

The 6 Principles of Nurture

The Six Principles of Nurture are foundational concepts used in nurture groups.

The nurture principles promote:

- Emotional regulation
- Healthy attachment
- Improved learning outcomes
- Stronger social skills
- Self-Esteem and Resilience
- Overall well-being

1 Children's learning is understood developmentally

Ø Children learn at different rates, and their development is influenced by individual experiences and needs.

Ø It's essential to meet children where they are developmentally, rather than where they "should" be by age.

2 The classroom offers a safe base

Ø At Bournville we create a secure, reassuring and nurturing environment for all, ensuring emotional as well as physical safety.

Ø A nurturing environment provides a predictable, structured, and safe space where children feel secure. This allows them to explore and learn without fear of rejection or harm.

We do this by:

- Responding to children 'just as they are', with a non-judgemental and accepting attitude.
 - Understanding the uniqueness of each child.
- Providing individualised support plans, resources and strategies where appropriate.
- Making adjustments where needed in and outside of the classroom.
- Providing developmentally appropriate activities to support emotional and social development.

We do this by having:

- Consistent, predictable routines
- Clear expectations and boundaries
 - Visual timetables
 - Calm transitions
- An organised and sensory aware environment
- Reliable adults who are consistent in their approach
- Adults who are positive role models in how to relate to others both in and out of the classroom

3 The importance of nurture for the development of wellbeing

Ø Consistent, caring, and empathetic relationships are vital for emotional development.

Ø Positive connections with adults and peers foster trust, self-esteem, and emotional security.

Ø Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with children in reciprocal shared activities.

4 All behaviour is communication

Ø People communicate through behaviour. The behaviour we see is often the 'tip of the iceberg',

Ø It is our role to help children to understand their feelings and needs and support them to express and manage them appropriately.

We do this by:

- Developing genuine positive relationships, listening and responding to children in ways that show they are valued and 'Kept in mind.'
- Giving our children a 'voice,' ensuring they feel valued as individuals.
- Celebrating them, noticing and praising their achievements; developing their self-esteem, resilience and confidence.
- Providing opportunities to engage in activities and games.

We do this by:

- Being Curious, 'Given what we know about this child and their development, what are they trying to tell us?'
- Recognising potential triggers and anxieties and supporting to address and reduce these.
- Considering the context, for example unmet need, immediate environment, what occurred just before the incident, time of year, transitions, home circumstances etc.
- Encouraging children to reflect on their behaviour.
- Having a quiet area to help children become calm, and giving them space and time to regulate.

5 Language is a vital means of communication

Ø Language enables children to express their feelings, needs, and experiences. Encouraging verbal expression helps them make sense of their emotions and interactions.

Ø When a child is angry, guiding them to use words to express their frustration rather than acting out helps develop emotional regulation skills.

6 The importance of transition in our lives

Ø Children experience many transitions throughout their lives and on a daily basis. This could be moving between lessons or moving from primary school to secondary.

Ø Changes, whether big or small, can be challenging for children, especially for our vulnerable children.

Ø Supporting children through transitions helps them feel safe and secure.

We do this by :

Supporting children to understand their emotions and develop vocabulary to express their feelings and needs. We use approaches such as emotion coaching, myhappymind.

- Using the 'Name it to Tame it,' approach to help children to verbalise their needs, rather than 'acting them out.'
- Staff understanding the importance of their own language towards children and how this can impact them.
- Creating informal opportunities for extended conversations, talking and sharing, through play, role play, games and circle time.

We do this by:

- Recognising the importance of transitions, providing support and ensuring transitions are carefully prepared for and managed.
- Children are included in the planning of support, as well as parents and carers where possible.
- Staff understand that emotions and anxieties may be triggered by both small and large changes.
 - Children are pre-warned or reminded about changes in routines, using visual timetables and pre-teaching.

