

ST. MARGARET'S PRIMARY SCHOOL & EARLY YEARS AND CHILDCARE CAMPUS

Be Safe, Be Respectful, Be the BEST you -
The St Margaret's Way



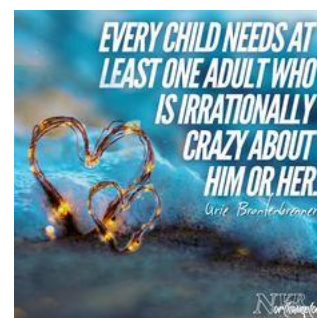
St. Margaret's as a Nurturing School:

Nurture is recognised as being at the core of what we do when working with children and young people.

We know from Maslow's Hierarchy of Needs that appropriately and suitably meeting the basic Physiological Needs and Safety Needs of a child are essential before they can develop the higher order needs for learning, of Social needs, Self-esteem and Self-actualisation. This along with the work of John Bowlby on Attachment Theory and Marjorie Boxall on supporting Nurture has informed the core principles by which individuals base their practice and are known as the **Nurturing Principles**.

The Nurturing Principles are:

- Children's Learning is understood developmentally.
- The school offers a safe base.
- The importance of nurture for the development of self-esteem.
- The importance of transitions in children's lives.
- Language as a vital means of communication
- All behaviour is communication.



St. Margaret's Primary School is striving to be a **Nurturing School**, which will:

- Ensure all staff understand the implications of attachment theory and stress on children.
- Increase the knowledge of support staff who are working with children with trauma.
- Allow time in the day for relationship building.
- Develop alternative non behaviourist ways of relating to troubled pupils and providing them alternative strategies, and
- Ensure staff feel cared for so their care-giving capacities are maximised.

"A Nurturing School values people and seeks above all to understand and respect them as individuals. It puts the personal development of all its children, parents, staff and governors, as the highest of its priorities. It recognises that for this development to be authentic it must take place within the context of relationships, in a family, a group, a community, and sees this as being integral to the education process" (Lucas, S. 1999)

Within St. Margaret's Primary School, we are applying a **Nurturing Approach** to meet identified needs of all pupils. **A Nurturing Approach** will:

- Highlights the importance of social environments
- Nurture offers opportunity to learn the early nurturing experiences some children and young people lack
- Models skills essential for the child to achieve success
- Enhances confidence
- Promotes skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.

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Observation, Assessment and Referral for planned support around Nurture and Health and Wellbeing:

Staged Intervention Approach:

Most pupils remain within the **Universal Support** level (classroom based), by looking at adaptations to the environment, consideration of timetabling, differentiation of activities, additional visual or physical supports etc.

A few pupils will require **Target Support**: support provided by Support for Learning Assistant or Support for Learning/Nurture Teacher timetabled support out with the classroom; or timetabled support for inclusion in additional activities.

Universal Support:

Class teacher uses the pupil **Health and Wellbeing Questionnaire** to identify pupil's concerns.

Class teacher uses the **GIRFEC Wellbeing Observation and Assessment (Form 2A) Section 1** to note strengths and concerns in the relevant sections ahead of a professional dialogue with Support for Nurture teacher. The Class Teacher may choose to use the **Leuven Scale** to measure and monitor engagement in learning, feedback from **Emotion Works** or **Bounce Back**, feedback from Specialist staff, feedback from Playground staff

Support for Learning/Nurture Teacher to meet with Class Teacher to discuss observations and assessments.

Support for Learning/Nurture Teacher and Class Teacher complete **GIRFEC Wellbeing Observation and Assessment (Form 2A) Section 2 & 3** and decide on next steps.

Next steps: either be to continue at **Universal** level of support in class with minor adaptations to the environment and/or curriculum, or a more **Targeted** plan of support.

Targeted Support:

Parents contacted to share Class Teacher concerns and to secure permission for further planned assessments.

Support for Learning/Nurture Teacher complete further observation or assessments as required: Boxall profile, Strengths and Difficulties Questionnaire within the context of the GIRFEC, My World Tringle (Form 3), ABC or STAR observation proforma, and additional classroom/playground observations.

Pupils Support meeting arranged to share feedback from observations, assessments and proposed support in school and, where appropriate, at home.

Next Steps: Targeted support within school setting GIRFEC Child's Plan (Form 6) or referral to additional agencies for more specialist advice/assessment.

Access to Observation, Assessment and Referral resources:

- Blank Master Copies of all documents will be in a Folder called ASN Referral (Nurture/Health & Wellbeing) in Staff Share/Write/ Additional Support Needs/Referrals/Nurture-Social, Emotional & Behaviour
- Guidance notes and examples are also available in
- You can complete the relevant documents on-line or print off and fill in by hand.
- Completed documents should be shared with Support for Learning/Nurture Teacher before a meeting will be arranged.