

Some Strategies for you to use at home:
When children are finding things difficult, it is often useful to be able to help them **regulate**, **relate** to them and **reason** with them.

Regulate

- Go on trampoline together
- Try to practice smelling the roses and blowing out the candles. (breathing technique).

Relate

- Do some things together that you both enjoy.
- Play Jenga together
- Complete a jigsaw together/lego
- Go to the park and play catch or football together.

Reason

- Verbal discussion
- An example of reason stage
- There will be no swearing in this house. That stops now. We treat everyone with respect here.



In school, we use a combination of Emotion Coaching and in some circumstances we use a de-escalation script:

1. Child's name
2. I can see something is wrong
3. I am here to help
4. Talk and I will listen
5. Come with me and we can ...

At John Ray Junior School we have a Nurture Provision for those children who have experienced development trauma or attachment difficulties.

We know that you as parents/carers have expert knowledge of your child's experiences. We hope that you will share their story as this will help us to understand your child and help them to feel safe and secure. This will allow children to build relationships and trust the staff.

Working together, school, parents and carers can help provide children with experiences of closeness, support and fun at home, school and in the community.

Our Nurture Principles

- Raising Stars is a safe place.
- A space where everyone feels welcomed, valued and listened to.
- Always communicate how we are feeling.
- We care and show appreciation of each other.
- Always be honest and move forward from mistakes.
- To believe and love ourselves.

Together we can:

- Support your child to be proud of whom they are.
- Be an active part in your child's life.
- Recognise and celebrate their achievements.
- Share positive schooling experiences.
- Promote independence.

John Ray Junior School



Raising Stars Nurture Provision



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Attachment and Developmental Trauma

Much of the infant brain is developed after birth, so it is very open to being sculpted by negative and positive interactions. A secure attachment is when the primary caregiver meets the needs of the baby or child, such as warmth, food, love and shelter and ability to soothe the child when they are distressed. Sometimes an infant may not have made a secure attachment to their caregiver.

Attachment theory (Ainsworth and Bowlby 1991)

Bowlby changed that way of thinking about disruption through separation, deprivation and loss. When children have secure attachments to the primary caregiver they will thrive both developmentally and emotionally. Sometimes, children have trauma and loss in their early life and this can make it harder for them to feel secure and ready to learn in the school environment. This can impact on them without them fully understanding why.



The Nurture Group Network (1969)

Marjorie Boxall

“The Aim is to provide a carefully routine session, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.”

The Nurture Group Network recognises the need for effective Nurture groups which support emotional, behavioural and social difficulties that children may have as a result of attachment or developmental trauma. These difficulties often led to children being unable to meet the social and intellectual demands of school life.

Provision is planned for children in a small group of 10 to support children in meeting small goals, meaning they felt accepted and valued and their confidence grew allowing them to begin to access their learning. Nurture provision can be in place from 1 term to 4 terms.

The Boxall Profile is an assessment tool that provides a precise way of assessing children's needs, planning intervention and measuring progress which is the foundation for Nurture Groups.



Play

Play is fun, it releases positive hormones and requires active engagement. Play provides children with opportunities to experiment without failure. It enriches language, providing learning experiences in physical, emotional, intellectual and social development.



Attachment Theory emphasises the importance of the dynamic interaction between people and reminds us to adapt to each other.

Communication

Nurture Groups provide ideal opportunities for children to develop a curriculum for language and communication, where they are listened to and can explore through a range of experiences.

You can help by Active Listening:

- Try whenever possible to do all you can to really listen to your child. Listen to the whole story, the unspoken and the spoken word.
- Try to be really present without distractions (cooking dinner, washing up or texting) will help your child to feel valued and heard.
- Find a time that suits both of you to share your day's activities. Children generally do not respond well to questions about school at the end of the school day.