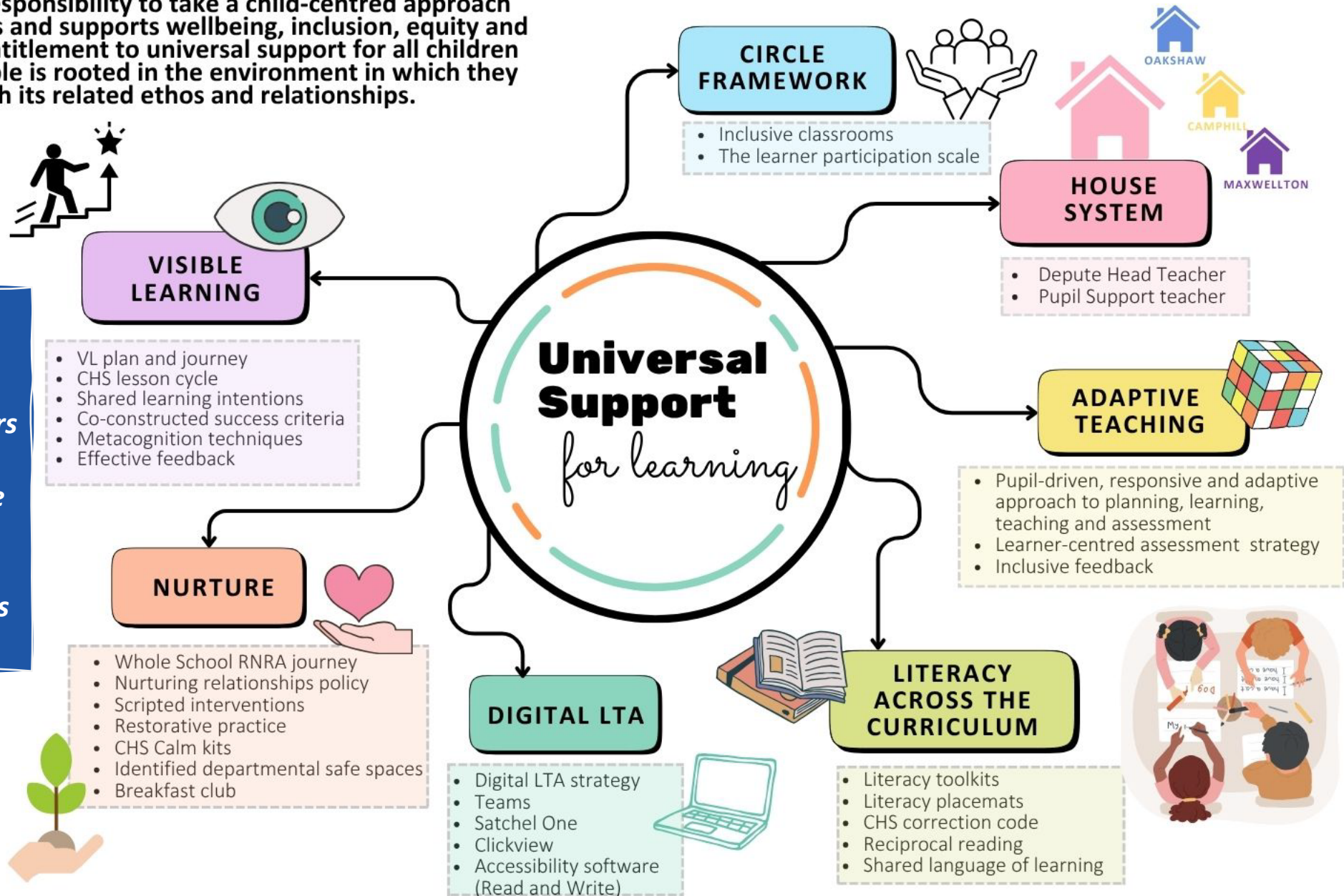
Work Hard Be Kind

# UNIVERSAL SUPPORT FOR LEARNING, TEACHING AND ASSESSMENT



We all have a responsibility to take a child-centred approach which promotes and supports wellbeing, inclusion, equity and fairness. This entitlement to universal support for all children and young people is rooted in the environment in which they learn- along with its related ethos and relationships.

*If robust and embedded universal support is in place, learners are more likely to be able to achieve success, and they are less likely to encounter barriers to their learning!*



# TARGETED SUPPORT FOR LEARNING, TEACHING AND ASSESSMENT



Targeted support is any additional focused support which children or young people may require for short or longer periods of time to help them overcome barriers to learning. The need for additional support can arise from, for example, specific learning difficulties, social, emotional or behavioural needs, bereavement or family issues. Support may also be required to ensure progress in learning for highly able children and young people. This approach also encompasses children and young people who require more choices and more chances to achieve positive, sustained post-school destinations.

## Outreach/Home Tuition

Outreach support or home tuition may be funded by the local authority for young people who are unable to engage with their learning in school and when all other supports have proven ineffective.

## Flexible Learning Resource

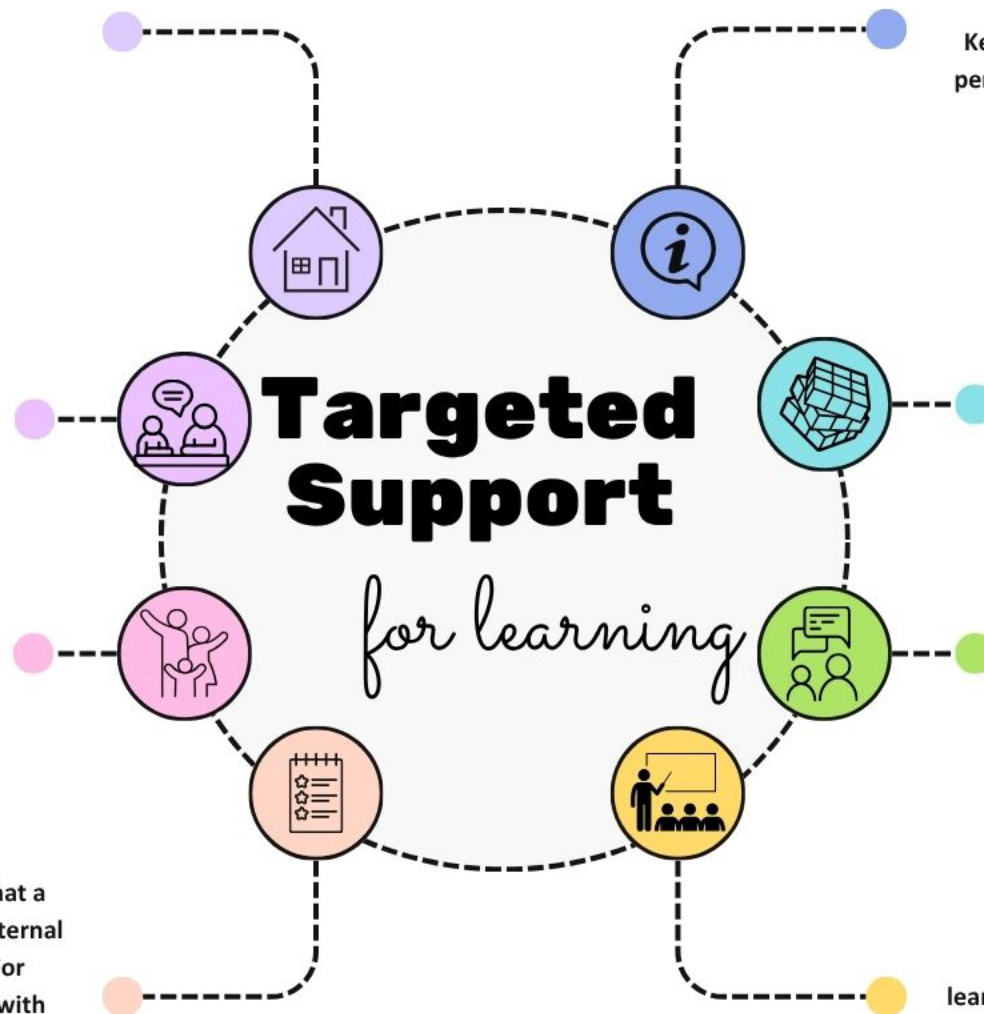
Some of our learners receive additional support from Renfrewshire's Flexible Learning Resource. This level of support is agreed at authority level when all other supports have been exhausted.

## Family Wellbeing Support

A number of our young people and their families benefit from support from Renfrewshire's Family Wellbeing Support service (formerly known as home-link).

## Alternative Timetable

For some children and young people, it may be agreed that a reduced timetable in school and/or engagement with external services and/or agencies may be in their best interests. For example, some young people benefit from partnerships with WEST College Scotland, Street Stuff, INVEST or Chance2be, among others.



## ASN Profiling

Key information from the team around the child outlining the young person's additional support needs and specialist advice, guidance and strategies to be implemented by classroom teachers and curricular PTs/Faculty heads in a classroom setting.

## Differentiation

Teachers have a responsibility to address student differences in readiness, interest and learning profile with a goal of maximising the capacity of each learner and eliminating barriers. This may include assessment arrangements.

## ASNA Support

The role of an additional support needs assistant is to work in conjunction with class teachers, curricular PTs/Faculty heads and PT Support for Learning to support inclusion of learners with complex needs, and to empower them to lead their own learning journey.

## In-school Intervention

A targeted intervention should minimise or eliminate an identified barrier, so that that identified pupils will be able to participate more meaningfully with learning in class in the future, maximising their full learning potential. Interventions should be time-limited and their impact should be measurable to enable continuous evaluation and progression.

*Examples of in-school interventions include: Literacy and Numeracy groups, Nurture group, accessibility support, attendance support etc.*

# Young Leaders of Learning (YLL)

We are Young Leaders of Learning. This programme was developed by Education Scotland to allow young people to lead their education in their schools.

The purpose of the programme is to empower us to be more actively involved in helping to improve our school by:

- Taking part in partner visits to other schools to identify what is working well, areas for improvement and effective practice.
- Promoting ways that young people can be involved in school improvement activities in their own school.

Previously, S4 Young Leaders of Learning were invited to speak to the local authority and the Scottish Government about the work they have undertaken and the improvements they have driven. S3 and S4 Young Leaders of Learning were also commended by HMIE inspectors during our visit earlier this year.



**Work Hard Be Kind**

# The Castlehead Lesson Cycle

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*“The ‘Castlehead Lesson Cycle’, developed in partnership with the YLL, is leading to improvements in the consistency and routines of learning in all classes. All staff use aspects of the learning cycle in their planning of learning, teaching and assessment.”*  
HMIE Inspection Report, Nov 2025



**CASTLEHEAD**  
YOUNG LEADERS OF LEARNING



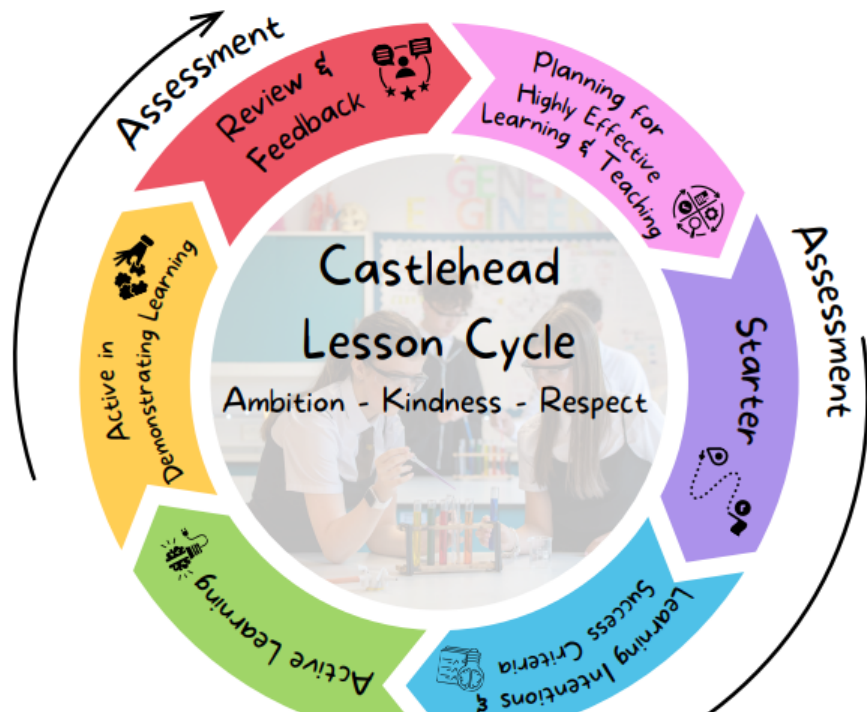
## LEARNING WALL LAUNCH

Scan the QR code to watch our Launch Video. These posters are intended for use during lessons by both students and teachers.

SCAN HERE



*“Young people value the clear consistent structure of lessons which enhances their readiness to learn. Teachers regularly reflect and act on young people’s ongoing feedback when designing courses, lessons and assessments. This collaborative approach is supporting a culture where young people feel valued and empowered from their active engagement in shaping their learning.”* HMIE Inspection Report, Nov 2025



## Learner Questions

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**1** What am I Learning?

**2** Why am I learning this?

**3** What progress am I making?

**4** What do I need to do to improve?

# IS THIS ASSESSMENT LEARNER-CENTRED?



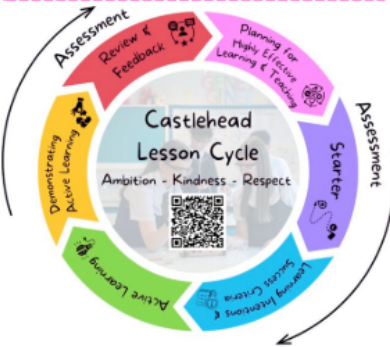
## 1 ARE LEARNERS ASSESSMENT READY?

- ✓ Learners have been provided with appropriate and accessible learning opportunities to engage with the content knowledge being assessed and/or learners have been supported to develop the skills being assessed.



The young person is not ready to be assessed yet because they need further opportunities to acquire the knowledge and skills being assessed! Consider implementing more adaptive approaches to learning and teaching. Use retrieval practice techniques and strategies for developing metacognitive skills.

Access resources to support you via the CHS LTA portal.



## 2 ARE LEARNERS ASSESSMENT CAPABLE?

- ✓ The assessment aligns with the learning intention: I have communicated clear learning intentions to young people and discussed these to ensure a shared goal.
- ✓ The success criteria has been co-constructed with learners to encourage greater autonomy over the learning and assessment process.
- ✓ An assessment rubric and/or modelled examples of desired outcomes have been shared with learners so they can see what success might look like.
- ✓ I have facilitated regular learning conversations with young people throughout the learning process to formulate targets and next steps and to talk about which assessment formats may benefit them.
- ✓ Learners have been given opportunities for self and peer assessment throughout the learning process which is linked to the success criteria.
- ✓ I have provided learners with timely and actionable feedback and given them time to ensure they understand this and have time to act on this.



If you answered no to any of the above, you're not quite there yet! Revisit our whole school Visible Learning plan to ensure all young people are assessment capable.

Access resources to support you via the CHS LTA portal

## 3 IS THIS ASSESSMENT ACCESSIBLE?

- ✓ When planning for assessment, I have considered individual needs and diverse learning preferences to ensure that the assessment can be accessed by all pupils.
- ✓ The style and format of instructions are accessible for all. For example, a dyslexia friendly front font (pt. 12 or larger) has been used. Tasks are chunked into manageable sections and have been given clear headings. Helpful diagrams/images have been inserted to support instructional design.
- ✓ Additional supports have been provided to reduce the measurement of factors which are not relevant to the knowledge and skills being assessed, including providing access to text-to-speech software so that reading ability is not a barrier to expression of content knowledge and or allowing additional time if needed to complete the assessment.
- ✓ There is flexibility and choice around how learners can demonstrate their knowledge, skills and abilities during the assessment process. The assessment process encompasses opportunities for creative and multi-modal responses and accommodate diverse learning styles and needs through personalisation and choice. For example, they facilitate a variety of assessment formats (written response, oral presentation, video, drawing, conducting a live demonstration etc.) which enable young people to demonstrate their understanding in a way that best meets their needs and plays to their strengths.



If you answered no to any of the above, this assessment is not learner-centered yet! Revisit the content, format and/or design of your assessment to ensure accessibility of all young people.

Access resources to support you via the CHS LTA portal

This assessment is learner-centred!



Adaptive LTA provides practical classroom strategies, while Nurture provides a relational and developmental lens.

Together, they create classrooms that are responsive, inclusive, and emotionally safe, allowing all pupils to learn effectively!

*“Almost all teachers recognise and demonstrate an awareness of the differing needs of individual young people and make very good use of the high-quality pupil profiles provided by specialist staff. These teachers use this information well to plan and adapt their lessons..” HMIE Inspection Report, Nov 2025*





effectively.

Some features of highly-effective practice:

We feel that we are important in our school. Staff give us appropriate praise, encouragement, recognition and rewards. This motivates us and increases our confidence and self-esteem.



Our learning is helping us to develop skills to meet challenges and manage change. We are learning how to cope when we have a difficult time and understand that with the right support it may be possible to move on and be happier in the future.



Everyone in our school knows and understands the wellbeing wheel. We use it to assess how well we are getting on with our own wellbeing.



Our school helps us to understand how what we eat, how active we are and how decisions we make about our behaviour and relationships affect our bodies and the way we think and feel about ourselves.



In our school there are things in place to support us mentally and emotionally such as private worry boxes, buddies, mentors and peer mediators.



Our school enables us to assess and manage risk and understand what happens if we choose to take risks.

We have access to good-quality, affordable, healthy and nutritious food within a social dining environment. We are consulted about the food choices available to us and information about choices and prices are clearly communicated.



We have access to drinking water throughout the school day and are allowed to drink water during learning.

Our learning about health and wellbeing takes account of where we live and what problems and challenges we face within our community. The learning is relevant for children and young people at each different stage.

We have opportunities to influence our learning about health and wellbeing and personal and social education. Staff respond to our questions and ideas about what to include.



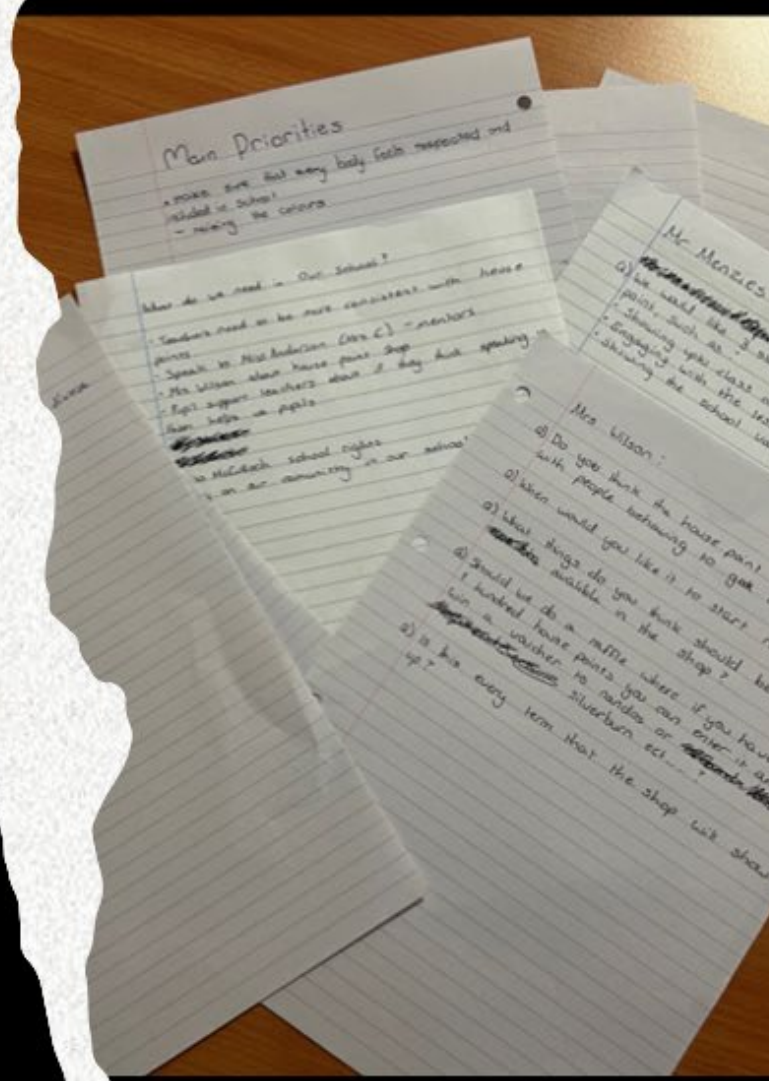
Our school provides opportunities for our families to learn skills to improve health and wellbeing such as cooking, parenting, impact of social media, staying safe on-line.

We are expected to be responsible and are learning to take on more responsibilities as we get older.

We understand the rights to which we are entitled and the adults in our school community support us to exercise these rights. We show respect for the rights of others.

# Self-Evaluation Strengths

What are we doing well?





# Social and Emotional Wellbeing

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- House System (Pupil Support Teacher/DHT)
  - PSHE Curriculum delivered by Pupil Support Teacher
    - Mental health
    - Social wellbeing
    - Health related programmes
    - Planning for choices and changes
-

# Physical Wellbeing

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## Physical Education

- Health & Fitness – Skills
- Fitness suite- Health
- Extra-curricular clubs

## Home Economics

- Fake aways-better way of eating
  - Health regulations-body
  - Nutrition through the lifespan
  - Scottish Dietary goals
  - Eatwell Guide – A healthy plate
  - Factors that influence our wellbeing and food choice
  - Garden club
-

# Whole School: Emotional & Social Wellbeing

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## Some Key Universal Supports:

- Nurturing Relationships Policy
  - Renfrewshire Nurturing Relationship Accreditation (RNRA), we have our jade, ruby and amethyst awards and are going for gold!
  - Rights Respecting School (Bronze, going for Silver)
  - LGBT+ Gold Charter School
  - CIRCLE friendly classrooms
-



# Emotional and Social Wellbeing- Targeted Supports

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## Some examples of Targeted Supports:

- SFL - The Hive, The Cove
- Literacy Toolkits, Calm Kits
- Inclusion key workers to help attendance
- Nurture Groups
- Check-in using Reflect App
- Family Wellbeing Support
- Variety of groups - Miss, Ms, Mrs Groups, Mankind Groups, Them and Us, Seasons for Growth





# Inclusion and Diversity

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- **Pupil Parliament (Pupil Voice)**
  - **Diversity Leaders**
  - **Adaptive teaching and learner-centred assessment (ASN)**
  - **Language Ambassadors**
-



Some features of highly-effective practice:

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# Self-Evaluation: What we want to improve as YLL...

# OUR ACTION PLAN: What do WE want to improve?



- Improvements in food and drinks provision.
- More mentorship roles to support younger pupils, including transition support.
- Celebrate and be aware of the cultural diversity of our school.
- More rewards/recognition for pupils' effort.
- More educational trips.
- More programmes about health and wellbeing that involve community partners.
- Incorporate outdoor learning into our curriculum.
- Encourage acts of kindness and empathy to pupils around the school.
- Motivate pupils to get more involved in extracurricular activities and volunteering around the school.
- Undertake Empathy Lab Schools Programme to improve pupils' emotional literacy and build resilience.

***WATCH THIS***  
**SPACE**

# Teddy: Our emotional support Tortoise!

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**Last of all, but definitely not least:**

- **Teddy is an honorary YLL.**
  - **He comes to school every day and helps support young people in The Cove in Support for Learning.**
  - **Research suggests that watching a tortoise helps you feel calm and is soothing.**
  - **He also cheers everyone up, even if you're having a bad day!**
  - **Sometimes we take Teddy outside.**
  - **Sometimes we read Teddy stories.**
  - **Sometimes we just talk to him about our problems- he is a very good listener!**
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# RNRA - Castlehead High School



## EMPOWERING LEARNERS & SHAPING INCLUSION THROUGH PUPIL VOICE

Pupils at Castlehead High have played a key role in leading and shaping whole-school nurture principles through active pupil voice, feedback and participation. Their views have directly influenced the development of nurturing policies, classroom practices, and support systems.

Pupil voice has driven improvements in relationships, with learners reporting they feel listened to, safe, and able to influence their support.

- Pupil voice shaped our nurturing relationships policy and restorative approaches, including shared language used across the school
- Feedback from pupils has informed regular check-ins and wellbeing supports, including drop-in services and access to trusted adults.
- Student feedback led to nurture groups taking place.
- Pupil voice has helped increase opportunities for young people to feel heard and validated.



*CHS pupils are not just recipients of nurture —they are partners in leading a consistent, inclusive, and responsive nurturing culture across Castlehead High School.*

Pupils have influenced adaptive approaches to learning, teaching & assessment.

- Pupils have contributed to designing the curriculum.
- Pupils have led and evaluated improvements to our CHS lesson cycle and LTA across the school.
- Learners have reviewed and relaunched our Literacy toolkits in every department.
- Pupil views have shaped our learner-centred assessment strategy.
- Pupils have led whole staff CLPL, focusing on digital LTA as a tool to support engagement and inclusion.

Pupil feedback has helped design safe and inclusive learning spaces across the school.

- Pupil feedback led to the co-creation and design of designated safe spaces in the heart of the school (The Hive and The Cove) to support wellbeing and readiness to learn.
- Pupils audited our physical and emotional environment and have facilitated focus groups to support CIRCLE friendly classrooms.
- Learners influenced the introduction and use of CALM kits and Zones to help manage emotions across the curriculum.
- Empathy Ambassadors are committed to promoting a culture of kindness & respect across the school.
- S3 and S4 pupils are currently leading a transition project to support P7 pupils at our cluster primaries who will be joining CHS in August.

# Targeted Nurture Provision:

Student feedback supported the implementation of structured nurture provision, with learners tracking and understanding their individual progress in relation to their emotional literacy.


At CHS, a nurture group is a pre-planned, time-limited targeted intervention to support a young person with social, emotional or behavioural additional support needs.

- We have worked in conjunction with pupils to create a nurture provision policy.
- Pupil voice has informed our nurture group placemat and key vocabulary.
- We use Boxall and WEMHWBS, and have also created an inhouse CHS rubric to track & monitor individual pupils' progress in relation to their social and emotional development. This has been designed to promote learners' autonomy.



**Work Hard Be Kind**

# BGE - Castlehead High School - Nurture Provision Assessment Ruberic

Learning Goal		Level 1	Level 2	Level 3
A) I can demonstrate that I understand and show empathy towards others.	I rarely show empathy or adjust my behaviour to consider others' feelings YET.	I can sometimes show empathy and occasionally adjust my behaviour to consider others' feelings but may need reminders.	I can often show empathy and usually adapt my behaviour in consideration of others' feelings in most settings.	I can always show empathy through active listening and kindness, adapting my behaviour to suit the feelings of others in a variety of settings.
B) I can manage my emotions effectively and recognise how they affect my actions.	I am not able to manage my emotions or recognise how they affect my behaviour in most situations YET.	I can sometimes manage my emotions and begin to recognise the link between my feelings and my actions.	I can usually manage my emotions well and explain how my feelings affect my behaviour in familiar situations.	I can consistently manage my emotions constructively and explain how my feelings influence my behaviour in different situations.
C) I can build and maintain positive relationships with peers and adults.	I am not able to form or maintain positive relationships and resolve conflicts constructively YET.	I can occasionally build positive relationships but sometimes struggle to maintain them or resolve conflicts effectively.	I can usually build and maintain positive relationships with others, resolving conflicts in constructive ways.	I can actively build and sustain respectful and positive relationships through effective communication and understanding.
D) I can identify and use strategies to respond to challenging emotions or situations.	I am not able to manage challenging emotions or situations effectively YET and require significant support with this.	I can sometimes identify and apply strategies to manage challenging emotions or situations with support or guidance.	I can regularly identify and apply appropriate strategies to manage challenging emotions or situations in familiar contexts.	I can confidently identify and consistently apply effective strategies to manage challenging emotions or situations in a wide range of contexts.
E) I can contribute to creating a positive environment where everyone feels included and valued.	I am not able to contribute to an inclusive or positive setting or consider the needs of others in the group YET.	I can occasionally contribute to a positive environment but may need reminders about inclusion and valuing others equally.	I can actively contribute to an inclusive and respectful environment, valuing others' contributions most of the time.	I can proactively take steps to ensure inclusion and value others' contributions, creating a welcoming and supportive environment for all.
F) I can understand and manage the impact of my behaviour on others.	I am not YET able to manage the impact of my actions on others.	I can sometimes see how my behaviour affects others but need reminders or guidance to make changes.	I can often consider the impact of my actions and make adjustments when needed to minimise any negative effects on others.	I can consistently reflect on my actions, make adjustments, and respond thoughtfully to the effects of my behaviour on others.
G) I can set personal goals to develop my social, emotional, and behavioural skills.	I can not set or achieve personal goals for improving my social, emotional, or behavioural skills YET (even with support).	I can sometimes set personal goals for growth in social, emotional, or behavioural skills but need support to achieve them.	I can regularly set and work towards personal goals for social, emotional, or behavioural growth with some guidance or support.	I can consistently set, evaluate, and achieve personal goals for improving my social, emotional, and behavioural skills with minimal guidance.
H) I can recognise the importance of respecting diversity and different viewpoints in my interactions with others.	I am not able to show respect for diversity, acknowledge different viewpoints or collaborate with others YET.	I can sometimes respect others' differences and viewpoints but require reminders in doing so consistently.	I can usually respect diversity and give thoughtful consideration to different viewpoints in most interactions.	I can actively promote diversity and respectfully engage with perspectives different from my own in all interactions and situations.
I) I can demonstrate resilience in the face of adversity.	I can not demonstrate resilience or manage challenges effectively without significant support YET.	I can sometimes adapt and respond to challenges but may need support to build resilience.	I can usually adapt and find solutions in challenging situations, showing resilience most of the time.	I can consistently adapt, solve problems, and remain positive during challenging situations, showing strong resilience.

# Nurture Group - Key Vocabulary



**Communication**  
**Empathy**  
**Active Listening**  
**Emotional Regulation**  
**Conflict Resolution**

**Teamwork**  
**Self-awareness**  
**Resilience**  
**Inclusion**  
**Assertiveness**

- Communication: Sharing your thoughts, feelings, or information with others by talking, writing, or using body language.
- Empathy: Understanding how someone else feels and showing that you care about their emotions.
- Active Listening: Paying full attention to someone who is speaking, making sure you understand them, and showing interest.
- Emotional Regulation: Managing your feelings so that you can respond in a calm and healthy way.
- Conflict Resolution: Finding a way to solve disagreements or problems between people peacefully.
- Teamwork: Working together as a group to achieve a common goal, where everyone helps and respects each other.
- Self-awareness: Knowing your own feelings, strengths, weaknesses, and what is important to you.
- Resilience: The ability to bounce back from difficult situations and keep going even when things get tough.
- Inclusion: Making sure everyone feels welcomed and valued, no matter their differences.
- Assertiveness: Being confident in expressing your thoughts and feelings while respecting others.





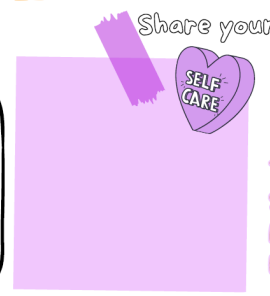
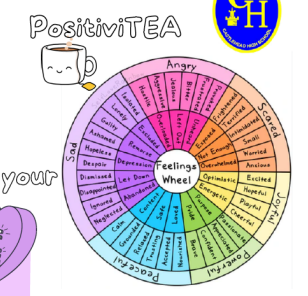
My Learning Goals	
A) I can show empathy towards others people.	
B) I can manage my emotions and recognise how they affect my actions.	
C) I can build and maintain positive relationships with peers and adults.	
D) I can identify and use strategies to help me in challenging emotions or situations.	
E) I can contribute to creating a positive environment where everyone feels included and valued.	
F) I am aware of how my behaviour can impact on others.	
G) I can set personal targets to develop my social, emotional, and behavioural skills.	
H) I can recognise the importance of respecting diversity and different viewpoints in my interactions with others.	
I) I can show resilience during difficult times.	

Name: \_\_\_\_\_

What zone are you in today?



-  I see...
-  I think...
-  I wonder...



- Teamwork**
- Self-awareness**
- Resilience**
- Inclusion**
- Assertiveness**
- Communication**
- Empathy**
- Active Listening**
- Emotional Regulation**
- Conflict Resolution**



# Nurture Provision at CHS

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Now you will hear from some of our S1 pupils, as they reflect on their nurture provision throughout S1.

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# Any Questions?

Thank you for listening!

C. Donnachie (PT Support for Learning)

C. Wilson (DHT, Pupil Support Coordinator)



**Work Hard Be Kind**