



What does nurture do?

- Helps us to develop our **social** and **emotional skills**
- Supports us as we grow
- Builds our **resilience** and makes us **feel better** about ourselves

There are six principles that explain how nurture can help you and others:

1. Our learning is understood developmentally

We are all **individuals**. That means not everyone learns at the same rate or time.

It is important not to get too worried or frustrated if we find something difficult. Try not to compare ourselves to others. It is better to be patient and kind to ourselves. We try our best and are proud of what we can do.

At Northbourne, formative assessment is embedded in daily practice. We monitor the summative progress of all pupils in reading, writing and maths three times a year, to review their academic progress and the impact of teaching, including interventions. We also use a range of assessments with pupils at various points, including Speech Link, Language Link, Year 1 phonics screening, Reading Pro and Salford. We recognise that not all of our pupil's progress at the same rate and may need adaptations to be made to our curriculum

Where progress is not sufficient, even if a special educational need has not yet been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are Little Wandle Catch-Up interventions, one-to-one reading support, SOS Spelling, Nessy, and small group interventions. We track attainment three times a year, and use teacher assessment as a key part of this. In-depth knowledge of the pupils and their developmental stages underpins assessments.

2. The classroom offers a safe base

School should be a **calm, safe environment** for everyone.

Classrooms are designed to keep everyone **healthy** and **safe** and to reassure us while we are at school.

Our classrooms are safe places, and our staff are trusted adults. All members of Northbourne staff wear a lanyard to identify them as such and our pupils know that anyone not wearing a visitor lanyard should be accompanied by a familiar member of staff. Pupils are encouraged to discuss their viewpoints in all classrooms, in all subject areas. They are reminded that the classroom is a safe forum in which to express themselves and their emotions are valued.

Pupils often build a relationship with a trusted adult, with whom they feel comfortable and may seek when distressed, anxious or overwhelmed. We also have safe spaces, where a pupil may go for time to self-regulate or discuss their feelings with a trusted adult.

Our pupils arrive at school knowing that their opinions, viewpoints and personalities are accepted and respected in our school. Our rights and responsibilities are explored through whole class and whole school assemblies as well as incidental discussions between adults and pupils, so that they understand the importance of respectful attitudes and conversations.

3. The importance of nurture for the development of wellbeing

Looking after **ourselves** and **other people** makes us feel good in mind and body.

One way of doing this is **showing kindness**. When we are kind to other people, it makes them feel happy. It is good for our health too.

Another example of nurture making us feel good is **celebrating our achievements**, no matter how small they might seem. When someone tells us we've done a good job, that makes us feel positive about ourselves. That is what nurture is all about.

Our curriculum is carefully planned to support the well-being of our pupils, because we feel that this underpins progress in other areas. A safe and nurturing environment is our priority, and we aim to develop a positive sense of well-being for all pupils. The staff carry out Emotional Check-Ins in the mornings and throughout the day to monitor pupils with SEMH needs.. Small group and individual sessions are delivered by members of staff on a weekly basis for pupils with higher levels of need. We look to support our pupils to express their emotions to a trusted member of staff, using their words or visual prompts and regularly discuss how we are feeling and what this looks like.

Our Christian Values of being respectful, loving, faithful, compassionate, kind and forgiving, are shared and modelled both through the staff and children's behaviours towards each other and the wider community. Weekly celebration assemblies are held to recognise children's modelling and using our school values.

4. Language is a vital means of communication

What we say to people **tells them a lot about us** and **how we are feeling**.

Talking to someone, we trust, like a teacher or teaching assistant, about how we feel can **help us to be understood** and **make us feel better** too.

We monitor children's wellbeing three times a year through wellbeing scans and use The Boxall Profile to identify specific need. Provision is put in place for identified children to talk through their feelings and emotions, with a trusted adult within school. Adults meet and greet

children daily and offer additional support throughout the day as needed. Communication, either verbal or through gesture or visuals, is key to progress within our curriculum and adults are trained to support children who use sign language to communicate their needs.

Children throughout the school have access to emotions and feelings boards in their classrooms using a variety of visual resources, including worry monsters and all children are aware that they can speak to an adult in school about their worries or concerns.

5. All behaviour is communication

It is not always easy to express how we feel in words. The way we behave towards other people says a lot about how we are feeling.

If someone in our class is not showing appropriate behaviour or not listening to the teacher's instructions, it is helpful to ask ourselves:

- How might they be **feeling**?
- Why might they be **behaving** that way?
- Are they feeling **angry** or **frustrated**? Or **upset**?

We know that children communicate through their actions as well as their words. Some of our pupils react by leaving a stressful environment when they are feeling overwhelmed, become upset, cross or upset, but they struggle to express their emotions in words. We provide the space to calm down and different strategies to allow children to take control of their emotions. We use a range of different programmes and resources to support children with managing their feelings and emotions.

6. The importance of transition in our lives

Change happens all the time. It can be exciting, but it can also be scary.

We aim to prepare our pupils for all transitions within school, from changes to the daily routine or staffing changes, to moving to a new class or secondary school. We use visual timetables or transition booklets, discussions with the pupil, visits to the new room or school and conversations with parents or carers.

Some of the Nurturing approaches we use at Northbourne are:

- Building positive relationships with adults and staff
- Weekly awards and celebration assemblies'
- Regular after school clubs available to all
- Lego Therapy
- Sensory Circuits
- Time to Talk
- 1:1 time with a trusted adult