Nurturing Relationships in Renfrewshire

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Nurturing Relationships

‘All children need relationships to thrive; traumatised children need relationships to heal’

Golding and Hughes
Secure Attachment

- Baby has a need
- Trust and security develops
- Baby is soothed and relaxed

Insecure Attachment

- Baby has a need
- Trust does not develop
- Baby feels anxious, restless and fearful

- Baby expresses need e.g. cries
- Care giving Response not successful at meeting needs. No comfort or inconsistent comfort
Secure Internal Working Model

SELF
I AM:
Good Wanted
Worthwhile Loveable
Competent Effective

OTHERS ARE:
Responsive to my
needs
Caring Sensitive
Trustworthy
Reliable

THE WORLD
IS:
Safe
Consistent

Insecure Internal Working Model

SELF
I AM:
Bad Unwanted
Worthless Helpless,
Unlovable Shameful

OTHERS ARE:
Unresponsive to
my needs,
Confusing Hurtful
Untrustworthy
Unreliable

THE WORLD
IS:
Unsafe
Inconsistent
Difficult
Scary
Renfrewshire Nurturing Relationships Approach

**Aims**

- To promote an understanding of attachment theory and of the importance of nurturing relationships in helping all children and young people to learn and develop socially and emotionally

- To promote an understanding of the key principles of nurturing practice and support schools to embed these at a whole school level

- To support practices which will improve wellbeing and promote resilience for children and young people

- To introduce an approach to implementation which is evidence-based and therefore has the best chance of delivering a sustainable approach for establishments and children and young people. (Meyers et al. 2014)
Renfrewshire Nurturing Relationships Approach

**READYNESS**
- Needs Analysis
- Audit current practice

**TRAINING**
- Whole school 'Core' Nurture Training
- Nurture Principle Training
- 4 Day Leadership Training for Trainers

**IMPLEMENTATION**
- Core Group
- Select Nurture Principle Training

**ACTION PLAN**
- Embed nurture approaches across the school

**EVALUATION**
- Implementation and evaluation supported by EPS

Renfrewshire Nurturing Relationships Approach
Nurture Principles - The Nurture Group Network

Learning is understood developmentally

Transitions are important in children's lives

The Environment offers a safe base

All Behaviour is communication

Nurture is important for wellbeing

Language is a vital means of communication
Our Journey

Welcome to the Sunshine Room.
NP: Language is a vital means of Communication

Many of our children were having difficulty processing their emotions

Limited emotional vocabulary

Impact on child’s readiness to learn, teaching time and attainment

Permeated all other principles
Nurture Principle Training

Explored the importance of language
Body Language & Facial Expression
Attunement Principles

Development of Action Plan

4 Day Intensive Nurturing Approaches Training
Our Belonging Wall

You belong here
You are welcome here
I like you
You are safe here
I will help you understand
Your feelings are okay with me
You can explore and learn
You can work with me on this problem that is getting the way right now
I will be thinking about you and keeping you in mind
Emotion Cards
What we did.............

Regular Check-Ins
What we did..............

P4 Check-In Sheet

I like the check in sheet as I can write things down that I am too shy to say to my teacher.
What the children think?

I feel like my teacher cares for me and I know I am safe with her. Olivia

I can be honest because I know that only my teacher will know about my emotions. Ebony

I can talk about my feelings and I know it will be private. Then it makes me feel better. Ryan

Miss K notices if I am sad or happy, she always speaks to me about it. I love being in her class. Patrick
What we did............

Bonding Bags - Nursery
What we did.............

Emotion Bags – Partnership with Parents
Number of children represented by a parent at drop in session

- Invite given at parents night
- Emotion bags used
- Children make the invitations
What the parents think?

I know things I can do with my child to find out how he is feeling.

Since we have been using the bags my child listens to me more at home.

I feel the Emotion Bags are a great idea to encourage me to spend quality time with my child.

We had a good time together exploring the bag and activities.
What we did..............

Teamwork Friday
What we did.............

Key Adult Approach - How Good Was My Day?

How Good Was My Day?

Name: _______________________

Date: __________

How was your day today?

0 1 2 3 4 5 6 7 8 9 10 😊😊😊😊😊😊😊😊😊😊😊

What was good about today?

What could have made today better?

Child’s Signature: _______________________

Staff Signature: _______________________

Parent Signature: _______________________

Our Lady of Peace Primary School
Number of targets achieved by children in the Sunshine Group

- **Engaged with RNRA**
- **Emotion Bags introduced**
- **Christmas Holidays**
- **Key Person**
- **Easter Holidays**

**Measure**

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<tr>
<th>Months</th>
<th>Number of targets achieved</th>
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<tr>
<td>September</td>
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- **Christmas Holidays**: A drop in targets achieved is observed during this period.
- **Key Person**: An increase in targets achieved is noted after the introduction of the key person.
- **Easter Holidays**: A significant rise in targets achieved is observed during this period.

The graph illustrates the number of targets achieved by children in the Sunshine Group, showing fluctuations throughout the months.
Social and Emotional Wellbeing Score

Group of Children

Primary 1  Primary 2  Primary 3  Primary 4

Score

Term 1  Term 4
What’s Next?

NP - All Behaviour is Communication

It’s not what we do – it’s who we are
RNRA change ideas

- **Involving the whole school community**
  - Nurture newsletter to share consistent messages across the school community
  - Pupil and parent awareness of nurturing approach – community sharing of ACES/assemblies

- **Language is a vital means of Communication**
  - Consistent approaches to developing emotional language – check-ins, emotion boxes, emotion works, messages of encouragement
  - Developing emotional literacy with parents

- **Transitions are important in children’s lives**
  - Differentiation to support small transitions
  - Best practise shared and new strategies explored

- **All behaviour is communication**
  - School’s behaviour system overhauled. No ‘name & shame’. Skill building focus & relational focus rather than punishing. No loss of golden time. Reflection time – restorative conversation with staff
  - Cosy corners
  - Mindfulness
Evaluating Impact

- School self-evaluation
- Process evaluation
- Local Authority Evaluation
Pathfinder Pupil and Staff comments

‘Nurture is about looking after each other and learning’

“You can talk to staff and teachers. They help you with your emotions”

‘There is more shared practice and greater recognition that support needs to be individualised’

‘It builds responsibility and leadership for staff taking on strategies and initiatives’

‘You check to see how we are feeling’

‘You can’t see who is having a bad day’

‘Having nurture on the staff agenda makes it more of a collective responsibility’

‘Staff now communicate differently’

‘This has allowed our staff to think about the EP’s role differently’