

# Guidelines for the operation of Secondary Nurture Bases in Glasgow



# Secondary - Nurture Guidelines

Nurture Bases in Glasgow follow the principles of nurture which were established by the Nurture Base Network:

- Children's and young people's learning is understood developmentally.
- The classroom/playroom offers a safe base.
- Nurture is important in developing self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- Transitions are important in children's and young people's lives.

In addition, the following are the agreed guidelines which inform the operation of all Glasgow Secondary Nurture Bases:

## **Secondary establishments with Nurture Bases:**

- In all secondary schools with Nurture Bases a member of the senior leadership team should be identified as Nurture Co-ordinator. The Nurture Co-ordinator will have particular responsibility for ensuring that practice in the Nurture Base is consistent, well-managed and effective. Nurture Co-ordinators should access regular training, including the co-ordinators' awareness training at the beginning of each session.
- Senior leaders should ensure that Nurture Bases are understood within their school as an early intervention strategy, that they are seen as supporting inclusion and as helping to develop a nurturing ethos throughout the school.
- All staff in a secondary school with a Nurture Base must undertake annual awareness raising training in order to ensure that they understand fully the principles and practices of Nurture Bases.
- Class teachers remain responsible for the well-being and progress of young people in their classes who are accessing support from the Nurture Base. They should include Nurture Base young people in all aspects of class planning and in the tracking of progress. They should work closely with the Nurture Base staff to ensure supported transitions between class and Nurture Base.
- In accordance with Glasgow's Staged Intervention framework, all young people accessing Nurture Base support are **at Stage 2 of intervention, or above**. Their stage of intervention should be carefully recorded on the Pupil Plan (PRF). For those children at Stage 3 or 4 of Staged Intervention, the Pupil Plan should contain an ASP which is fully informed by the assessment and planning within the Nurture Base.
- Establishments with Nurture Bases are expected to support the Education Authority by contributing to ongoing research designed to evaluate the effectiveness of Nurture Bases in supporting young people in secondary establishments.
- Establishment handbooks should clearly communicate the principles and practice of the nurture within the establishment.
- Secondary establishments should work with all partners, including parents/carers, Educational Psychologists, Quality Improvement Officers and other Education Authority officers to evaluate the effectiveness of practice in Nurture Bases and of nurturing approaches throughout the establishment.
- Standards and Quality Reports should celebrate the successes of Nurture Bases and nurturing approaches within the establishment and clearly identify any areas for further development.

- The whole school community should understand that, while the core group and any other groups are operating, visits to the Nurture Base should be kept to a minimum and young people should be very carefully prepared for any visit that is to take place.

### **Staffing and Organisation of Nurture Bases**

- The Nurture Base will be staffed by two members of staff – one of whom may be a PSA.
- Both the Nurture Base staff, will complete nurture training.
- The teacher(s) must and the PSA should, if possible, complete the accredited assignment which is part of nurture training.
- Following the completion of training and accreditation in the theory and practice of nurture, Nurture Base staff are expected to access a minimum of six hours additional training in the course of each year. A record of training will be kept by the Education Authority officer with responsibility for nurture training. Should Nurture Base staff not access the minimum level of training required, consideration will be given by the Head of Inclusion to the desirability of continuing funding for the Nurture Base in question.
- Training will be facilitated by and accessed through Glasgow Nurture Trainers who will deliver a range of training for Nurture Base staff throughout the year and can also provide training for establishment staff.
- In the absence of the Nurture Base teacher(s) or PSA the Core Group will not operate and the staff member present will support those young people with the greatest identified need in their mainstream class/classes.

- There must be weekly meetings between Nurture Group teachers and class teachers and regular meetings between the Headteacher, Nurture Co-ordinator and Nurture Base staff.

### **Supporting Young People**

- A Nurture Base is an early intervention strategy and the core group should therefore consist of young people from S1-S3.
- There must be a clear referral procedure for young people who are considered for support from a Nurture Base. All referral records must be kept.
- Parents/Carers must be fully involved in the referral process and in discussions about the suitability of their child for Nurture Base support. No young person will be admitted to a Nurture Base without explicit and recorded parental/carer consent.
- Six young people in a Nurture Base is a good working model. Decisions about the size and composition of the Nurture Base must be carefully considered and taken by Nurture Base staff in consultation with the Nurture Co-ordinator and other partners.
- The core assessment tools used to inform decisions about admission to a Nurture Base, about reintegration and to track progress are the Boxall Profile, Goodman's Strengths and Difficulties Questionnaire and BIOS.
- When a young person enters the Nurture Base a plan, based on Boxall Profile results and using appropriate strategies, including those in Beyond the Boxall, must be prepared. If the child is at level 3 or 4 of staged intervention, this plan must form part of the Pupil Plan (ASP).

- Nurture Base staff and, whenever possible, class teachers e.g. Literacy, Numeracy and Health and Well-being, should independently complete the Boxall Profile at the end of each term in order to ensure evidence about a young person's progress is holistic and up-to-date. Both class teacher and nurture staff should independently complete the Boxall Profile prior to planned and full reintegration into the mainstream class.
- Two classroom observations must be carried out prior to admission to the Nurture Base and before planned reintegration. These observations must be carried out by trained staff and the results prior to reintegration carefully compared to earlier results.
- No young person will remain part of a Nurture Base for longer than four terms. In particular circumstances, when careful assessment suggests that retention for an additional and limited period of time is in a young person's best interests, the Nurture Co-ordinator must seek the agreement of the Area Education Officer with responsibility for nurture and submit relevant evidence and information, for example, Boxall profiles, observation records. Information about the retention of young people beyond four terms will be collated annually and submitted to the Head of Inclusion.
- Establishments should focus carefully on supporting all transitions for young people in Nurture Bases. Such transitions include transitions between Nurture Bases and mainstream classes, transitions to learning in other contexts, transitions to after school care etc. When a young person who has been supported at any point in a Nurture Base makes the transition to another school, information about Nurture Base support and its outcomes and advice on appropriate strategies for continuing support should be part of the transition.
- Careful and continuing assessment will help Nurture Base staff make decisions about the appropriateness of nurture as a strategy for meeting the needs of individual young people. Some young people will require more support than is available through the Nurture Base and, in such a case, additional support should be accessed, for example, from the Educational Psychologist or Speech and Language Therapist.
- As part of their planned inclusion strategies and their nurturing approaches, schools may run support groups for older young people.

### **Parents/Carers**

- The full involvement of parents/carers in Nurture Base support is essential to its success. Staff should work to ensure that parents/carers feel valued and are welcomed, when appropriate, into the Nurture Base.
- Parents/Carers should be as fully involved as possible in all assessments, all planning and all decisions relating to their child.



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