

Nurturing Relationships in Renfrewshire

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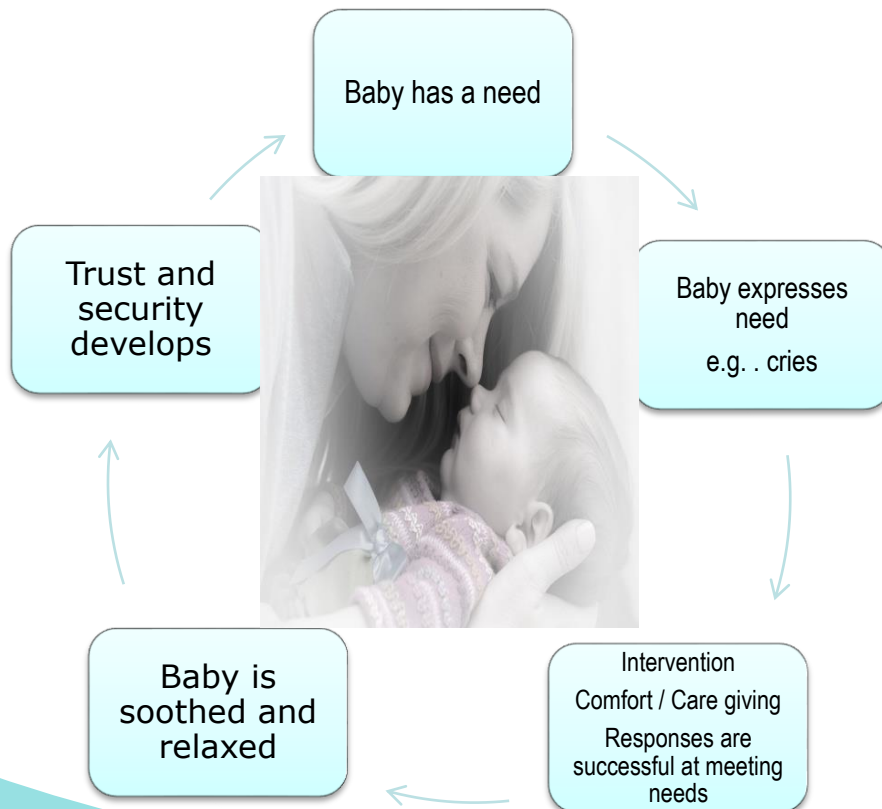
Nurturing Relationships

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

Golding and Hughes



Secure Attachment



Insecure Attachment



Secure Internal Working Model

**SELF
I AM:**
Good Wanted
Worthwhile Loveable
Competent Effective

**THE WORLD
IS:**
Safe
Consistent

OTHERS ARE:
Responsive to my
needs
Caring Sensitive
Trustworthy
Reliable

Insecure Internal Working Model

**SELF
I AM:**
Bad Unwanted
Worthless Helpless,
Unlovable Shameful

**THE WORLD
IS:**
Unsafe
Inconsistent
Difficult
Scary

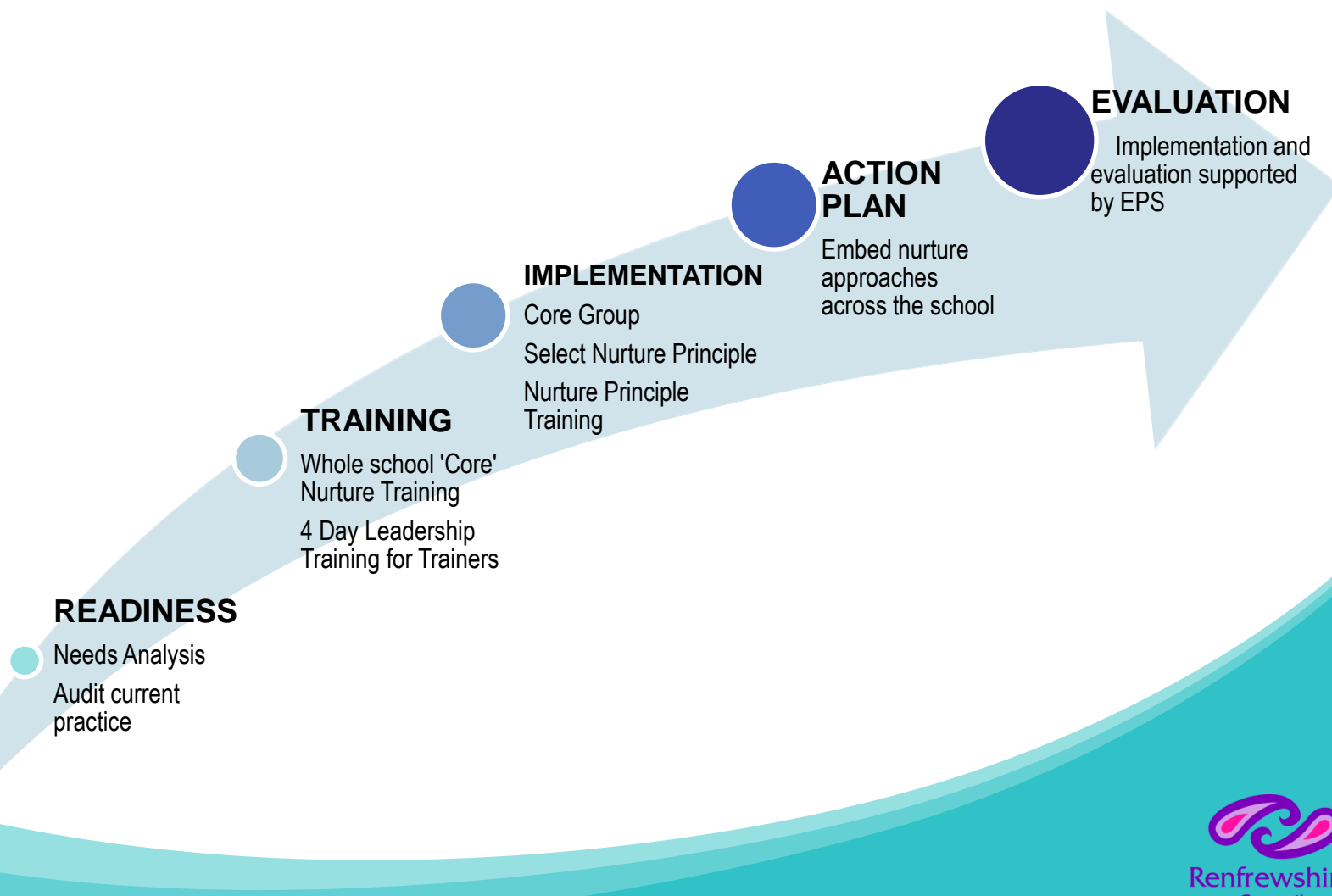
OTHERS ARE:
Unresponsive to
my needs,
Confusing Hurtful
Untrustworthy
Unreliable

Renfrewshire Nurturing Relationships Approach

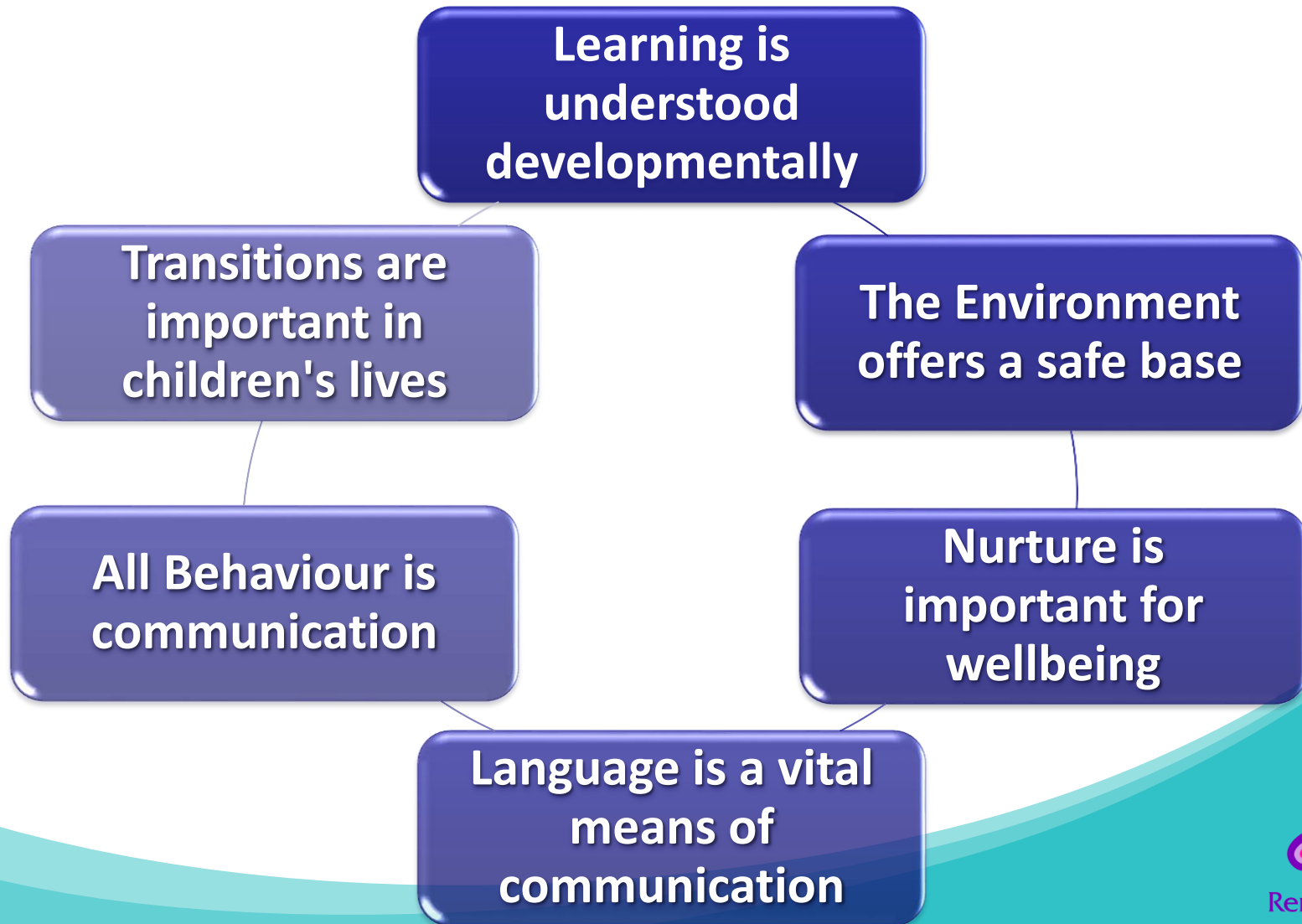
Aims

- 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



Nurture Principles - The Nurture Group Network



Pathfinder School



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Our Journey



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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



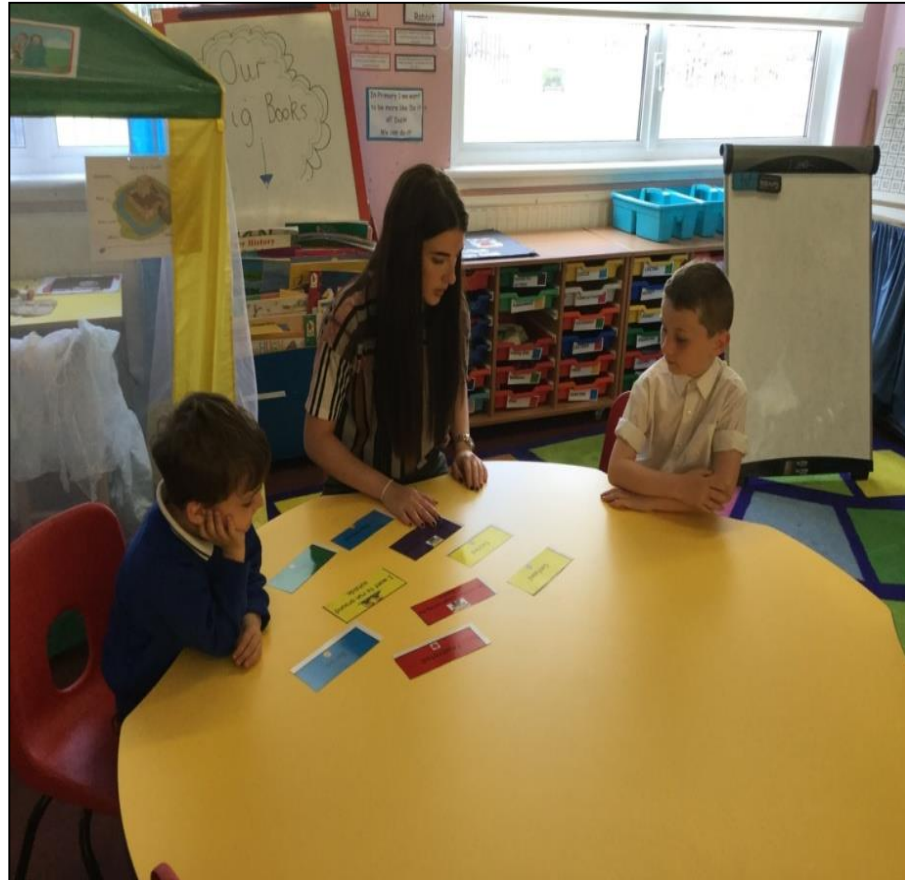
You belong here
You are welcome here
I like you
You are safe here

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.....



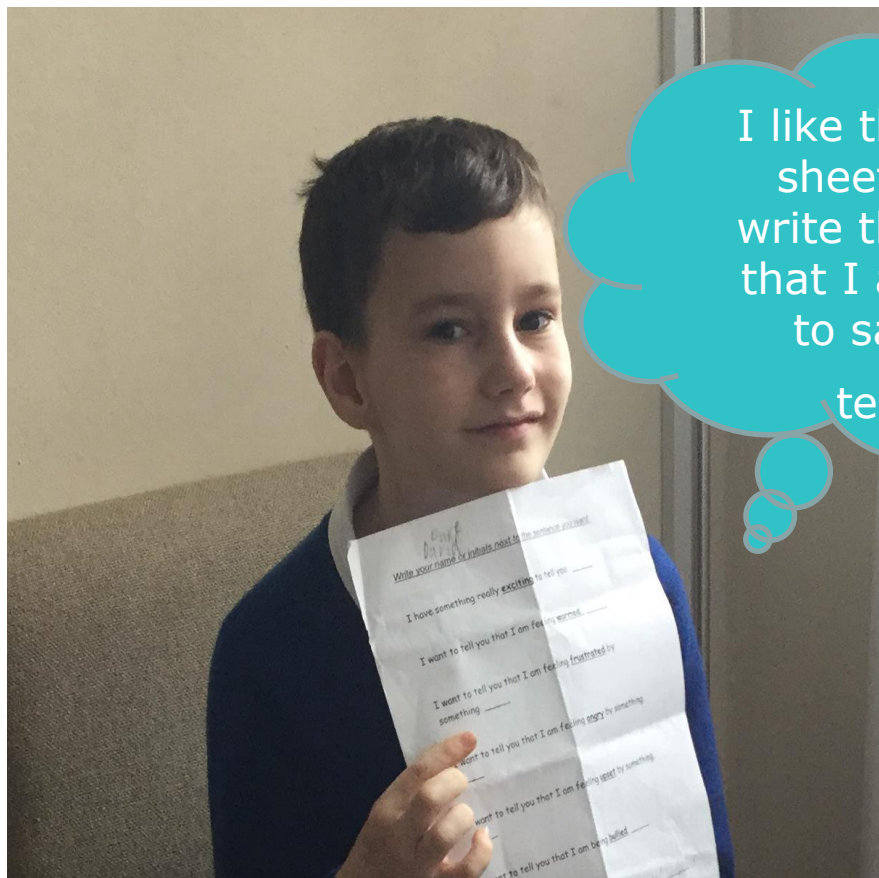
Regular Check-Ins



What we did.....



P4 Check-In Sheet



Write your name or initials next to the sentence you want.

I have something really exciting to tell you. _____

I want to tell you that I am feeling worried. _____

I want to tell you that I am feeling frustrated by something. _____

I want to tell you that I am feeling angry by something. _____

I want to tell you that I am feeling upset by something. _____

I want to tell you that I am being bullied. _____

I want to tell you:

What the children think?



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

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

Ryan

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

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

Patrick



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What we did.....

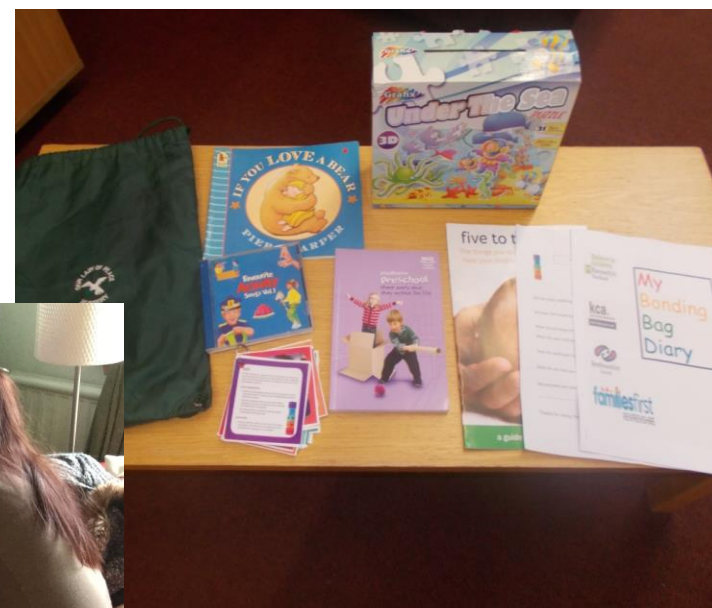
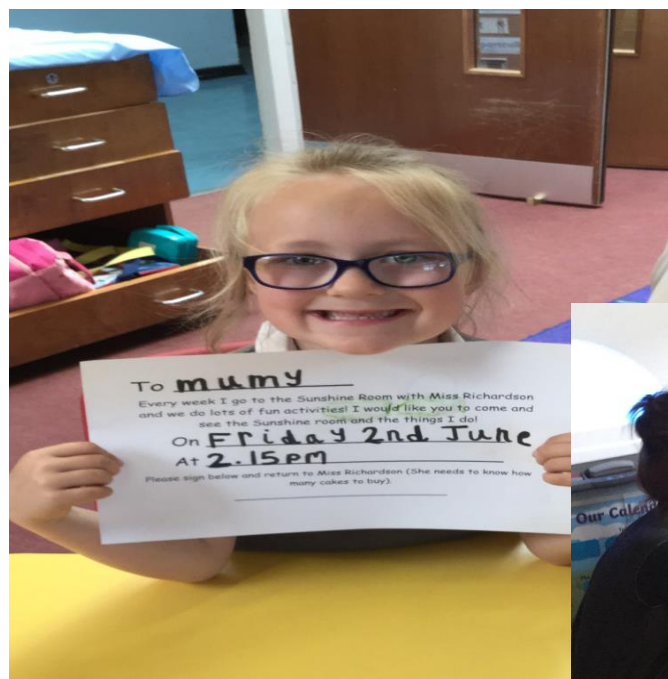
Bonding Bags - Nursery



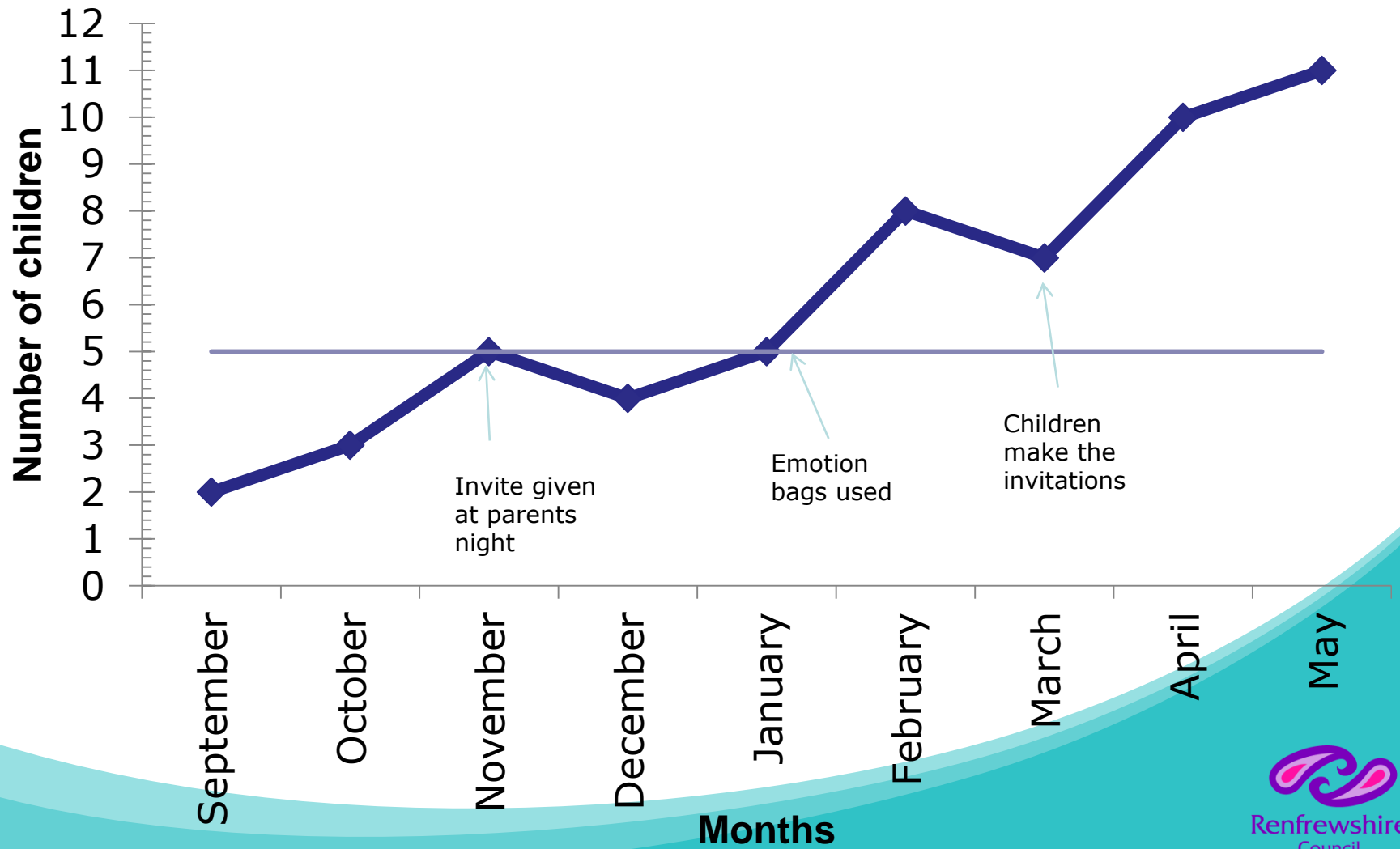
What we did.....



Emotion Bags - Partnership with Parents



Number of children represented by a parent at drop in session



What the parents think?



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

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

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

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



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What we did.....



Teamwork Friday




What we did.....



Key Adult Approach - How Good Was My Day?




HOW GOOD WAS MY DAY?



Name:

Class:



Date:

How was your day today?

😊 0 1 2 3 4 5 6 7 8 9 10 😊

What was good about today?

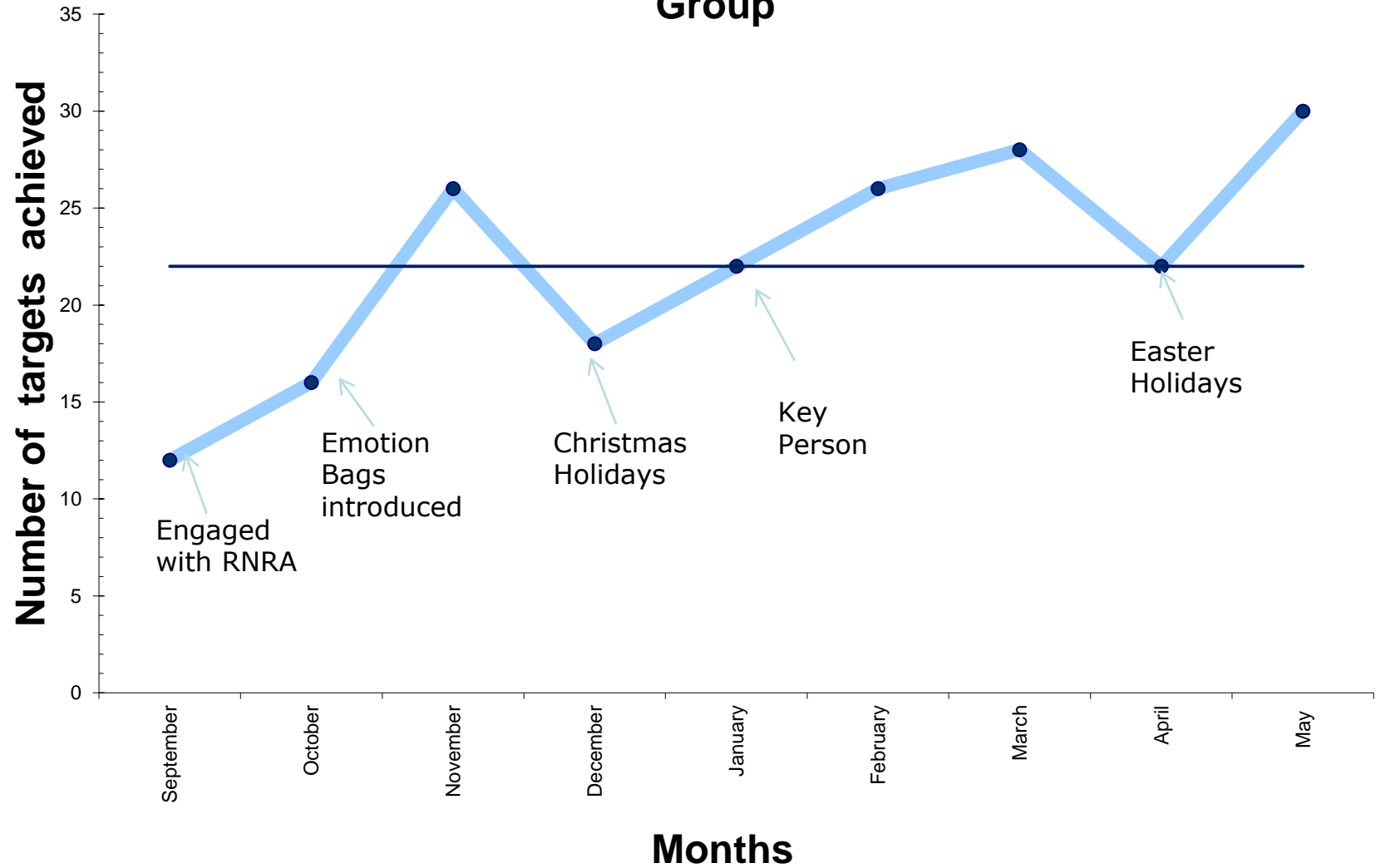
What would have made today better?

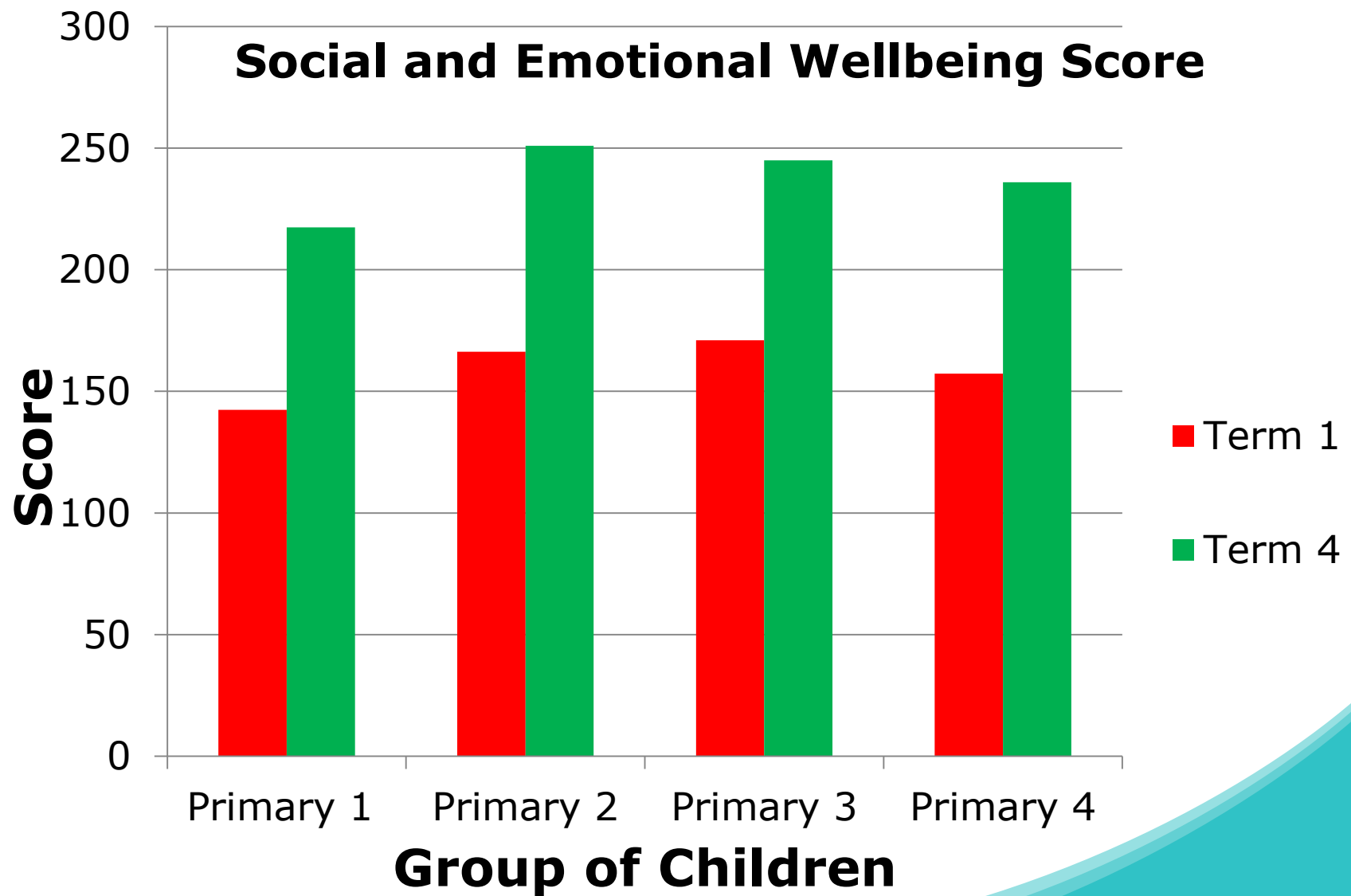
Child's Signature:	
Staff Signature:	
Parents Signature:	



Measure

Number of targets achieved by children in the Sunshine Group





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 check to see how we are feeling'

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

'You can't see who is having a bad day'

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

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

'It builds responsibility and leadership for staff taking on strategies and initiatives'

'Staff now communicate differently'

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



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