**Nurture Principles Toolkit**

**Behaviour and Language**

All behaviour and language are vital means of communication

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| **What does this mean?** | **What does this look like in a classroom?** |
| Everything that anyone does tells us something.  Whole school approach.  Treat the cause of the behaviour and not the symptom.  Consensus and understanding that there is no such thing as ‘naughty’.  Adults investigate and do not take things at face value.  Adults are open minded.  Adults understand that bad behaviour isn’t a product in its own right, it is communication.  Children and young people receive positive role models from adults and peers. | Behaviour policy is reflective of this approach it is positive not punitive.  Top down approach.  All stakeholders take responsibility for their own communication.  Effective strategies are in place which facilitate communication non-verbally.   * Mood boards and pictorial feelings visuals * Opportunities to RAG rate responses * Clear and consistent signals * Use of Five Point Scales <https://www.5pointscale.com/> * Zones of Regulation approaches <https://www.zonesofregulation.com/learn-more-about-the-zones.html> <https://www.stmichaelsprimary.durham.sch.uk/send/zones-of-regulation/>   Children and young people are given control of behaviour management  The environment is safe and consistent. Variables are stripped out  Safe spaces are developed as part of the classroom.  Opportunities are made for choice which shows the child or young person that they are respected.  Adults are curious about the function of behaviours and explore this to identify potential triggers in the classroom. Approaches such as ABC and STAR behaviour logs are routinely used. <https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services-2/communication-and-interaction/>  Opportunities are made for restorative conversations and practice. <https://www.elsa-support.co.uk/restorative-practice-poster-set/> |

**Developmental understanding**

Learning and achievement are understood developmentally. Enhanced through meeting social, emotional and cognitive needs

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| **What does this mean?** | **What does this look like in a classroom?** |
| Children and young people’s achievements are celebrated.  Adults recognise and understand the individual starting points of each child or young people.  Adults celebrate the achievements of each individual.  Adults ensure the emotional and social needs are met of children and young people first. | Use of a ‘proud cloud’ to highlight strengths and achievements.  All areas, not just academic success, are recognised and given equal value  In early years and beyond developmentally appropriate, not age appropriate toys and activities are routinely used in the classroom.  Differentiation is effective and classroom learning is tailored to the individual.  Adults understand each child or young person’s areas of strength and adapt teaching and learning to reflect this.  Pupils access stage appropriate activities.  Children and young people achieve success and develop a sense of pride in their work.  Children feel safe and happy within their environment and trust adults to cater for their individual needs.  Interventions which may help support this.   * Kid Skills- A solution focused approach recognising that children and young people haven’t got problems, they have skills they have not yet learnt <https://www.kidsskills.org/> * Recognising character strengths and supporting children and young people to develop their strengths <https://www.viacharacter.org/character-strengths> * Effective use of One Page Profiles are in place <https://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>   A range of assessment measures are used effectively to identify individual areas of strength and where there additional support needs to be put in place. Routine use of the following could include:   * Use of Boxall Profile * Use of Nurture International’s Development Portrait * ELSA skills checklists <https://www.elsa-support.co.uk/new-elsa-assessments-2017/> * Strengths and Weakness Questionnaire * AET Progression Framework for autistic children <https://www.autismeducationtrust.org.uk/resources/progression-framework> |

**Communication**

How we communicate impacts on mental health, learning and achievement

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| **What does this mean?** | **What does this look like in a classroom?** |
| Adults and children recognise the different ways we communicate.  Recognition of different communication needs.  Understand the importance of social communication.  Adult communication is effective and modelled to children and young people.  Explicitly talk about communication approaches and do not assume children and young people know this.  Adults are aware of the impact of their body language, facial expressions, non-verbal communication as well as the language they use.  Non-verbal communication is as important as verbal. | Adults have effective relationships with children and young people.  Adults are able to respond to children and young people’s individual needs.  Adults are emotionally attuned to the pupils in their class.  Adults routinely use emotion coaching approaches to support and guide children and young people showing validation of their emotions. The five stages of emotion coaching are as follows:   * Being aware of the child or young person’s emotion * Recognising emotion as an opportunity for intimacy and teaching * Listening empathically and validating the child or young person’s feelings * Helping the child or young person verbally label the emotions   Setting limits while helping the child or young person to problem solve. <https://www.youtube.com/watch?v=1t0LuYGt4PU>  Modelling opportunities are used.  Discrete opportunities are made to teach social skills. This is considered as important as academic subjects.  Create an asking culture in classrooms.  Use of appropriate assessment to identify areas for development in children and young people’s language development and teaching and learning are adapted accordingly e.g. <https://www.gl-assessment.co.uk/assessments/products/wellcomm/> <https://ican.org.uk/i-cans-talking-point/parents/ages-and-stages/>  Group work is clearly scaffolded giving children and young people clear roles so they understand what is expected of them.  Effective communication is in place for parents and carers so that they can support their child at home. |

**Emotionally safe**

Feeling emotionally safe is essential for the mental health, learning and achievement

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| **What does this mean?** | **What does this look like in a classroom?** |
| All stakeholders feel valued, respected and are comfortable within their environment.  Children and young people feel able and willing to participate.  Children and young people use a range of strategies to support them to self-regulate.  Children and young people understand different emotions and what they look like.  Children and young people feel safe to share their emotions and understand that what they are feeling will be validated. | The emotional wellbeing of all stakeholders, including staff and parents is recognised as being important and appropriate interventions and signposting is made to support this e.g. Nurturing Parenting Programme, Wellbeing Walls in the staff room.  Adults are emotionally attuned to the pupils in their class.  Adults routinely use emotion coaching approaches to support and guide children and young people showing validation of their emotions. The five stages of emotion coaching are as follows:   * Being aware of the child or young person’s emotion * Recognising emotion as an opportunity for intimacy and teaching * Listening empathically and validating the child or young person’s feelings * Helping the child or young person verbally label the emotions   Setting limits while helping the child or young person to problem solve <https://www.youtube.com/watch?v=1t0LuYGt4PU>  School have dedicated ELSA Teaching Assistants to help support and facilitate wellbeing.  Children and young people feel safe and able to join in learning.  Success is celebrated, no matter how small.  Strategies could include:   * Emotions and feelings check ins * Opportunities to explore and understand different emotions are used in different contexts across the school day * Use of Five Point Scales <https://www.5pointscale.com/> * Zones of Regulation approaches <https://www.zonesofregulation.com/learn-more-about-the-zones.html> <https://www.stmichaelsprimary.durham.sch.uk/send/zones-of-regulation/>   Active strategies to promote wellbeing and self-regulation are used including:   * Yoga <https://cosmickids.com/> * Mindfulness activities <https://alderhey.nhs.uk/application/files/9815/8515/7280/Mindfulness_activities_for_kids.pdf> * Sensory strategies <https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/9/21/Sensory-processing-pack-for-schools-KS1-4.pdf>   Appropriate classroom audits are used to evaluate the learning environment e.g. Nurturing Classroom Non-negotiables, Sensory Preferences and Sensory Classroom Audit. <https://www.autismeducationtrust.org.uk/sensory-resources> |

**Resilience for transitions**

Nurture assists resilience to aid successful transitions

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| **What does this mean?** | **What does this look like in a classroom?** |
| Transitions- micro and macro are managed well by adults so that children and young people understand what is required of them.  Transitions between activities are well-explained by adults and children and young people understand what is expected of them e.g. break times, changes in routine etc.  Primary schools have effective links with nurseries, child minders and parents prior to children starting school so that they have good knowledge of these children’s strengths and needs.  Primary and secondary schools have effective transition arrangements in place to promote easy transitions for children and young people moving between phases of education. | Effective use of visual timetables are used to support children and young people.  Warnings about changes that are happening and unexpected changes, including use of an ‘oops’ card on visual timetables, are used effectively.  Children and young people who require it are given a choice in activity to support them to feel in control.  Changes in adults are given in good time to support children to understand what might be different.  Effective use of One Page Profiles are used to support supply staff and visitors meet the needs of pupils and ensure consistency of approach. <https://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>  School readiness scale is used to support children and young people transition back into mainstream classes if they have accessed interventions <https://localoffer.haltonchildrenstrust.co.uk/wp-content/uploads/2021/04/Nurture-Reintegration-Readiness-Scale.pdf>  Transitions are recognised as being important and given appropriate curriculum time and preparation e.g. moving between year groups and phases of education. This support is tailored to the individual pupil.  Parents are encouraged to be actively involved in the planning of these transitions. |

**Identity and self-esteem**

Self-identity and self-esteem are key to mental health and wellbeing

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| **What does this mean?** | **What does this look like in a classroom?** |
| All stakeholders are encouraged to develop a positive view of themselves and to feel proud of their achievements.  Diversity in all its forms is celebrated and children and young people are encouraged to embrace and difference is celebrated.  Children and young people take risks as learners and feel confident in doing so.  Nurturing school ethos and identity is embedded as part of a whole school approach. | Children and young people are actively involved in their learning.  Children and young people have resilience to make mistakes and can manage this successfully.  Appropriate interventions to support the development of self-esteem and resilience:   * Being a 2% the art of being brilliant <https://www.artofbrilliance.co.uk/resources/happiness-club/> * Kid Skills- A solution focused approach recognising that children and young people haven’t got problems, they have skills they have not yet learnt <https://www.kidsskills.org/> * Recognising character strengths and supporting children and young people to develop their strengths <https://www.viacharacter.org/character-strengths> * Use of gratitude and accessing the Three Good Things Intervention to help develop self-esteem and positive self-image <https://www.actionforhappiness.org/take-action/find-three-good-things-each-day>   Children and young people are proud of their achievements and share this with peers and adults.  Promotion of a compliments culture where peers provide affirmation for one another.  Sharing of successes with important stakeholders e.g. parents and carers and opportunities for families to celebrate wow moments from home.  Development of a positive gossip approach to promote self-esteem <https://positivepsychology.com/positive-gossip/> |