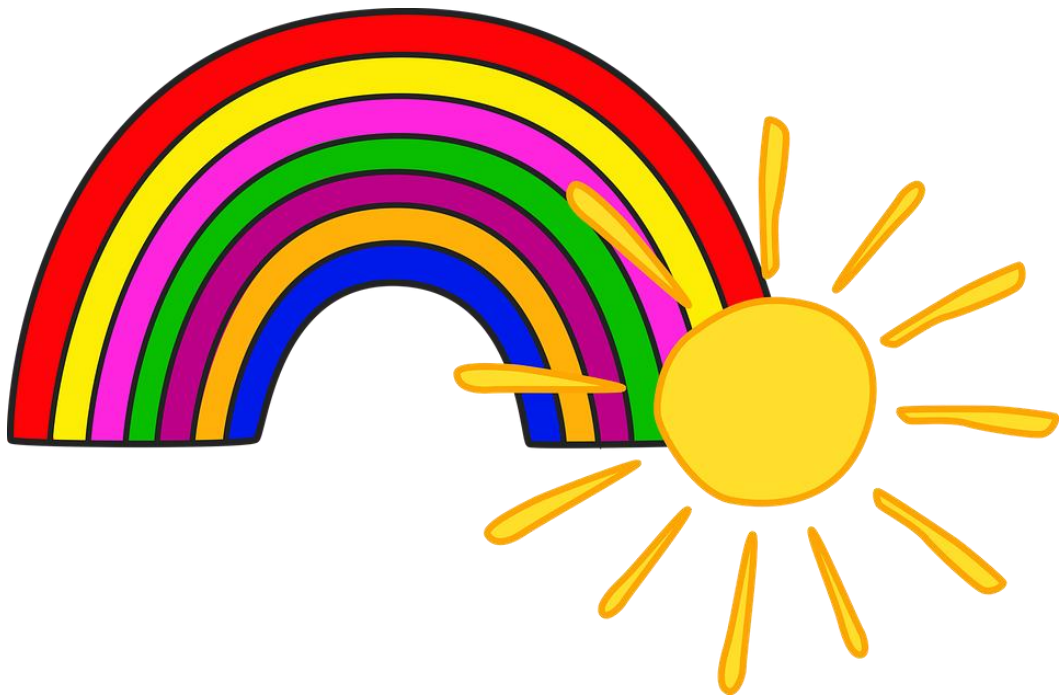




Bothwell Primary School



Nurture Policy

Updated January 2024

Bothwell Primary School

Nurture Policy

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 Bothwell 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, in order 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.

Bothwell Primary Nurture Room - The Rainbow Room

Our Rainbow Room 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.

We aim to work together to embed the six principles of nurture across our school.

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.

2. The Classroom Offers a Safe Base

- At Bothwell, 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.

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.
- 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 and Star of the Week activities. We share Good News on 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.

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 'feelings 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 C.O.O.L. Officers 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.

5. All Behaviour is Communication

- 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.

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.
- 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 our feeder high schools 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.

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. Further information on this will be shared with parents in due course.