Quality Indicator	Features of best practice	Possible sources of evidence
Environment	- All children and young people (CYP), parents/carers, staff and visitors are made to feel welcome. - Evidence of clear routines and structures in place to help CYP to feel safe and happy. These are communicated and shared with CYP and used by staff within their day-to-day practice (e.g. visual timetables). - Day-to-day transitions (e.g. coming into school, moving between activities or lessons, lunchtime) are well planned for and managed. Additional supports are in place for CYP who require a more individualised approach. - The physical environment takes into consideration the needs of all CYP (e.g. indoor and outdoor spaces, calm areas, sensory rooms, wall displays, music, workstations/pods, seating arrangements, clearly defined faculties) and their interests. There is evidence of CYPs voice and involvement in planning and shaping their environment. - Consideration is given to the indoor and outdoor environment and utilising these for meeting different CYPs needs (e.g. Forest School). - Staff regularly review and make adaptations to the environment. Staff may use audit tools (e.g. CIRCLE resource, LCFE, sensory audits, Applying Nurture as Whole School Approach) to support with this. Notes:	- Observations (e.g. wall displays) - Discussions - Minutes from pupil voice groups (e.g., playground committee / UNCR group etc)
Leadership	- Development opportunities for SMT, which may include the 'Understanding Nurture Principles' Theory and Practice of Nurture' training delivered by Glasgow's Nurture Development Officer or Nurture Principles training delivered by Glasgow Educational Psychology Service (or equivalent). - An implementation plan and team in place for whole establishment nurture. This includes staff from a range of roles and shows evidence of distributed leadership. - A commitment to applying the nurturing principles with staff, CYP, parents/carers and visitors.	- Application form - Discussions with SMT - Website/twitter feed - SIP

	• Clear vision, values and aims for nurturing approaches which reflects the importance of positive relationships. • Nurturing approaches are part of improvement plans and priorities. • Opportunities for peer support and collaborative working (e.g. collegiate work with colleagues within learning communities). Notes:	• CLPL staff planning/nurture implementation plan (supporting documentation with application form) • Sample of CPD manager evaluation (impact of CLPL) • Working Time agreement and collegiate calendar • Any bespoke planning for projects that secures wellbeing funding and / or planning specific to leadership project for award bearing courses. • Evidence of safeguarding group
Partnership working	• Significant transitions (e.g. moving on to P1, moving on to S1, post-school) are well planned for all CYP. Enhanced transition planning is in place for those who need it and there is evidence of strong links with feeder establishments and third sector agencies. • Information is shared with establishments respectfully and sensitively with the CYP at the centre. • CYP are informed about decisions made by partner agencies and are involved within decision making and planning for their lives in a meaningful way. • Partners are invited to contribute to training and professional learning opportunities for staff. • Positive and inclusive relationships with partner agencies (e.g. relevant partners are invited to meetings for CYP and families, as appropriate). • Staff collect and use data to help inform working with parents/carers to meet the needs of CYP in a nurturing way. • Partnership working involves parents/carers (see 'relationships with families' quality indicator).	• Discussions • Examples of planning documentation from visit • SIP

	• Self-evaluation data is sought from partner agencies around quality of partnership working. Information about nurturing approaches are shared with partner agencies. • Care given to partners/other professionals coming in to work in the establishment (e.g. CYP informed in advance, informed about professionals they might meet such as counsellors). Notes:	
Relationships with families	• Nurturing approaches are embedded within the enrolment and transition processes for CYP and their families. For example, a welcoming environment, protected time for listening to families, meaningful sharing of information, staff engage in positive interactions with families. • Information is shared with parents/carers about nurturing approaches. This is shared in a meaningful way for all families (e.g. available in different languages, access to interpreters, paper and digital copies). • All staff understand the diverse needs of their families within the community. • Consultation and communication with families around vision, values and aims. • Evidence of a variety of opportunities for parents/carers to be involved, giving consideration to the diverse needs of families (e.g. parent councils, family events, fundraising events, cooking, twitter, email/phone, school based apps for sharing). These could be formal or informal. • Parents/carers are actively involved with and supported at key transitions (e.g. starting P1/S1) points for CYP. • Parents/carers feel they can approach staff for support and advice if needed. • There is evidence of staff being attuned to parents/carers needs (e.g. staff follow up if there is a concern, comments on school apps such as Showbie).	• Discussions with staff/parents/carers • Examples of planning documentation from visit • Self-evaluation data (e.g. ANAWSA) • Parental Engagement calendar • Programme of family learning evidencing a range of approaches for universal, targeted and individual needs

	• Parent/carers and CYP are involved and have their voices heard as part of the self-evaluation process. • Staff have accessed professional development around supporting family relationships (e.g. Family Learning, Families Outside, Glasgow Educational Psychology Service workshop module). Notes:	
Evidence of planning and assessment for CYP	• Staff take the time to get to know CYP individually and use this to support their wellbeing and development. Staff also use this information to support during transitions (both significant transitions and day-to-day transitions). • All Nurture principles are embedded in planning and practice (e.g. 'learning is understood developmentally') underpins staff discussions about how assessment is undertaken. • A wide range of opportunities and activities are available for all CYP to achieve and experience success. • Assessment and planning are based around the National Practice model (GIRFEC). • A wide variety of assessment approaches are used (e.g. observations, gathering views, GMWP, trackers and attainment data). This may also include key information from partner agencies. When CYP require and access more targeted nurture support, the Boxall Profile is used. • Staged intervention processes are followed for assessment and planning for CYP requiring additional support. • Parents/carers, CYP and partner agencies are included within assessment and planning for CYPs needs (e.g. using information from home about the CYPs interests to inform planning, WAPs).	• Discussions • Examples of planning documentation from visit • Observations • Examples of SIIM/JST paperwork.

	• CYPs views are meaningfully sought and used to inform planning and supports and are clearly recorded (e.g. within SIIM/JST paperwork, WAPs). Notes:	
Staff development	• Programme of on-going CLPL (e.g. formal training, peer support, professional reading and discussion) which promotes understanding of attachment and trauma, child development and nurturing approaches which is based on staff needs. • Evidence of attending or accessing training (e.g. training offered by the Nurture Development Officer, Glasgow Educational Psychology Services, in-house sessions). This should also include whole establishment approaches to promoting wellbeing (e.g. PaTHS, LCFE, CIRCLE, Restorative Approaches, Solution-Oriented approaches, EBSNA, loss and bereavement input) which are visible within the establishment. • Opportunities are provided for staff development based on their aspirations and interests. • A commitment to applying learning from training to practice. Informal and formal opportunities are available for staff to share learning from training (e.g. through professional development planning, staff reflections, consideration of impact, professional dialogue). • Nurturing approaches are prioritised as part of a new staff induction policy. This might include making staff aware of training opportunities, using self-evaluation checklists).	• Application form (supporting documentation) • Discussions with staff/SMT • Observations • SIP • Staff training plans

	Notes:	
Staff team cohesion	- Supporting CYPs wellbeing and development is seen as everyone's responsibility (e.g. emotional check-ins with CYP, calm spaces within the school/classrooms). - An open and supportive culture and ethos that promotes self- awareness among staff and allows them to reflect on their own emotional needs. - Clear guidelines/processes in place for staff to share concerns and seek support for their wellbeing. - Opportunities and structures for staff to support their own health and wellbeing. Self-care is encouraged and promoted within the establishment. Staff are aware of a range of wellbeing materials available (e.g. Glasgow City Council supports, materials from Nurture Development Officer/Glasgow Educational Psychology Services, peer support opportunities). - SMT/SLT within the establishment are familiar with and use strengths-based principles and practices (e.g. solution-oriented approaches). - Strengths-based approaches and structures are used to engage in collaborative problem-solving and solution-building (e.g. solution circles, peer networking and moderation). - Opportunities for formal and informal communication and reflection between staff (e.g. morning/end of the day, debriefs, communication between different faculties). Notes:	- Discussions with SMT/staff - Observations - Staffroom – layout and resourcing

Self-evaluation	• Evidence of using frameworks to support self-evaluation (e.g. 'How Good is our School', 'Applying Nurture as a Whole School Approach'). • Self-evaluation data is gathered from parents/carers and partner agencies. CYPs voices are also gathered as part of the self-evaluation process. • Consideration given to and evidence of impact of nurturing approaches for CYP (e.g. gathering and using universal data on wellbeing, attainment data, attendance data). Establishments may be at the early stages of doing this. • Information gathered through self-evaluation is used to inform improvement plans and priorities. Notes:	• Application form • Discussions with SMT, e.g. tools/processes/evidence of plan-do-review cycle
Sustainability	• Nurture is an ongoing priority for the establishment and there is evidence of this in their improvement plan and self-evaluation processes. • Distributed leadership opportunities are in place with a focus on embedding Nurture within the establishment. • Evidence of gathering the nurture development needs of new staff and responding to these (e.g. annual in-service days on nurture, consultation with staff). Notes:	• Application form • Discussions with SMT/staff • SIP