

Nibbles and Natter Session

07/11/25



Nurture

Today we will discuss:

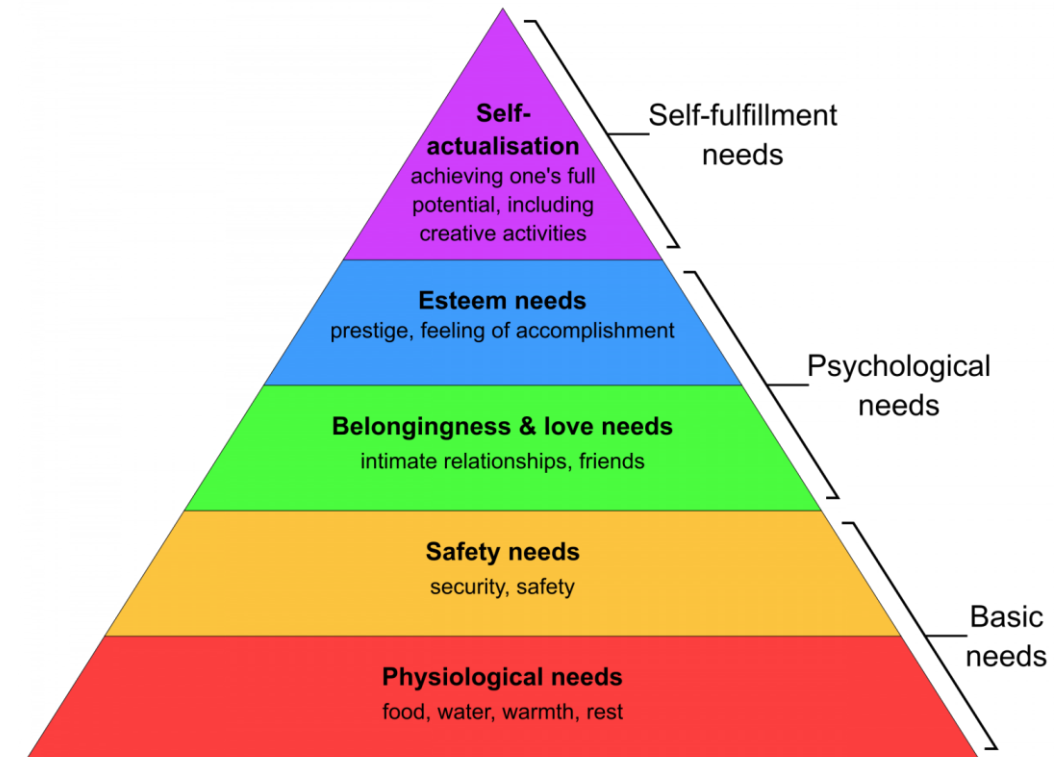
- Nurture Rationale
- 6 Nurture Principles
- Whole School Approaches to Nurture
- Nurture at Calderwood PS

Rationale

- Nurture groups/ approaches are used to support children's social and emotional development.
- Nurture is wellbeing and relationships focused.
- Nurture groups are used to support small groups of children, whole school nurturing approaches are used as holistic support for all.

Maslow's Hierarchy of Needs

The pyramid demonstrates the different levels of needs that need to be fulfilled in order for children to reach their full potential. Without children's basic and psychological needs being met, it can be difficult for children to learn, express their creativity and feel like they are achieving success.





Nurture is

- A safe, structured environment to support children's social and emotional development.
 - Small group sessions with consistent routines and trusted adults.
 - Activities to support building relationships, confidence, communication and self-regulation.
- Working closely with class teachers and parents support children's overall wellbeing.

Nurture isn't



- A group for 'naughty' children.
- Children being removed from learning.
 - A permanent placement.
- A way to support children who are struggling academically.
 - Children are isolated from their peers.

The Six Principles of Nurture



The classroom offers a safe base

- Classroom focus on social and emotional development through daily wellbeing check ins, delivery of HWB as part of the curriculum, positive relationships policy, opportunities for collaborative learning.
- Positive adult modelling from staff
- Predictable routines and clear expectations
- Quiet/ calm spaces in class to support regulation.



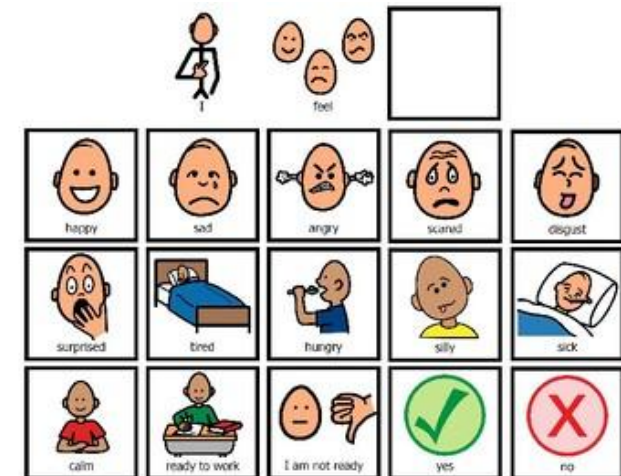
The importance of nurture for the development of wellbeing

- Reciprocal communication between staff and children.
- Use of pupil voice in learning so children have their voices heard.
- Recognising achievements (big and small) in the classroom.



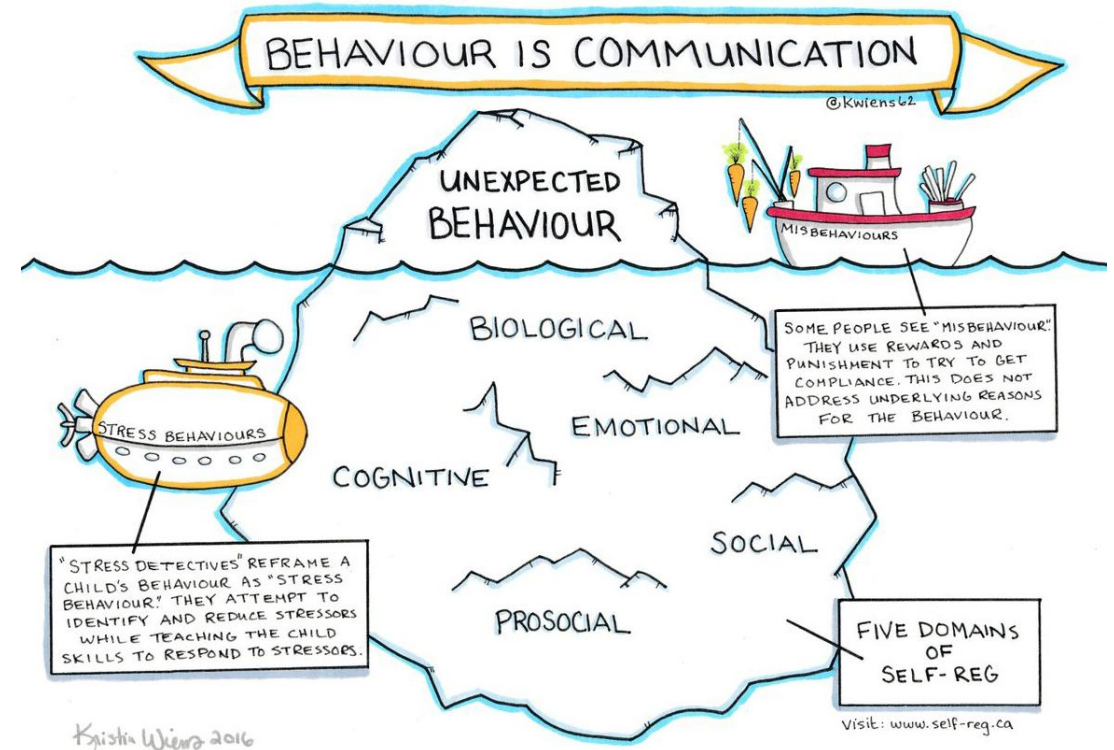
Language is a vital means of communication

- Schemes of learning to support the development of emotional literacy.
- Adult modelling of positive social communication and emotional vocabulary.
- Wellbeing check ins as an opportunity to discuss emotions on a daily basis.
- Alternative communication methods.



All behaviour is communication

- School positive relationships policy promoted a restorative approach to support behaviour.
- Understanding that behaviour is often 'the tip of the iceberg' and often a result of multiple contributing social and emotional factors.



Children's learning is understood developmentally

- Link is made between emotional regulation and readiness for learning.
- Not a 'one size fits all' approach.
- Providing strategies to meet the needs of all children.
- Opportunities to develop social skills in the classroom.
- Recognising achievements and successes.



The importance of transitions in children's lives

- Predictability and consistency with daily routines and transitions.
- Enhanced transitions at the end of each school year.
- Small changes can cause big emotions.
- Preparation for change wherever possible.



Nurture at Calderwood PS



*Nurture groups and check ins evaluated at the beginning of each term

Whole School Approach

Nurture Groups

P1 – 3

3 sessions per week

Target focused based on Boxall Profile

Structured routines (check in, social snack, activities, play opportunities)

Check ins

Not year group specific

Weekly session

Targets created together with children

Opportunity to reflect and discuss

Increasing awareness of nurture principles and how these are embedded in all classes.

Nurturing classroom environments

Regular wellbeing check ins and opportunities for discussion

Development of emotional literacy through curricular work.

Supporting staff wellbeing.

Questions and Discussion

