



Kirklandpark Primary School



Nurture Policy



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Sometimes children can require additional support to help them with learning, making friends and growing into Confident Individuals and Successful Learners. Implementing Nurture Principles into our daily practise can help to support both pupils and parents when developing the skills required for effective learning and the demands of everyday life. A nurturing approach can help to foster resilience in our children, allowing them to deal more confidently and calmly, with any challenge, they might face in daily life (Kibble, Nurture UK 2019).

In the section addressing pupil wellbeing and inclusion, within the document, “How Good is Our School 4” (Education Scotland 2015), a successful school is described as one which ensures the wellbeing of every child and family.

Children and young people are struggling with social, emotional and mental health issues like never before. An approach to learning that truly supports their needs is more vital than ever.

Nurture gets to the heart of a child’s challenges and supports children and young people to build connections and resilience (Nurture UK, 2023).

At Kirklandpark Primary School, we recognise the worth of every pupil in our school, ensuring they are:

Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We aim to embrace the nurturing principles throughout the school, to:

- Improve our pupils’ social and emotional skills
- Improve pupil attendance
- Improve pupil attainment
- Improve pupil behaviour and reduce the chance of exclusion
- Improve parent/child relationships

We believe in the power of positive relationships between staff and pupils which can lead to the development of a whole school nurturing ethos and environment. This in turn can improve many factors in a child’s time at school.



What is nurture?



Nurture is a tried and tested way of relating to children that helps them develop vital social skills, confidence and self-esteem, and become ready to learn.

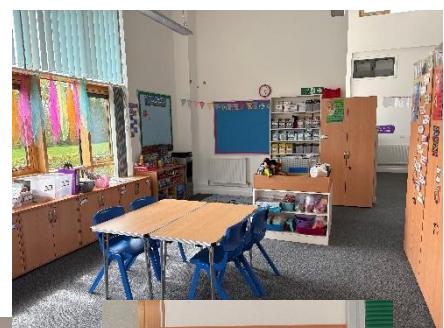
The concept of nurture highlights the importance of social environments – who you are with and not who you are born to – and its significant influence on social and emotional skills, wellbeing and behaviour.

Kirklandpark Primary Nurture Room – The Nurture Nook

Our Nurture Nook is visited by small groups of pupils, across all stages, who participate in a range of activities aimed at promoting:

health and wellbeing, friendship, talking and listening, confidence, resilience, self-belief, awareness of feelings, encouragement, positivity and nurture.

Our Nurture Nook





Kirklandpark Primary Nano Nurture Nooks around the school

We have several 'Nano Nurture Nooks' around the school which can be used by any classes, when and where required. These spaces are designed to be used for a variety of purposes e.g. to give children a space to relax, self-regulate or gather their thoughts but also spaces for class teachers/support staff to use with individuals or small groups of children, with a focus on health and wellbeing.





The Principles of Nurture



The six principles of nurture are as follows:

1. Children's learning is understood developmentally - "We all learn in different ways".
2. The classroom offers a safe base - "The classroom is a safe place".
3. The importance of nurture for the development of wellbeing - "Nurture helps us feel good in our mind and body".
4. Language is a vital means of communication - "The way we speak and the words we use are important".
5. All behaviour is communication - "How we behave tells you how we feel".
6. The importance of transition in children's lives - "Everyone faces change and Nurture can help".

1. Learning is Understood Developmentally - "We all learn in different ways"

- As a staff, we appreciate the importance of considering every child's individual needs developmentally, rather than simply chronologically. Through reading transition documents and inclusive class lists, all staff develop an awareness of the social and emotional background of their pupils and carefully consider how this may have affected their development.
- All of our staff model positive relationships with both adults and children and we have a respectful, consistent communication style throughout the school.
- Within the classroom, clear boundaries are set so that pupils understand the expectations at all times. All teachers use visual timetables, effective differentiation, mixed ability grouping and carefully consider the pace, and challenge within their lessons. - Through Nursery transition events and visits, our infant teachers carefully consider the readiness of our new Primary 1 children for school.
- The completion of Boxall Profiles allows us to identify individual children's needs, in relation to their stage of development.

Expectations

Staff

1. To model positive relationships with pupils, by treating them with courtesy and respect.
2. To provide a good balance of challenge and support to develop resilience.
3. To adapt different types of praise, reinforcement and feedback, depending on the needs of the pupil.
4. To provide a clear visual timetable in the classroom.

Pupils

1. To always work hard and try your best.
2. To seek help when you need it.
3. To be kind to your teachers and friends.
4. To follow the School Rules.

Parents

1. To work in partnership with the school, to help support your child's developments and learning.





2. The classroom offers a safe base - “The classroom is a safe place”.

- At Kirklandpark, we work hard to ensure all of our classrooms offer a safe base to our pupils. On entering the building, our school offers a calm, welcoming atmosphere to all visitors, pupils, parents and staff.
- Within the classroom, teachers use a visual timetable, which ensures pupils know what is coming next in their day and in turn, helps to reduce their anxiety. Our classrooms are bright and welcoming, and children are encouraged to value and take ownership of their own work. Individual pupil work and achievements are on display throughout the school for all visitors to see. Similarly, our classrooms offer attractive places to sit and safe, quiet places to help support emotional regulation.
- When necessary, Restorative Practices and de-escalation strategies are utilised by all staff. Our staff are aware of their own emotions and reactions to behaviour, and they adapt to the specific situation as appropriate.
- 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.

Expectations

Staff

1. To foster positive relationships with all pupils.
2. To have clear routines visible in the classroom.
3. To have clear and consistent expectations and boundaries within the class/school.
4. To clearly display the nurture principles in class/other areas of the school.
5. To prepare pupils, where possible, if there is a change to routine.



Pupils

1. To look after our school resources.
2. To value your work and always try your best.
3. To treat each other respectfully.

Parents

1. To work in partnership with the school, to help support your child’s social and emotional wellbeing.



3. The importance of nurture for the development of wellbeing - “Nurture helps us feel good in our mind and body”.

- We value the importance of building resilience and self-esteem in our pupils, through an effective balance between support and challenge.
- We recognise the importance of celebrating pupil achievement, both in and out of school. On a classroom level, teachers will recognise and praise small achievements daily, through asking children about their hobbies and significant life events. On a whole school level, we celebrate achievement through assemblies, variety of awards, school shows, musical events and we share Good News and achievements on X (formally Twitter).
- The Nurture Principles are clearly displayed on the walls of our classrooms and are discussed regularly with the children.
- All staff use positive reinforcement strategies to manage low-level behaviour and make effective use of praise and encouragement to support our pupils. Our class teachers have developed their own ways to foster the development of wellbeing in their classrooms.
- Teachers greet pupils in the morning to welcome them, and to ensure children feel noticed and valued a daily basis.

Expectations

Staff

1. To celebrate pupil achievement, e.g. through the addition of children’s pictures and achievements on the school Achievements Board and X (formally Twitter).
2. To clearly display the nurture principles in the classroom and refer to them regularly.
3. To have a classroom greeting system in place.



Pupils

1. To participate in your classroom greeting.
2. To share achievements with your class teacher or SMT staff.

Parents

1. To share your child’s achievements with the school.
2. To be involved in the life of the school, through attending school events and activities, which support your child’s development.





4. Language is a vital means of communication - “The way we speak and the words we use are important”.

- Our staff recognise the importance of modelling respectful and positive interactions with all adults and children. We encourage our pupils to communicate with courtesy, while taking into account the developmental stage of the child and their level of language development.
- We utilise a variety of resources to support the development of emotional literacy. Through weekly health and wellbeing lessons and ‘emotion check ins’, our children are supported to understand and express their feelings, with opportunities offered for individual conversations with their teacher when needed.
- In our infant classes, a play-based learning approach facilitates the development of language skills, through storytelling, role-play and various other activities.
- Our Buddy Programme and Playground PALS foster relationships within different stages of the school and encourage children to talk about their problems with a classmate.
- Additional groups throughout the school also help to develop talking and listening skills and encourage children to value the importance of listening to others.

Expectations

Staff

1. To model positive relationships with the pupils, by treating them with courtesy and respect.
2. To acknowledge success and celebrate in a way which is supportive of all pupils.
3. To provide opportunities to promote the vocabulary of feelings and emotions, e.g. through daily feelings check in.
4. To be aware of your own emotions and reactions to behaviour.



Pupils

1. To be kind and respectful to your friends and teachers.
2. To complete your daily emotional check in.
3. To recognise that there are staff with whom you can share your worries/concerns and access this support if needed.

Parents

1. To model positive relationships with adults and children.
2. To take time to talk with your child about their day.
3. To inform the school of any concerns which may affect your child’s health and wellbeing



5. All behaviour is communication - “How we behave tells you how we feel”.

- 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 health and wellbeing lessons, daily check ins or models such as the Zones of Regulation.
- We encourage the children to talk about and reflect upon their behaviour in a calm, supportive manner.

Expectations

Staff

1. To have clear and consistent expectations and boundaries within the class/school.
2. To model positive and respectful interactions with other adults.
3. To understand that every behaviour is a form of communication and take this into account when handling incidents.
4. To be aware of your own emotions and reactions to behaviour.

Pupils

1. To follow the School Rules.
2. To understand that how we are feeling affects our behaviour.

Parents

1. To reinforce the School Rules at home with your child.
2. To support school staff in encouraging your child to model positive and respectful interactions with others.





6. The importance of transition in children's lives - "Everyone faces change and Nurture can help".

- We appreciate the importance of transitions in our pupil’s lives. As a staff, we work hard to prepare and support our children through key transitions in school. For example, nursery to Primary 1 and Primary 7 to secondary school.
- A member of our SLT will endeavour to visit all new intake children at their nursery school. The children then have a variety of visits to the school over the intake period, both with their parent and on their own. Once at school, our infant staff work hard to form good relationships with new parents to help support both them and their child through this key transition period.
- Our Primary 7 staff support their pupils at regular transition visits to their high schools. In addition, we have strong links with Strathaven Academy, and we liaise with staff to ensure a smooth transition.
- Our staff establish clear routines from day one with their pupils and work hard to build close, trusting relationships. We endeavour to communicate effectively with parents, through home/school diaries and informal meetings. All communication with parents is recorded.

Expectations:

Staff

1. To have clear, visible routines in the class/school.
2. To take account of the number of transitions a child or young person has had in their life.
3. To have clear routines to manage transitions, giving pupils clear warning and time to get ready to move on.
4. To prepare pupils, where possible, if there is a change to routine.

Pupils

1. To share feelings/worries with key staff.

Parents

1. To notify the school of any changes to home routines/ life.
2. To support your child by participating fully in all transition events.

TRANSITIONS FOR CHILDREN



We are currently developing activities to promote these principles throughout the school session, as part of health and wellbeing. This will raise further awareness to staff and pupils regarding what each of the principles means and the importance of each.



Positive Behaviour is actively promoted in Kirklandpark Primary School. We do this in class, through our Health and Wellbeing Programme, House system, circle time, point systems, praise, regular use of stickers and stampers, class jobs and through assemblies via talks and awards. We also recognise children's wider achievements through our tracking system, sharing what they are proud of during assemblies, recognition of their wider achievements on our 'Achievement wall' in the atrium and on X (formally Twitter).

Our wider achievements



Staffroom Display Boards





Child Friendly Nurture Principles for Classrooms



We all learn in
different ways



The way we speak and
the words we use are
important

How we behave
tells you how we
feel



Child Friendly Nurture Principles.

The classroom
is a safe place

Nurture helps us feel
good in our mind and
body

Everyone faces
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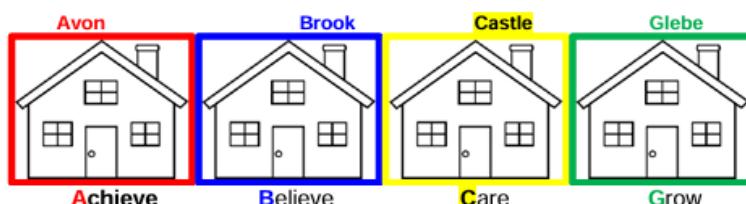
Nurture and Relationship Policy



The adults will:	Kirklandpark Values	Our School follow:
<ul style="list-style-type: none"> • Nurture relationships • Model our values • Listen and emotion coach • Encourage positive choices • Provide a safe environment 	<p style="text-align: center;">Achieve Believe Care Grow</p>	<ul style="list-style-type: none"> • Pupil Friendly Nurture Principles • Class Charter based on the UNCRC • SLC Attachment Strategy • SLC PPRUDB Policy • Emotion Coaching • Our Values

Our Vision

It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set, and success is celebrated.



Each class has:	Strategies	Restorative Questions
<ul style="list-style-type: none"> • Individual Class Charters • Morning Greetings • Emotional Check-Ins • Calm down/Chill Out Zones/Regulations Stations/Quiet Spaces • Emotion Works Resources 	<ul style="list-style-type: none"> • Emotion Coaching • Time with the teacher • Time with peers • Restorative Conversations • Reflection Time • SLT Support • Parent Support • Specific Interventions 	<ul style="list-style-type: none"> • What happened? • What were you feeling/thinking at the time? • How did this make others feel? • What has been affected and how? • What could we do to put things right? • If this happened again, how could we do things differently?



Kirklandpark's 4 step framework of Emotion Coaching



Step	Emotion Coaching	What the adult can do
1	Recognise the child's feelings and empathise with them.	S.T.A.R Stop Think Attune Reflect
2	Label the feeling and validate them.	Use emotional words and supportive gestures.
3	Set limits on behaviour if needed.	Let the child know what is expected.
4	Problem Solve with the child.	Problem solve 'with', not 'for' the child.

