



The National Nurturing Schools Programme: Parent's Guide



The National Nurturing Schools Programme is a programme that allows staff to develop and embed a nurturing culture throughout their schools. It enhances teaching and learning and promotes healthy outcomes for children and young people. The programme focuses on emotional needs and development, as well as academic learning in a whole school environment and enables schools to gain recognition for achieving a higher level of nurturing provision.

Some of the things happening in School are:

- Using a Growth Mindset approach to help students believe they can achieve and learn even when they find things difficult.
- Recognising kind and helpful behaviour
- Fostering a whole school approach of kindness and consideration to each other.
- Teaching the students emotional vocabulary
- A curriculum that teaches about acceptance, tolerance, and respect – qualities that under-pin understanding and emotional wellbeing.



Ways You Can Work With Us To Support Your Child:

- Attend parents' consultations and keep in touch with your child's teacher about any changes that may affect their behaviour in school.
- Attend school events such as performances and fairs where you are able to. The children tell us they feel proud and happy when they see their parents and grandparents in school.
- Support your child with any home learning and encourage them to talk to you about what they have been learning in school where possible. We will let you know what your child has done at school each day to help parents start a conversation and interaction. When children share with you at home it reinforces learning and gives them confidence to succeed in the classroom.

What does this look like at Manor Green?

What does this mean for our students?

- We track the social and emotional needs of our students from when they start with us in EYFS up until they leave us. We do this so that we can spot potential issues early on. This is done through Boxall Profile assessments (Whole School), SCERTS (Specialist dept) and the Early Years Framework (First school)
- We offer the students plenty of opportunities to talk about their thoughts and feelings.
- When teachers plan to deliver the curriculum, they consider the varying emotional and social needs of the students.
- We deal with behaviour in a consistent manner following our Behaviour Policy and support students to discuss their feelings.
- Students who need it have Regulation Support Plans which are shared with parents for input from home to ensure a consistent approach.
- We listen to the student's thoughts and opinions through school council meetings and circle times.
- We prepare the students for changes in life.
- We make the students feel safe and secure whilst at school.
- We understand that students learn at different ages and stages.
- We understand that sometimes students are finding things difficult and therefore adapt plans daily to support them.
- We use Zones of Regulation with students and staff to promote emotional literacy and good role modelling.
- We are developing the use of Zones kits in classrooms and some staff offices to support students to regulate their emotions when they are not able to regulate in class.
- There are Nurture Nooks in every classroom that students can access if they feel they need some time out or space to regulate.
- Every classroom uses a visual timetable to support all students.

What Does This Mean For Our Staff?

- We have provision in place for staff wellbeing.
- Staff are included in decision making and planning.
- Staff are actively involved in Nurturing Schools.
- Staff feel respected, valued and supported.
- Staff are able to access relevant training.
- Our school development policies will include reference to the Nurturing Schools Programme.

What Does This Mean For Parent/Carers And The Community?

- We aim to make all visitors feel welcome to our school.
- We work with parent/carers and the wider community.
- We involve parent/carers and the community in our plans.
- Parent/carer evenings will include reference to the emotional and social progress of the student.
- Parent/carers and the community support our work