

Neilsland Primary School



Nurture and Relationships Policy

Neilsland Primary School

Nurture Policy

Neilsland Primary: A Nurturing School

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*).

A recent report by Young Minds (2017), the UK's leading charity championing the wellbeing and mental health of young people, stated that there is evidence that shows that across the UK, social, emotional and mental health issues in children are increasing, while child wellbeing is deteriorating. As children spend 7,800 hours in school over the course of their education, schools are well placed to make a difference by striving to be emotionally and mentally healthy institutions. (Geddes 2016)

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.

At Neilsland, we recognise the worth of every pupil in our school, ensuring they are **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.**

Outcomes

Through embracing Nurture Principles in our school, we aim 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

A nurturing school develops strong bonds between teacher and pupil, helping to create a whole school nurturing ethos. (*Binnie and Allen 2008; Cooper 2001 as cited in Nurture Groups for all Education Settings*)

Neilsland

Our nurture room is visited by small groups of pupils, across all stages, who participate in a range of activities aimed at improving social and emotional skills, improving pupil attendance and attainment, promoting positive relationships and behaviour



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The Principles of Nurture

The six principles of nurture are as follows:

- 1. Learning is understood developmentally**
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



1. Learning is Understood Developmentally

- 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	<ol style="list-style-type: none">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 pupil4. To provide a clear visual timetable in the classroom
Pupils	<ol style="list-style-type: none">1. To always work hard and try your best2. To seek help when you need it3. To be kind to your teachers and friends4. To follow the Golden Rules
Parents	<ol style="list-style-type: none">1. To work in partnership with the school, to help support your child's development and learning

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2. The Classroom Offers a Safe Base

- At Neilsland, 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, all 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.

Expectations:

Staff	<ol style="list-style-type: none">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	<ol style="list-style-type: none">1. To look after our school resources.2. To value your work and always try your best.3. To treat each other respectfully.
Parents	<ol style="list-style-type: none">1. To work in partnership with the school, to help support your child's social and emotional wellbeing

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3. The Importance of Nurture for the Development of Wellbeing

- We value the importance of building resilience and self-esteem in our pupils, through an effective balance between support and challenge.
- At the beginning and end of each academic year, our pupils complete a health and wellbeing, SHANNARI wheel, to evaluate their thoughts and feelings against the wellbeing indicators.
- 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 on a daily basis, through asking children about their hobbies and significant life events. On a whole school level, we celebrate achievement through assemblies, school shows, musical events, WOW wall and pupils of the week activities.
- 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.
- All teachers have incorporated a classroom greeting, to ensure children feel noticed and valued a daily basis.

Expectations:	
Staff	<ol style="list-style-type: none">1. To celebrate pupil achievement, eg through work for WOW wall2. To clearly display the nurture principles in the classroom and refer to them regularly3. To have a classroom greeting system in place
Pupils	<ol style="list-style-type: none">1. To participate in your classroom greeting2. To share achievements with your class teacher or SLT staff
Parents	<ol style="list-style-type: none">1. To share your child's achievements with the school2. To be involved in the life of the school, through attending school events and activities, which support your child's development

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4. Language is a Vital Means of Communication

- 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 in to 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 a daily 'feelings check in', 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. Similarly, in other classes, pupils have a 'shared snack' to give them time to talk to their classmates in an informal manner.
- Both our Buddy Programme and Peer Mediation strategies, foster relationships within different stages of the school and encourage children to talk about their problems with a classmate.
- Regular circle time lessons also help to develop talking and listening skills and encourage children to value the importance of listening to others.

Expectations:	
Staff	<ol style="list-style-type: none">1. To model positive relationships with the pupils , by treating them with courtesy and respect2. To acknowledge success and celebrate in a way which is supportive of all pupils3. To provide opportunities to promote the vocabulary of feelings and emotions, eg through a daily feelings check in4. To be aware of your own emotions and reactions to behaviour
Pupils	<ol style="list-style-type: none">1. To be kind and respectful to your friends and teachers2. To complete your daily feelings check in3. To recognise that there are staff with whom you can share your worries/concerns and access this support if needed
Parents	<ol style="list-style-type: none">1. To model positive relationships with adults and children2. To take time to talk with your child about their day3. To inform the school of any concerns which may affect your child's health and wellbeing.

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5. All Behaviour is Communication

- Our staff have a collaborative, team approach to behaviour management and strive to respond calmly and assertively to all situations.
- Our staff utilise both restorative approaches and de-escalation strategies to respond to pupil behaviour. We appreciate the importance of differing our expectations depending on the age and stage or developmental needs of a particular child.
- Our staff have an awareness of their own emotions and the need to adapt to different situations.
- Our collaborative approach means that staff set clear, firm boundaries for all pupils, but are not punitive when dealing with challenging situations. With specific children, early identification of triggers is crucial in spotting and supporting behaviour that is more challenging.
- To encourage the development of self-regulation and control, staff use restorative conversations to manage a behaviour incident. Therefore, our pupils will be given the chance to talk about the incident and listen to everyone's side of the story, with a focus on rebuilding relationships with their peers.

Expectations:

Staff	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. To follow the Golden Rules 2. To understand that how we are feeling affects our behaviour
Parents	<ol style="list-style-type: none"> 1. To reinforce the Golden Rules at home with your child 2. To support school staff in encouraging your child to model positive and respectful interactions with others

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6. The Importance of Transition in Children's Lives

- 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.
- Our Primary 1 staff 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. We have strong links with our feeder high schools and we liaise with staff to ensure a smooth transition.
- All 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 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 from:

Staff	<ol style="list-style-type: none">1. To have clear, visible routines in the class/school2. To take account of the number of transitions a child or young person has had in their life3. To have clear routines to manage transitions, giving pupils clear warning and time to get ready to move on4. To prepare pupils, where possible, if there is a change to routine
Pupils	<ol style="list-style-type: none">1. To share feelings/worries with key staff
Parents	<ol style="list-style-type: none">1. To notify the school of any changes to home routines/ life2. To support your child by participating fully in all transition events

Staff board



All staff are encouraged to check our staff board for updates and information.



Neilsland Primary School Nurture and Relationships Policy

The adults will:

- Nurture relationships
- Model our values
- Listen and emotion coach
- Encourage positive choices
- Provide a safe environment

Neilsland Values

Nurtured
Encouraged
Inspired
Lovely relationships
Supported
Laughter
Attaining
New learning
Determined

Our School follow:

- Pupil Friendly Nurture Principles
- ClassCharter based on the UNCRC
- SLC Attachment Strategy
- SLC PPRUDB Policy
- Emotion Coaching
- Our Values

Our Vision

At Neilsland Primary School we ensure that everyone in our school community is welcomed, included, safe and respected. We are all happy to achieve, play and grow together.



<u>Each class has:</u>	<u>Strategies</u>	<u>Restorative Questions</u>
<p>Individual Class Charter</p> <p>Morning Greetings</p> <p>Emotion check ins</p> <p>Calm down corner/regulation station/quiet space</p> <p>Emotionworks resources</p>	<p>Emotion Coaching</p> <p>Time with teacher</p> <p>Time with peers</p> <p>Restorative Conversation</p> <p>Reflection time</p> <p>SLT support</p> <p>Parent support</p> <p>Specific Interventions</p>	<p>1. What happened?</p> <p>2. What were you feeling/ thinking at the time?</p> <p>3. How did this make others feel?</p> <p>4. What has been affected and how?</p> <p>5. What could we do to put things right?</p> <p>6. If this happened again, how could we do things differently?</p>

Neilslands 4 step framework of Emotion Coaching

Step	Emotion Coaching	What the adult can do
1	Recognise the child's feelings and empathise with them	Stop Think Attune Reflect
2	Label the feelings 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