



NATIONAL NURTURING SCHOOL AWARD

CASE STUDY

INTRODUCTION

In 2017 Laurance Haines School became the first National Nurturing School in the UK. The journey had begun a few years earlier in 2012 with the introduction of the Nurture group – a small intervention based on the 6 principles of nurture for 8 children in year 1. Seeing the positive impact the 6 principles was having, led to a wider belief that a nurturing approach would work across the whole school for all children. Laurance Haines embarked on a journey that has now embedded the 6 principles of nurture which underpin all we do for 'a better future' for the children. The school re-accredited as a National Nurturing School in March 2021.



NATIONAL NURTURING SCHOOL REACCREDITATION 2021

Since first achieving the award in 2017, Laurance Haines have continued their nurturing journey, striving for continual improvement in social and emotional wellbeing for staff, children, families and the wider community. The school invested in the online Boxall assessment programme, a tool to assess all children's social, emotional and behavioural development. On completion the information has been used to discuss children's development; for teachers to truly understand how a child's personal, social and emotional development supports their learning and how we can facilitate that learning. It was a key factor in the re-accreditation process and demonstrated Laurance Haines' commitment to finding out what lies beneath children's behaviour; the principle, 'all behaviour is communication'.

Since the last accreditation in 2017, Laurance Haines have strengthened their relationships with the wider community, forging a new relationship with the Salvation Army, benefitting the whole school community. Through the partnership we have been able to support families with recipe boxes, food parcels, household items and financial advice. The work continues with Christ First Church who support staff wellbeing with refreshments for the staff room, white goods for families and financial support for our breakfast club. Family learning is strong at Laurance Haines and this was commended during the re-accreditation by nurtureuk. We support parents and the wider community with functional skills in English, Maths and IT with our longstanding partners Watford Women's Centre and Hertfordshire Family Learning Service.

CHILDREN AND THE 6 PRINCIPLES OF NURTURE

At the beginning of each year Laurance Haines celebrates Nurture Day, this is an opportunity for the whole school to re-visit the 6 Principles of Nurture. The children complete class posters or leaflets in child friendly language explaining the principles. There are activities throughout the day to learn about mental health, looking after your own wellbeing through the five ways to wellbeing and exploring the school ethos. There is always food to share for everyone, this is an important part of the nurturing approach as 'toast takes time' and children need time to talk about their feelings and emotions.



CALM START

The first 3 minutes of the school day are the most important minutes of the day. At Laurance Haines every child is greeted by the class team at the door by name and receives a personal comment. They check in about their emotions, feelings and thoughts with an adult through the Zones of Regulation programme. Zones of Regulation helps the children to recognise how they are feeling, and to provide them with strategies to support themselves with self-regulation - a key life-skill. In the first 3 minutes the positive tone is set for the day ahead.

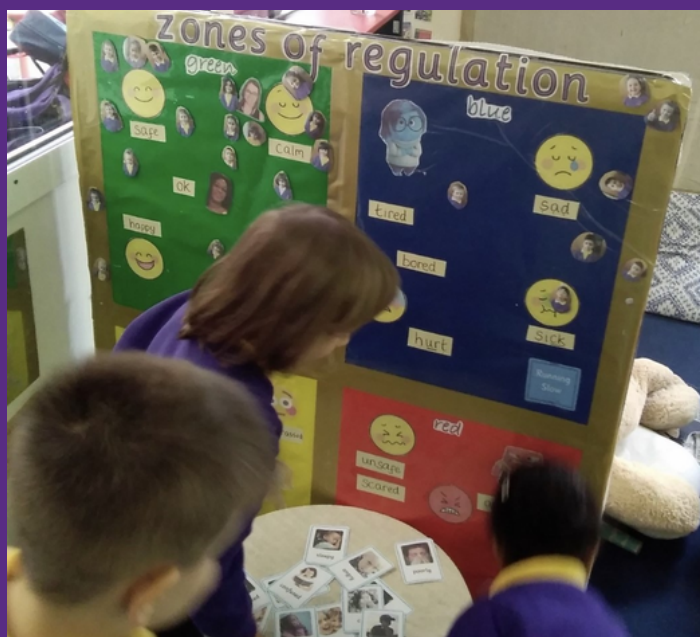
The calm start continues for the children to independently make a slice of toast at the toast station, fill in their journal, do mindfulness activities or massage, tapping and yoga. This allows the children time to engage with staff and to be ready to learn.

Goals of The ZONES Curriculum

TEACHES STUDENTS:

- Identify their feelings and levels of alertness
- Understand their feelings in context
- Effective regulation tools
- When and how to use tools
- Problem solve positive solutions
- Understand how their behaviors influence others' thoughts and feelings

...And ultimately move towards **Independent Regulation**



ONLINE BOXALL

As part of the National Nurturing Schools programme, every Laurance Haines child has a completed Boxall profile. The Boxall profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. It allows teachers to understand, plan and facilitate individualised learning according to children's social and emotional needs. Children benefit as their social and emotional needs are highlighted and therapeutically met. Happy children learn!

NURTURE GROUP

Laurance Haines has had a Nurture Group since 2012 and it has been deemed as outstanding, achieving the Marjorie Boxall Quality Mark Award in 2017. It is an intervention to support 8 children and their families as the children transition from an Early Years environment to Key Stage 1. Nurture groups are underpinned by attachment theory and our children are supported by 2 nurturing adults who continually role model positive relationships. The children benefit from a small group which concentrates learning on their social and emotional development ensuring they are ready to learn. The six principles of nurture are now embedded across the school through the Nurturing School Award.

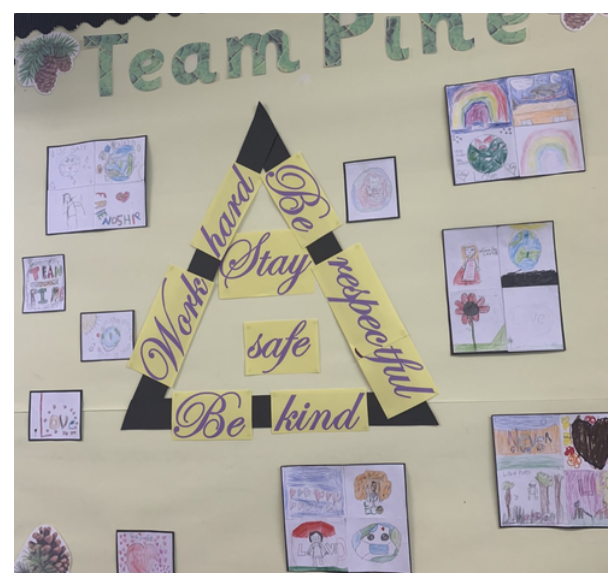


PROMOTING POSITIVE SOCIAL AND EMOTIONAL WELL-BEING

To succeed academically, children need to be nurtured and have positive mental health and wellbeing. This is a priority across the school and any child requiring support for their social and emotional development is assessed and supported with a range of strategies from drawing and talking, social skills or 5 ways to wellbeing. Mental Health is supported by the Mental Health Lead and 8 of our staff are trained in Mental Health First Aid. We also work extensively with outside agencies such as our local Education Support Centre, CAHMS and our Developing Specialist Provision Locally Team (DSPL9). We recognise that school is a partnership with parents as they are their child's first educator. We use Marvellous Me and Tapestry as a parental engagement tool to give praise and feedback on a child's social and academic learning .

We follow Hertfordshire Steps, a de-escalation therapeutic approach to behaviour and all staff take an active role in the management of the behaviour of all of our children. Building and maintaining relationships with the child and their family is key to interpreting and understanding the behaviour of the child to facilitate the correct support. Staff make time to listen and to understand the children and their needs, responding with empathy. We then support the child to understand and learn to manage their actions so they do not impact on their learning or wellbeing, or that of others. Staff, parents and children work together to unpick behaviours that cause concern, following the behaviour policy where needed.

Laurance Haines follows the Jigsaw PSHE curriculum. Personal and social skills and the ability to empathise and recognise feelings, are vital for emotional wellbeing. We know these skills will benefit the children throughout their life as well as enabling them to learn effectively. Jigsaw is an effective programme to teach the children the life skills needed for a modern world. Protective Behaviours are taught so that the children can recognise their 'uh oh' feelings and ensure they know they have the right to feel safe all of the time. It also helps them identify their own support network of people who they can talk to about feelings or worries, no matter how big or small through their network hand. We provide an environment where all children feel safe to talk to any staff in school. There are calm corners in every class, a safe space for children who are feeling overwhelmed and need a quiet space to be.



STAFF WELLBEING

Staff wellbeing continues as a priority for us. We try our best to reduce staff workload as much as we can and only ask staff to complete tasks that have a direct, positive impact on the pupils. A Staff Council group meet together half termly, where staff are able to talk about what they would like to improve and come up with ideas and solutions for the Senior Leadership Team to consider. We have a staff wellbeing board in the staffroom with treats and snacks. Staff have complimentary refreshments in the staff room. There is also a support service so that the staff can access medical appointments, counselling and health advice.



SUMMARY

"The 6 Principles of Nurture have been a driving force for our school for some time. Due to the ongoing commitment of our staff, this core value has shaped everything we do as a school. The curriculum and wider offer for children and families continues to be enhanced to meet the needs of our community. Social and emotional learning and wellbeing are now seen with the same importance as a child's academic experience. Recognition through the reaccreditation of the National Nurturing School Award is a great reminder for our community that we prioritise the nurturing approach, but also provides the incentive for us to continue our efforts and work towards a better future for all." Sebastian Gray, Headteacher.

Laurance Haines Pastoral & Mental Health Lead, Nicola Furey said "Words cannot describe how proud I am of our whole school community for reaccrediting as a National Nurturing School. Our journey from our first award 4 years ago has strengthened our nurturing ethos, ensuring our school is at the very heart of our community. Our children and families are at the centre of everything we do. Mental health, social and emotional development and wellbeing is at the core of our school and by working together with our families and our community partners we can only continue to go from strength to strength".

"Laurance Haines school has embraced the NNSP journey from the initial training, development and accreditation to reaccreditation. The passion and commitment of the staff shines through. From pupils, families, staff and wider partnerships Laurance Haines Primary School as part of the Inclusive Multi Academy Trust have made impressive progress. This report cannot possibly reflect the work that goes on at the school every day, the optimism and enthusiasm of everyone involved shone through. There is a clear vision for the future at Laurance Haines'

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