



Renfrewshire's Nurturing Relationships Approach

**West Partnership EP practitioner
event: Nurture & Attachment**

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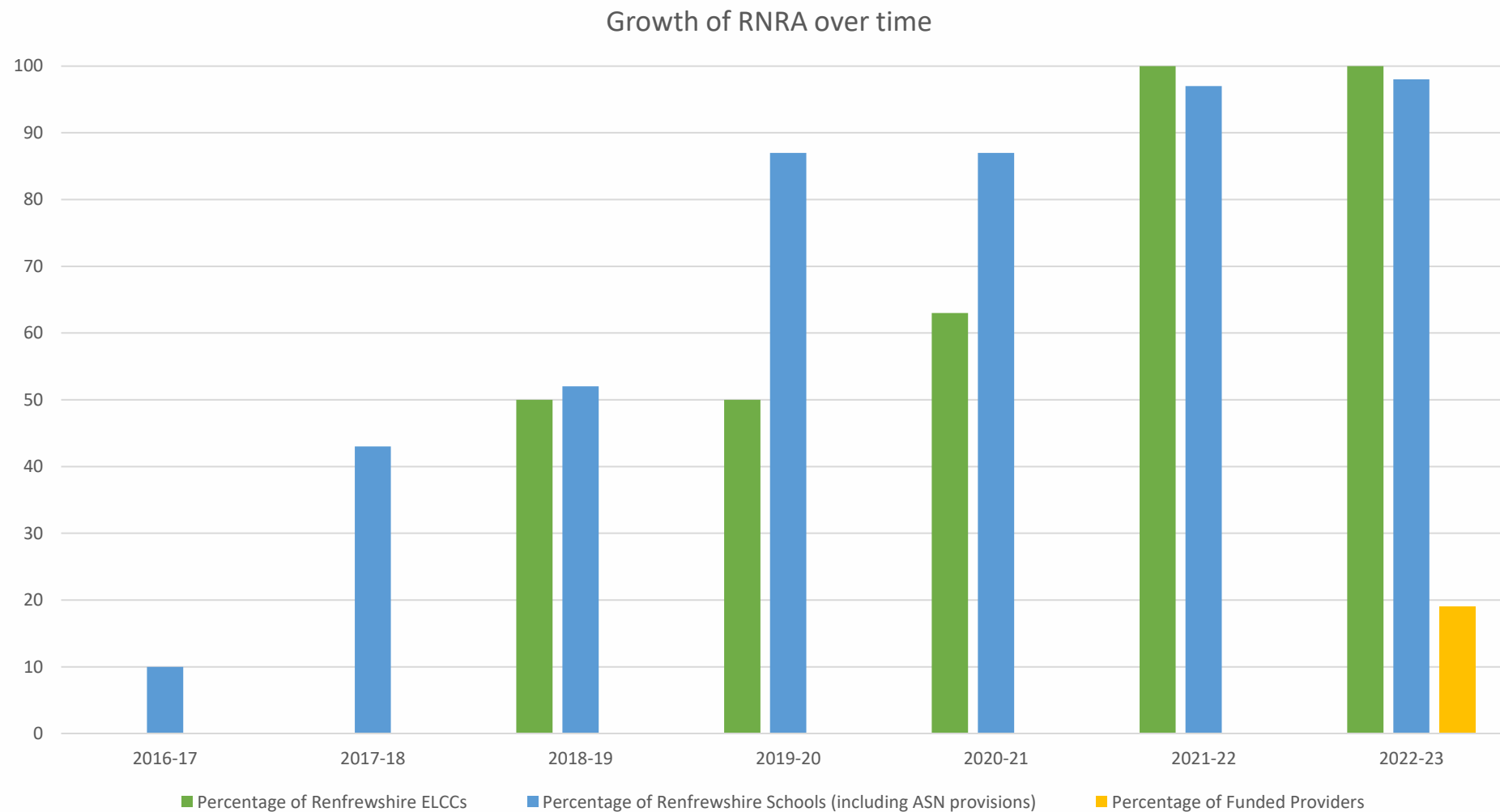
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Outline of session

- Introduction
- Renfrewshire's nurturing relationships approach (overview)
- Sharing of practice



Development of RNRA





Renfrewshire's Nurturing Relationships Approach

READINESS

- Discussion
- Needs Analysis
- Audit current practice
- Collect Stakeholders Views

TRAINING

- Whole establishment core training
- Leadership Training
- Cascade information

IMPLEMENTATION

- Form Core Group
- Select Nurture Principle
- Nurture Principle Training
- Establishment leadership drive nurture approach

ACTION

- Create action plan
- Plan, do, study, act cycles
- Regular core group meetings
- Ongoing support and collaboration with EPS
- Identify approaches which lead to positive impact
- Share & embed good practice within establishment

CONTINUOUS IMPROVEMENT

- Update and evaluate action plan
- Cycle of development, monitoring and evaluation of implementation.
- Share good practice with other establishments
- Support community approaches to nurturing relationships

Evaluation of impact

Establishment level

- RNRA Action Plan
- Improvement methodology, e.g. PDSA Cycles
- Education Scotland Applying Nurture as a Whole School Approach audit tools
- HIGIOS/SIP
- Accreditation

External evaluation

- University of Dundee Doctoral research:
 - Pupil/ Parent/ Teacher SDQs
 - Stirling Children's Wellbeing Scale
 - Pupil, Parent and Staff Focus Groups

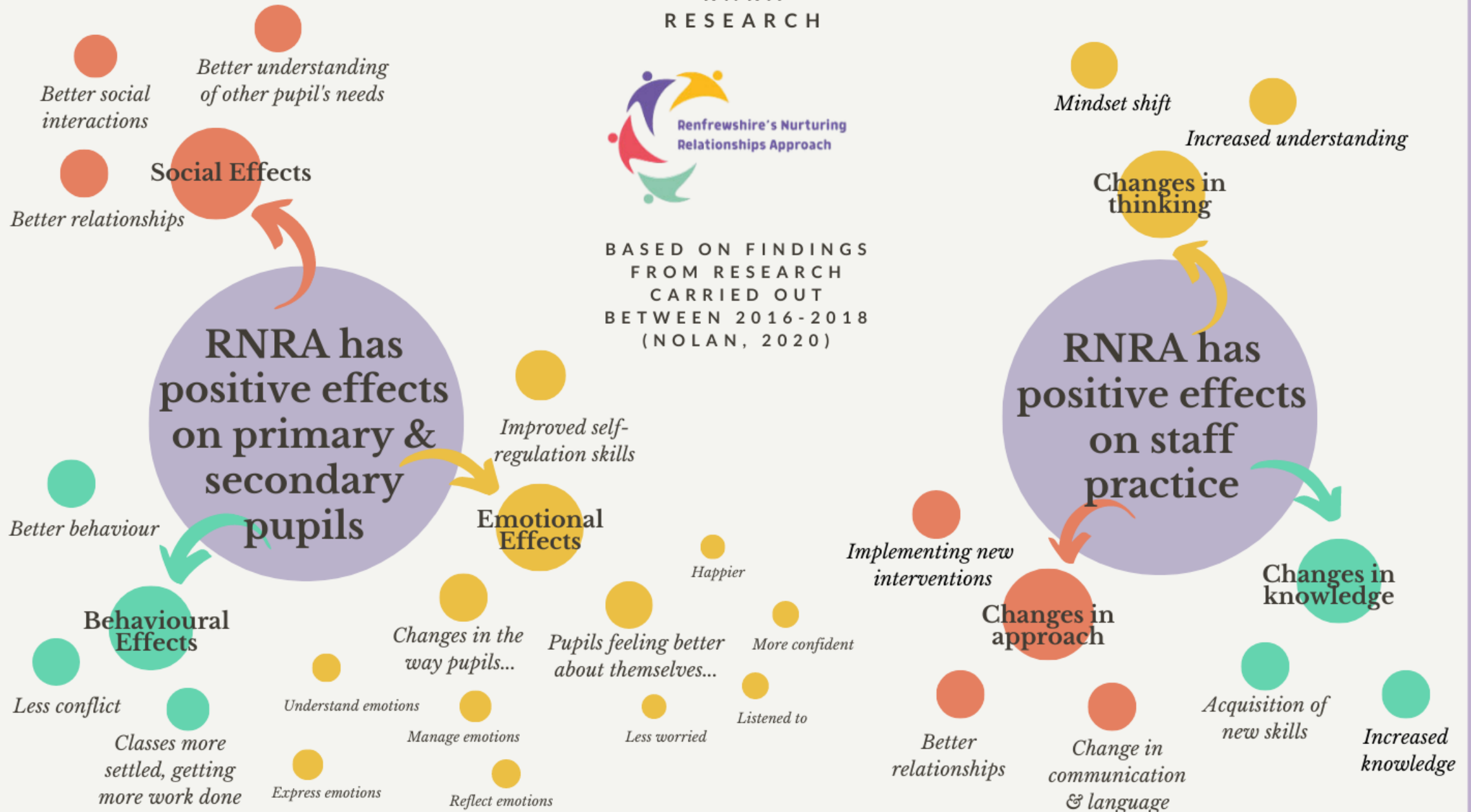
Implementation Process

- Nurture Lead Team Self Evaluation
- Training evaluations
- Nurture Steering group
- 2022 Establishment survey

RNRA
RESEARCH



BASED ON FINDINGS
FROM RESEARCH
CARRIED OUT
BETWEEN 2016-2018
(NOLAN, 2020)



Example of establishment impact

Identified needs through information gathering:

- *Children's experience during playtime*
- *Child-adult interactions during playtime (including role of support staff)*
- *Children's transitions back to classroom from playtime*

Measurable aim:

- *95% of children attending X Primary will report a positive average experience across the whole school day (based on 3 point emoji scale)*



Change ideas:

- *Playground zones created to increase opportunities & support for purposeful play & positive interactions*
- *Support staff interests/skills are matched with playground activities which they lead*
- *All staff use big deal/little deal language approach with children to support problem solving*
- *Children return to school through different doors to reduce bottleneck 'hot spot'*

Outcomes & impact:

- *Prosocial interactions (child-adult) increased from 10.6% of recorded interactions to 61%*
- *Verbal and physical conflicts being reported to playground staff decreased by 83%*
- *Children's self report of playground experience shifted in a positive direction (children reporting 'ok' or 'good' after break & lunch moved from 89% to 98%)*

Renfrew High School: Video

PART ONE: https://www.youtube.com/watch?v=1O_7GNwih14

PART TWO: <https://www.youtube.com/watch?v=dCeQsoNCO5E>

PART THREE: <https://www.youtube.com/watch?v=tg3rDdAGhQw>

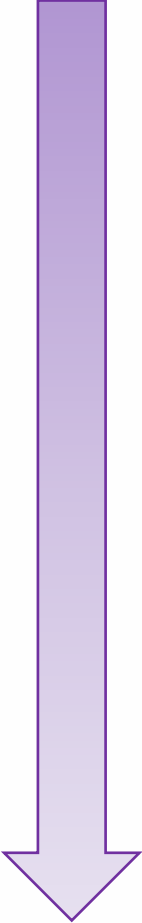
RNRA Accreditation



Accreditation levels:

- Level 1 (Jade): 'We are committed to developing nurturing relationships'
- Level 2 (Ruby): 'We are involving our community in our nurturing relationships approach.'
- Level 3 (Amethyst): 'We are integrating nurturing relationships into our policy and practice.'
- Level 4 (Gold): 'We are a nurturing community with relationships at the heart of all that we do.'

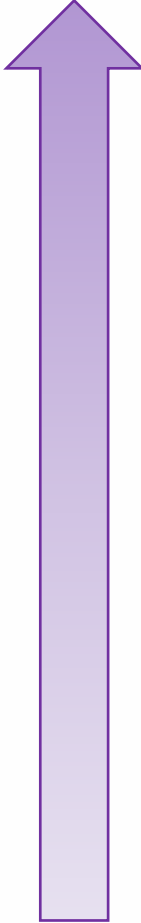
Impact of RNRA: Evidence from accreditation submissions



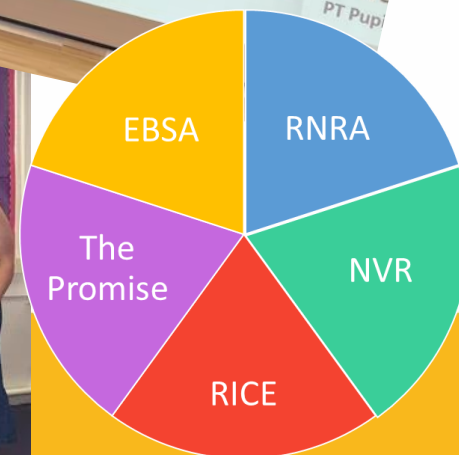
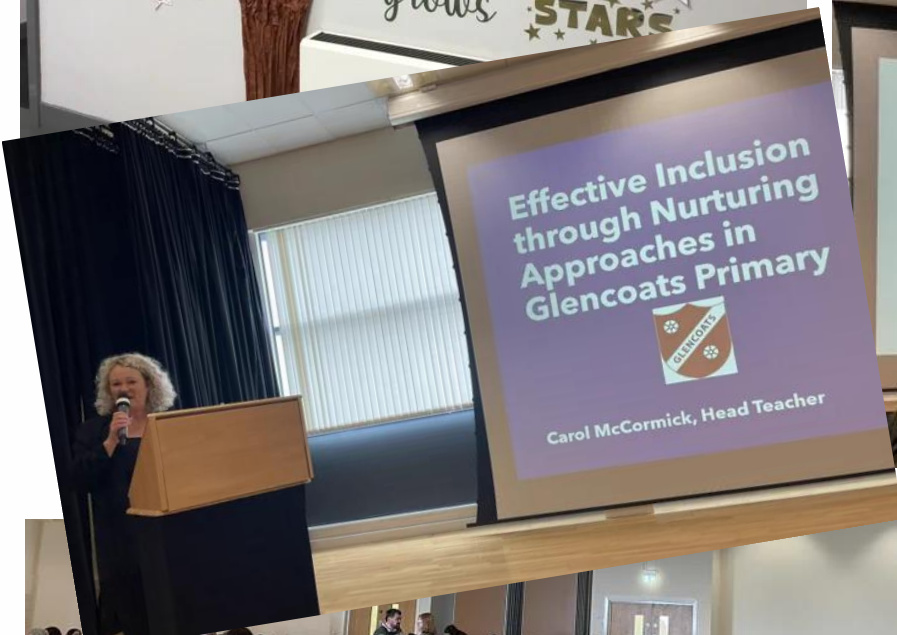
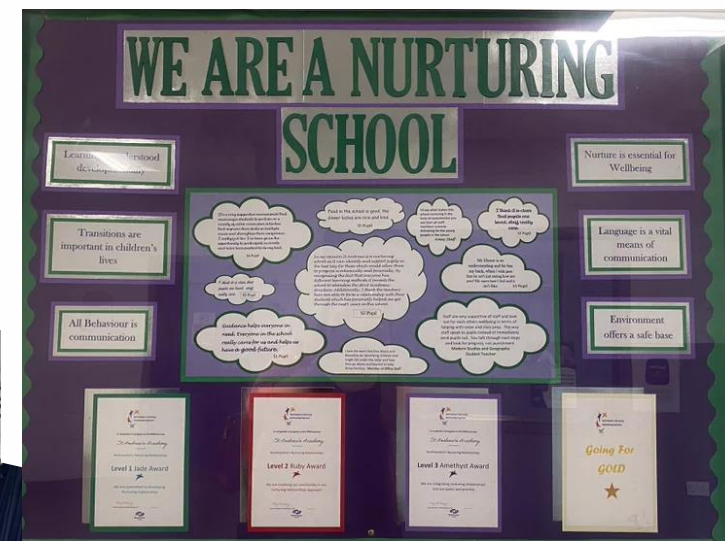
Reductions in:

- Exclusions
- Time needed to settle to learn.
- Playground conflicts
- Incidents requiring SLT support

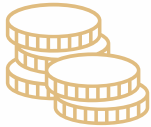
Increases in:

- Children's problem-solving skills and regulation skills
 - Children's ratings of feeling safe in school
 - Involvement of children and young people in RNRA planning and implementation
 - Wellbeing ratings for children and young people
 - Staff wellbeing ratings
 - Consistency of staff practice and communication
 - Time for learning
 - Mainstream class teacher ability to respond to distressing behaviours
- 

Successes



Challenges... and ways forward



Funding - time limited



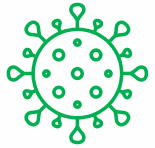
Focus on **sustainability**



EP capacity - increase in uptake of RNRA in establishments



Service delivery model, **Steering group**



Covid – impact on existing plans & priorities



Covid **response** from EPS, shift in pace



Evidencing impact of RNRA



Integration of **Quality Improvement** approaches & **Accreditation** scheme



Staff turnover (in establishments)



Developing **online** modules



Funded provider needs

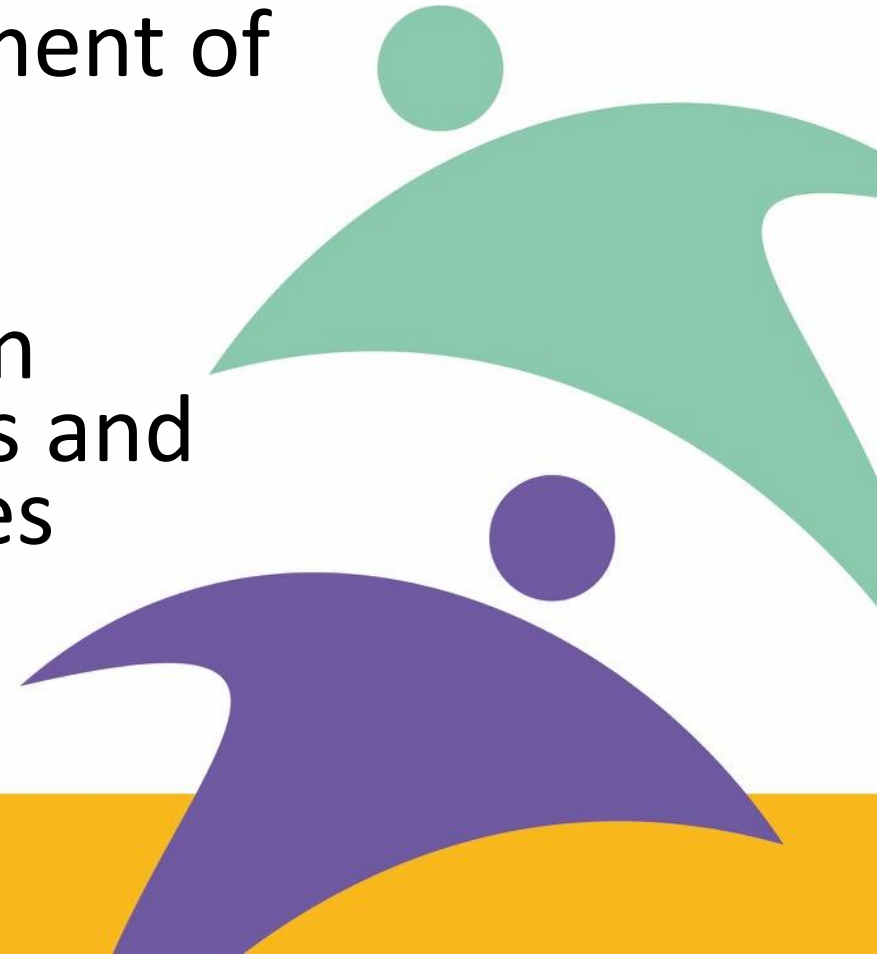


Developing a **new pathway** for funded providers



Time to discuss!

- Setting your scene – where is your service at with the development of nurture?
- Reflect on successes and challenges





What are you taking away from this session?



Renfrewshire's Nurturing Relationships Approach



Renfrewshire
Attainment
Challenge

Literacy, Numeracy, Health & Wellbeing



Renfrewshire
Council