

Nurturing approaches in educational settings

Educational Psychology Service



Nurturing in settings

Why is it important to think about nurture?

Nurture is to grow, develop and succeed. A baby's survival is reliant on another to provide near/constant physical and emotional care: someone to nurture. The formation of these strong nurturing bonds leads to secure, strong attachments and allows a child to flourish and thrive. Throughout life, we will need varying levels of nurture and in school or college is no exception.

Key to nurturing-based approaches are:

- Focusing on children to flourish emotionally and develop as an individual based on their individual needs.
- Emphasis on early intervention.
- Acknowledging and responding to behaviour as communication.
- Relationships are placed first and foremost.
- Activities that are soothing, calming, reassuring and where the world is made to feel predictable, safe and warm.
- Where children feel taken care of, valued and worthy of love.

How can settings follow a nurture approach?

All students will benefit from a whole setting nurturing approach. Some students may need a constant key nurturing adult in school, others may need a short intervention to get them through a difficult time.



“

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.

– Nurture UK, 2022

Whole setting approaches should include the following:

- A positive role model from staff.
- Positive relationships which are reliable, predictable and consistent.
- Inclusive and respectful relationships across the school community.
- Understanding of attachment theory.
- Balance of care and challenge.
- Attunement, warmth and connection.
- Structure and high expectations.
- Focus on pupils missing early nurture experiences.
- Development of resilience.

It might be helpful to consider some of the following key questions

How can current strategies be adapted to support students to feel cared for and nurtured?

Have you collected the views of children and young people in your setting to find out if they feel cared for and nurtured?

Do you have students who need a high level of nurture throughout their day? How do you provide this within your universal approach, classroom practice and targeted interventions?

What professional learning and development opportunities help your staff to use nurturing principles in their daily practices?

What relational approaches are already in place?

Do your policies and procedures promote nurture?

“

Both the giving and receiving of caregiving or love has the capacity to protect, heal and restore.

- Porges, 2011



Where can I get more information, advice and support?

One Education have produced an Inclusion Toolkit as part of the Inclusion Strategy which promotes educational inclusion and support for all children and young people to thrive.

Section 1: sets out Manchester's vision and guiding principles.

Section 2: sets out key approaches to good universal inclusive practice.

Section 3: provides a 'quick links' information access approach to help all those working to support children and young people to find information about specific educational needs, evidence-based approaches/interventions and links to useful resources and supporting agencies/services. It includes a section on attachment and developmental trauma.

Where can I find the Inclusion Toolkit?

The Inclusion Toolkit has been shared with all Manchester Local Authority Schools. This is now available on the One Education website.

oneeducation.co.uk/inclusiontoolkit

For further information, please email:
inclusionstrategytoolkit@oneeducation.co.uk

SCAN ME



For further information contact

info@oneeducation.co.uk

or call **0161 276 0160**

oneeducation.co.uk