

BGE Information Evening Nurture and Wellbeing

Nurture and Wellbeing Teachers:
Mr Orr and Mrs MacEwen

WHAT WE WILL COVER:

- ✓ What is the Nurture and Wellbeing Support Resource
- ✓ What we offer and the referral process
- ✓ What is anxiety and techniques on how to manage it
- ✓ The importance of resilience and how to build it
- ✓ Your suggestions

WHAT IS THE NURTURE AND WELLBEING RESOURCE?

The Scottish Government promotes the importance of a nurturing approach to primary and secondary schools as a way to support behaviour, wellbeing, attainment and achievement.

Most schools in Scotland has a **Nurture Base** and dedicated Nurture and Wellbeing teachers to support the wellbeing of students. This provision includes:

- **Nurture Groups**
- **1-1 sessions**
- **Universal support for wellbeing**



THE ENVIRONMENT OFFERS A SAFE BASE

The base provides a home-like environment for young people and is arranged with a lounge area, a kitchen area, a work area and a relaxing area. Here, our young people participate in a bespoke programme of learning in a unique, warm, welcoming and secure setting.



When might Nurture support be needed?

TRANSITIONS ARE IMPORTANT IN CHILDREN'S LIVES

Transitions are about more than primary to secondary school, there are many examples of situations where pupils need an extra layer of support in school, such as:

- **Moving between homes**
- **Friendship groups**
- **Divorce/family separation**
- **New partners**
- **New siblings**
- **Change in family circumstance**
- **Bereavement**
- **Health problems**
- **Returning after an absence**



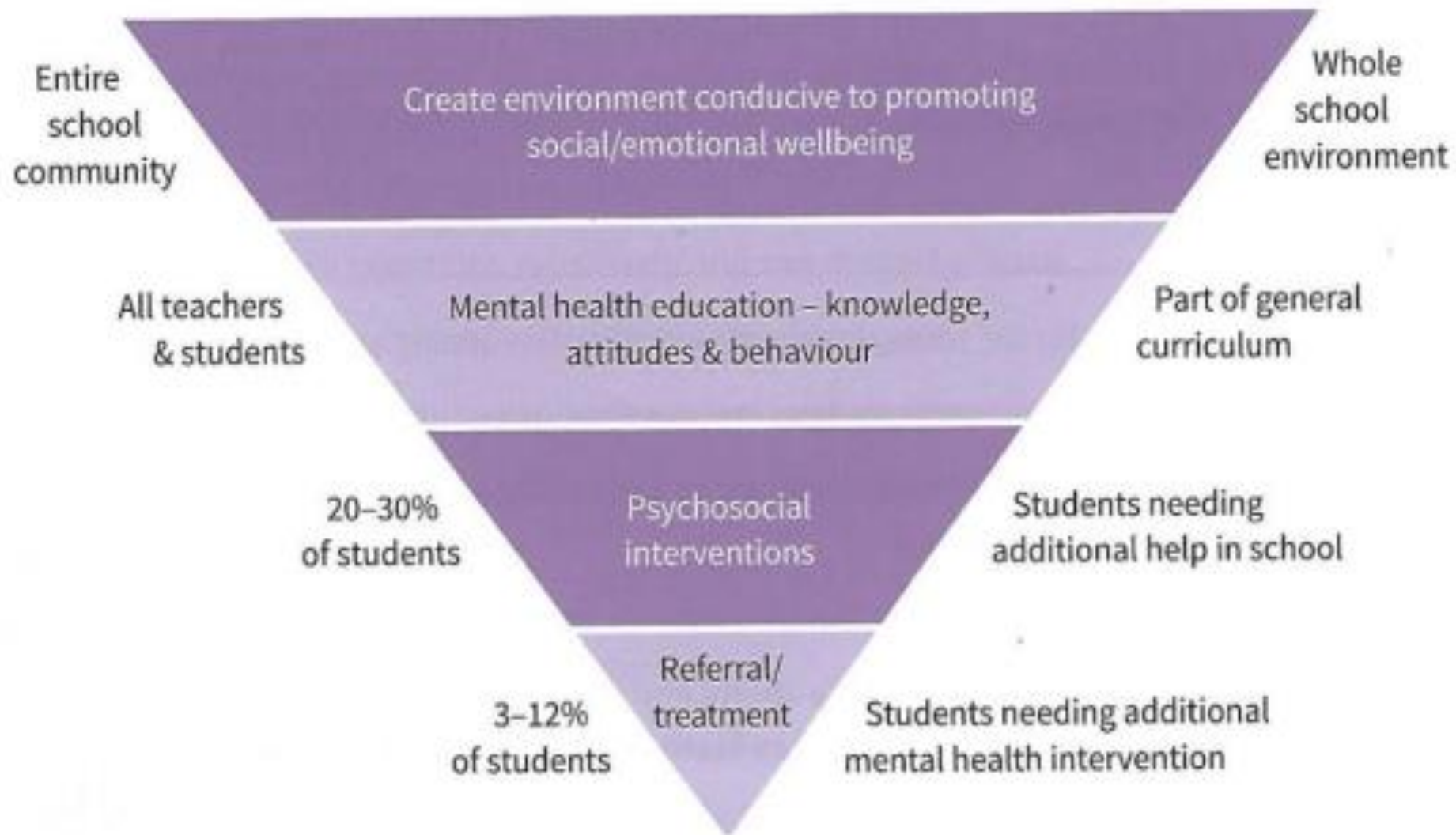
UNIVERSAL SUPPORT ON OFFER.

A lot of the work we do in the wellbeing base is targeted to specific pupils who have specific needs when they are with us. Other work is open to all pupils and is available universally. This includes:

- **Mindfulness Monday**
- **Time out Tuesday**
- **BGE drop in session (Wednesday Lunch)**
- **Senior Phase drop in session (Thursday Lunch)**

S3 Well Being Questionnaire

- Questions
- 5 minute check ins
- Further intervention



Adapted from: Hendren, R., Birrell Weisen, R. & Orley, J. (1994). *Mental Health Programmes in Schools*. Geneva: World Health Organization

THE REFERRAL PROCESS

The referral process will begin with concerns raised by members of staff or parents to a pupil's **guidance teacher**.

The guidance teacher will then be able to look at the range of support available for the pupil. This could be the school counsellor/health and wellbeing tutorials/Nurture groups/1-1 wellbeing sessions/extracurricular clubs or potentially referral to outside agencies such as CAMHS or Education Psychology.

The guidance teacher will complete a wellbeing assessment. This takes into account the Child's view, the school's view and the parent's view and so it is likely should your child be referred on that you will be asked to complete this.

This assessment will then be reviewed at a meeting of the wellbeing department where availability and severity of need is discussed and recommendation of acceptance will be made.

THE REFERRAL PROCESS

Next steps

Pupils will then begin with the recommended support service where one of the wellbeing teachers will work with them to improve their mental/emotional or social wellbeing.

This will usually be for a set period of time with potential to review at a later date.

Once the pupils has take part in the body of work they will have their referral closed and they will leave the service.

What is anxiety?

Typical anxiety is a **normal response** to stress. Without this we lack motivation and challenge.

When the stressor is removed, the anxiety usually goes away. In some circumstances removing the stressor or trigger doesn't always reduce the anxiety and is a sign further intervention may be needed.

Anxiety is a symptom not a diagnosis.

Task: Read over the scenarios and decide if each one is typical of a-typical.

Common signs of a stressed out teenager

Tired

Loss of appetite

Being easily irritated

Spending more time alone/with friends

Strategies to help

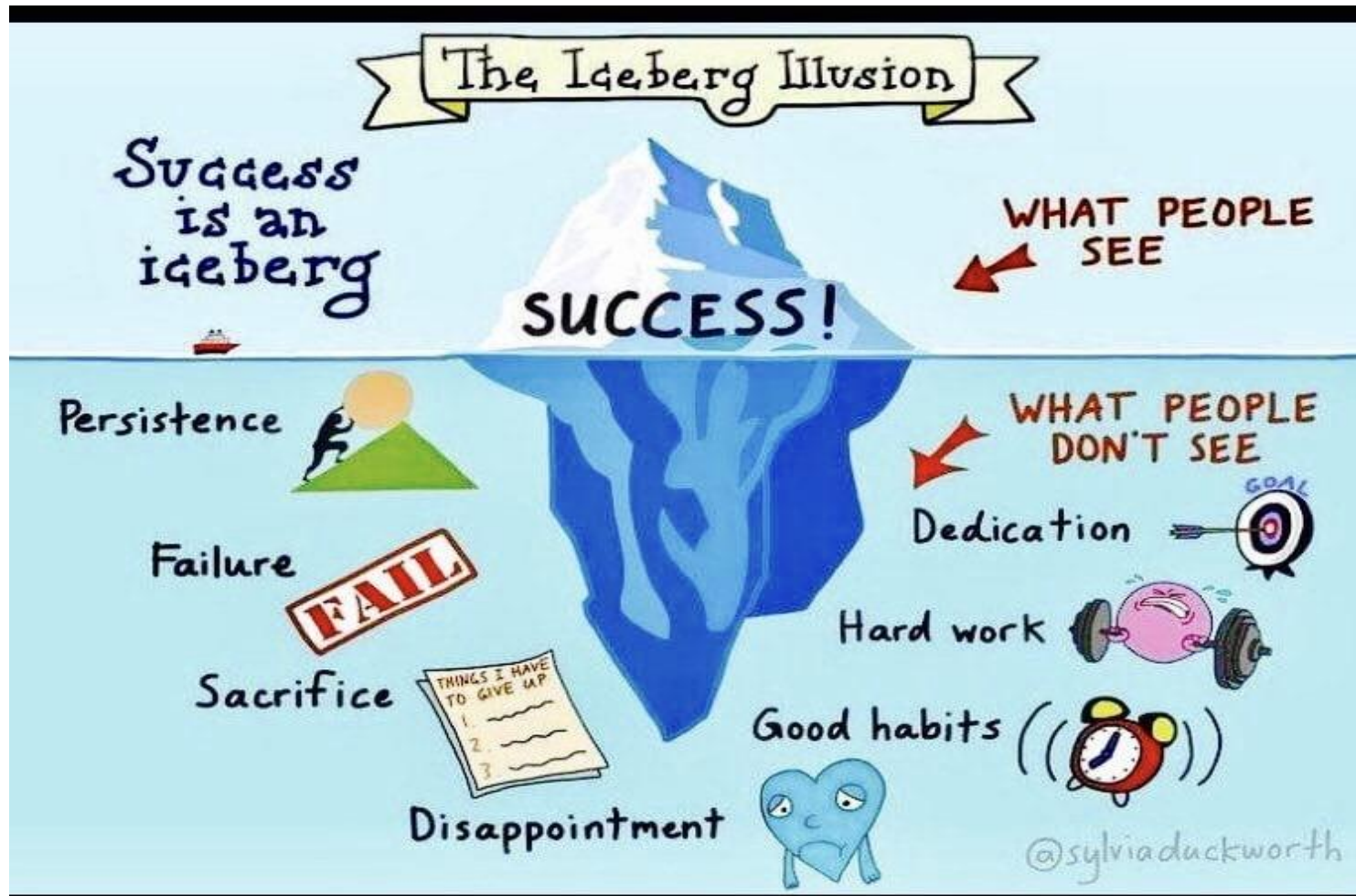
- **Routine**
- **Sleep**
- **Limit phone use**
- **Mindfulness activities**

TYPICAL AND ATYPICAL RESPONSE

___ has a test coming up, they are irritable at home and aren't sleeping well.		___ is struggling to sleep at night and gets regular negative thoughts about themselves.	
___ has a group presentation in class, their heart beats faster at the thought of it and they don't have much of an appetite.		___ is increasingly afraid of coming to school due to the busy corridors and canteen and gets worked up before the school day.	
___ wakes up in the morning and is really worried that something bad is going to happen to their family/friends and continues to have thoughts about this throughout the day.		___ has lost all interest in things they used to enjoy and has been isolating themselves in their room.	
___ has fallen out with their group of friends and does not want to attend school.		___ has scored badly on a class test or piece of homework and now says they hate the class/school and they show symptoms of a negative closed mind set around their ability in school.	

BUILDING RESILIENCE

The role of nurture support in the school is to provide short term intervention to build pupils resilience.



Resilience is the ability to 'bounce back' during or after difficult times/challenges - ultimately being able to cope with the ups and downs of life.

Everyone has a difference response to stress, however resilience is a skill that can be learned and built up.

MIND SET

A **positive and growth mind set** promotes resilience. This is something we can change through our behaviour and habits.

A person with a **fixed mind set** believe that skills and talents do not change. People are born with them and they can do nothing to change for the better, this leads to avoiding challenges.

A person with a **growth mind set** believes that skills and talents can be developed through practice and hard work.



STRATEGIES TO BUILD RESILIENCE

<u>At home</u>	<u>In school</u>	<u>Individually</u>
<p>Structure, boundaries, consequences, praise and encouragement to be independent</p> <ul style="list-style-type: none">• Learning through reflection: talk openly about mistakes and what went wrong• Finding success in failure – praise effort and perseverance, rather than just achievement	<p>Structure, boundaries, consequences, praise, access to support</p> <ul style="list-style-type: none">• Doors closed/Doors opened.• Using values to build resilience. (Values board)• 1-1 wellbeing support.• Nurture groups• Seasons for growth.	<p>Self-esteem, healthy habits, self-awareness</p> <ul style="list-style-type: none">• Be aware of the language we are using when discussing our failures• Adopting a positive attitude when faced with challenges• Reflect on strengths and set goals, eg what am I good at? What would I like to improve?

EXAMPLE: THE WAY WE SPEAK TO OURSELVES MATTERS. GETTING INTO THE HABIT OF CHALLENGING NEGATIVE THOUGHTS CAN HELP BUILD RESILIENCE AND MANAGE ANXIETY.

<u>Unhelpful Thoughts</u>	<u>Rational Thoughts</u>
I can't do this, there is no point.	
I am not good enough.	

Have realistic expectations

Persevere in overcoming difficulties

Set goals

Have a sense of independence

Develop mutually respectful relationships

Understand their strengths and weaknesses

BENEFITS OF RESILIENCE

Have good communication skills

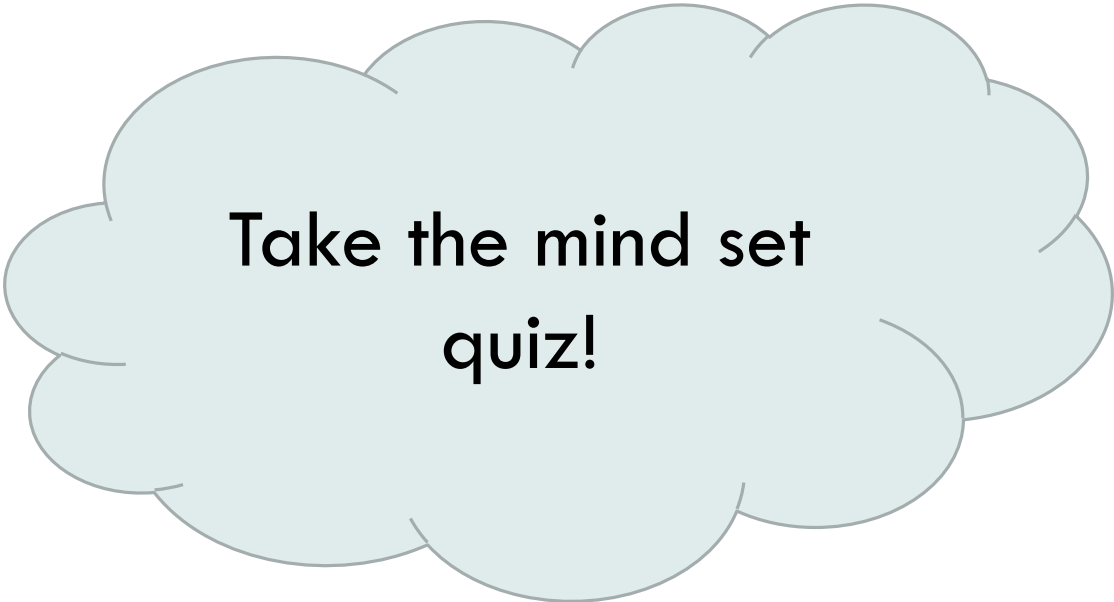
Learn from mistakes

Have good interpersonal skills

Problem solve

Empathise with others

Recognise and manage their own feelings



**Take the mind set
quiz!**



What can we do?

We are always looking to improve/expand our provision for nurture and well being. If you have any comments, suggestions or questions about what we offer please use our suggestions box!

