



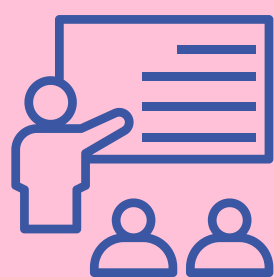
NURTURE NEWS

MARCH 2021

WELCOME

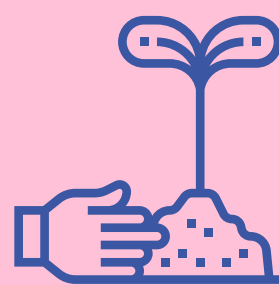
Welcome to the first edition of Nurture News. We will provide monthly news and information for pupils, families and staff about all things Nurture at St Andrew's RC Secondary. This will include advice, support and inspiration.

IN THIS ISSUE



We highlight the positive work of our Nurture Classroom - the Bosco Room

We explore what is meant by Nurture and the Six Principles of Nurture that guide our approach

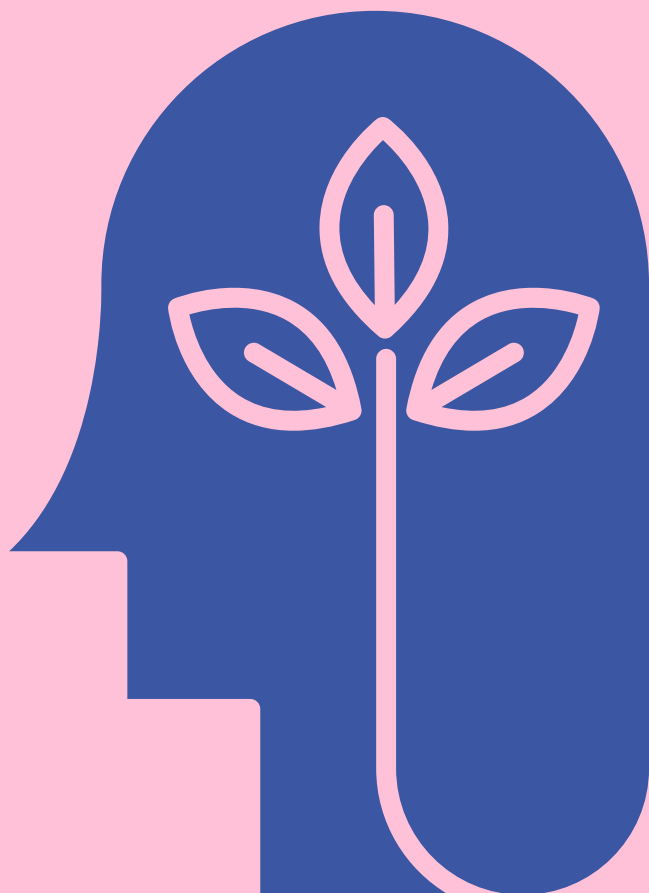


We introduce the Resilience Alphabet and highlight ideas and activities to help build inner strength and wellbeing

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WHAT IS NURTURE

The concept of nurture highlights the importance of social environments – who you’re with, and not who you’re born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

THE SIX PRINCIPLES OF NURTURE



1 CHILDREN'S LEARNING IS UNDERSTOOD DEVELOPMENTALLY

Staff respond to children not in terms of arbitrary expectations about 'attainment levels' but to the individual child is 'as they are', underpinned by a non-judgmental and accepting attitude.

2 THE SCHOOL OFFERS A SAFE BASE

The nurture classroom (St Andrew's Bosco room) offers a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff.

3 NURTURE IS IMPORTANT FOR THE DEVELOPMENT OF SELF-ESTEEM

Nurture involves listening and responding. In a nurture group/school 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play / meals / reading / talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried in nurture groups/schools'.

4 LANGUAGE IS UNDERSTOOD AS A VITAL MEANS OF COMMUNICATION

Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups the informal opportunities for talking and sharing, e.g. welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

5 ALL BEHAVIOUR IS COMMUNICATION

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?'

Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child.

6 TRANSITIONS ARE SIGNIFICANT IN THE LIVES OF CHILDREN

The nurture group/school helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

GLASGOW - TOWARDS A NURTURING CITY

Our approach within St Andrew's is very much aligned to the Glasgow City Council Education department's aim to:

"Ensure that all schools and nurseries are places in which children feel welcomed, nurtured and secure. We want children and their families to feel that their needs are understood and met in our schools and nurseries. To do this we work to help all staff continually develop nurturing approaches so that they can meet the needs of all children."

Education Scotland
Foghlam Alba

GLASGOW City Council

Our vision in Glasgow Education Services is 'Towards the Nurturing City'

In March 2019 HM Inspectors evaluated the progress made in closing the poverty related attainment gap as EXCELLENT

1 WHY NURTURE IN GLASGOW?

RECOGNITION THAT SUPPORTS OFFERED WITH LOCAL SCHOOL COMMUNITIES have the best impact

Enhancing our understanding of the importance OF RELATIONSHIPS IN EDUCATION

UNDERSTANDING BARRIERS caused by poverty, disadvantage and social exclusion.

Changing our view of what helps CHILDREN & COMMUNITIES TO FLOURISH

2 WHAT DID WE DO?

Started small and scaled up

RESEARCHED THE IMPACT OF NURTURE IN GLASGOW:

improved behaviour, improved achievement, improved wellbeing

SELF-EVALUATION AND QUALITY ASSURANCE are key aspects of improvement in NURTURE

Invested in city WIDE TRAINING AND SUPPORT FOR STAFF

Targeted NURTURE GROUPS in all sectors

WHOLE SCHOOL APPROACHES - all staff understand the principles of NURTURE.

3 TOWARDS THE NURTURING CITY...

NURTURING approaches are a priority for EDUCATION SERVICES IN GLASGOW

SHARING EXPERTISE ACROSS THE UK

Extending partnerships to build nurturing and inclusive communities

"We are listened to"

"We know we are valued"

"We feel we belong"

LISTENING TO children

LOOKING FORWARDS ensuring practice is current and sector leading

FOCUS ON

REDUCING INEQUALITY

OVERCOMING BARRIERS - CULTURE OF ASPIRATION

EXCELLENCE

NURTURING GLASGOW
nurture: at the heart of glasgow

Glasgow CITY COUNCIL

www.education.gov.scot

» Read article «

Highly effective practice identified through inspection

MINDFUL MARCH

Let's take the time to pause, breathe and really take in what's all around us.

This month we're encouraging you to take some time to look within.

Learning to be more mindful and aware can do wonders for our well-being in all areas of life - like the way we eat, the things we notice or our relationships.

It helps us get in tune with our feelings and stops us dwelling on the past or worrying about the future - so we get more out of the day-to-day.

It can also help us identify what we're grateful for, which has been proven to help boost your happiness levels!



ACTION CALENDAR: MINDFUL MARCH 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Set an intention to live with awareness and kindness.	2 Notice five things that are beautiful in the world outside.	3 Start today by appreciating your body and that you're alive.	4 Notice how you speak to yourself. Try to use kind words.	5 Take three calm breaths at regular intervals during your day.	6 Bring to mind people you care about and send love to them.	7 Have a 'no plans' day and notice how that feels.
8 Eat mindfully. Appreciate the taste, texture & smell of your food.	9 Take a full breath in and out before you reply to others.	10 Get outside and notice how the weather feels on your face.	11 Stay fully present while drinking your cup of tea or coffee.	12 Listen deeply to someone and really hear what they are saying.	13 Pause to just watch the sky or clouds for a few minutes today.	14 Find ways to enjoy any chores or tasks that need doing.
15 Stop, breathe and just notice. Repeat regularly during the day.	16 Get really absorbed with an interesting or creative activity.	17 Look around and spot 3 things you find unusual or pleasant.	18 If you find yourself rushing, make an effort to slow down.	19 Cultivate a feeling of loving-kindness towards others today.	20 Celebrate the International Day of Happiness dayofhappiness.net	21 Listen to a piece of music without doing anything else.
22 Walk a different route today and see what you notice.	23 Tune in to your feelings, without judging or trying to change.	24 Appreciate your hands and all the things they enable you to do.	25 Focus your attention on the good things you take for granted.	26 Notice when you're tired and take a break as soon as possible.	27 Have a device-free day and enjoy the space it offers.	28 Appreciate nature around you, wherever you are.
29 Notice what is working today and be thankful that this is so.	30 Mentally scan down your body and notice what it is feeling.	31 Notice the joy to be found in the simple things of life.	"Mindfulness means that we commit fully in each moment to be present" - Jon Kabat-Zinn			

ACTION FOR HAPPINESS

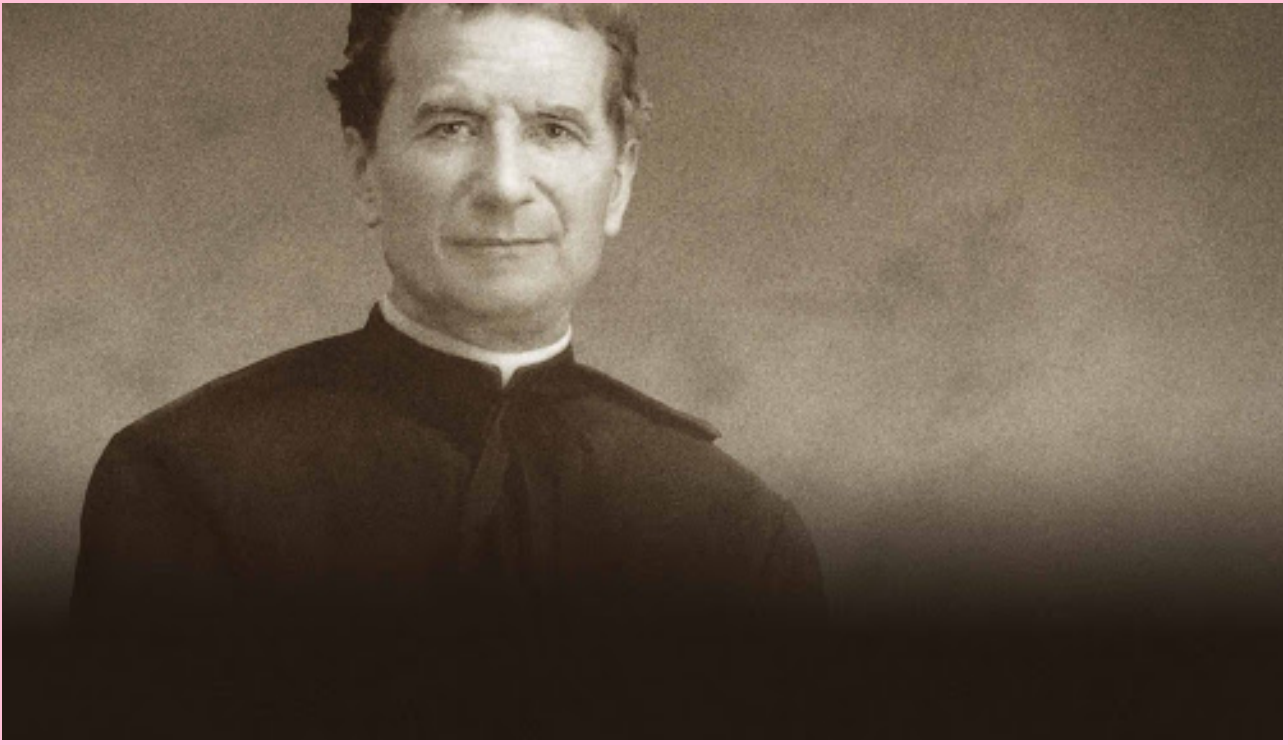
www.actionforhappiness.org

Learn more about this month's theme at www.actionforhappiness.org/mindful-march

Happier · Kinder · Together

This was taken from www.actionforhappiness.org who produce this monthly calendar and lots of other brilliant resources to nurture and improve wellbeing.

BOSCO ROOM



“Without confidence and love, there can be no true education.”

Saint John Bosco

WHAT IS A NURTURE CLASSROOM?

For some young people being a member of a large class in school can be hard. For a number of reasons, children may have difficulty settling in school.

This often gets in the way of what they are capable of achieving. It has been shown that some young people benefit from the support that a nurture class can offer.

A Nurture class is a cross between home and school. The timetable is based around plenty of routine and structure for the young people involved.

There will be opportunities for pupils to develop socially and emotionally. Health and Wellbeing will be a key part of their learning.

The Bosco room is St Andrew's designated Nurture classroom.

WHAT DO WE DO?

We provide an experience which has elements of both home and the classroom. The curriculum features structured social and emotional development. There are many practical experiences, including various educational outings. There is particular emphasis on the following areas:

- Language development
- Task completion
- Personal targets

There is close liaison between your child's class teachers and the Bosco room staff. Your child will spend one period each day in the Bosco room.

PARENTAL INVOLVEMENT

The impact that the nurture experience can have for young people is significant and will be maximised if staff and parents work together to support our young people. The partnership between home and school is so important to us at St Andrew's, therefore, we will involve you, the parents each step of the way.

As parents / carers you will:

- Take part in the decision making progress about whether nurture is the best intervention for your child.
- Be part of your child's target setting
- Receive regular updates on your child's progress
- Be invited to come into the Bosco room & participate in your child's learning
- You will be consulted about your child's return to full time, mainstream class.

THE RESILIENCE ALPHABET

Being resilient is all about how well you deal with and cope with difficult situations, which we are all facing at this time.

If you are resilient, you have the skills to bounce-back or recover from these difficulties.

The Resilience Alphabet can be used in lots of different ways to develop these skills.

Perhaps you could randomly select letters of the alphabet – maybe using the letters within your name, or perhaps start at the very beginning, a, b, c and so on.



"When we nurture a child's whole being, we open doors to endless possibilities."

- Susan Wright

NURTURE TRAINED STAFF AND CONTACT

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