



Nurture Policy

Why Nurture?

An increasing body of research provides evidence for the effectiveness of Nurture in supporting social and emotional wellbeing in children who are finding it difficult to thrive.

Strong nurturing bonds at the beginning of our lives, aids healthy relationships and are essential for health and wellbeing. For some children, the attachment style formed in early life impacts their ability to form healthy relationships. Interventions within early years are then necessary to promote more positive outcomes for their adult life.

Maslow's theory describes a hierarchy of needs. Basic needs for food and warmth must be met in order for higher order needs, such as motivation for learning, to develop. A nurturing establishment will seek to meet the physical and psychological needs of children with activities such as snack and safe spaces for them to be settled to learn in their environment. This is a necessity before expecting them to progress onto higher order learning.

This is why Nurture is embedded in our establishment's ethos, values and practice.

The Nurture principles

- 1. Children's learning is understood developmentally.*
- 2. The nursery offers a safe base.*
- 3. The importance of nurture for the development of self-esteem and wellbeing.*
- 4. The importance of transitions in children's lives.*
- 5. Language as a vital means of communication.*
- 6. All behaviour is communication.*

What do we do?

- 1. Key worker system in place to build relationships.*
- 2. Staff respond to children at their emotional and developmental level, which encourages progression in their development.*
- 3. Independence is developed through staff encouragement.*
- 4. Some routine to the day which help children predict what to expect next.*
- 5. Quiet, calming spaces are available for children.*



6. *Clear and consistent boundaries using a whole team approach.*
7. *Staff and children support each other and work together.*
8. *Staff listen and respond to children, showing their opinions are valued. They are included in decisions which impact them.*
9. *Staff acknowledge the impacts of transitions on a child. Small transitions, such as visit from a health visitor etc, can be overwhelming. Children are supported and guided through this by their key worker.*
10. *Children are helped to identify and express their feelings in different ways to help them to manage and cope with these. There are many opportunities to discuss these.*
11. *All staff are aware of attachment/Nurture, which informs their own practice.*
12. *Staff recognise behaviour is a way of communicating for some children. This can be when they can't verbalise their feelings.*
13. *Child centred curriculum.*
14. *GIRFEC.*
15. *Early intervention for children who need additional support following Staged Intervention policy from SLC.*
16. *Multi agency working.*