

**“Nurture and Structure:
Striking the balance to cultivate a culture of
belonging”**

Anticipated outcomes

To outline the Functional Fluency model and apply it specifically to how it can support a culture of belonging.

To look specifically at the balance of Structuring and Nurturing.

To provide an overview of the Behaviour Wall, offering a developmental perspective on fostering belonging.

“(By ‘belonging’ we are referring to “The extent to which pupils feel personally accepted, respected, included, and supported by others in the school social environment.”

“Positive teacher-pupil interactions, characterized by friendliness and fairness, are pivotal in fostering a sense of connection. Pupils value individual support and opportunities to share personal experiences.”

National Children’s Bureau

“the strongest factor impacting school belonging was teacher support.

Students who believe that they have positive relationships with their teachers and that their teachers are *caring, empathic and fair* and *help resolve personal problems*, are more likely to feel a greater sense of belonging than those students who perceive a negative relationship with their teachers.”

(Allen et al, 2016: p27

cited in ‘Belonging, Behaviour and Inclusion in Schools’ :
The Art of Possibilities & UCL, Institute of Education & NEU
Dr Tracey Allen, Professor Kathryn Riley, Dr Max Coates
November 2020)

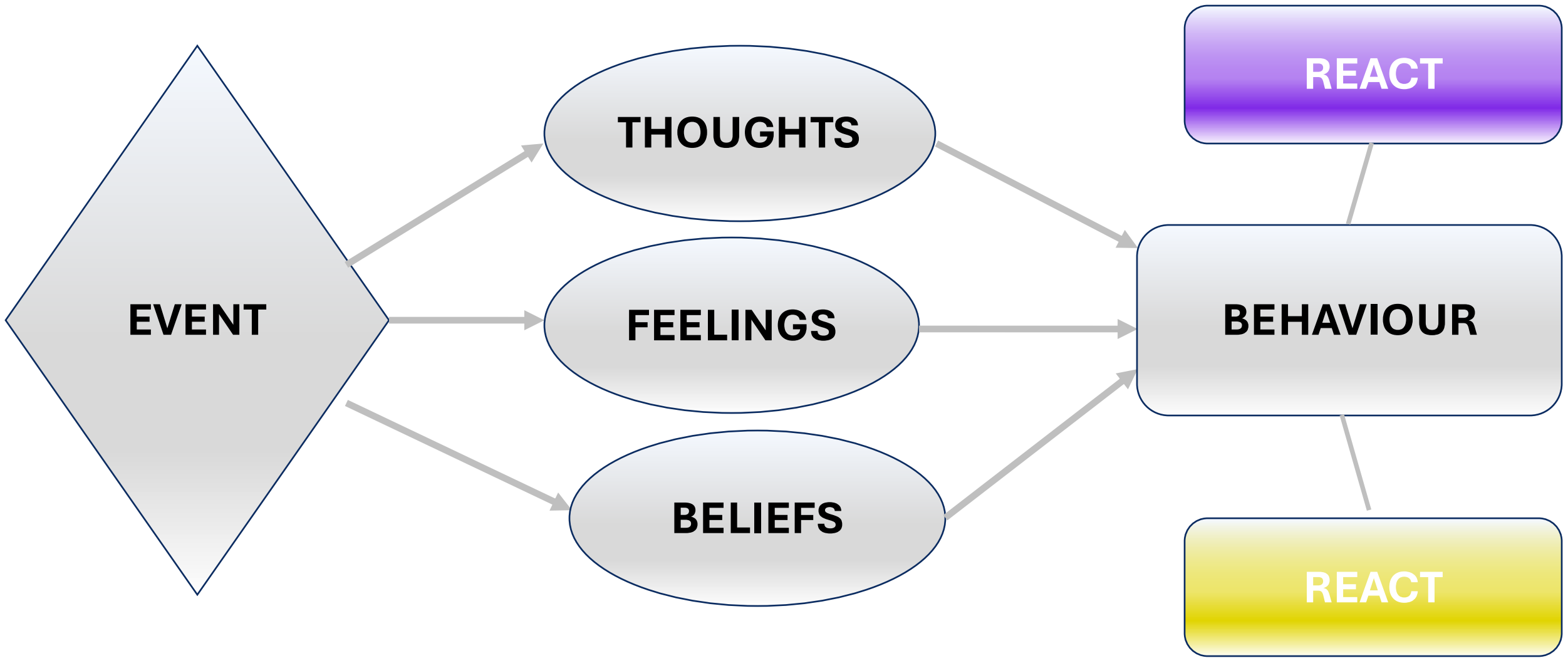
Functional Fluency

Susannah Temple

- Using our energy effectively ie in ways that are:
 - *Good for you*
 - *Good for me*
 - *Good for our relationship*
- Emphasis upon behaviours rather than personality types.

The only person's
behaviour you can
control is.....





SOCIAL RESPONSIBILITY

CONTROL

Guiding and
directing

Being In Charge

CARE

Looking after
people
(and self)

Being in charge

Dominating

Control

**GUIDING &
DIRECTING**

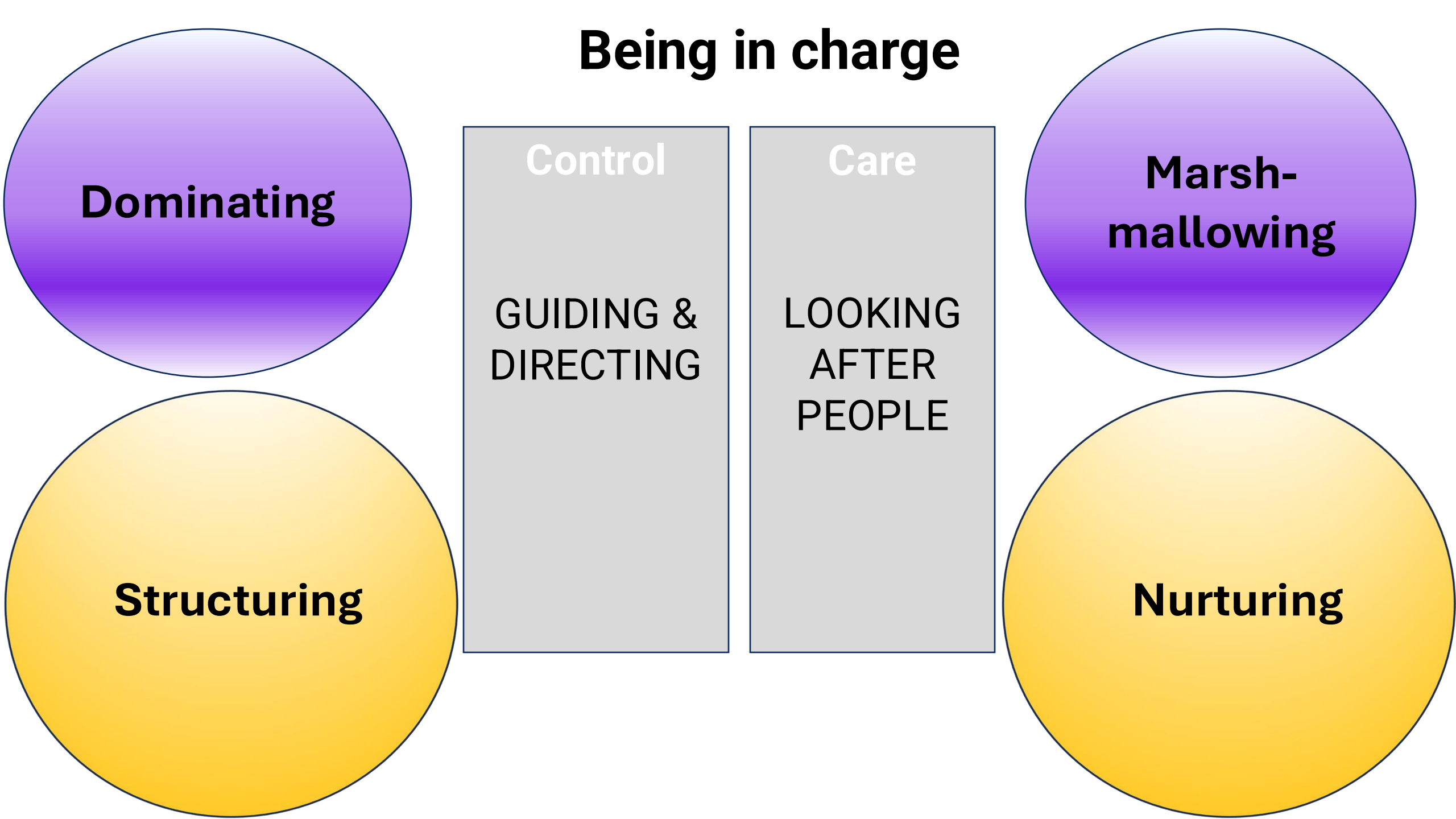
Care

**LOOKING
AFTER
PEOPLE**

**Marsh-
mallowing**

Structuring

Nurturing



Structuring Mode



How you carry your
authority and power

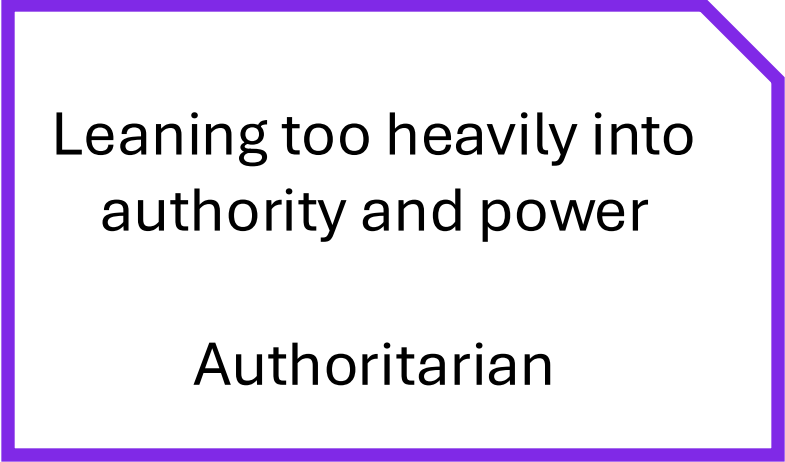
“You can do
it!”

Dominating Mode



Blaming
Fault-finding
Judgmental

Bossy
Knows-better
Punitive



Leaning too heavily into
authority and power

Authoritarian



*“You’re
inferior”*

Your manner,
tone of voice,
energy levels,
time spent with those in your charge,
the levels of support you've offered and
the goals you set.

Authoritative

Nurturing Mode

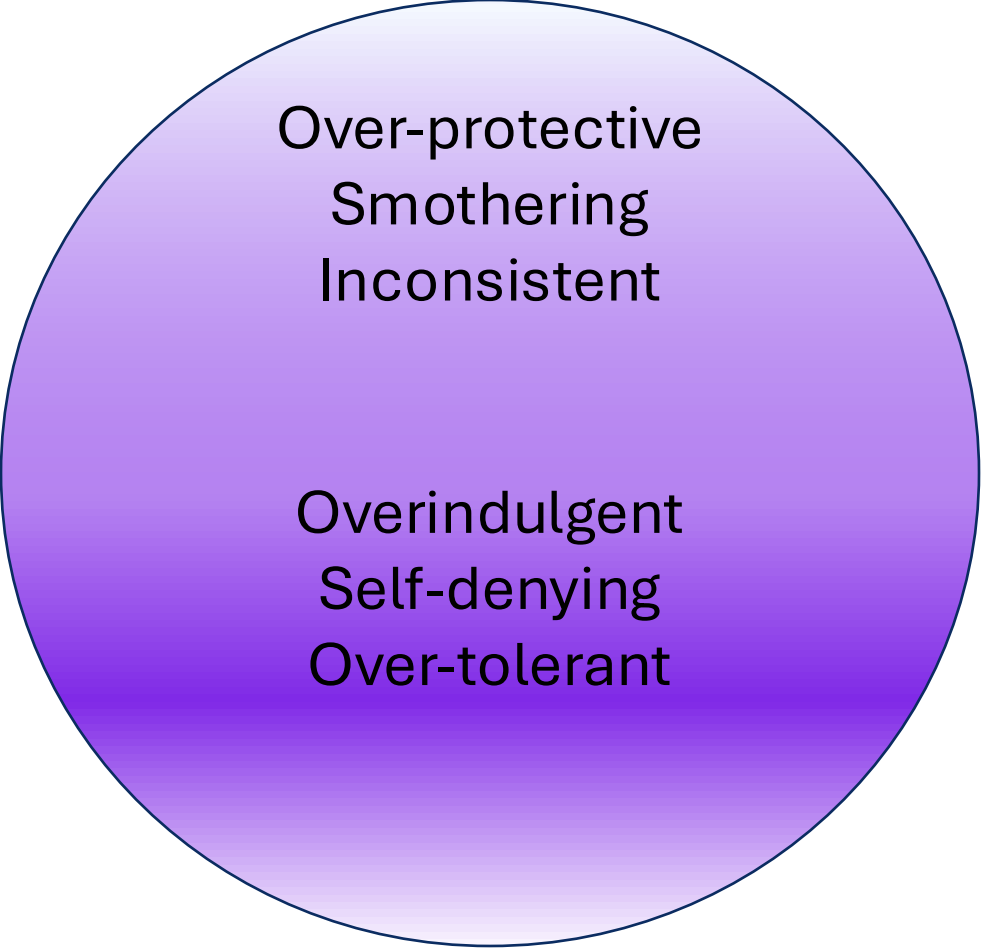
Understanding
Empathic
Accepting

Compassionate
Encouraging
Cherishing

Care – well-pitched

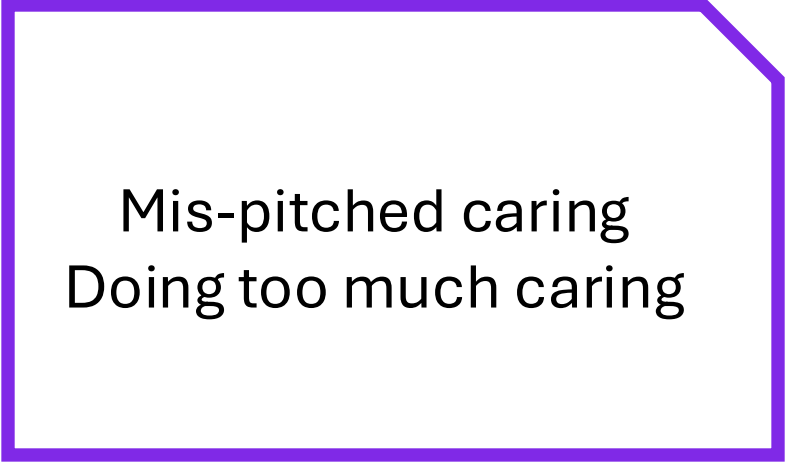
*“You are OK
as you are”*

Marshmallowing Mode




Over-protective
Smothering
Inconsistent

Overindulgent
Self-denying
Over-tolerant



Mis-pitched caring
Doing too much caring

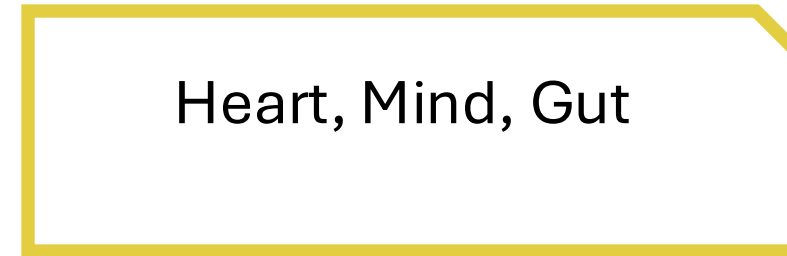
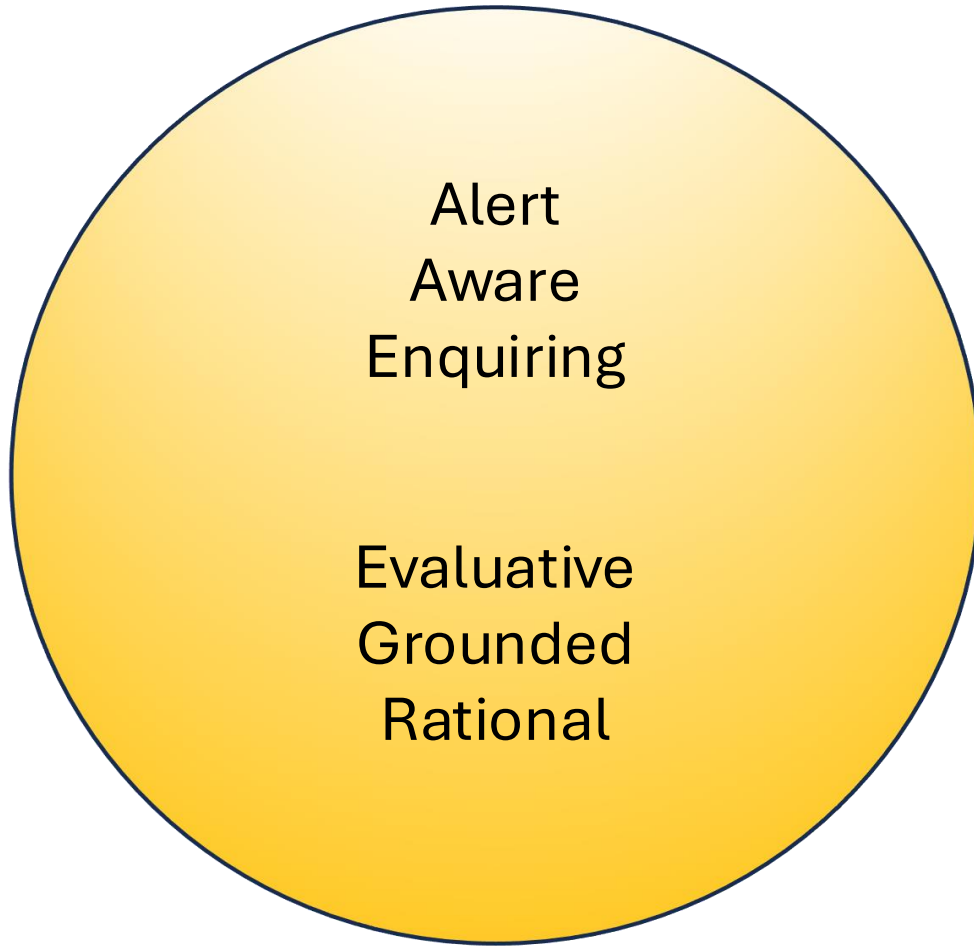


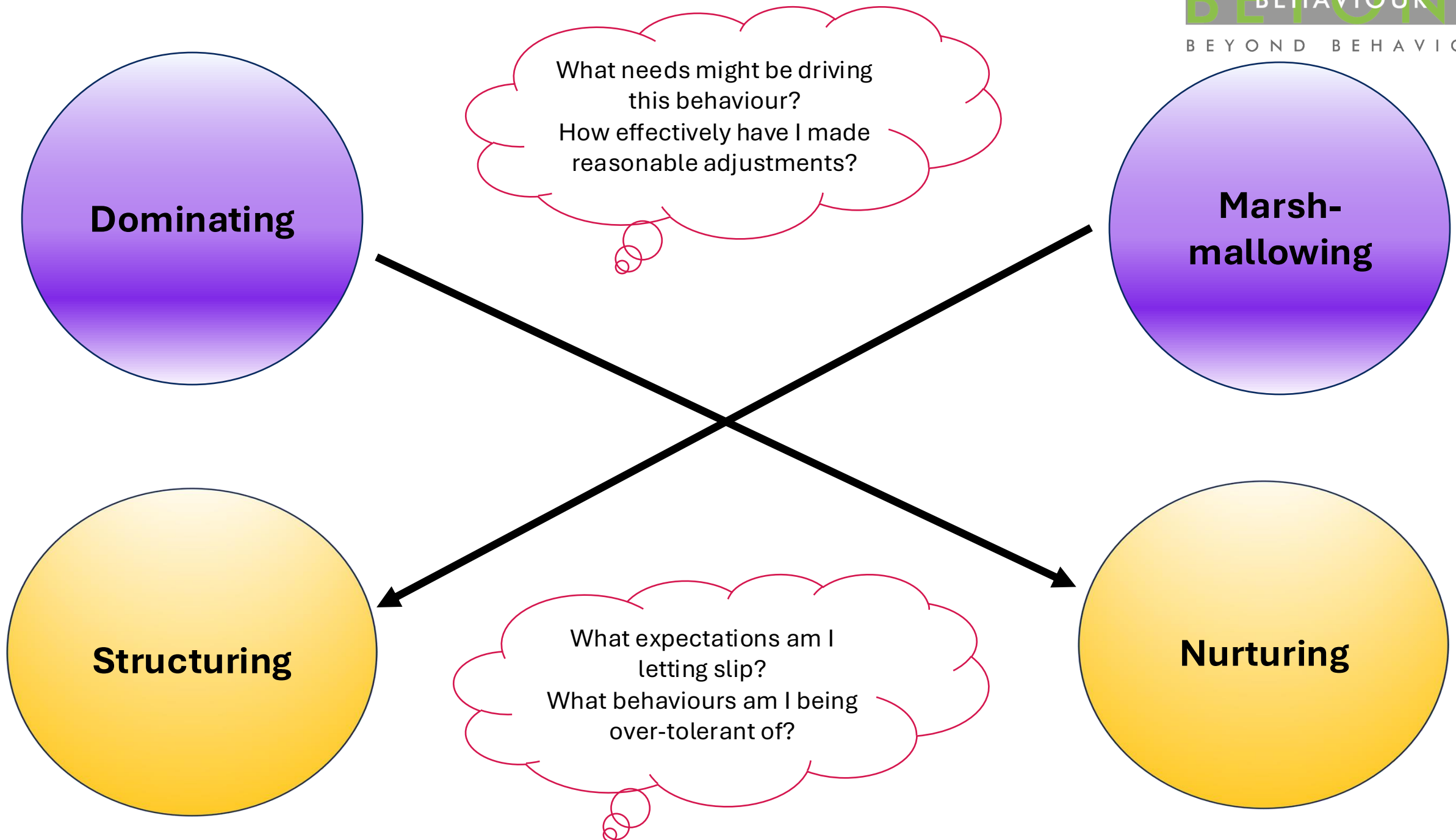
*“You need
me”*

“the impact of challenging, complex and sometimes physical demands of pupil behaviour can become a source of stress and burnout for some staff (Aloe et al, 2014).

Cited in ‘Belonging and Behaviour’

Accounting Mode





**And what do you
know now?**

The hunger for Recognition

Strokes

- units of recognition

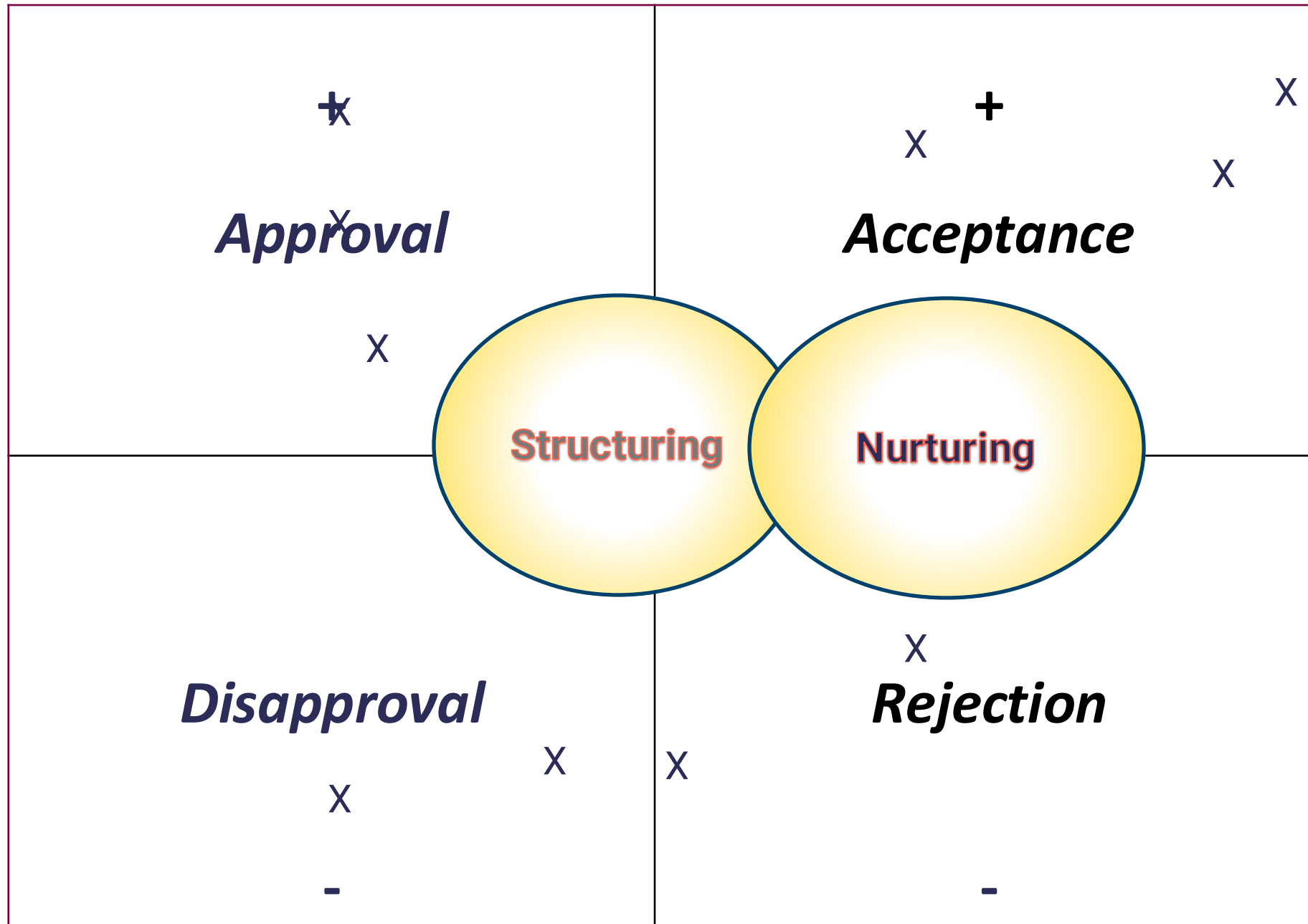
Stroke Matrix

CONDITIONAL	UNCONDITIONAL
(DOING)	(BEING)

Stroke Matrix

<p>+</p> <p><i>Approval</i></p> <p>CONDITIONAL</p>	
<p>(DOING)</p> <p><i>Disapproval</i></p> <p>-</p>	

	<div data-bbox="1523 225 1584 288">+</div> <div data-bbox="1268 434 1834 534"><i>Acceptance</i></div> <div data-bbox="1286 634 1821 694">UNCONDITIONAL</div>
	<div data-bbox="1462 751 1666 811">(BEING)</div> <div data-bbox="1330 919 1778 1019"><i>Rejection</i></div> <div data-bbox="1538 1273 1574 1293">-</div>












































**And what do you
know now?**

	Recycling (12yrs - 19yrs)
	Skills & Structure (6yrs - 12yrs)
	Identity & Power (3yrs - 6yrs)
	Thinking (18mths - 3yrs)
	Doing (6mths - 18mths)
	Being (0 - 6mths)

The Behaviour Wall

	Thinking/Problem solving
	Attachment & Emotions
	Rules and Responsibilities
	Identity/ Self esteem
	Getting On With Others

To integrate sexuality into the earlier developmental tasks			To emerge as a separate independent person with own identity and values		To achieve steps towards independence		To be competent and responsible for own needs, feelings and behaviours		To achieve a clearer emotional separation from family	
 To develop the capacity to co-operate	 To disagree with others and still be wanted	 To test ideas and values	 To learn skills, learn from mistakes and decide to be 'good enough'			 To identify with one's own sex	 To test abilities against others	 To check out family/school rules and structures		
 To practice thinking and doing	 To reason about wants and needs	 To learn to listen in order to collect information and think	 To develop internal controls	 To know when to flee, when to go with the flow and when to stand firm	 To experience the consequences of breaking rules	 To learn what is one's own responsibility and that of others		 To learn the relevance of rules		
 To practice socially appropriate behaviour	 To learn extent of personal power	 To discover effect on others and place in group	 To acquire information about the world, self, body and gender role	 To assert an identity separate from others	 To separate fantasy from reality	 To learn to exert power to affect relationships				
 To establish ability to think for self	 To learn to think and solve problems with cause-and-effect thinking	 To start to follow simple safety commands		 To test reality; to push against boundaries and other people	 To express anger and other feelings	 To separate from parents without losing their security		 To start to give up beliefs about being the centre of the universe		
 To start to learn that there are options and that not all problems are easily solved		 To develop initiative	 To explore and experience the environment	 To develop sensory awareness by using all senses	 To get help in times of distress	 To signal needs; to trust others and self	 To continue to form secure attachments with parents and/or care-givers			
 To cry or otherwise signal to get needs met		 To call for care		 To bond emotionally - to learn to trust caring adults and self		 To decide to live, to be		 To accept nurture		 To accept touch

BEING STAGE

(0-6MTHS)



BEING STAGE

(0-6mths)

CONTACT

Trust Safety Attachment

To accept nurture

**To decide to live,
to be**

To accept touch

**To cry or otherwise signal
needs**

**To bond emotionally
Trust others & self**

To call for care

**What you
need is
important to
us**

**We're glad
you're here**

**You belong
here**

**We are glad
you are you**

**We want you to
be here and
want to care for
you**

**You can feel
all of your
feelings**

**You can grow
at your own
pace**

Doing Stage



DOING STAGE

(6-18MTHS)

STIMULUS

Explore Senses Attachment

To develop sensory awareness	To develop initiative	To signal needs; to trust caring adults & self	To continue to form secure attachments
To start to learn that there are options and that not all problems are easily solved	To develop sensory awareness	To get help in times of distress	



**You can use all of
your senses
when you
explore**

**You can be
interested in
everything**

**We like you
when you are
active and when
you are quiet**

**You can explore &
experiment - & we
will support &
protect you**

**We like to watch
you grow & learn**

**You can know
what you know**

Thinking Stage



THINKING STAGE

(18mth – 3yrs)

STRUCTURE

Separate

Separation

Feelings

**To establish the
ability to think for
self**

**To learn to think & solve
problems with cause &
effect thinking**

**To signal needs;
to trust others &
self**

**To start to give up
beliefs about being the
centre of the universe**

**To separate from
parents/carers without losing
their security**

**To test reality; to push
against boundaries & other
people**

**To express anger and
other feelings**

**It's Ok for you
to be angry, and
we won't let you
hurt yourself or
others**

**You can say 'no'
& push the limits
as much as you
need to – and we
will keep you
and others safe
as you do**

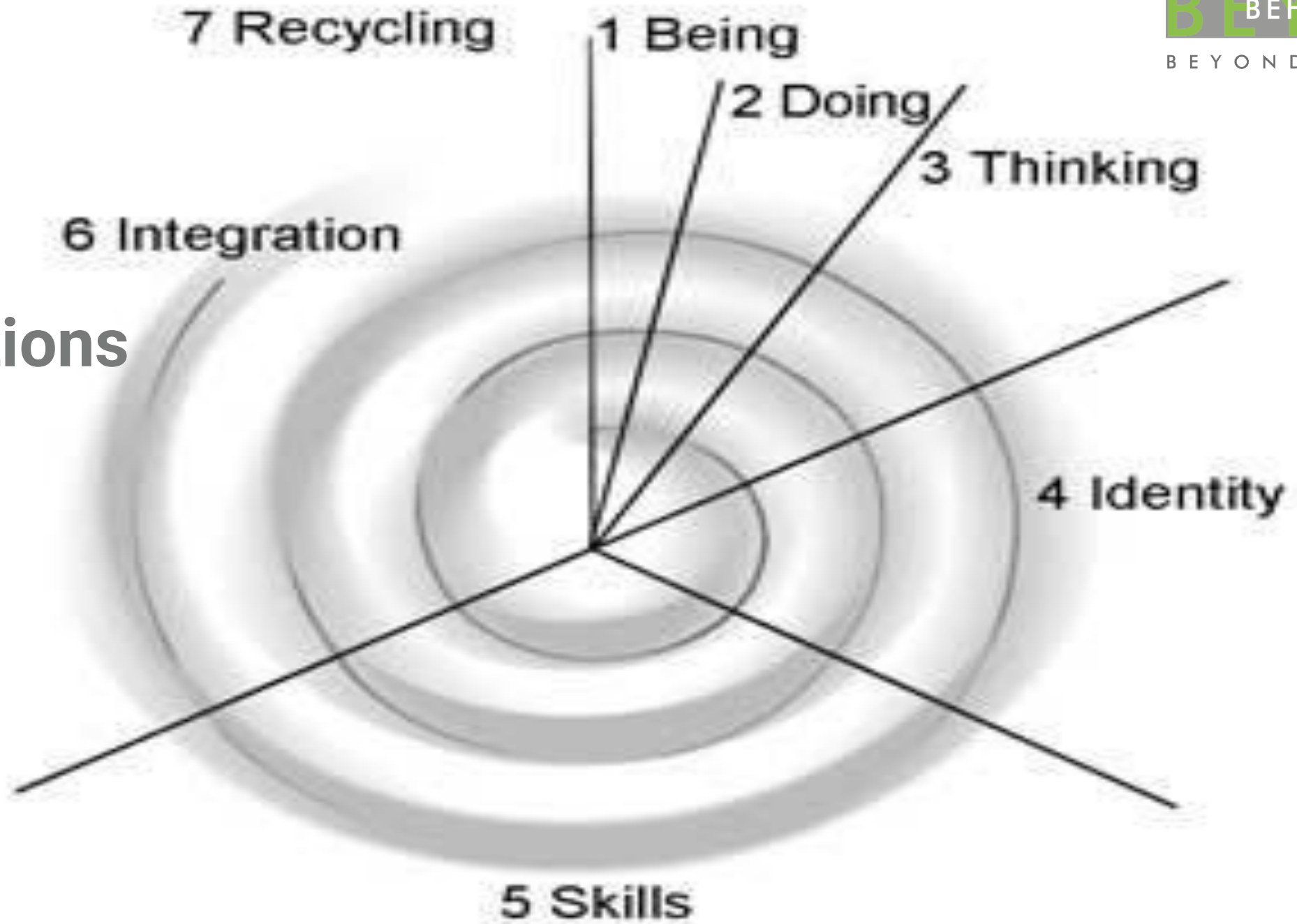
**I'm glad
you're
starting to
think for
yourself**

**You can learn to
think for
yourself and
others can think
for you too**

**You can be
yourself and
we will still
care for you**

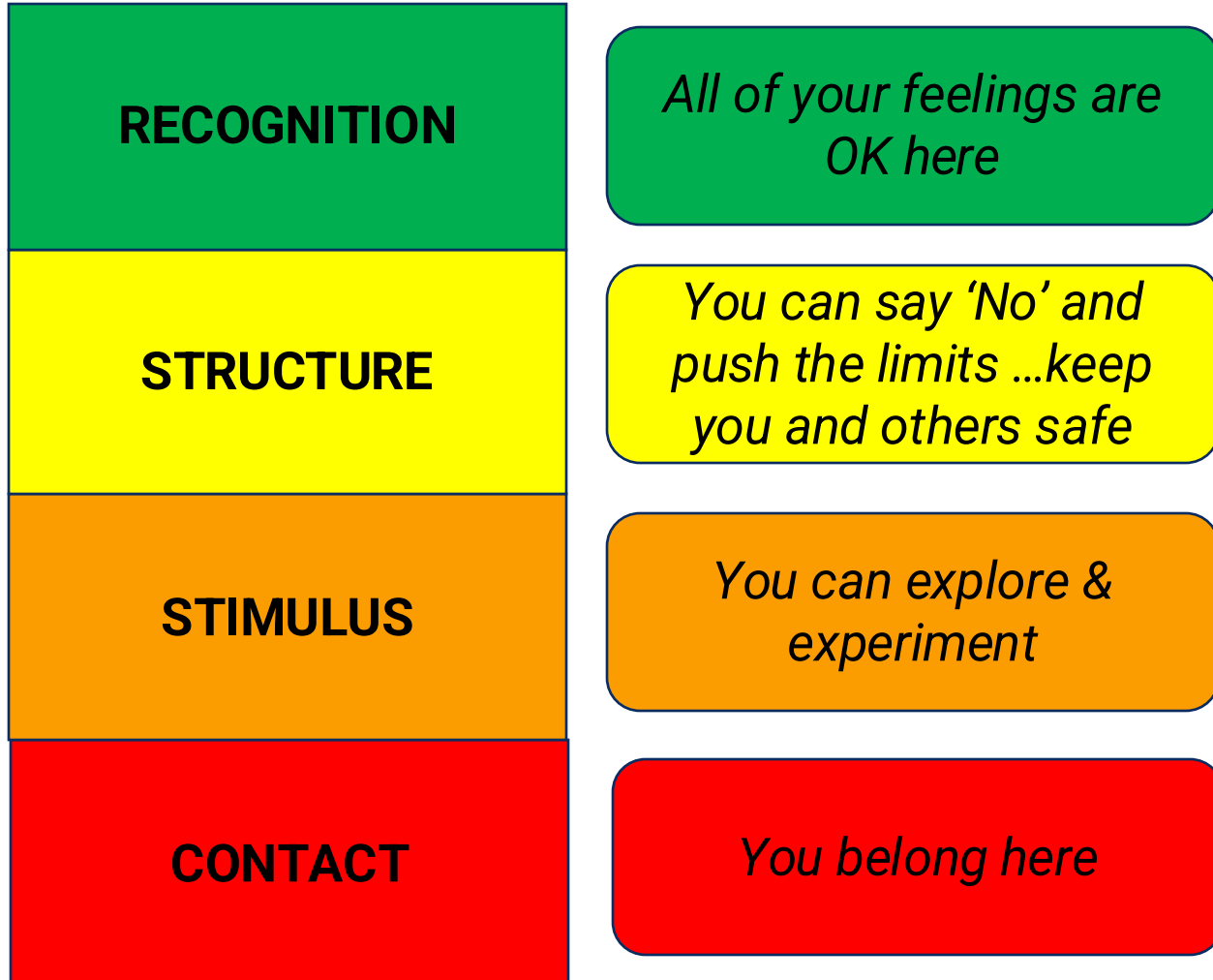
**You can know
what you need
and ask for help**

Transitions

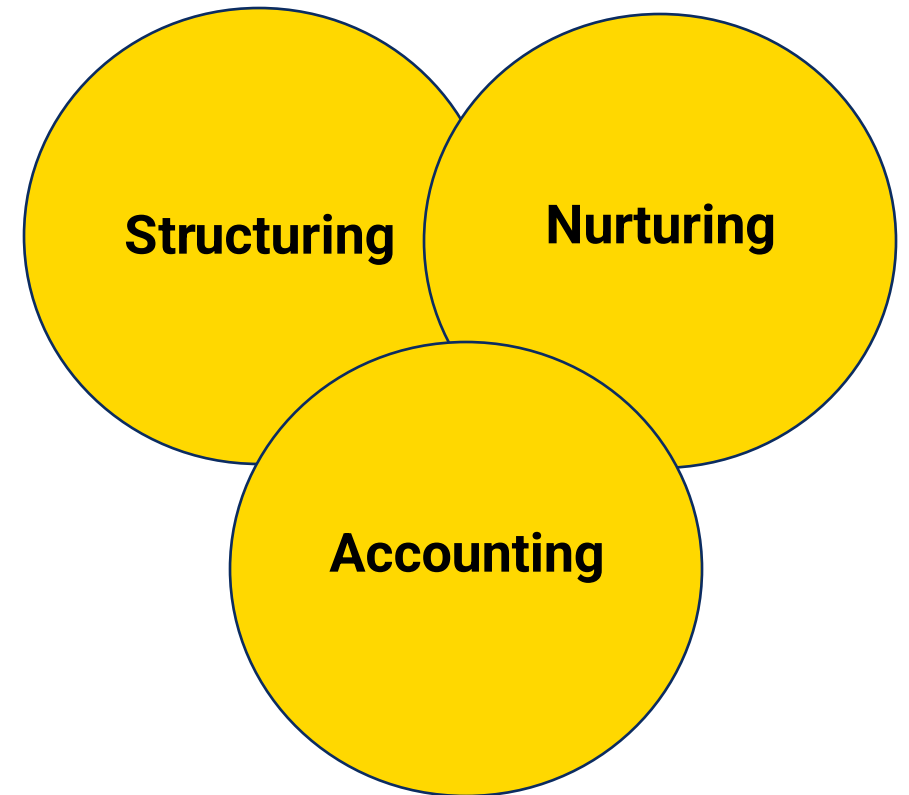


BRINGING IT ALL TOGETHER

Pupils' Needs



Adults' Responses



Steve Russell

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