



Nurture Principle: Our school and classrooms are safe spaces.

St Andrews 'Child talk': Our classrooms are always safe spaces.

One of the 6 principles of nurture is that the school and classrooms are safe spaces for all children. If the children feel safe and secure within their school, they are able to learn more effectively. The classrooms should be welcoming and inviting for all and the relationships the children develop with the adults in their classrooms are vitally important in order for the children to succeed in their social, emotional and mental health as well as academically.

Here are just some of the ways St Andrew's creates a safe, secure space for children.

- All classes have a zones of regulation board that the children access daily. This helps the children to know that they are valued and so are their feelings. It also means adults (and other children) can recognise how others are feeling and offer them the nurture and support they need.



- Classes have visual timetable using widget symbols to give consistency across the school. This means that the children feel safe in knowing what is going to happen that day. The children can see visually what they have done and what is

coming up. Often the routines of the day are predictable and the children feel secure knowing this and can concentrate on what they need to be doing at that time.

- Classes have a calm area/relaxation space. This means that children have a space they can go to if they need the time and space to self-regulate.
- Children have a sense of belonging to their crew.

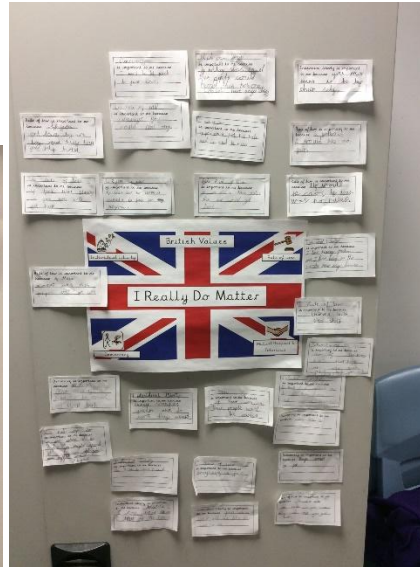


- Children have a sense of belonging and accountability in their class by helping to devise and then sign a class contract.



- Children have a sense of belonging in their class when they take part in collaborative art or their work is displayed along with all the other children's in their class.





- Recognition boards for children displaying certain values or qualities. This is a way to show children that they have been noticed doing the right thing and encourages the same behaviour in the future.
- All children are part of a treetops group which is led by some Y6 pupils and has a mixture of year groups. This is another example of them being a part of something and having a place in a different group other than their crew. Children develop relationships with children across the school.
- Wellbeing and anti-bullying leaflets on display after being spoken about in treetops for children to refer back to if they need support.
- Anti-bullying ambassadors- children within the school that can offer support to children and to raise awareness.
- Whole school displays reflect our school values and show how they underpin all the things that we do as a school.



- Well-being and safeguarding displays around the school for children-signposting them to resources and support should they need it.



- Staff picture displays so children feel safe and secure knowing who is who and they know who are the trusted adults they can speak to if they need to.

