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Middleton, Tristan ORCID logoORCID: <https://orcid.org/0000-0001-8111-3856> (2025) Editor's Welcome. International Journal of Nurture in Education, 10. pp. 5-6.

Official URL: <https://www.nurtureuk.org/journal/volume-10/>

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/15011>

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Welcome

Dr Tristan Middleton, Editor of the International Journal of Nurture in Education

It is with great pleasure that I introduce the 10th volume of the *International Journal of Nurture in Education*.

The attention paid by policymakers, politicians and practitioners to relational practice, attachment-aware practice, trauma-informed practice and restorative practice appears to be increasing. The (relatively) new-in-post education secretary has publicly recognised the role of school support staff and stated the aim of putting children first, breaking down barriers to opportunity and focusing on belonging, and there also has been a funding rollout for breakfast clubs. These areas intersect closely with nurture as an approach in education and, as such, I recognise many signs that there is a growing recognition among education stakeholders of the value of nurturing approaches within a school system.

This volume presents both research-based articles and theoretical articles as a way of furthering knowledge and understanding about the role of nurture in education.

In the first article of this volume, Kim Insley reflects on the Six Principles of Nurture (Lucas et al., 2006), considering how the Six Principles have evolved, comparing recent iterations and considering them through an ecosystemic lens. Kim then goes on to consider the implications of the Six Principles in developing a whole-school nurture approach and presents a number of areas of practice for school leaders to consider in developing whole-school nurture.

Thomas Proctor-Legg's article continues to reflect upon whole-school nurturing approaches, making explicit links between restorative practice and relational practice. Beginning from one of the Six Principles of Nurture – All behaviour is communication (Lucas et al, 2006, p.9) – Thomas reflects on the polarisation of discourses, and,

using the concept of 'hinge commitments', looks at the opportunity to identify shared beliefs and values to help move forward the development of whole-school nurture.

In the third piece within this volume, Maria Pace's research presents the perspectives of children who have experienced nurture group provision in Malta. Through using a range of child-friendly tools to gather the children's views, Maria adds to the evidence base of the positive impact of nurture group provision and also offers findings about how the impact extends beyond the nurture group setting, helping children with friendship and addressing bullying behaviours.

In the final article, David Colley, Ruth Seymour and Nicoleta Gaciu return our thinking to the topic of whole-school nurture, presenting findings from a large study across five primary schools that looks at the impact of investing in a Whole-School Approach to nurture on children and staff. A wide range of data is presented which confirms the positive impact of nurture groups on children's social and emotional development and also identifies how whole-school nurture improved staff wellbeing and school morale overall, as well as developing positive approaches to addressing behaviour challenges.

The journal concludes with two book reviews. In the first review Alex Newman presents Sarah Lathan's recent book, *Creating a Trauma-Informed Classroom*, followed by a review of Carmel Cefai's edited book *Nurturing the wellbeing of students in difficulty: The legacy of Paul Cooper*.

I am always looking to expand the scope of the journal and part of this is to bring in new authors. One way to become a published author is to review recent publications relevant to nurture in education. If you would like to author a review, whether you have a particular book in mind or would like to be provided with a title, please do contact me.

Please also contact me if you have an idea for an article that you think readers of this journal would

find of interest. I will be happy to support you to develop your ideas and writing.

Reference list

Lucas, S., Insley, K., & Buckland, G. (2006). *Nurture group principles and curriculum guidelines: helping children to achieve* Nurture Group Network.



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