



Nurture at East Peckham Primary

The wellbeing of children at East Peckham Primary is our priority, and as such nurturing strategies are at the heart of a number of pastoral support groups that we have in school. These groups include:

- Forest School Nurture
- Fizzy Cola Club
- Drawing and Talking Therapy
- Buddy Club
- 1:1 Soft Landings

These interventions are not necessarily always running at the same time, nor are they always on offer to the same year groups throughout the year, but instead will introduce or retire them based on the needs of the children; needs which are discussed at least termly at pupil progress meetings between class teachers and the senior management team. All interventions are underpinned by disseminating training from Nurture UK and our next step is to formalise this introduction throughout the school so that all children are able to benefit from the Nurture approach, including moving the school towards having a Nurture accreditation. There are 6 Nurture Principles which underpin this approach that we will be sharing with the children in future weeks and we wanted to share these with parents too:

The Six Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Holmes and Boyd (1999)



The children at East Peckham have expressed these principles in their own words and have been subtly introduced to them, particularly via our quality focus of the week. These qualities include:

- For listening to others
- For showing empathy
- For being a good friend
- For putting someone else's needs before your own
- For showing sensitivity to others.
- For taking time to understand each other.

At East Peckham Primary, we have thought carefully about how we focus on these principles in the classroom, and how they sit alongside the Zones of Regulation that we introduced at the start of the year and also how this informs our behaviour policy. We now use our 3Rs approach to bring this all together:

Relationship -

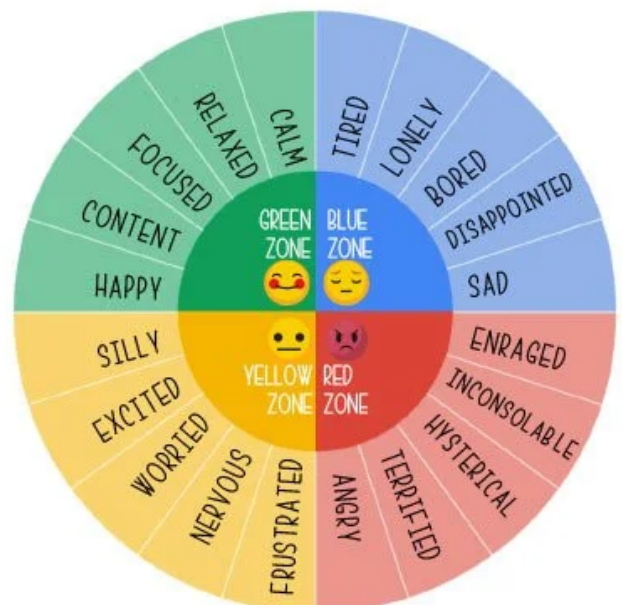
All staff work hard to get to know the children they teach, to understand both their academic needs but also their emotional needs.

Regulation –

Zones of Regulation are referred to constantly to promote emotional literacy in young children and teach them how to manage their feelings and develop strategies to help themselves reach a state in which they can learn and interact positively (Green Zone).

Restoration –

We understand that things can, and often do, go wrong. Following our behaviour policy, there are consequences when these things happen. However, when a child has been hurt by another child, be it physically or emotionally, we seek to ensure that a restorative approach is taken. In these instances, staff use a restorative script to help the instigator





recognise the impact of their actions on others and to support them in making amends to that person. This is achieved by using the restorative script of:

- What happened?
- What were you thinking?
- What do you think about it now?
- What needs to happen to put this right?
- How could you make sure this doesn't happen again?

We recognise that behaviour is communication and that young children are still learning how to deal with and manage their emotions which can feel very strong and, at times, overwhelming. Since the full return to school post-Covid school closures, we have noticed that children have missed out on a significant amount of social interaction and need our support to learn how to manage this positively. This nurturing and restorative approach seeks to achieve this.