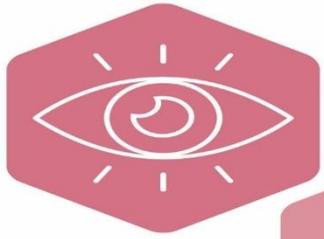


# Glasgow Nurture Award Guidance for Establishments





## OUR VISION

A world class learning city founded on nurture principles.

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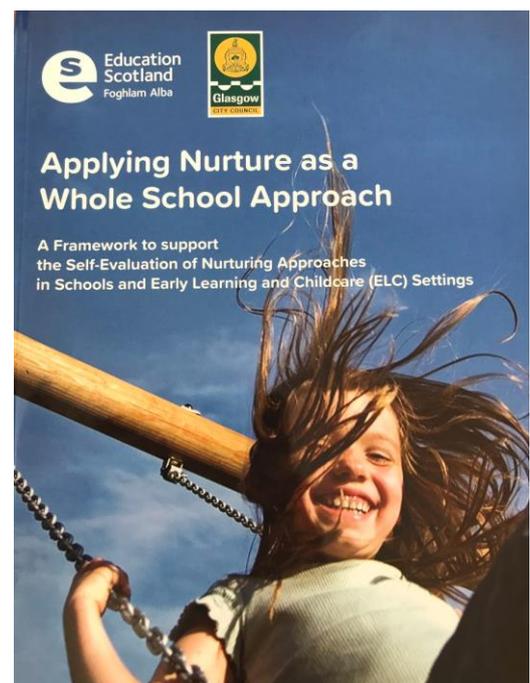
The purpose of this booklet is to provide guidance for establishments who would like to be considered for Glasgow's 'Our Nurturing City' award.



## Glasgow – Our Nurture journey

Glasgow's nurture journey began 2001 with an initial nurture group pilot, focussing on targeted support for children who were finding it difficult to settle and learn in the wider classroom. Initially, through small scale evaluation measures and qualitative feedback, it became apparent that within the city, these groups were highly valued by parents, children, young people and educationalists. Glasgow produced evidence to highlight the gains that children were making in nurture groups. The nurture approach in Glasgow was scaled up to include Early Years and Secondary groups and further evaluative information included clear evidence that young people made good educational as well as social and emotional progress. Nurturing approaches and Nurture Groups have had a steady rise across Scotland and have evolved and changed from being delivered solely as a traditional targeted intervention to becoming the foundation for a whole school model. To support the implementation of nurture, Glasgow developed a policy 'Towards the Nurturing City' in 2012 which set out a plan for putting nurture and wellbeing at the core of education. The vision was that all children and families could feel their holistic needs were understood and met through every establishment having a nurturing approach.

There is now a national framework which has been produced by Education Scotland, Glasgow City Council and colleagues from other authorities, entitled 'Applying Nurture as a whole school approach' (ANSWA) which provides a national definition of a 'nurturing approach' and supplies a framework for education establishments to evaluate, plan, implement and build on a nurturing approach. This key document is used widely across the city.

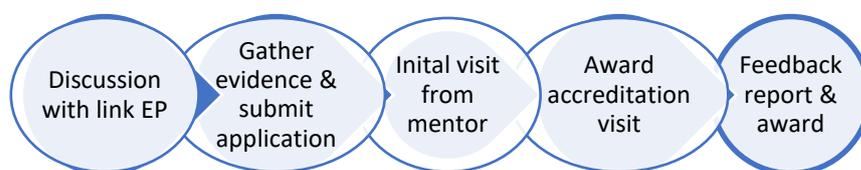


## The Process

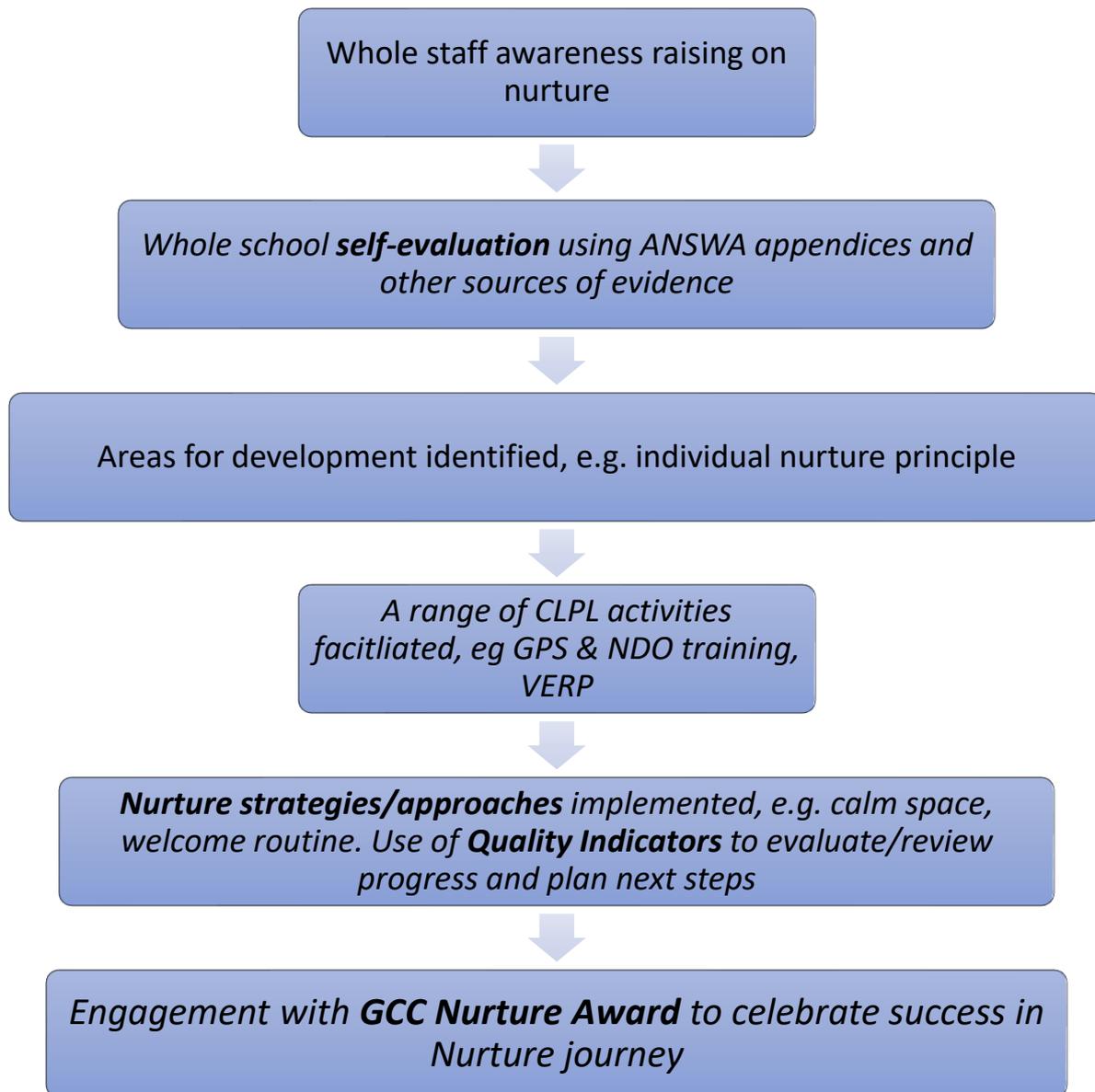
As part of on-going self-evaluation activities and improvement planning schools/ELCs will already have a range of evidence and supporting documentation that illustrates their nurturing journey. The process towards the award should utilise existing information and allow establishments to promote and celebrate areas of excellent practice. Prior to application it is recommended that the establishment discusses their submission with their link Educational Psychologist.

Any establishment wishing to put themselves forward for the award can complete the initial application form (see appendix 1) and send this to the nurture award team email. The application form includes the evidence required as well as any other information that the school feels has added to their whole establishment nurturing journey. Once this information is received it will be discussed with the award team, a mentor will be assigned to make contact with the establishment SMT to discuss the evidence and any further information to include.

The initial meeting with the mentor will involve a short walk around the school, a look at how relevant policies and planning are operationalised within the school and a discussion with the wider SMT and the evidence which may need to be provided to support the application. On-going dialogue between the mentor and establishment is encouraged and when it is felt the evidence is robust and wide-ranging, the mentor will negotiate a date from the award group and the establishment. This date will be for an accreditation visit. A team of 2 will spend a day in the establishment ensuring that the criteria for the award have been met.



What might a Glasgow establishment's Nurture journey look like?  
*(Based on the framework 'Applying Nurture as a Whole School Approach' and research carried out by GPS in 2018/2019)*



The award team will be looking for evidence of nurturing approaches used in 9 particular areas: Leadership, partnership working, relationships with families, planning and assessment, staff development & team cohesion, self evaluation & sustainability.

## Information to be provided

1. Copy of establishment improvement plan **on application**
2. CPD summary that the establishment has undertaken in the last 3 years that relates to the whole establishment development of nurture **on application**
3. Evidence that the establishment have undertaken significant self-evaluation in relation to nurture. E.g. consulting with families & children **on application**
4. An example of good practice that the award team can view on the visit– this could be in relation to nurturing approaches that have supported parental engagement, pupil engagement, staff wellbeing etc. and can take the form of pictures, posters, write up, video etc. **During the visit**
5. A copy of any policies within the school which are considered to be relationship based/nurturing. **On application**
6. An example of how planning for groups and/or individuals incorporate nurture. **before visit**
7. Evidence of linking with other agencies **On application**

## The Award Visit

The award visit will be led by establishments as it will be guided by the school's nurturing approaches they would like to show the award team. For example it could include:

- Discussion with leadership team
- Observation of practice in class & playground
- Discussion with children, parents/ carers and key partners e.g. other agencies
- Discussion with Nurture working party
- Discussion with wider staff team
- Show a nurture intervention that has been particularly effective
- Feedback with leadership team and next steps

For more information or to make an application please contact the nurture award team: [nurtureaward@glasgow.gov.uk](mailto:nurtureaward@glasgow.gov.uk)

### Example of information provided from a Primary School

- 4 years of SIPs with nurture embedded in the plan and self evaluation ANSWA included
- 4 nurture priorities identified each year, with evidence of planning and self-evaluation included for each priorities eg activities, staff involved and timescales
- Policies with nurture embedded eg Relationships policy, induction for new staff and bereavement policy
- School handbook with information on school's nurturing approach
- Evaluations from staff
- Evidence of pupil voice having impact eg the nurture steering group
- The school environment adapted eg cosy corners in classes, sensory corridor
- A number of whole school approaches embedded such as peer support programmes, story massage, PATHS
- Evidence of a range of family engagement activities
- Staff wellbeing processes embedded

### Example of information provided by a secondary school

- 3 years of SIPs with nurture embedded and plan for self evaluation using ANSWA included
- School policies with nurture embedded
- School handbook with information on school's nurturing approach
- Evidence of the development of nurturing approaches throughout all departments
- Whole school training on nurture & trauma informed practice each session – from GEPS, staff and a range of keynote speakers
- Key staff trained in 'the theory and practice of nurture' for sustainability of nurture groups. New staff are also included in this programme
- Nurture working party established which supports whole school approaches and nurture groups
- Excellent links with the learning community, with joint objectives and shared activities
- Nurturing principles part of a yearly timetable, with a focus on a nurture principle at certain times of the year
- Innovative activities provided in the nurture group to support the pupils to achieve in school eg outdoor nurture
- Innovative methods of communicating the nurturing principles to pupils and staff
- Effective use of partners to work with the school on nurture interventions eg story telling group
- At a city level, the school is a key member of the nurture quality assurance team, supporting other schools to embed nurture through the nurture steering group, hosting visits, providing advice and part of the annual nurture conference

**‘Nine Steps to Nurture’ –Glasgow Nurture Award  
Application Form**

**Name of establishment:**

**Key contact details:**

**Preferred day of the week for visit:**

**Helpful information on School set up (e.g. number of staff, children on roll):**

**Please explain why you would like to apply for the award:**

**Please indicate documents that are attached with this application form:**

Information on your establishment's vision, values and aims. –		
A copy of your establishment's current improvement plan and two improvement plans (or EPRs) before this, including a nurture implementation/action plan, if available. This should include evidence of self-evaluation including with children and families.		
A copy of any relevant policies within your establishment which are considered to be relationship based/nurturing.		
Any further evidence of planning, activities or self evaluation in relation to nurturing approaches that you feel would benefit the application		

**Has this application been discussed with your link Educational Psychologist?**

Yes/ no

**I am happy for any examples of good practice identified during the award visit to be shared on social media and at future training events/conferences:**

Yes/no

**I give consent for the application and feedback form to be stored on the Glasgow Educational Psychology Service secure drive for 5 years. I am happy for the data within these two forms to be collated with other establishments' data from across the city to support future planning, training and resources:**

Yes/no

**I am interested in networking with other establishments:**

Yes/no

<b>Name</b>	
<b>Signature</b>	
<b>Date</b>	

**Please send the completed application form and relevant attachments to:**

**Glasgow nurture award team: [nurtureaward@glasgow.gov.uk](mailto:nurtureaward@glasgow.gov.uk)**