

Hanover Street School



Nurture Statement

<u>Relevant Performance Indicators</u>		
HGIOELC (2016) & HGIOS 4 (2015)	1.4 1.5 2.1 2.4 2.5 2.6 2.7 3.1	Leadership and management of staff Management of resources to promote equity Safeguarding and child protection Personalised support Family learning Transitions Partnerships Improving wellbeing, equality and inclusion
Health and Social Care Standards (2017)	1 2 3 4 5	<p><i>All headline outcomes are appropriate and relevant to the principles of nurture:</i></p> <p>1 I experience high quality care and support that is right for me.</p> <p>2 I am fully involved in all decisions about my care and support.</p> <p>3 I have confidence in the people who support and care for me.</p> <p>4 I have confidence in the organisation providing my care and support.</p> <p>5 I experience a high-quality environment if the organisation provides the premises.</p>

Policy Written By	In Consultation With	Date of Review(s) and changes made	Date of Next Review	Signature(s)
Gillian Forbes, Depute Head Teacher & Kirsteen Coutts, Pupil Support Assistant	Parents, pupils and staff team	March 2020	December 2020 (after NNSP Assessment Visit)	



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1. School Vision

Our school vision is based on children's rights and the GIRFEC approach (Getting it Right for Every Child). To remember our school vision, we use a "HANOVER ST" acronym, detailed below,

In the acronym, to feel and be nurtured, is an integral part of our school ethos, for all the school community - children, families, staff and partners.

H – Happy & Healthy

A – Achieving

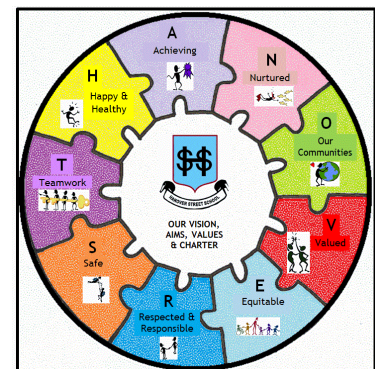
N – Nurtured

O – Our Communities (Being part of & involved with them)

V – Valued

E – Equitable

R – Respected & Responsible



S – Safe

T – Teamwork

At Hanover Street School, we therefore aim to:

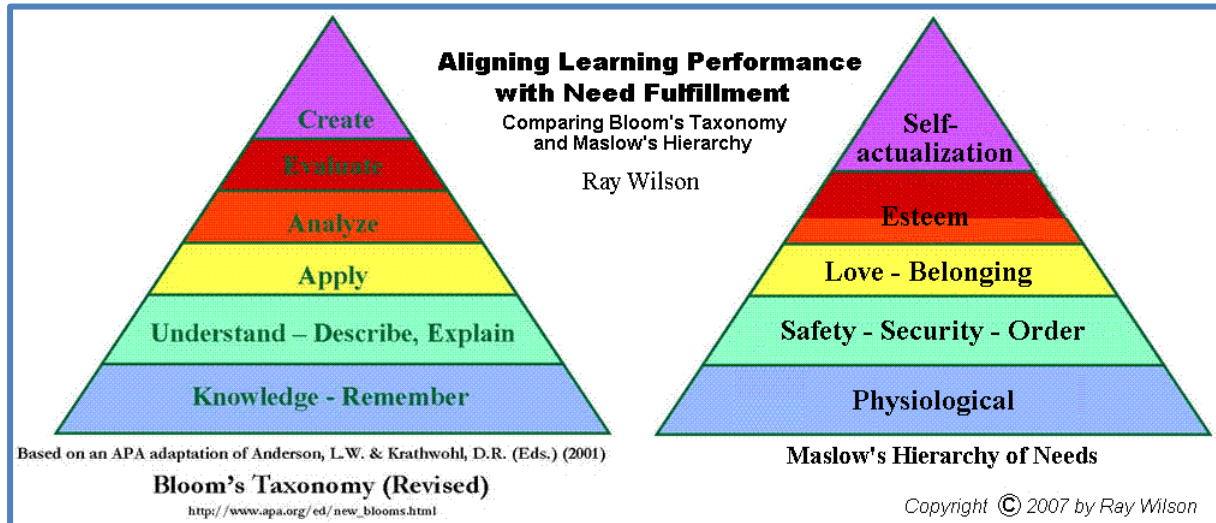
- develop and extend our understanding of a nurturing ethos and approaches;
- embed a whole school nurturing approach, from nursery through to Primary 7;
- use the nurturing principles to reflect upon and inform practice;
- achieve the National Nurturing School Award by November 2020.

2. Nurturing Ethos and Principles

Nurture involves ethos and culture as well as practice development. The Nurture approach is not simply about improving the social and emotional development of children. Its premise is that through better emotional regulation in the child it improves his or her cognitive functioning and ability to learn.



Commonly, this is known in education as ... **“You can’t do the Bloom Stuff until you take care of the Maslow stuff.” Alan E. Beck**, as cited in Bredekamp, S. (2011). *Effective practices in early childhood education: Building a foundation*. Boston: Pearson.



Thus, **relationships** and **attachments** are at the heart of a nurturing approach.

All of us have an attachment style formed from the way we were parented and forged by our culture and the society we grow up in. Positive outcomes later on in life are dependent on attachments made in the early years and therefore it is important to ensure that children have the opportunity and are able to develop positive relationships with key adults. This varies for each individual and their family circumstance. Within some families the attachment style impacts on a child's ability to form healthy relationships, and interventions within education are necessary to ensure more positive outcomes into adulthood. This needs to be recognised, acknowledged and respected.

Summary of Key Points:

- Nurture approaches have been successfully evidenced to support children's learning and development;
- Attachment theory can be a useful tool for explaining some of the difficulties children and young people may have with relating to others;
- Children's basic requirements need to be met before they can learn;
- Children's learning requires to be met at their developmental age and stage;
- Children require holistic assessment which the Getting it Right for Every Child approach is well suited to.



With a developed understanding of the above, as well as the 6 principles of nurture below, a firm foundation for strong learning and teaching is created.

The Six Principles of Nurture

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Ref: Lucas, S., Insley, K. and Buckland, G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

3. National Nurturing Schools Programme

Hanover Street School enrolled in the National Nurturing Schools Programme in November 2018.

A 2-year programme, "The National Nurturing Schools Programme" is based on the six principles of nurture. It allows staff to develop and embed a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people, all by focusing on emotional needs and development as well as academic learning in a whole-school environment.



It also allows schools to gain recognition for achieving a higher level of nurturing provision, in achieving 'The National Nurturing School Award,' assessed and awarded by Nurture UK.

Benefits of the National Nurturing School Programme

- **Pupils benefit** – from the approach that supports them in their specific needs while delivering teaching and learning in a way that all can access. The pupil is at the heart of the school focus and their learning is understood developmentally.



- **Parents benefit** – from being involved and welcomed in the school, in seeing the improvement in the children’s learning, behaviour, confidence and attendance. A better outcome for their children both in and out of the school and classroom.
- **Teachers benefit** – from a renewed focus on their pupils and a culture change where every voice counts. A more balanced measure of outcomes for individual pupils ensues.
- **Schools benefit** – from showing their commitment to developing an ethos and culture that is inclusive supports everyone in and associated with the school.
- **Communities benefit** – from having a school that wants to be at the heart of the community and demonstrates its central role in children and young people’s lives.”

<https://www.nurtureuk.org/news/national-nurturing-schools-programme>



4. Nurturing Approaches at Hanover Street School

We are committed to continue developing and building on our nurturing approaches at Hanover Street School. Some of the nurturing approaches are listed below. Some practices or interventions may cover one or more or indeed all nurture principles. For ease of reference, they have only been included in the chart once:

Nurture Principle	Nurture for Pupils	Nurture for Families & Community	Nurture for Staff
<i>Children's learning is understood developmentally</i>	Universal and Targeted Support Individualised Timetabling to Support Learning Needs, e.g. Mud Pies Use of developmentally appropriate tracking systems (e.g. 3/4-year-old overviews in Nursery) Adopting a play-based learning approach in P1.	PEEP Group Curriculum workshops/open afternoons	Continuous and Annual Professional Review and Development Meetings for Teaching Staff, and Regular Support and Supervision of Support and Nursery Staff
<i>The classroom offers a safe base</i>	Class charters with clear expectations	Stay and Play Open Door Policies	Comfortable staff room
<i>The importance of nurture for the development of wellbeing</i>	Use of Boxall Profile for identifying and planning for children's needs Embedded Bounce Back Programme Various pupil participation and extra-curricular activities	Linking with other agencies to offer family support e.g. Community Childminding, Home Start, NHS Grampian, Family Learning, Social Work, etc.	Strong culture of relational trust Mental Health First Aider in staff team
<i>Language is a vital means of communication</i>	Early TalkBoost TalkBoost EAL Support Celebrating mother languages Classroom emotional check-ins	Use of ICT platforms/applications to communicate School Website with Translate Widget Twitter	
<i>All behaviour is communication</i>	Clear positive relationships and behaviour policies	Clear positive relationships and behaviour policies	Clear positive relationships and behaviour policies
<i>The importance of transition in children's lives</i>	Induction Reading Buddies Meet the Teacher Days	Induction Processes	Staff induction policy Transition meetings/Team discussions



5. Links to Other Policies

Our belief in a nurturing approach also relates directly to practices and procedures in the following policies:

- Anti-Bullying Policy
- Child Protection Policy and Procedures
- Compliments, Concerns and Complaints Policy
- First Aid & Administration of Medication
- Key Worker Policy
- N/P1 Transition Policy
- Nursery Induction Policy
- P1 Induction Policy
- Parent Helper and Adult Volunteer Policy
- Positive Relationships and Behaviour Policies
- Staff Induction Policy
- Staff Supervision and PR&D Policy