



Applying nurture as a whole school approach : Covid-19

Supporting Inclusive Transitions. This resource has been developed by [Inverclyde Educational Psychology Service](https://www.inverclyde.gov.uk/inverclyde-educational-psychology-service) and uses the 6 nurture principals to ensure effective support for children and young people during the COVID 19 pandemic. Further information can be found on the National Improvement Hub - <https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/>

Nurture Principle 1 – Children's learning is understood developmentally

Features of Highly Effective Practice/challenge questions	Where are we now?	What more is required?
Staff have access to resources required to support them to manage bereavement, change and loss across different age levels – younger children, teenagers and adults.		
Pupils flourish when they engage in experiences that are fulfilling. Play has been recognised as a key approach for pupils to achieve these feelings. Staff should understand the pre-eminence of play as a recovery approach and feel confident in its use.		

<p>Staff should recognise that whilst academic attainment is important, however, the route to achieving this is based on children feeling stress free.</p>		
<p>When introducing new learning experiences staff should recognise the need for these to be meaningful, practical and multi-sensory.</p>		
<p>Staff should understand the importance of metacognition in the development of learning. This involves being in tune with our children's learning needs and offering appropriate mediation to support the development of generic, self-regulatory and metacognitive skills.</p>		
<p>What needs have relation to the wellbeing of pupils, parents/carers and staff (related to NP 1) have been identified by listening to their voice?</p>		

Nurture Principle 2 - The Establishment Offers a Safe Base

Feature of Highly Effective Practice/Challenge Questions	Where are we now?	What more is required?
<p>Physical Learning Environment</p> <ul style="list-style-type: none"> • How we use our classrooms, corridors, dinner halls and playgrounds may be very different, both in how they are arranged and managed and how children can use them when they return to school. Making school a secure base will require a proactive and consistent approach in the design of the physical environment. • We may also need to think of identifying areas of the classroom or “nooks” in the surrounding area which can be used as places for relaxation and calming. These could have cushions or beanbags for comfort and coloured fabric which enables an anxious or stressed pupil to scan the room from a place of safety. 		
<p>Preparing Children and Families for Change</p> <ul style="list-style-type: none"> • We could use the strategy of a Social Story on a whole-school basis. It could be 		

<p>posted/emailed to parents and caregivers or communicated via a video on the school website. This could acknowledge how difficult the restrictions have been, welcome the children back to their establishment, show them how things will be different and explain why.</p> <ul style="list-style-type: none"> • Seating plans will undoubtedly change in order to accommodate social distancing and these should be communicated in advance and illustrated for those who are particularly sensitive to change. If items and equipment are moved to different places within the classroom, these areas should be clearly labelled. 		
<p>Welcoming Children Back</p> <ul style="list-style-type: none"> • Decorating a wall with photographs of each child and key staff in the classroom and playground can create a sense of belonging; especially if the children are acclimatising to a different peer group or different members of staff for the foreseeable future. Reassurance can be provided through positive messages such as <i>"You are safe here"</i>, <i>"We remember you"</i>, <i>"You can talk to me any time"</i> and <i>"All of your feelings are ok"</i>. 		

<ul style="list-style-type: none"> • It is important for pupils to have as much information available to them before coming back to school including what other pupils will be in their class. • Staff are aware of the potential for play and outdoor education to support pupils as part of the 'new normal.' 		
<p>Staff have the knowledge and skills to maintain emotional safety - they</p> <ul style="list-style-type: none"> • Understand and know how to work with children and young people who are experiencing the cycle of grief. • Know how to support children and young people who ask direct questions about bereavement, loss and change. • Have a strong concept of anxiety in children and young people related to COVID-19. • Have specific information regarding how to support children and young people with additional support needs identified prior to the COVID-19 outbreak. • Can assess, plan for and manage situations that are high in tension using trauma informed practice. 		
<p>What needs have relation to the wellbeing of pupils, parents/carers and staff (related to NP 2) have been identified by listening to their voice?</p>		

Nurture Principle 3 - Nurture is central for the development of wellbeing.

Features of Highly Effective Practice/challenge questions	Where are we now?	What more is required?
<p>To support the return to education, and in recognition of the strengths many pupils will have experienced during lock down:</p> <ul style="list-style-type: none"> • Children and young people could bring in objects such as photographs they appear in, pictures they have made and Lego constructions. • These examples of time spent at home can be used to start discussions and maintain a link between home and the education establishment. • There could be a celebration of the key achievements that pupils have experienced over the past few months. 		
<p>The development of wellbeing is supported by the promotion of autonomy. Pupils will benefit through experiencing timetabled moments that allow them to engage in personal interests.</p>		

<p>In academic tasks staff should continue to:</p> <ul style="list-style-type: none"> • Capture successful moments. • Emphasise effort and persistence • Remind pupils that learning progresses in a stepped manner in line with continuing pedagogical advice available via the Inverclyde Attainment Challenge. 		
<p>Establishments should remind staff of the importance of unconditional positive regard – the basic tenet underpinning the restorative approach as promoted within the Inverclyde Positive Relationships policy (2019).</p>		
<p>What needs have relation to the wellbeing of pupils, parents/carers and staff (related to NP 3) have been identified by listening to their voice?</p>		

Nurture Principle 4 – Language is a vital means of communication

Features of Highly Effective Practice/Challenge questions	Where are we now?	What more is required?
Staff understand and use active empathic listening from the restorative approach.		
The curricular offer allows pupils to recognise and name feelings.		
Staff are aware of, and can use, the advice in the Inverclyde Bereavement, Change and Loss policy (adapted for COVID-19, 2020) to support all children and young people appropriately as a result of the global pandemic.		
What needs have relation to the wellbeing of pupils, parents/carers and staff (related to NP 4) have been identified by listening to their voice?		

Nurture Principle 5 – All Behaviour is Communication

Features of Highly Effective Practice/Challenge questions	Where are we now?	What more is required?
<p>Staff understand and can personalise for their context the basic tenets of trauma informed practice:</p> <ul style="list-style-type: none"> • Safety (consistency, reliability, predictability, availability, honesty and transparency.) • Connections • Self-regulation 		
<p>Staff who have attended the Clyde Valley Training Partnership Approach (Promoting Positive Behaviour) training actively use the Crisis Curve to assess, plan and implement in order to support times of distress.</p>		
<p>Staff who have attended Emotion Coaching or 5 to Thrive training actively use this approach to plan to support pupils during times of distress.</p>		
<p>Staff can recognise and manage anxiety in their pupils in line with the advice contained in the Inverclyde Bereavement, Change and Loss policy (adapted for COVID-19, 2020).</p>		

<p>Staff understand to role of play for recovery in building socio-emotional competence and resilience and have the skills to plan and intervene in this area.</p>		
<p>Have staff have accessed training and coaching from Inverclyde Educational Psychology Service on the rationale and practice of outdoor learning.</p>		
<p>What needs have relation to the wellbeing of pupils, parents/carers and staff (related to NP 5) have been identified by listening to their voice?</p>		

Nurture Principle 6 – Transitions are important in children’s lives

Feature of Highly Effective Practice/Challenge Questions	Where are we now?	What more is required?
<p>Following education headquarters advice regarding transitions between establishments:</p> <ul style="list-style-type: none"> • There is a transition booklet. • A virtual tour of the establishment has been created. • A visit has taken place – if possible. • Files have been transferred. • A consideration of a return to the previous establishment has taken place to allow for a leaver’s assembly. 		
<p>Transition within an establishments could involve:</p> <ul style="list-style-type: none"> • Room to room transition booklets in the primary and early years sectors. • The use of visual/video to support some pupils. • Careful consideration of timetabling in secondary. • The use of pupil passports – where needed. 		

<p>Children who, even in standard times, would struggle with transition will have had bespoke approaches considered e.g. passport, social story, meeting a new staff member in advance, having a buddy etc.</p>		
<p>For a very small number of pupils TACs may help with the transition planning process. These should be based on the identification of strengths and search for solutions to move matters forward.</p>		
<p>What needs have relation to the wellbeing of pupils, parents/carers and staff (related to NP 6) have been identified by listening to their voice?</p>		