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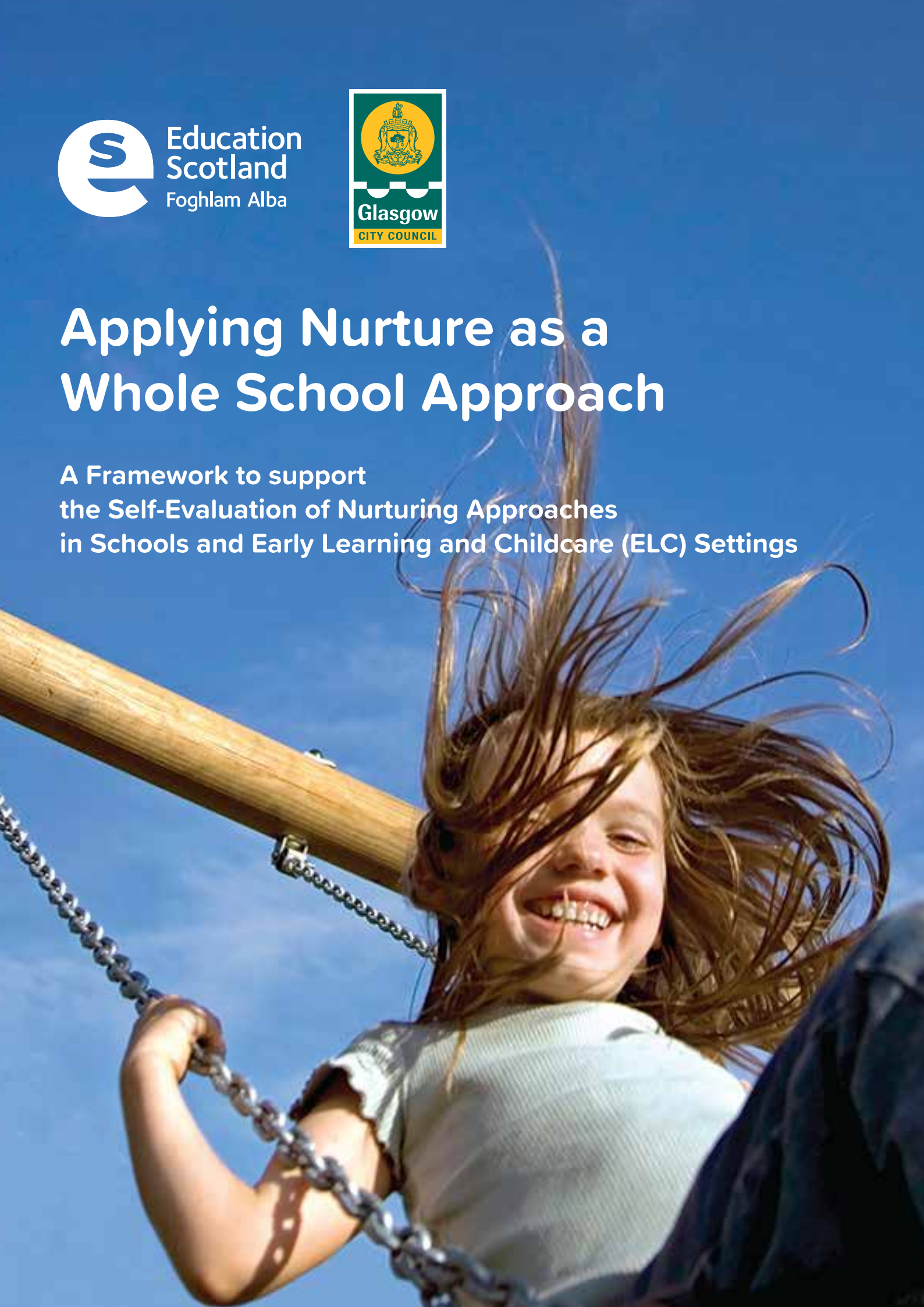
Applying Nurture as a Whole School Approach

A Framework to support the Self-Evaluation of Nurturing Approaches in Schools and Early Learning and Childcare (ELC) Settings



Applying Nurture as a Whole School Approach

A Framework to support the Self-evaluation of Nurturing Approaches in Schools and Early Learning and Childcare (ELC) Settings

NURTURING GLASGOW
nurture: at the heart of glasgow

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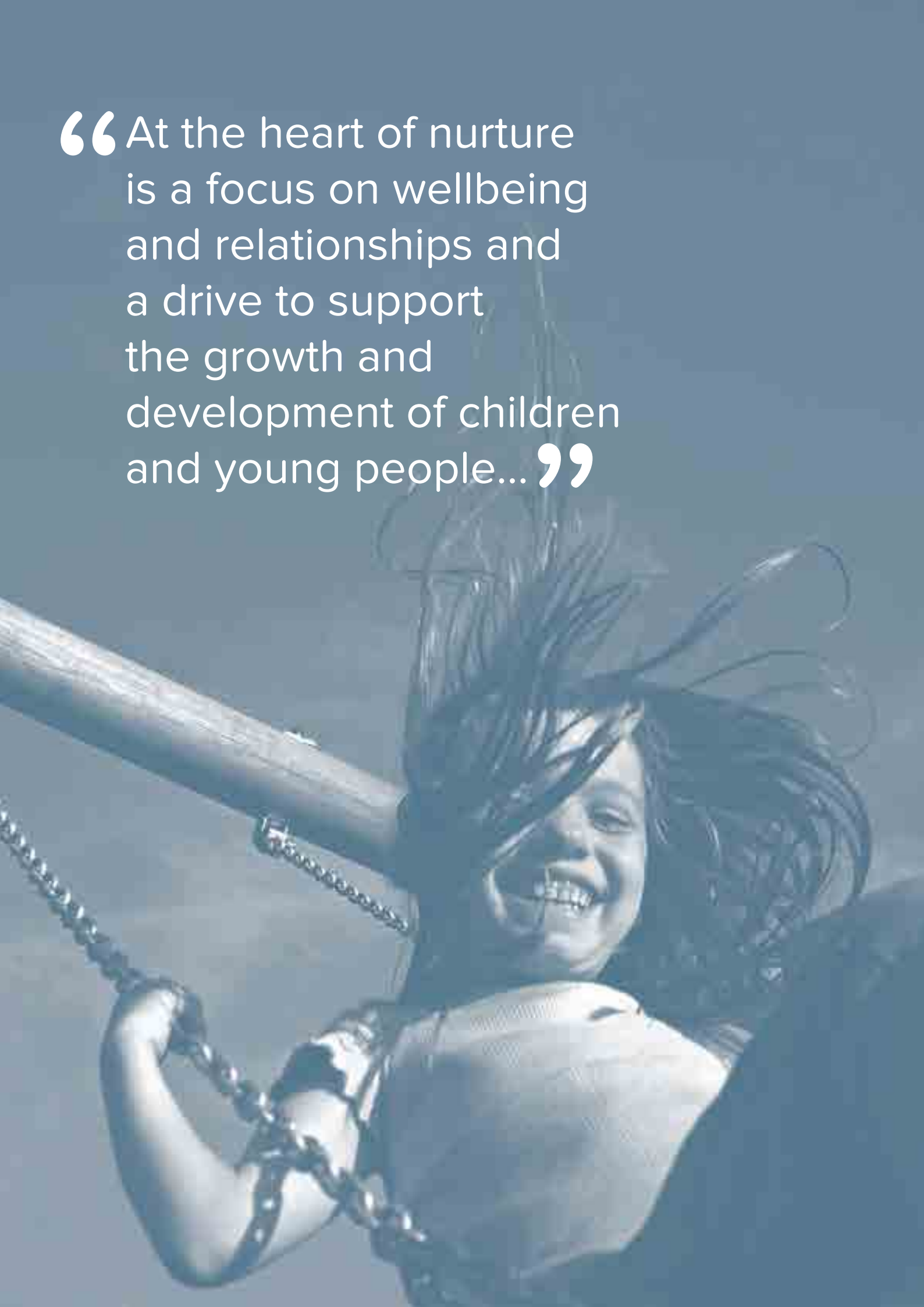

“At the heart of nurture
is a focus on wellbeing
and relationships and
a drive to support
the growth and
development of children
and young people...”

1. Rationale

Nurture Groups and nurturing approaches are increasingly being introduced across primary, secondary and early learning and child care (ELC) settings. Research clearly demonstrates the impact that Nurture Groups can have on attainment as well as social and emotional competences. Nurture Groups are described as having a positive impact on closing the attainment gap in *'Closing the Attainment Gap in Scottish Education'*[1] At the heart of Nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people, many of whom come from areas of disadvantage and require additional targeted support to close the equity gap. Marjorie Boxall first conceived of the idea of Nurture Groups as a way of targeting children and young people who had come from impoverished backgrounds and needed additional support to help them with the recreation of missed early experiences. Nurture Groups in Scotland continue to target support towards children and young people who demonstrate such needs but a wider nurturing approach is also increasingly being promoted in many primary, secondary and early learning and child care settings to support the needs of a wider group of children and young people.

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools in a number of policy documents including *'Included, Engaged and Involved, Part 2'*[2] and *'Better Relationships, Better Learning and Better Behaviour'.*[3] Local authorities have increasingly promoted a whole school nurturing approach in response to the needs within the school population, particularly with regard to closing the attainment gap, and have developed resources accordingly. Guidance on what a nurturing approach entails, how schools should go about implementing it and how it can be evaluated in order to have the greatest impact on children and young people is a crucial part of taking this forward. *'Applying Nurture as a whole school approach: A framework to support the self-evaluation of nurturing approaches in schools and Early Learning and Childcare settings'* focuses on these areas, whilst providing additional tools to support the self-evaluation process.

[1] https://www.jrf.org.uk/report/closing-attainment-gap-scottish-education. Sosu, E and Ellis, S 'Closing the Attainment Gap in Scottish Education'. Joseph Rowntree Foundation (2014)
[2] http://www.gov.scot/Publications/2011/03/17095258/0. Included, engaged and involved part 2: a positive approach to managing school exclusions. Scottish Government, 2011
[3] http://www.gov.scot/Publications/2013/03/7388/1. Better Relationships, better learning, better behaviour. Scottish Government, 2013

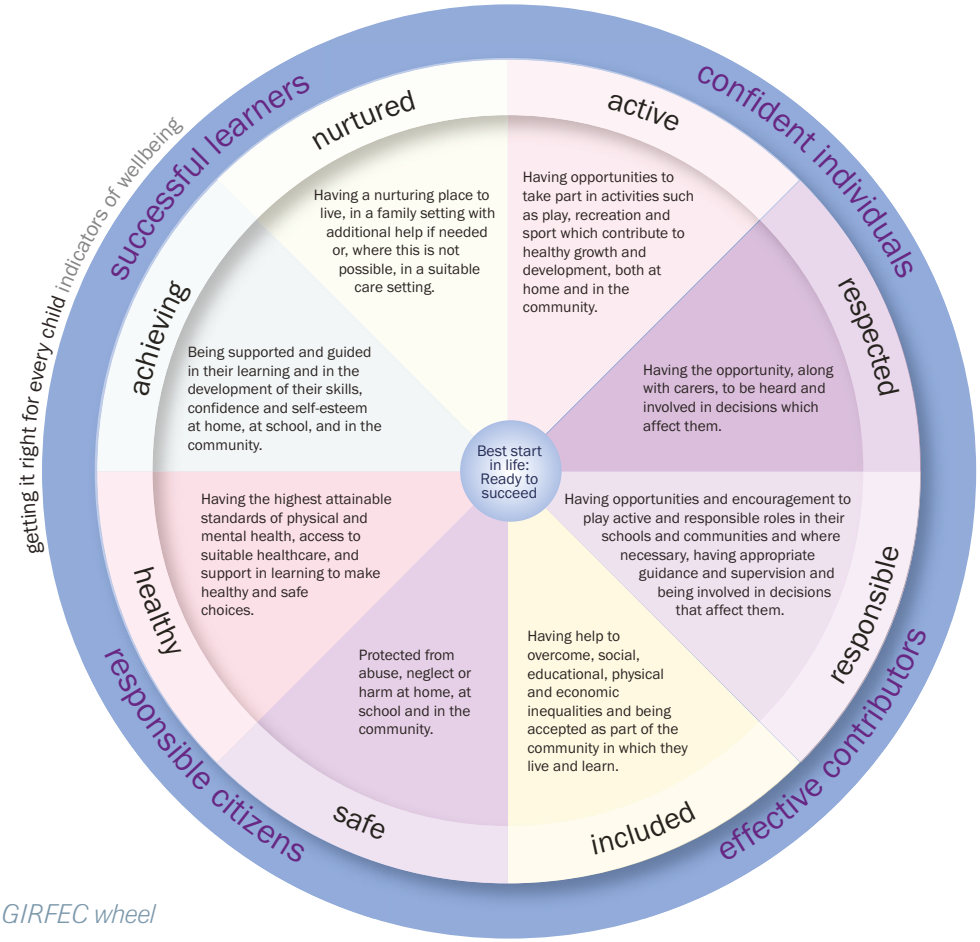
2. A nurturing approach and the Scottish education context

Getting it Right for Every Child (GIRFEC)[4] places children and young people's wellbeing at the centre of all assessment and planning. It recognises that children and young people will have different experiences in their lives and has the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential. This is now enshrined in legislation in the *Children and Young People (Scotland) Act (2014)*[5] which reinforces the rights of children and young people. Many of the key components of GIRFEC can be found within a nurturing approach, including the focus on wellbeing, an understanding of resilience and a need to implement thorough assessment to support children and young people's wellbeing needs. The language and structures of GIRFEC and the *Children and Young People Act* are threaded throughout this framework. There is also a clear emphasis on a nurturing approach as a universal approach to support children and young people's wellbeing, whilst recognising the need to develop targeted approaches where appropriate.

A clear understanding of each of the wellbeing indicators is an important aspect of implementing a nurturing approach fully in a Scottish context, as will the use of the *National Practice Model* to support assessment. Nurture Principle 3 – *'Nurture is important for the development of self-esteem'* has also recently been updated by the Nurture Group Network[6] to *'Nurture is important for the development of wellbeing'* which places a nurturing approach more fully in line with the language of GIRFEC. 'Nurtured' is also one of the wellbeing indicators within GIRFEC as outlined below. It is important to note that nurturing approaches as described in this resource refer to a broader concept of 'Nurture'.

[4] http://www.gov.scot/Topics/People/Young-People/gettingitright. Getting it right for every child, Scottish Government
[5] https://www.cypcs.org.uk/policy/children-young-people-scotland-act#. Children and Young People (Scotland) Act (2014)
[6] https://nurturegroups.org/. The Nurture Group Network

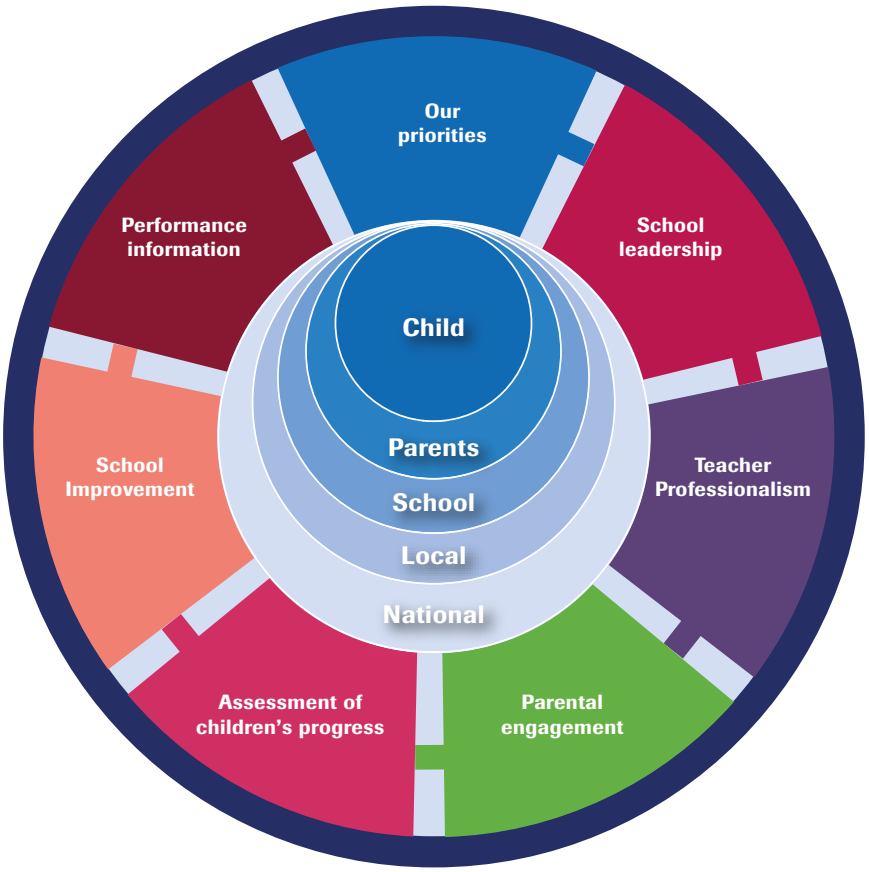
Learning in Health and Wellbeing, is a key part of the *Curriculum for Excellence*[7] and *Building the Ambition*[8] which emphasises the need to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Health and Wellbeing is also seen as a 'Responsibility of All'. A focus on a nurturing approach provides schools with a framework to help them achieve these aims.



GIRFEC wheel

The *National Improvement Framework* sets out clear priorities to deliver excellence and equity, including: closing the attainment gap between the most and least disadvantaged children and young people and improving children and young people's health and wellbeing. A nurturing approach places both of these priorities at the heart of a school and early learning and child care settings improvement agenda and is a key focus for many Local Authorities to support the closing of the poverty related attainment gap.

[7] http://www.gov.scot/Topics/Education/Schools/curriculum. Curriculum for Excellence
[8] http://scotgov.publishingthefuture.info/publication/building-the-ambition-national-practice-guidance-on-early-learning-and-childcare. Building the Ambition, National Practice Guidance on Early Learning and Childcare, Children and Young People (Scotland) Act 2014 – Scottish Government



The National Improvement Framework

A key focus within Scottish education is to continually drive improvement through self-evaluation and the wider triangulation of data. The National Improvement Framework also emphasises these aspects and includes a number of key principles. These include the need to:

- Recognise that outcomes for children and young people can be improved by improving practice at different levels of the system;
- Set out clear responsibilities at national, local and school level and ensure everyone involved has the capacity to play their part effectively;
- Use evidence to inform practice and share innovation;
- Focus on improving classroom practice and self-evaluation as key drivers

The *National Improvement Framework* also has a number of key drivers for improvement which feed into the self-evaluation process.

A nurturing approach impacts on all aspects of school/ELC settings and when fully implemented can impact on each of these drivers but in particular: School Improvement, School Leadership, Teacher Professionalism and Parental Engagement. The self-evaluation of a nurturing approach can also help school/ELC settings to determine to what extent the overall culture and ethos impacts on overall attainment and achievement.

How Good is Our School? 4th Edition (HGIOS? 4)[9] and *How good is our early learning and childcare (HGIOELC)*[10] is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. It emphasises the need to embrace a virtuous cycle of improvement and poses three key questions:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Triangulation is also an important part of this process to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base.

This resource makes use of the *HGIOS? 4* method of self-evaluation to support the implementation of a nurturing approach whilst expanding practitioner's understanding of what is involved in a nurturing approach. (See Section 6 for further detail on the links to *HGIOS? 4* and *HGIOELC.*)

[9] https://education.gov.scot/improvement/Pages/frwk2hgios.aspx. How good is our school?, 4th Edition, Education Scotland

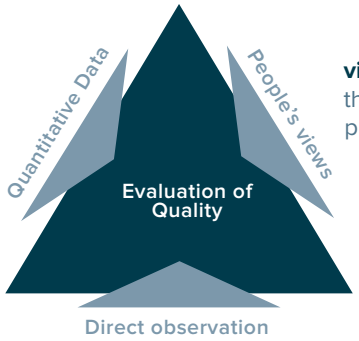
[10] https://education.gov.scot/improvement/Pages/frwk1hgioearlyyears.aspx. How good is our early learning and childcare?

Triangulation of Evidence

As in *HGIOS? 4* and *HGIOELC*, triangulation should take place to ensure evaluative statements are supported by a robust evidence base. A number of appendices are included with this framework which can support this process. These appendices can also be used to support implementation and track changes which may occur as a result of a nurturing approach. Examples of tools which will support the triangulation of evidence are given below.

Schools collect a wide range of **quantitative data**, for example, about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Direct observations can take place in a range of learning contexts, including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Direct Observation

Direct observations of nurturing approaches can be recorded in a number of ways but will also be supported by:

Attunement Profile (Appendix 2)

The Attunement Profile is a profile which draws on adapted Attunement Principles as developed by AVIGuk. It allows all staff in a school or ELC setting to explore how attuned they are in their interactions with children and young people, with each other and with parents/carers.

Observation Profile: the classroom (Appendix 3a); Observation Profile: the playroom (Appendix 3b); Observation Profile for the school/ELC environment (Appendix 3c)

The Observation Profiles provide features of effective practice, based on the Nurturing Principles, which can be observed in the playroom, classroom or wider school/ELC setting. Staff can use them independently to monitor their own practice or they can be used as a peer review tool to support others practice. They can also form part of a learning round or be an aid to learning conversations. Staff who are unfamiliar with the language of Nurturing Principles may require support to use these tools.

The Observation Profile for the school/ELC environment can be adapted for any area within the establishment, for example, dining hall, corridor, cloakroom area, parents area. Space is left for staff to add aspects specific to their area.

Further instructions on using each of these tools are provided in the Appendices themselves.

Quantitative Data

Schools have a great deal of quantitative data that can be used to inform self-evaluation of nurturing approaches. This includes data on exclusion, attendance and referrals for behaviour. Some of the tools that accompany this framework can also be helpful. These include:

The Teacher/Early Years Practitioner Questionnaire and Non-Teaching Staff Questionnaire [Appendix 4(a) and 4(b)]

As well as providing some helpful, qualitative information on staff views, these questionnaires provide a number of scaling questions which can

allow schools or ELC settings to generate an overall score on levels of understanding, knowledge and skills in applying a nurturing approach. This can be broken down into different departments at secondary level; upper or lower primary, teaching and non-teaching staff, and so on.

The *'How Nurturing is my practice'* profile and *'How Nurturing are my daily interactions?'* which is part of the staff questionnaire can also provide an overview of staff knowledge, skills and understanding of the Nurturing Principles which can be used to inform training and support needs. This tool can also be used to help track changes in staff knowledge, skills and understanding over time.

The Teacher/Early Years Practitioner Questionnaire is intended to be used with any direct teaching or early years staff, including management. The Non-Teaching Staff Questionnaire is intended to be used by any staff in the school/ELC setting who do not have a direct teaching role, for example support assistants, janitorial staff, catering staff, and so on. Schools and ELC settings should take account of their own setting when deciding which staff to include and should work closely with staff to guide their understanding of the tool and ensure that they are comfortable being involved.

Whole School Readiness and Individual Readiness Checklist [Appendix 1(a) and 1(b)]

This can be used as a baseline to determine the readiness of staff in terms of applying nurturing approaches and administered at a later date to determine whether staff readiness has changed. It may also indicate if there are specific needs that may require to be addressed before fully implementing a nurturing approach in your context.

People's views

Schools and ELC settings already have a number of ways of collecting the views of stakeholders. Many of the tools which are involved in collecting views around the GIRFEC Wellbeing Indicators will also be helpful to inform evaluation of nurturing approaches. These may include the Wellbeing Web which has been used by a number of schools and ELC settings to gather children and young people's views. Focus groups, survey monkeys and questionnaires which gather views on aspects of school life including *relationships*, *ethos*, *values* and *practice* can also be helpful to inform the evaluation of nurturing approaches.

Specific questionnaires and focus group questions around the Nurturing Principles can also be useful to ascertain how well the approach is being implemented. Examples of focus group discussion for children and young people are given below:

Nurturing approaches – Children and young people's focus group discussion prompts [Appendix 5(a)] and Nurturing approaches – early years focus group discussion prompts [Appendix 5(b)]

Staff should adapt the prompts provided to suit their own needs. It may not be necessary to ask every question if you feel that the discussion has covered the key aspects. Depending on the knowledge level of the children and young people, it may be necessary to provide opportunities to discuss some of the terminology in some detail before asking the questions.

Schools, ELC settings or Local Authorities may wish to develop similar types of questionnaires of focus group prompts for staff, parents/carers/carers and partners. A parent/carer questionnaire which was previously developed for *How nurturing is our school (HNIOS)* published by Glasgow City Council is also provided in Appendix 6.

3. Aims

The main aims of this framework are to:

- Support schools and ELC settings in evaluating the impact of nurturing approaches on managers, practitioners, children and young people and partners
- Link nurturing approaches to key drivers and initiatives in Scottish education
- Provide a consistent national definition and outline key components of what is meant by the term 'nurturing approach', based on the evidence in this area
- Provide a framework based on key quality indicators within *HGIOS? 4* and *HGIOELC* which can be used to support the self-evaluation process in schools and early years where there is a commitment to a nurturing approach
- Highlight different ways that self-evaluation information can be triangulated with other quantitative and qualitative information
- Provide a range of practical tools which can be used to support self-evaluation activity in the classroom/playroom and around the school, for example Observation Profile, Readiness Checklists.

This framework is in an *optional* and *supportive* resource to facilitate the process of self-evaluation of a whole school nurturing approach.

4. Development of the framework

The development of this framework has followed a rigorous process to ensure that all of the quality indicators and accompanying documentation are embedded within evidence based research or effective school practice. It has been designed to complement and support the development of national professional learning programmes for early years, primary and secondary nurturing approaches.

Previous frameworks to support the self-evaluation of nurturing approaches including *How Nurturing is Our School (HNIOS) (2011)* (as developed by Glasgow City Council and based on *HGIOS? 3*) were used extensively by school/ELC settings to support improvement and demonstrated the benefits of taking a self-evaluative approach to implementing Nurture.

The current framework takes into account the update of *How Good is our School? 4*, the updated national policy context and an increasing focus on nurturing approaches nationally.

5. A definition for a nurturing approach

The first step in determining whether a school has developed a nurturing approach is to ensure that there is a shared understanding of what is meant by a nurturing approach in a school context.

What is a nurturing approach in the school context?

Dictionary definitions of Nurture include:

1. *'the care and attention given to someone or something that is growing or developing'* (Merriam-Webster, 2016[11])
2. (i) Care for and protect someone (thing) while they are growing
   (ii) Help or encourage the development of
   (iii) Cherish (*Oxford English Dictionary*, 2016 [12])

Marjory Boxall gave the following description of a Nurture Group:

> "The emphasis within a nurture group is on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities. The aim of the nurture group is to create the world of earliest childhood, build in the basic and essential learning experiences normally gained in the first three years of life and enable learners and young people to fully meet their potential in mainstream schools." (Boxall, 2002 [13])

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

[11] https://www.merriam-webster.com/ Merriam-Webster Dictionary, 2016
[12] https://en.oxforddictionaries.com/definition/nurture Oxford English Dictionary, 2016
[13] Boxall, M 'Nurture Groups in schools: Principles and practice'. SAGE, 2002
Lucas, S, Insley, K. and Buckland, G.I– Nurture Group Principles and Curriculum Guidelines, Helping children to achieve. The Nurture Group Network. (2006)

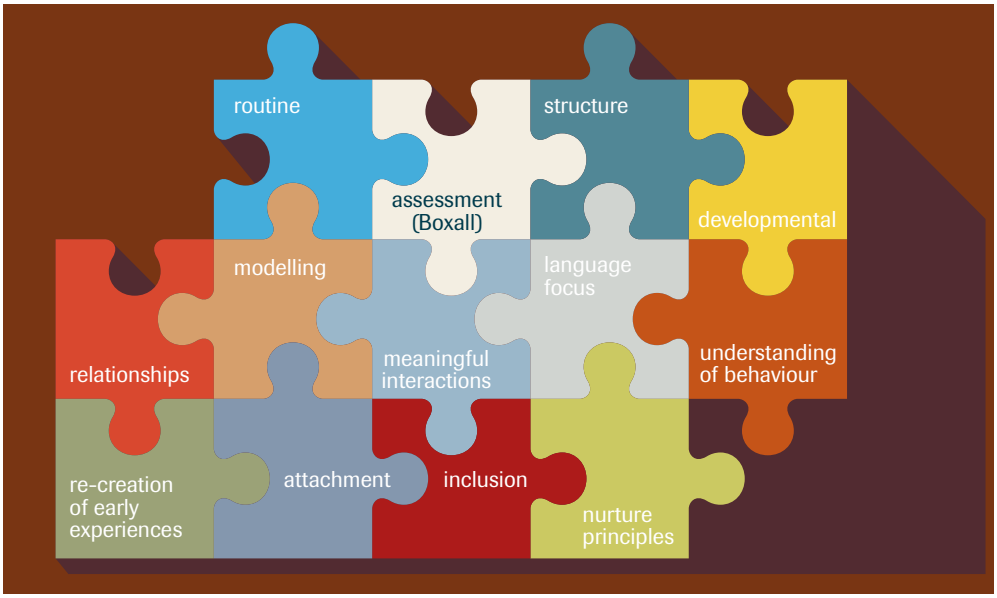
For the purposes of this framework, a national definition of a nurturing approach has been developed by the working group which is outlined below.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all school/ELC settings staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles which have been adapted and are outlined below:

- Children's learning is understood developmentally (NP 1)
- The environment offers a safe base (NP 2)
- The importance of nurture for the development of wellbeing (NP3)
- Language is a vital means of communication (NP 4)
- All behaviour is communication (NP 5)
- Transitions are important in children and young people's lives (NP 6)

A nurturing approach can be applied at both the universal and targeted level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

Key Elements of a nurturing approach



Key Values that underpin a whole school nurturing approach

The following values are drawn from research on Nurture Groups and nurturing approaches as well as wider literature on social and emotional learning, school connectedness and attachment and 'authoritative' schools. Consultation with teachers, managers, partners and children and young people who are involved in nurturing approaches have also been taken account of.

- A nurturing approach is embedded within wider school/ELC priorities and underpins these at every level.
- All children and young people, staff, parents/carers and partners feel welcomed and supported within a school/ELC community which is inclusive and respectful of all.
- Health and Wellbeing (and the development of social and emotional competences) is a key focus within the school/ELC setting and is seen as being an important component of raising attainment.
- There is a balance between high expectations and structure with high warmth and support across the school/ELC setting
- Positive relationships are at the heart of the school/ELC setting and are seen as underpinning all successful learning and teaching.
- Staff view behaviour from an ecological perspective, that is they seek to understand how individual child, family, community and school/ELC setting factors impact on the behaviour.
- Staff recognise that where early experiences have impacted on later development, they are in a key position to recreate some of these missed learning opportunities to support children and young people in 'second chance learning.'

6. Self-evaluation Process

'Applying Nurture as a Whole School Approach: A Framework to support the Self-Evaluation of Nurturing Approaches in Schools and Early Learning and Childcare (ELC) Settings' (referred to as the *Applying Nurture Framework* for the remainder of this document) is not intended in any way to replace *HGIOS? 4* or *HGIOELC* or to be used in isolation. It is intended as a supportive and optional tool to support schools/ELC settings own self-evaluation of a nurturing approach where appropriate.

There are a number of pathways by which a school/ELC setting might come to use the framework, some examples are given below.

Example 1

The resource would be used following self-evaluation via *HGIOS? 4* when it becomes clear that there are aspects of a school/ELC setting's nurturing approach that they wish to evaluate in more detail.

Case Study 1

The Senior Management Team in Glendouglas High has looked at their improvement plans and have decided to focus on the QI 2.3 for this session. As part of their self-evaluation in this area, they have requested that the different faculties in the school focus on the theme 'Quality of Learning' and take some of the features of highly effective practice and challenge questions in this area and explore what this looks like in their faculty. The feedback from this activity has demonstrated that some faculties have key strengths in this area but that others demonstrate areas to develop, for example, there is limited evidence of how the learning environment is built on positive, nurturing and appropriately challenging relationships.

The school have already begun to undertake professional learning in nurturing approaches and decide that it would be of benefit to use *Applying the Nurture Framework* to support further self-evaluation in this area. They discuss QI 2.3 with different faculties and set up peer observation sessions to help practitioners explore where faculties are in terms of some of the more

detailed aspects of 2.3 within the *Applying Nurture Framework*, for example, exploring how staff use their language with children or staff awareness of their own language and communication.

Example 2

Triangulation of data following self-evaluation may elicit some key questions that the school would like to answer. For example, data on attainment, baselines on developmental aspects of learning, exclusion data and questionnaires that help outline staff, child or young person or wider community attitudes may also contribute to a picture of the school that requires further exploration through a nurturing lens.

Case Study 2

Burntree Primary School has found that attendance at parent/carers evenings and other parent information sessions is relatively low. There are also difficulties in engaging parents/carers of children with support needs which can make it difficult to implement support for children. The SMT decide to focus on 2.5 from *HGIOS? 4* and explore some of the features of highly effective practice and challenge questions. They are not sure whether their approaches to engaging families are creative and feel that it is not evident that provision is responsive to needs of families. Burntree Primary have a Nurture Group and many of the teachers in the school have been involved in professional learning and coaching of nurturing approaches throughout the school. They decide to use the *Applying Nurture Framework* to look at how they engage with families and are guided by 2.5. They notice in particular that they have not fully involved families in an understanding of the school's nurturing approach and look in more detail at the challenge questions such as: To what extent do parents/carers understand the vision of the school and what they are trying to achieve and are supportive of this?' and 'To what extent are staff open-minded about families circumstances and avoid judgement?'

Example 3

A school may be in the process of embedding a nurturing approach and decide that they wish to evaluate how successful aspects of this have been. The school may have chosen to do this in certain areas of the school or through certain priorities and then wish to explore how this has contributed to self-improvement before widening their scope. It is advisable that the school would link this to their self-evaluation through HGIOS? 4 to ensure

that they have identified key aspects of school improvement that they are working on at a wider school level. They can then move onto choosing certain aspects of the *Applying Nurture Framework* to help them with further self-evaluation of a nurturing approach.

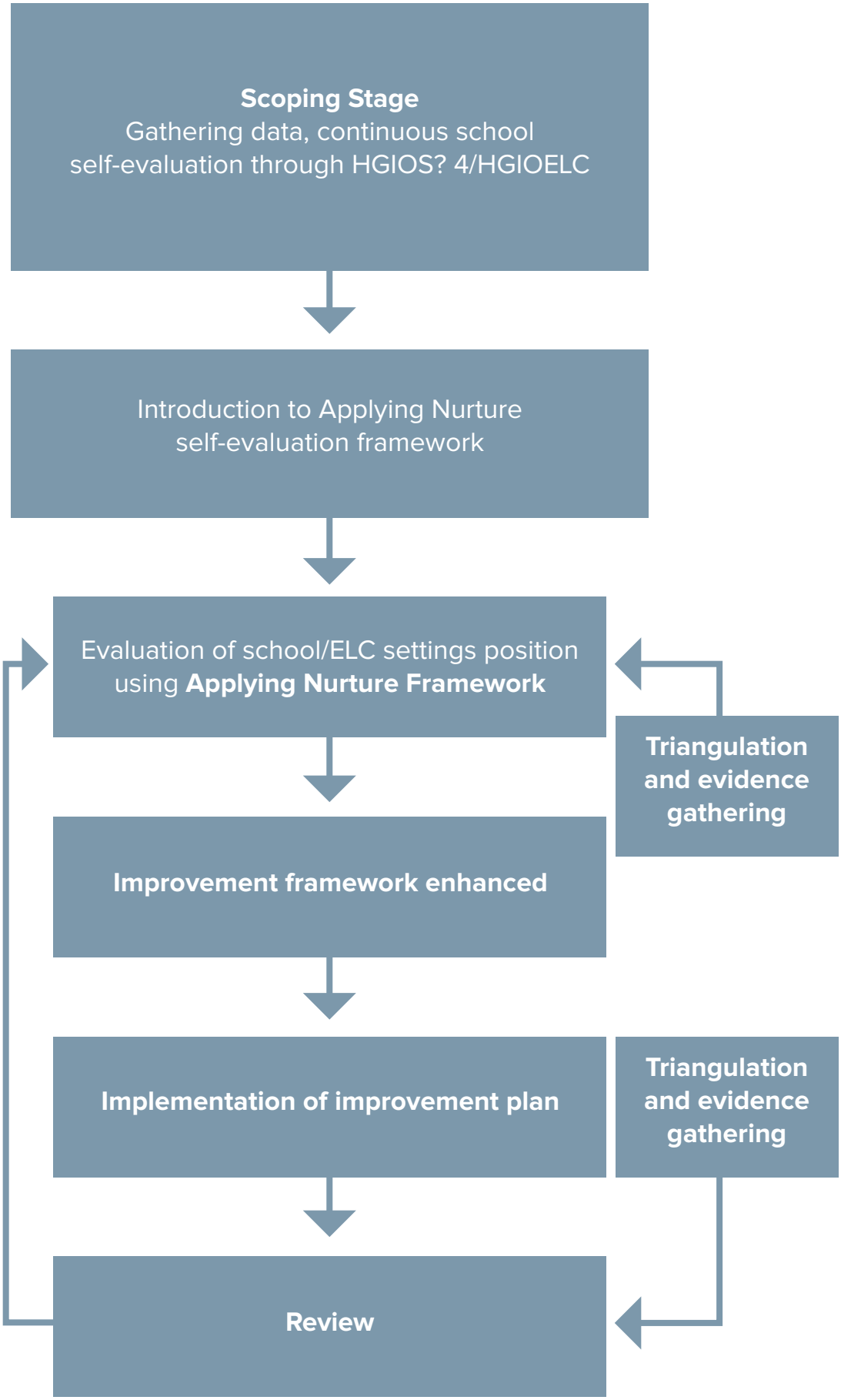
Case Study 3

Treeview High School already have a Nurture Group and have been working with partners in the school to undertake a more universal whole school approach to Nurture. They identify that there are groups of young people from within the school who have been truanting from school and are not engaging fully with the school. They recognise that some of these young people may be best supported within a Nurture Group setting but also feel that as this is a limited resource and the young people will need to spend most of their time within the mainstream context, it would be helpful to focus on how to apply nurturing approaches throughout the school. They decide to look at *Applying Nurture as a Whole School Approach'* framework and focus on 1.3 Leadership of Change and 1.4 Leadership and management of staff. They initially look at this in *HGIOS? 4* but return to it within *Applying Nurture* Framework to determine whether they have a clear implementation plan for Nurture; whether they can link it to other key policy drivers and whether their vision, values and aims would reflect the key aspects of a nurturing approach.

The *Applying Nurture Framework* provides the overarching questions that would be posed under each quality indicator and breaks these down into supplementary features and challenge questions. It does not provide a Level 5 illustration for each Quality Indicator.

There are clear detailed features of effective practice outlined under each quality indicator. As well as providing detail on what you might expect in these areas, the detail contained here might provide the school/ELC setting with examples of strategies or approaches that would help to achieve effective practice in this quality indicator. The challenge questions will provide additional information for the schools/ELC settings as to whether they are already doing this well. Another suggested use for the Challenge Questions would be to use these to take forward collaborative action research in a nurturing approach. Schools may choose to use the Plan, Do, Study, Act (PDSA) or Assess, Plan, Do, Review (APDR) to support this.

Applied Nurture Self-evaluation Process



7. The Quality Indicators

Leadership and Management

How Nurturing is our Leadership and approach to self-improvement?

1.1 Self-evaluation for Self-improvement

This Quality Indicator asks schools/ELC settings to consider:

- How leaders ensure that the self-evaluation process in their school/ELC setting is nurturing and supportive as well as effective
- How the evaluation of a nurturing approach is embedded within their self-evaluation process
- How they have analysed and evaluated their intelligence and data to ensure that a nurturing approach is being used effectively to support school/ELC setting priorities

Features of highly-effective practice	Challenge questions
SMT model a nurturing approach to their staff by leading on self-evaluation in a way that encourages openness, transparency and honesty.	• To what extent do leaders invite staff to be open and transparent at their PRD and PDP and respond in a warm and receptive way when staff provide their own reflective feedback? • To what extent do leaders create a range of structures and opportunities to allow staff to feedback in an open and transparent way? • How is staff feedback to leaders valued and acted upon? Are staff comments included in self-evaluation?

1.1 Self-evaluation for Self-improvement, continued

Features of highly-effective practice	Challenge questions
Self-evaluation is used to specifically monitor and evaluate the emotional wellbeing of an organisation and how well supported learners, staff and parents/carers feel within the school/ELC setting.	• How do leaders invite comments from staff, children and young people and parents/carers about their attitudes and opinions on how welcome and included they feel within the community? • In what way do leaders work with staff to analyse feedback to determine the overall wellbeing of the organisation? • In what way do leaders and staff understand what factors impact on the overall wellbeing of an organisation, for example, how happy staff feel coming to work; how confident parents/ carers feel to approach staff?
Data is analysed to prioritise what aspects of a nurturing approach need to be developed and embedded within the school/ELC setting, including which Nurture Principles they wish to develop.	• In what way do staff use data such as attendance, exclusion, attainment, staged intervention, insight and staff absence data and other measures to help them to analyse what aspects of a nurturing approach they wish to take forward? • Are there robust discussions about what the data collected might indicate about the aspects of a nurturing approach that needs to be taken forward, for example, exclusion data indicates the need to look at how staff understand the Nurture Principle 'All behaviour is communication'?
Readiness data is gathered to establish a schools'/ELC settings' readiness to embed a nurturing approach.	• Are staff aware of what aspects of readiness might help them to embark on a nurturing approach, for example, level of training undertaken, shared aims and values? • Have staff completed a readiness checklist? (see Appendix 1b)
Leaders use self-evaluation to determine how attuned and supportive they are as leaders. In a nurturing approach, they seek to develop a style that is authoritative, that is, high on warmth and 'responsiveness' but also high on expectation and 'demandingness'	• Have leaders engaged in training or discussion around attunement? • Have SMT leaders requested feedback from staff or partners about their attunement style? • Have SMT used an attunement checklist to support their awarenss of attunement? (see Appendix 2)

1.1 Self-evaluation for Self-improvement, continued

Features of highly-effective practice	Challenge questions
Leaders provide the opportunity for staff and the wider community to find out about the potential impact of a nurturing approach from a wider evidence based perspective. This is linked to opportunities to discuss the impact that the approach is having in their own context.	• To what extent do staff regularly look at national and international research to see the potential impact that a nurturing approach can have both on wellbeing and attainment? • In what way do leaders set up opportunities for staff to read relevant nurture research, for example, through CPD sessions, collaborative enquiry groups, and so on? • Have leaders sought support from partners on relevant research on nurturing approaches? • To what extent have leaders encouraged school research on the impact of nurturing approaches, for example, through practitioner enquiry?

1.2 Leadership of Learning

This Quality Indicator asks schools/ELC settings to consider:

- How staff are provided with professional learning opportunities on nurturing approaches including attachment and other related approaches.
- How a nurturing approach underpins professional learning and collegiate working.
- How staff are supported to lead on and promote nurturing approaches throughout the school.
- How children and young people are supported to take nurturing approaches forward across the school/ELC setting/campus.

Features of highly-effective practice	Challenge questions
There is a programme of ongoing professional learning which promotes the understanding of attachment and child development and supports staff to reflect on where behaviour comes from and how it impacts on children and young people and their current functioning	• Have opportunities been provided for nurturing approaches that involves attachment, child development and an overview of Nurturing Principles? • To what extent is this training discussed and reviewed to ensure that all staff have been included and have an understanding of what was delivered? • Are wider school staff, including catering staff, caretaking staff, clerical staff and support staff included in training opportunities?
Professional learning incorporates different methods to keep staff skills and knowledge on nurturing approaches updated including staff networks and digital learning.	• In what way are staff encouraged to use online resources and digital learning to update their knowledge and skills around Nurture and nurturing approaches?

1.2 Leadership of Learning, continued

Features of highly-effective practice	Challenge questions
Professional learning in nurturing approaches raises staff awareness of how to support mental, emotional, social and physical wellbeing throughout the curriculum. This is seen as a Responsibility for All.	• In what way do professional learning opportunities in Nurture make explicit links to wider mental, emotional, social and physical wellbeing? • Are all staff given the opportunity to learn about a nurturing approach to help them see it as one of their key responsibilities? • Are specific links made with aspects of mental, emotional, social and physical wellbeing that are particularly pertinent to the school population, for example, links to growing concerns about mental health OR links to concerns about children and young people's readiness to learn through limited nutrition?
Professional learning on nurturing approaches is a continuous process that involves initial training, collaborative enquiry, collegiate sessions and ongoing research and discussion.	• Is there a recognition that a nurturing approach is not a list of strategies that can be learned and applied but requires ongoing discussion, reflection and professional learning in order to embrace the deeper learning that is required? • How much awareness do staff have of the research that is available about Nurture and related areas and use this as a starting point for discussions?
There is an implementation or steering group for nurturing approaches in place in the school/ELC setting which includes a broad range of staff from across the school/ELC setting.	• Has the school/ELC setting set up their own implementation group which incorporates a member of SMT, a member of staff who has a responsibility for Nurture, staff working with different age groups and wider partners?
All staff are involved in the planning and implementation of a nurturing approach and have key responsibilities in taking the approach forward.	• What opportunities are available for staff to lead on aspects of nurturing practice? • Is there some wider responsibilities around nurturing given to a staff member who is not the Nurture practitioner? • Are the SMT team supportive of any staff members who have an interest in this area and wish to take this forward?

1.2 Leadership of Learning, continued

Features of highly-effective practice	Challenge questions
There are professional learning opportunities to explore recent developments in neuroscience and its links to brain development, the stress system and trauma. Staff can link this to practices that support de-escalation.	• Are staff aware of the physiology of emotional hijacks and how this should influence their response to behaviours? • Has understanding and knowledge in this area been incorporated into both policy and classroom/playroom practice?
Staff are aware of the concept of emotional containment and have been given guidance on how to put this into practice.	• How aware are staff of containment and how well do they understand the role that they play in supporting children and young people in this area?
Staff model a nurturing approach in all their interactions within the context of the classroom/playroom and whole centre approach.	• Are staff aware of how they might model a nurturing approach in the classroom/playroom and wider school campus (Appendix 3a)? • To what extent do staff model respectful interactions with other staff in the school/ELC setting including the wider school campus? • In what way do staff set up explicit opportunities for children and young people to observe positive modelling of interactions to be observed by children and young people. For example, through staff interactions, visits to other classrooms/playrooms, positive relationships amongst the staff team?
There is distributive leadership within the school/ELC setting and clear expectations about the role of leaders, staff and children and young people.	• Is there an understanding of what distributive leadership entails and a clear commitment to embedding this practice? • Do staff have the opportunity to feedback on how they are involved in leadership opportunities within the school/ELC setting and how supported they feel? • Are children and young people involved in leading aspects of nurturing approaches?

1.2 Leadership of Learning, continued

Features of highly-effective practice	Challenge questions
There are professional learning opportunities that highlight supportive practice for children and young people with social and emotional learning needs, for example. de-escalation, emotional containment.	• Does the establishment make good use of any local authority training on supporting social and emotional learning needs? • To what extent, does the school/ELC setting work with relevant partners to identify what their needs might be in this area, for example, Psychological Service? • In what way does the school/ELC setting make use of data to determine what their needs might be in the area of social and emotional learning needs?
There is an emphasis on the importance of connectedness and attachment for supporting children and young people but particularly those from impoverished backgrounds.	• As well as professional learning opportunities on connectedness and attachment, are there opportunities to discuss this at staff meetings on a regular basis? • How well do staff recognise the role that they can play in supporting all children and young people with attachment type relationships and practice 'selective attachment' and 'relative dependency'?

1.3 Leadership of Change

This Quality Indicator asks schools/ELC settings to consider:

- How the whole school/ELC setting is involved in developing a shared vision, values and aims relating to a nurturing approach.
- How successfully a nurturing approach is implemented in the school/ELC setting and how it is linked to other priorities and developments.

Features of highly-effective practice	Challenge questions
School/ELC settings have a clear implementation plan for nurturing approaches that takes account of all stakeholders and includes clear stages that are supported through an implementation methodology.	• To what extent are SMT leaders aware of the factors that impact on successful implementation and take these into account? • How well are wider stakeholders involved in the implementation of a nurturing approach? • Is there an Implementation steering group to support implementation? • To what extent does the plan for developing nurturing approaches across the school/ELC setting align with the improvement plan? • Are opportunities for evaluation built into the plan?
A nurturing approach and specifically the Nurturing Principles are linked to other key drivers and improvements within the school/ELC setting. For example, 'Children's learning is understood developmentally' underpins staff discussions about how assessment is undertaken.	• To what extent do school/ELC setting policies complement training undertaken on child development and Nurturing Principles? For example, assessment policy, behaviour policy, anti-bullying policy • Is there evidence that staff improvement groups consider nurturing approach training when taking forward whole school developments? • How well have nurturing approaches been linked to other school/ ELC setting priorities?

1.3 Leadership of Change, continued

Features of highly-effective practice	Challenge questions
The school/ELC setting has clear vision, values and aims which embed an understanding of attachment theory and reflects the importance of positive relationships.	• Is robust evidence available to demonstrate that that the school/ ELC setting places Nurture at the heart of its core business? • Are children and young people, parents/ carers and other stakeholders fully aware of the school/ELC setting's nurturing approach and stage of implementation? • Is the approach taken to support behaviour and child and young person's participation congruent with attachment theory and positive relationships as outlined in a nurturing approach?
The school/ELC setting sees a nurturing approach and the Nurturing Principles as being a crucial aspect of good teaching and learning and not as something that is separate from core business.	• To what extent is monitoring and evaluation of nurturing approaches incorporated into classroom/playroom observations and professional dialogue? • Do PRD/PDP reflect how well nurturing approaches are embedded within learning and teaching? • Are staff encouraged to review and evaluate their own practice against Nurturing Principles? • In what ways are staff supported to trial aspects of the nurturing approaches in their own classrooms/ playrooms via action research type models of improvement for example?
Children and young people are involved in dialogue about nurturing approaches and are consulted on which aspects of the school/ELC setting and culture need enhanced support.	• Is there evidence available that children and young people's voices have been gathered and acted upon in relation to nurturing approaches, for example, You said, we did boards? • Are children and young people fully supported to participate and give their views on nurturing approaches?

1.4 Leadership of management and practitioners

This Quality Indicator asks schools/ELC settings to consider:

- How SMT support and nurture staff wellbeing to empower and motivate them
- How staff nurture and support the wellbeing of each other
- How support is provided throughout the school/ELC setting to develop a nurturing and welcoming environment

Features of highly-effective practice	Challenge questions
Staff are seen as a key resource for supporting a nurturing approach and are valued and supported for their ability to offer emotional support to children and young people.	• Are staff strengths, talents and attributes recognised and developed in a way that allows them to feel valued and supported in the school/ELC setting? • Do school/ELC settings draw upon asset or strengths based approaches such as positive psychology to help emphasise the strengths of their staff? • Do SMT make good use of staff strengths in terms of emotional support? • To what extent are all staff members given the opportunity and encouraged to take a lead role in supporting children and young people?
There is an open and supportive atmosphere that promotes self-awareness and allows staff to reflect on their own emotional needs and triggers. This is discussed openly at collegiate sessions and recognised as a key aspect of staff development.	• Does the school/ELC setting make effective use of mentoring for all staff? • Are sufficient opportunities available for staff to engage in professional dialogue in a supportive, transparent and non-threatening manner, for example, PDPs/PRDs? • Are all staff aware of coaching strategies and does this approach underpin professional discussion?

1.4 Leadership of management and practitioners continued

Features of highly-effective practice	Challenge questions
Structures are in place that allows staff to seek support when they encounter challenging situations in the classroom/playroom. Staff are encouraged/challenged to deal with any difficulties appropriately at classroom/playroom level before it is escalated but are aware that support is available when needed.	• Is there a robust whole school/ ELC setting approach in place that supports staff to deal with challenges and barriers to learning? • To what extent do staff feel supported and empowered to deal with situations as they arise? • How much training and/or support is available to staff confidence when faced with challenges?
Staff are encouraged to look after their own Health and Wellbeing through structures such as development days, collegiate sessions, and so on.	• To what extent are opportunities available to staff to engage in activities that promote staff Health and Wellbeing? • How effective are senior managers at modelling and encouraging all staff to look after their own Health and Wellbeing?
SMT and staff recognise the challenge of supporting and containing children and young people's emotional needs and there are provisions made for ongoing support for staff wellbeing. There are clear guidelines available to all staff about the appropriate channels to share concerns and seek support.	• To what extent does the school/ELC setting have support mechanisms in place to support staff and learners? For example, referral procedures. • To what degree do staff development sessions cover emotional wellbeing and offer training on aspects of wellbeing? For example, mindset and mindfulness. • To what degree do HWB/PSE courses cover aspects of mental health and emotional wellbeing? • Are all staff clear about where to access support for children and young people and for themselves? • Are staff given the opportunity to engage in supportive dialogue with a colleague or peer to process information?

Learning Provision

How Nurturing is the quality of care and education we offer?

2.1 Safeguarding and Child Protection

This Quality Indicator asks schools/ELC settings to consider:

- How a nurturing approach underpins establishments approaches, structures and processes around wellbeing
- How a nurturing approach is used in the school/ELC settings to support and promote children and young people's wellbeing and self-esteem (Links with Nurture Principle 3 – Nurture is important for the development of wellbeing)

Features of highly-effective practice	Challenge questions
A nurturing approach within the school/ELC setting is linked closely to the well embedded structures and supports for wellbeing already in place within the school/ELC setting. Clear links are also made to the Wellbeing Indicators.	• Do staff reflect on how the wider supports for wellbeing in the school/ELC setting reflect a nurturing approach, for example, learners have opportunities for support with a 'key worker' when they need it and not just at designated times? • Do staff use the Wellbeing Indicators to help inform them of aspects of the nurturing approach that needs to be further developed, for example, 'Safe' – work is carried out on embedding NP 2.
There are opportunities for learners to develop relationships with a key worker who understands and recognises their needs. The key worker has a positive relationship or bond with the child.	• Are schools/ELC settings aware of the role of a 'key worker' in a nurturing approach and how this can be used to support children and young people's wellbeing? • Has the school/ELC setting considered how a key worker system can be used to support the social and emotional needs of children and young people? • Does the relationship with the key worker help provide reliability, predictability and consistency for children and young people? • Are key workers given appropriate training and support, for example, on attachment and attuning to children and young people's needs?

2.1 Safeguarding and Child Protection continued

Features of highly-effective practice	Challenge questions
Children and young people are aware of who to go to within the school/ELC setting for help when it is required	• How confident do children and young people feel in approaching a member of staff for help with any issues or concerns? • Are children and young people fully aware of who they would approach about any concerns? • Is information made available to both children and young people and parents/carers on any wellbeing structures in order that they can engage with these when needed?
Staff recognise the impact that a nurturing approach can have on supporting the Wellbeing Indicators and explicitly link this with any interventions to support wellbeing.	• How well are the Wellbeing Indicators discussed within Nurture training and linked to Nurture Principles and approaches?
There are a wide range of opportunities to achieve within the environment that supports children and young people's wellbeing and helps them to develop wellbeing (NP3)	• Has the school/ELC setting developed a wide range of clubs, awards, mentoring schemes to promote wider achievement in the school/ELC setting? • Is there a process to track how well children and young people's achievements are celebrated? • Is there adequate information and publicity about the range of different opportunities available within the school/ELC setting for children and young people and parents/carers so that they can access these?
There are many routes to success in the school/ELC setting and staff actively seek out children and young people's successes and celebrate these in appropriate ways. (NP3)	• How well do staff recognise that there are different routes to success within the school/ELC setting? • Do school/ELC settings regularly share and discuss with the children and young people and wider community the clear message that they value and celebrate different forms of success?

2.2 Curriculum

This Quality Indicator asks schools/ELC settings to consider:

- How a nurturing approach is embedded within both the HWB curriculum and in the development of social and emotional skills across the curriculum
- How a nurturing approach is reflected in the variety of flexible learning pathways that are provided for children and young people. (links to Nurture Principle 1 – Learning is understood developmentally)
- How they ensure that the curriculum is adapted to reflect the needs of the children and young people socially and emotionally as well as in their learning needs (NP1)
- How staff use their understanding of nurturing approaches, attachment and development to ensure that all children and young people are given opportunities to develop a wide range of skills for learning, life and work

Features of highly-effective practice	Challenge questions
The curriculum is appropriately individualised to allow children and young people to have opportunities and experiences that may have been missed in their early life. It takes into account that learners can have significantly different prior learning experiences which impacts on their ability to focus and settle to learn. (NP1)(NP6)	• Are children and young people given the opportunity to have soft starts and 'creative pauses' that allow them to regroup and focus on learning? • Are there opportunities for the curriculum to bridge the gap between missed home experiences? • How well is the pace of the curriculum adapted to meet the needs of children and young people who require time to settle to learn?
Staff recognise that children and young people of all ages require the opportunity to develop a broad range of skills and abilities to prepare them for learning, life and work. Skill development includes basic skills such as, the awareness of emotions, affect regulation and the ability to focus on a task. (NP4)(NP3)	• To what extent does the curriculum provide opportunities for children and young people to practise skills such as discussing their emotions, managing their emotions, and so on? • In what way are children and young people made aware of how these skills link to everyday situations and have opportunities to practice these in different situations? • In what way are children and young people made aware of how these skills will link to later work opportunities and discuss this regularly?

2.2 Curriculum, continued

Features of highly-effective practice	Challenge questions
Staff make use of the positive relationships they have with children and young people to support them to move from a position of dependence to independence in a planned and gradual way. (NP1)	• To what extent do staff design the curriculum in such a way that learning behaviours and emotional needs are both considered when moving through the curriculum? • To what extent do staff recognise that even where learning skills appear to have been established, children and young people may still require a level of emotional support and reassurance to allow them to fully demonstrate these skills? • Are staff able to practice 'selective attachment' with children and young people so that they give them support when needed but also help them to do things independently?
Social and emotional learning is viewed as pervading all aspects of the curriculum and not just HWB. The school/ELC setting seeks to promote HWB skills in all aspects of learning and links these closely to pedagogy. (NP1) (NP3)	• To what extent do staff recognise that HWB skills are key to supporting children and young people's readiness to learn? • Do staff set learning intentions for learners that reflect aspects of learning behaviour/wellbeing as well as achievements within the curriculum?
It is recognised that the curriculum should fit the child and young person rather than the child and young person fitting the curriculum. This should take into account the child's and young person's emotional age as well as their ability within curricular areas. (NP1)	• Do staff recognise that a child and young person may have acquired the necessary experiences and outcomes within the curriculum but still need continued support due to emotional factors? • How knowledgeable are staff of the key stages in child development, particularly with regard to social and emotional development, and recognise appropriate means of supporting this? • Do staff regularly discuss and collaborate on different ways of supporting social and emotional development at a level that also suits chronological age, for example, role play through drama for children and young people; exploring feelings through literacy activities?

2.2 Curriculum, continued

Features of highly-effective practice	Challenge questions
There is an emphasis on supporting children and young people to grow and develop which seeks to develop and enhance their resilience. (NP1) (NP3)	• To what extent do staff recognise that developing positive, trusting relationships with children and young people supports them to challenge learners in order to enhance their resilience? • Are there opportunities for staff to discuss resilience factors from which they can build a foundation, for example, if children and young people have particular talents or interests, learning that is challenging is focused in this area? • How well do staff use the Resilience matrix to help them identify areas that need support alongside areas of strength?
Staff are creative in adapting curricular pathways that may traditionally suit younger children and young people to support their developmental needs, for example, adapting multisensory learning.	• Have staff planned a variety of methodologies to deliver the curriculum in a way that engages all children and young people and is accessible including those who are operating at a younger developmental age? Does this include digital formats? • Is there an appropriate balance of methodologies in the classroom/ playroom that combines active learning with more traditional receptive learning , cooperative and individual learning, multisensory learning?
The curriculum includes opportunities to learn about the language of emotion and to practise using this in a range of settings. (NP4)	• Does the school/ELC setting have a number of opportunities to practise the language of emotion in a number of settings, for example, within literacy, HWB, topic based work? • To what extent are opportunities provided for children and young people to complete emotional check ins, particularly around transition times?

2.3 Learning, Teaching and Assessment

This Quality Indicator asks school/ELC settings to consider:

- How the quality of their teaching and learning helps to engage children and young people and promote a nurturing approach?
- How they ensure that approaches to assessment, including the types of assessment and how assessment information is used, reflect staff awareness that children's learning is understood developmentally (links to NP1)
- How they promote a learning environment that offers a safe base for all children and young people (links to NP2, Environment offers a safe base)
- How they ensure that staff communicate in a way that allows all children and young people to learn effectively (links to NP4 'Language is a vital means of communication)
- How they ensure that staff model effective communication in their interactions with other staff and with learners (NP4)

Features of highly-effective practice	Challenge questions
Assessment and planning are based around the National Practice Model with a clear focus on the attachment needs of children and young people being considered within the Resilience matrix. Assessment is based on a holistic view of the child and young person. (NP1)	• In what way do staff use the National Practice Model effectively, particularly in terms of the analysis required in the Resilience matrix? • To what extent are staff able to include information about a child and young person's background in the Resilience matrix and reflect on how these experiences can either support or hinder a child and young person to develop and grow?
A wide variety of assessment approaches to health and wellbeing are used, including observations, gathering of views, observational tools such as the Boxall Profile, when appropriate. Where the Boxall Profile is used, staff have had training in its use and only use it in a targeted way. (NP1)	• Have staff been given guidance on different methods and tools to support the assessment of health and wellbeing? • To what extent are staff aware of the Boxall Profile and can contribute to the completion of it for targeted children and young people? • Are staff able to link the outcomes of assessments completed to interventions that will support them in their learning?

2.3 Learning, Teaching and Assessment, continued

Features of highly-effective practice	Challenge questions
Staff use language to encourage children and young people to stay on task. There is also a focus on how children and young people can monitor and regulate their own behaviour during the learning experiences. (NP4) Staff differentiate how feedback and praise is provided to suit the needs of the children and young people.	• To what extent do staff link a nurturing approach with 'Assessment is for Learning' strategies? • Is the language used to support and encourage children and young people congruent with a nurturing approach?
Children and young people are welcomed to the school/ELC setting and into the classroom/playroom. They are given a clear message that they are liked, appreciated and accepted by all staff. (NP4)	• Do staff have welcome routines in the classroom/playroom that include the use of children and young people's names? • Are SMT and other staff welcoming around the school/ELC setting? • To what extent do staff make an effort to get to know children and young people and keep them in mind, by making appropriate personal comments?
Staff are aware of their communication and language and remain calm, quiet, open and patient in their interactions with children and young people. (NP4)	• In what way do staff support each other in helping raise awareness of their communication and language and the impact that it might have on others? • To what extent do staff reflect on their body language and communication style when incidents occur in the classroom/playroom? • How do staff seek support for their own wellbeing, in order that they can feel able to present in a calm and open way when required?

Features of highly-effective practice	Challenge questions
Staff are approachable, empathic and make time to listen to children and young people and respond to their needs. (NP2) (NP3) (NP4)	• To what extent are staff aware of how they are perceived by children and young people and consciously develop a style that is approachable and encouraging? • Are there opportunities for staff to discuss and reflect on how children and young people might perceive them? • In what way are staff encouraged to build on their own style of relating to children and young people whilst ensuring that children and young people are comfortable in approaching them when needed?
There is appropriate supervision and staff presence to help children and young people feel safe and noticed in the classroom/playroom. (NP2)	• To what extent does the school/ELC setting regularly review staff supervision in the classroom/playroom to ensure that children and young people feel safe, for example, in the playground or dinner hall – are there enough staff around to support children and young people? • Are children and young people asked regularly about how the school/ ELC setting makes them feel safe and do staff respond to this?
There are specific, designated areas of the classroom/playroom that children and young people can go to if they feel that they need space or a break from the normal routine of the day. (NP2)	• In what way is the environment maximised to allow children and young people adequate space to relax, calm down, feel safe? • Is the physical environment of the classroom/playroom regularly reviewed and adaptations made when required?
Staff actively seek to engage children and young people who are resistant to learning by developing relationships with them and helping to emotionally contain them when needed. (NP2)	• In what way do staff demonstrate a willingness to be 'actively present' with a child and young person by being responsive, attuned and attentive? • How well do staff recognise the importance of being a 'safe base' for learners within the establishment?

2.3 Learning, Teaching and Assessment, continued

Features of highly-effective practice	Challenge questions
Staff model appropriate communication in all their interactions. They specifically model how communication can be used to express feelings and emotions and support children and young people to do the same. (NP4)	• Are staff able to model appropriate communication through their interactions with other staff within their classrooms/playrooms? • To what extent do staff model how to express emotions and link these to everyday events to help children and young people see the relevance?
Staff have an awareness of language development and adapt their language to suit the needs of children and young people within their care. (NP4)	• To what extent have staff been provided with training and support around language development? • In what way do staff adapt their language to the needs of individual children and young people in the classroom/ playroom, for example, speak in shorter instructions for those children and young people that require it?
Staff are aware of both their verbal and non-verbal communication in their interactions with children and young people. They also notice children and young people's verbal and non-verbal interactions and attune to these appropriately. (NP4)	• To what extent do staff regularly take note of how their verbal and non-verbal communications could be impacting on children and young people? • Are staff attuned to how different children and young people may respond to their verbal and non-verbal communication? • Do staff get to know children and young people well so that they are able to read what their non-verbal communication might be telling them, even when a child and young person is finding it difficult to communicate this? • To what extent do staff have opportunities to discuss children and young people's communication in order that they can make sense of it?
Staff actively attune to children and young people by noticing, commenting and responding sensitively to their communication and behaviours. (NP2) (NP4)	• To what extent does the school/ELC setting provide training and ongoing coaching on attuned responses to children and young people? • Is attunement discussed through the establishment's self-evalaution processes? (see QI 1.2)

2.3 Learning, Teaching and Assessment, continued

Features of highly-effective practice	Challenge questions
The environment is attractive, stimulating and colourful but takes account of the need for calmer areas for children and young people who may find certain environments over stimulating. (NP2) (NP5)	• Do staff regularly check out the physical environment in the classroom/playroom and explore how it meets the needs of different children and young people? • Is the environment taken into account as a possible trigger when children and young people are behaving in distressed or challenging ways to assess whether there are links?
There are clear routines and structures within the classroom/playroom and wider environment to help children and young people feel safe. (NP2)	• In what way do staff make the routines and structures in the school/ELC setting and classroom/ playroom clear and explicit to the children and young people? • To what extent do staff ensure that children and young people are made aware of any changes to routines and structures prior to them happening?
Staff recognise the need to scaffold, mediate and support children and young people both emotionally and in terms of the curriculum. (NP1)	• Are staff fully aware of how to mediate and scaffold learning appropriately? • To what extent do staff recognise that children and young people may continue to need mediation to support their emotional wellbeing even when a task has been mastered by the child and young person, for example, to support their confidence?
There are clear charters and expectations for behaviour and relationships in each classroom/playroom to help children and young people feel safe in that environment. (NP2) (NP5)	• In what way do staff actively engage with children and young people to determine what the expectations for working in their classroom/playroom are and how they should relate to each other? • Are children and young people fully involved in the process of determining what the expectations might be within a classroom/playroom and relationships?

2.3 Learning, Teaching and Assessment, continued

Features of highly-effective practice	Challenge questions
Children and young people are engaged in learning conversations about their progress and these are conducted in a nurturing and supportive manner.	• To what extent do staff engage in learning conversations that are supportive and nurturing? • How are children and young people supported to feel comfortable participating in learning conversations?

2.4 Personalised support

This Quality Indicator asks school/ELC settings to consider:

- How well their nurturing approach is embedded within their staged intervention approach to allow them to support all children and young people whilst providing specific, targeted support for those that need it
- How the development and implementation of their relationships policy incorporates and reflects a nurturing approach? [(NP5) – All behaviour is communication]
- How staff use their knowledge and experience of nurturing approaches to relate positively to children and young people in order to promote positive behaviour and relationships (NP5)
- Whether the strategies that are used both throughout the school and in the classroom/playroom to support behaviour are congruent with a nurturing approach (NP5)
- How they ensure that assessment of social and emotional needs is linked to targeted interventions to meet those needs? (NP1) (NP5)

Features of highly-effective practice	Challenge questions
Staff take time to get to know children and young people well so that they are aware of any changes in behaviour and can respond appropriately. (NP5)	• Do staff working with every age group recognise the importance of getting to know children and young people well in order that they can support behaviour appropriately? • To what extent are staff made aware of any relevant background information (given in a proportionate way) so that this can help them to make sense of the child and young person's behaviour?
Staff discuss children and young people's behaviour on a regular basis. They share both their understanding of individual child and young person's behaviour and develop strategies together that are then applied consistently throughout different settings. (NP5)	• Is there an atmosphere of collective responsibility and teamwork that allows staff to feel comfortable in discussing children and young people's behaviour? • How effectively do all staff contribute ideas on strategies to support children and young people's behaviour?

2.4 Personalised support, continued

Features of highly-effective practice	Challenge questions
Structures and planning protocols are in place to allow staff opportunities to have collaborative, problem solving discussions about behaviour. (NP5)	• Are there protected times for staff to have discussions around children and young people's behaviour? • Are all staff and partners ideas on children and young people's behaviour welcomed? • To what extent are partners such as Psychological Service, Social Work and families included in conversations about a child and young person's behaviour?
There is a clear recognition that behaviours originate from many different causes and there is a willingness to take the time to get to the root of behaviours in order to support them appropriately. (NP5)	• How well are staff able to reflect on the reasons for behaviours instead of seeing them as a personal challenge? • To what extent are staff able to move on from difficult behaviours and start afresh with children and young people after incidents have occurred?
There is a well developed relationships policy in the school/ELC setting which outlines a focus on a nurturing approach and provides clarity as to how this links to the school/ELC setting's strategies to support positive relationships and behaviour. (NP5)	• To what extent does the relationship policy in the school/ELC setting emphasise the key role of positive, trusting relationships as underpinning any programmes, interventions and strategies to support behaviour? • In what way are there links made between a number of different approaches to support positive relationships, for example, nurturing approaches, restorative approaches, solution oriented approaches, rights based approaches, within the relationships policy?

2.4 Personalised support, continued

Features of highly-effective practice	Challenge questions
There is a supportive, caring and inclusive community that fosters connectedness and child participation.	• To what extent are structures put in place to ensure that all staff, children and young people, parents/ carers and partners feel part of a community and identify with this? • Are there explicit attempts to ensure that everyone within the community feels connected to it? • Are there sufficient opportunities for child and young person participation within the school/ELC setting to ensure that their voice is heard?
There is a recognition that a nurturing approach involves a style of discipline which is high on warmth and responsiveness balanced with a need for structure and high expectations. (NP5)	• To what extent do staff balance high expectations of children and young people with warmth and support? • To what extent do children and young people feel that the discipline structure within the school/ELC setting is fair and balanced, offering both support and challenge?
Where there is a need for a Nurture Group to provide targeted support, the Nurture Group is seen as an integral part of the school rather than an 'add on'. Nurture staff and mainstream staff liaise regularly to ensure appropriate, targeted support.	• Are there protected times for Nurture practitioners and staff to liaise about learners involved in the Nurture Group? • Are targets for Nurture Group children and young people developed and shared with both Nurture Group practitioners and other staff?
Conversations about behaviour are restorative and supportive. (NP4) (NP5)	• To what extent are staff aware of the basic principles of restorative approaches and how they link with nurturing approaches? • Has there been staff training on restorative approaches? • To what extent do staff and children and young people regularly use the language of restorative approaches, for example, person who has caused harm, person who has been harmed?

2.4 Personalised support, continued

Features of highly-effective practice	Challenge questions
There are opportunities for children and young people to revisit early developmental experiences either within the safe, supportive environment of a Nurture Group or in small, targeted interventions throughout the school/ELC setting. (NP1) (NP3)	• Are children and young people given the opportunities they need to spend extra time with keyworkers in a supportive environment in order to develop trusting relationships? • Are there a range of opportunities for children and young people to be supported through a nurturing approach in a targeted way, for example, small groups which offer support in basic social competencies whilst adhering to the Nurture Principles?
Any strategies to support behaviour are congruent with a nurturing approach, for example, emphasise unconditional positive regard.	• To what extent do children and young people feel that any strategies and approaches to behaviour are implemented fairly? • Have staff discussed practices within the school/ELC setting to determine how well they fit within the broader nurturing approach? • Where there are approaches that do not fit with a nurturing approach, for example, emphasis on punitive measures, these are replaced with more nurturing approaches?
Staff practice emotional containment in the classroom/playroom (that is, containment is where a person receives and understands the emotional communication of an other without being overwhelmed by it and communicates this back to the person).	• To what extent are staff aware of the basic concept of emotional containment and feel comfortable implementing this? • In what way do staff support children and young people's emotional needs by remaining calm and in control? • To what extent do staff seek support when they are placed in a position of having to regularly contain many distressed children?

2.4 Personalised support, continued

Features of highly-effective practice	Challenge questions
Where a Nurture Group is implemented as a targeted approach within the school/ ELC setting, staff have taken account of the key components of a Nurture Group model, for example, staffing, selection of children and young people, assessment, parental involvement.	• Has the establishment outlined clear guidance on the Nurture Group model that they are taking forward? • Has the Nurture Group been clearly timetabled within the week? • Has provision been made for staff members to staff the Nurture Group and model positive relationships there? • Are there clear selection procedures for learners who are attending the Nurture Group, for example, initial discussion through staged intervention, observations, use of assessments such as Boxall Profile? (see Appendix 4 – Implementation Guide)
A nurturing approach is recognised as a key approach to supporting the attainment gap and as such children and young people who demonstrate difficulties with their readiness to learn or ability to focus on tasks are targeted as a key focus for nurturing input.	• Are there specific targeted approaches that support children and young people's readiness to learn, for example, targeted adult support, small group input, soft starts? • To what extent do staff recognise that targeted input for children and young people's emotional needs is a key aspect of raising attainment?

2.5 Family learning

This Quality Indicator asks school/ELC settings to consider:

- How they ensure that their approach to supporting learners and their families is nurturing, respectful and supportive?
- How data and intelligence on the wider community is used to plan effective interventions that reflect a nurturing approach and supports both children and young people and their families?
- How families are supported to understand attachment, child development and the key features of a nurturing approach?
- How children and young people and their families are included in the shared vision, values and aims for Nurture within the school/ELC setting?

Features of highly-effective practice	Challenge questions
Any communication and feedback with children and young people and families has a respectful and open tone and encourages them to work alongside the school/ELC setting to achieve positive outcomes for children and young people.	• Have staff and SMT reviewed their written policies and procedures around liaison with families to ensure that the tone and content is welcoming and respectful? Are these policies and procedures accessible for all families? • Is there a clear attempt to ensure that any communication with families is accessible and open? • Are families encouraged to engage in family learning through this positive and respectful approach
Provision is made to support families in an understanding of attachment and the key role that they have in supporting development, self-esteem, language and positive behaviour.	• Are there programmes or approaches available in the establishment that support families in understanding the importance of attachment? • Are any programmes or approaches that are recommended or supported congruent with a nurturing approach?

2.5 Family learning, continued

Features of highly-effective practice	Challenge questions
Staff and partner agencies recognise the need to support vulnerable families and not just individual children and young people with attachment needs. This support is recognised as a key prerequisite to encouraging family learning.	• In what way do staff actively seek to develop positive relationships with learners in order that they can meet their needs effectively? • Is there an open and welcoming ethos that allows families to feel comfortable? • To what extent are staff open-minded about family circumstances and avoid judgement? • Do staff work with partners to support families in times of need and crisis? • To what extent has this supportive approach impacted on engagement with family learning within the school?
Families are aware of and understand the school/ELC settings nurturing approach and this extends to how they learn with and support their own family.	• In what way is the school/ELC settings nurturing approach communicated with families in a range of ways, for example, workshops, displays, discussions? • To what extent do parents/carers understand the vision of the school/ELC setting and what they are trying to achieve and are supportive of this? • To what extent do families engage in a nurturing approach when learning within their own context?
The school/ELC setting recognises the part it plays in being at the heart of the community and makes as much provision as possible to fully involve the wider community.	• In what way does the school/ELC setting use its data and intelligence to determine the needs of families within the community? • Does the school/ELC setting attempt to put into place initiatives that will support those needs, for example, healthy living initiatives, good sleep habits, mental health workshops? • To what extent do staff work closely with partner agencies to ensure that families are fully supported to engage in family learning with their children and young people.

2.5 Family learning, continued

Features of highly-effective practice	Challenge questions
Families are supported through key transitions points (home to ELC setting, class to class, room to room, ELC setting to school and school to school) (NP6)	• In what way are families fully included in any transitions? • To what extent are school/ELC settings flexible in how they include families within these transitions, for example, creating times that suit the families' needs?
Families are invited to contribute to the school/ELC settings nurturing approach by way of consultation and focus groups	• To what extent has the school/ELC setting engaged with parents/carers in establishing its nurturing approach? • Have there been a range of opportunities for parents/carers to comment and give feedback on their nurturing approach?

2.6 Transitions

This Quality Indicator asks school/ELC settings to consider:

- How do we ensure that transitions for children and young people and their families are managed and delivered in a way that is nurturing and supportive? (links with NP6 – Transitions are important in children's lives)
- How do our transition and planning arrangements ensure that there is sufficient background information shared to understand children and young people's needs whilst being respectful to the child and their family?
- How do staff manage the numerous transitions to ensure that all children and young people feel supported?

Features of highly-effective practice	Challenge questions
Staff are aware of the many different types of transition that exist with regard to school/ELC setting and take these into account when supporting individual children and young people.(NP6)	• To what extent do staff regularly review and discuss the different transitions throughout the day and the impact of these on children and young people? • In what way are children and young people consulted on the structures and routines of the day? • Do staff build time into the day to help support transitions in order that children and young people have time to adjust?
Significant transitions such as moves between early years and primary, primary to secondary, secondary to post school are managed respectfully and sensitively. Information is shared as needed but every attempt is made to involve the children and young people and their families in the process.	• In what way do school/ELC settings reflect on their transition structures to ensure that they are proportionate and supportive? • Are there opportunities to individualise and target the level of preparation and support that children and young people receive for significant transitions?
Staff take time to get to know children and young people in order to support them appropriately in transitions.	• To what extent do staff regularly discuss children and young people and what transitions might be going on in their lives? • In what way do staff adapt expectations and structures to support children and young people through any difficult transitions, for example, change of time they come to school/ELC settings

2.6 Transitions, continued

Features of highly-effective practice	Challenge questions
School/ELC settings recognise the importance of managing transitions in a sensitive and careful way in order to enhance children and young people's readiness to learn and ensure that they are in the best frame of mind to benefit from the learning.	• To what extent do school/ELC settings take time to ensure that children and young people are calm and ready to learn before beginning their planned learning experience. • Where children and young people are in need of extra time and support, are these provided? • Are timetables adapted in order to allow children and young people additional time to settle, and transitions minimised where possible?

2.7 Partnerships

This Quality Indicator asks school/ELC settings to consider:

- How do we work alongside our partners to ensure that we are delivering a nurturing approach for our children and young people?
- How do we develop a shared vision, values and aims around Nurture with our partners?

Features of highly-effective practice	Challenge questions
Partners are integral to the development of the school/ELC setting's nurturing approach and contribute to how it is implemented.	• To what extent have partners been consulted on the development of the school/ELC setting's nurturing approach? • In what way are partners involved in professional learning opportunities within the school/ELC setting that they fully recognise what a nurturing approach involves?

2.7 Partnerships, continued

Features of highly-effective practice	Challenge questions
Partners are invited to contribute to training and professional learning opportunities for school/ELC setting's that supports their understanding of children and young people's development in the broadest context.	• To what extent are partners recognised as having key skills and knowledge that might contribute to the school/ELC setting's nurturing approach? • In what way do staff discuss how partners can fully support their attempts to take a nurturing approach forward, for example, they may have more opportunities to work directly with families so can help nurture and support them?
Partners are supported in their understanding of a nurturing approach and are able to support the school/ELC setting in a way that is congruent with this approach.	• Is there clear communication that helps all partners to recognise how a nurturing approach should be implemented and supported in the context of the school/ELC setting? • Where there are differences in opinions, are these openly discussed and a way forward sought?
School/ELC setting partners are included in the nurture steering/implementation group within the school/ELC setting. There is a clear implementation plan that outlines the role that both staff and partners have in taking forward a nurturing approach.	• To what extent are there clear roles and expectations of partners outlined which helps to take the overall vision for Nurture forward?
The establishment uses any data and intelligence it has to outline how they can work alongside partners to meet the needs of children and young people in a nurturing way.	• Are staff able to use the data and intelligence they have to help them prioritise where they require support from partners? • Do staff use partners to help them use the data they have in an intelligent way, for example, Glasgow Psychological Service?

Successes and Achievements

How nurturing are we in our approach to all children and young people and how does our nurturing approach impact on them?

Both QI 3.2 and 3.3 are divided into those intended for use by ELC settings and those intended for use by schools to reflect the differences in these QIs within *HGIOS? 4* and *HGIOELC*.

3.1 Ensuring wellbeing, equality and inclusion

This Quality Indicator asks school/ELC settings to consider:

- How is a nurturing approach evidenced in the quality of teaching that we provide and how we engage our children and young people?
- How is a nurturing approach evidenced in the wellbeing of the children and young people and their families in the school/ELC setting?
- How does our nurturing approach support the inclusion of all children and young people within the school/ELC setting, including those with a range of diverse needs and backgrounds?
- How do the shared values, aims and vision throughout the community reflect the evidence of a nurturing approach?

Features of highly-effective practice	Challenge questions
The shared values, aims and vision of the whole community are evident in the positive, respectful relationships that can be seen between staff, parents/carers, children and young people and partners.	• To what extent is the community involved in establishing the nurturing approaches that underpins the shared values, aims and vision? • What mechanisms are in place to ensure staff, parents/carers, children and young people and partners demonstrate positive behaviour and respectful relationships? • How well are nurturing approaches clearly communicated throughout the school/ELC setting as integral to its shared values, aims and vision?

Features of highly-effective practice	Challenge questions
Children and young people have an increased sense of security and self worth due to the nurturing approach within the school/ELC setting. They feel safe and happy within the school/ELC environment.	• In what ways do children and young people have the opportunity to reflect upon their wellbeing? • How well do all staff know and understand their responsibilities to support wellbeing and seek further support when required? • How well do staff understand the importance of trusting and nurturing relationships on children and young people's self-worth?
The school/ELC setting's nurturing and authoritative approach to discipline has a positive impact on children and young people's wellbeing.	• How clearly do we communicate expectations of behaviour and high standards within the school/ELC setting? • How well are expectations of behaviour and high standards modelled by the school/ELC setting ? • To what extent do we develop competent, assertive self-regulated staff and children and young people? • How well do we use a variety of calming strategies to ensure a child and young person's behaviour is understood? • How well do we encourage staff and children and young people to reflect on the different ways feelings can be communicated?
The positive relationships policy within the school/ELC setting recognises the diversity of the children and young people and encourages a climate that helps them to feel valued and respected. It is not reliant on external rewards and consequences to achieve this.	• How do we ensure our positive relationships policy is consistently and fairly applied throughout the school/ELC setting? • How well do we focus on repairing and rebuilding relationships whilst ensuring those involved feel valued and listened to? • To what extent do we promote unconditional positive regard for children and young people and staff? • How well do all staff understand and use restorative practice and solution oriented approaches to allow children and young people to learn from mistakes and start afresh? • To what extent do our consequences enable resolution and restitution?

Adapted from *HGIOELC?*
Intended for use by Early Years practitioners only.

3.2 Securing Learners' Progress

This Quality Indicator asks ELC settings to consider:

- How is a nurturing approach helping to raise the attainment and achievement of the learners in our ELC setting?
- How is a nurturing approach contributing to progress in communication, early language, mathematics and Health and Wellbeing?
- How is a nurturing approach helping to reduce the equity gap within the ELC setting?

Features of highly-effective practice	Challenge questions
The ELC setting recognises that a nurturing approach promotes a positive ethos and culture with high aspirations for achievement whilst ensuring that children are supported in a holistic way. This has a positive impact on the behaviour and achievement of the learners.	• To what extent is there a positive nurturing ethos and climate in the ELC setting that encourages children to engage in learning? • To what extent are staff able to understand and support children's behaviour whilst recognising the need to set clear and consistent expectations for behaviour? • To what extent do staff share high aspirations for children whilst supporting all of their needs?
The ELC setting emphasises nurturing, respectful relationships which promote children's readiness to learn. There is a clear understanding of developmental needs at different stages. This has a significant impact on all children. There are appropriate systems in place to monitor and track the wellbeing needs of children as well as their attainment.	• To what extent is there a clear focus on children's readiness to learn with individualised approaches where appropriate? • How well does the ELC setting focus on children's individual developmental needs? • To what extent has the ELC setting developed monitoring and tracking systems which focus on wellbeing needs? • Are there clear systems in place to support the wellbeing needs of children when these are identified?

Features of highly-effective practice	Challenge questions
An understanding of attachment theory, stress and early trauma helps staff to focus appropriate support on those children who come from areas of disadvantage and may be experiencing difficulties. They are able to support their social, emotional, physical and cognitive needs well.	• How well do staff understand and implement approaches that are effective in supporting attachment needs and trauma in order to help children to feel safe and secure? • To what extent has staff training and support focused on an understanding of attachment, early stress and trauma? • To what extent are staff kept updated about the latest research and information around early stress and trauma and its impact on learners? • How well do staff understand that they play a key part in enhancing positive attachments with children in their care?
Staff recognise the importance of a nurturing approach and the way that it can contribute to children's progress.	• To what extent do staff understand the priority given to understanding early attachment and its relevance to children's progress? • To what extent is current research used to help staff in their understanding of the links between a nurturing approach and achievement?
A nurturing approach is used to help support attendance in ELC.	• How well does a nurturing approach in ELC setting contribute to children engaging fully and feeling happy and safe to attend? • How nurturing is the approach to working in partnership with families to help promote good attendance? • To what extent are the Nurturing Principles applied in order to ensure that staff have a range of strategies to support children's attendance?

Adapted from *HGIOS? 4*
Intended for use by school practitioners only.

3.2 Raising Attainment and Achievement

This Quality Indicator asks schools to consider:

- How is a nurturing approach helping to raise the attainment and achievement of the children and young people in our school?
- How is a nurturing approach helping to reduce the equity gap within the school?

Features of highly-effective practice	Challenge questions
The school's nurturing approach has a clear focus on warmth and support alongside high expectations and academic challenge. This has a positive impact on the behaviour and attainment of the children and young people.	• To what extent is there a positive ethos and climate in the school that encourages children and young people to engage in learning and supports attainment? • To what extent are staff able to understand and support children and young people's behaviour whilst recognising the need to set clear and consistent expectations for behaviour? • How well are children and young people supported in a timely and proportionate way thus enabling the whole school community to focus on learning?
The school's emphasis on nurturing, respectful relationships help promote children and young people's readiness to learn and has a significant impact on all attainment and wider achievement.	• To what extent is there a clear focus on children and young people's readiness to learn with individualised approaches where appropriate? • How well does the school collect data and track progress of children and young people in order to evidence any improvements in learning after targeted support?
There are appropriate systems in place to monitor and track the wellbeing needs of children and young people as well as their attainment.	• To what extent has the school developed monitoring and tracking systems which focus on wellbeing needs? • Are there clear systems in place to support the wellbeing needs of children and young people when these are identified?

Features of highly-effective practice	Challenge questions
An understanding of attachment theory and early trauma helps school staff to focus appropriate support on those children and young people who come from areas of disadvantage, and to raise their attainment.	• How well do staff understand and implement approaches that are effective in supporting attachment needs and trauma in order to help children and young people to feel safe and secure in school? • To what extent has staff training and support focused on an understanding of attachment, early stress and trauma? • To what extent are staff kept updated about the latest research and information around early stress and trauma and its impact on children and young people?
Staff recognise the importance of a nurturing approach and the way that it can contribute to higher attainment.	• To what extent do staff understand the priority given to understanding early attachment and its relevance to attainment? • To what extent is current research used to help staff in their understanding of the links between a nurturing approach and attainment?
A nurturing approach is used to help support attendance in school and to prevent exclusions.	• How well does a nurturing approach in school contribute to children and young people engaging fully and attending school on a regular basis? • How nurturing is the approach to working in partnership with families to help promote good attendance? • To what extent are the Nurturing Principles applied in order to ensure that staff have a range of strategies to prevent exclusion, for example, staff understand behaviour and work in a flexible way to support it?

Adapted from *HGIOELC?*
Intended for use by Early Years practitioners only.

3.3 Developing creativity and skills for life and learning

This Quality Indicator asks ELC settings to consider:

- How a Nurturing approach can help children apply key social and emotional skills in a range of contexts, including unfamiliar settings

Features of highly-effective practice	Challenge questions
ELC settings have a range of approaches that reinforce social and emotional competences for children and provide opportunities for these skills to be practiced in a range of settings.	• How well do staff recognise that social and emotional competences are important skills for learning and life? • To what extent are children encouraged to practice these skills in a range of settings? • To what extent are parents/carers supported to develop these core competences in their children?
Children show progression through social and emotional competences and can demonstrate these in a range of appropriate settings.	• In what way do ELC settings track the progression of social and emotional competencies and identify when there are gaps that may require support? • How well are staff able to support the future life skills of children by providing timely support when required?

Adapted from *HGIOS? 4*
Intended for use by school practitioners only.

3.3 Creativity and employability

This Quality Indicator asks schools to consider:

- How a Nurturing approach can help children and young people to apply key social and emotional skills in a range of contexts, including unfamiliar settings

Features of highly-effective practice	Challenge questions
Schools have a range of skills based programmes that reinforce social and emotional competences for children and young people and provide opportunities for these skills to be practiced in safe settings before applying them in less familiar settings.	• How well do schools link up social and emotional competences with later achievement and employability? • To what extent are children and young people encouraged to practice these skills in a range of settings?
Children and young people demonstrate awareness of social and emotional competences that move through the stages of self awareness, self management towards relationship management.	• In what way are schools explicit with children and young people about the need to develop social and emotional competences in order to support them in moving forward beyond school?

Appendices

Appendix 1 (a): Whole school Readiness Checklist

Appendix 1 (b): Individual Readiness Checklist

Appendix 2: Attunement Profile

Appendix 3 (a): Observation Profile – the classroom

Appendix 3 (b): Observation Profile – the playroom

Appendix 3 (c): Observation Profile for the school environment

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire

Appendix 5 (a): Children and young people Focus Group discussion prompts

Appendix 5 (b): Early Years Focus Group discussion prompts

Appendix 6: Parent/Carer Questionnaire

Appendix 1 (a): Whole school Readiness Checklist

Please note this questionnaire should be completed by the Senior Management Team (SMT) or Implementation Team within the school (this might include partners).
Please circle **YES** or **NO**.

1. Our Senior Management Team (SMT) are willing to fully support and model the implementation of nurturing approaches. **YES** **NO**

2. Our SMT have had some awareness raising/training on nurturing approaches. **YES** **NO**

3. Nurturing approaches will be part of our school and early learning and childcare (ELC) settings improvement plan. **YES** **NO**

4. Nurturing approaches will be part of our early years/school improvement plan. **YES** **NO**

5. Our SMT have presented information to all staff about the approach. **YES** **NO**

   If YES, what date did this take place: | | | |
   If not yet, when will this take place: | | | |

6. We have discussed the needs of our school and feel that a nurturing approach is a good fit. **YES** **NO**

7. Opportunities for sharing/observing practice in nurturing approaches have been provided. If not, how will that/will those be provided? **YES** **NO**

8. We are confident as a school that we have the time, skills and resources to implement nurturing approaches effectively. **YES** **NO**

9. We are able to allocate time or already have allocated time for all staff to implement full training on the Nurturing Initiatives within the school/ELC setting before we start the programme. **YES** **NO**

10. We have considered ways to inform parents/carers and involve them in nurturing approaches, and we will seek innovative ways of doing this. **YES** **NO**

11. Opportunities for sharing/observing practice in nurturing approaches have been provided. If No, please note how they will be built in to the on-going implementation. **YES** | **NO**

12. We have an area within the school to display/pass on nurturing approaches information to parents/carers, for example, a notice board, leaflet or regular newsletter. **YES** | **NO**

13. We recognise that nurturing approaches should be implemented as intended, and that if changes are made this could influence the effects and limit the benefits. **YES** | **NO**

14. We have considered ways of providing coaching as an important part of embedding nurturing approaches, and have made plans to help staff engage in this. **YES** | **NO**

15. We are aware that evaluation of impact is crucial and have made plans for what evaluation will be carried out to measure this. **YES** | **NO**

16. We have identified support agencies who will help us to embed nurturing approaches. **YES** | **NO**

17. We could accommodate an Education Scotland visit to support the implementation of nurturing approaches. **YES** | **NO**

18. We have considered ways of involving children and young people in the taking forward of nurturing approaches. **YES** | **NO**

19. We have explored how a nurturing approach fits with other key policies and approaches in the school. **YES** | **NO**

20. We need more information before we can take forward a nurturing approach. **YES** | **NO**

I require… (Please outline your requirements to implement nurturing approaches.)

Appendix 1 (b): Individual Readiness Checklist

Please circle **YES** or **NO**.

1. Our Senior Management Team (SMT) are willing to fully support and model the implementation of nurturing approaches. **YES** **NO**

2. Nurturing approaches will be part of our nursery/school improvement plan. **YES** **NO**

3. Our SMT have presented information to all staff about the programme. **YES** **NO**
   If Yes, what date did this take place? _____
   If not yet, when will this take place? _____

4. I know about the general aims of nurturing approaches. **YES** **NO**

5. I know about its evidence base and how it can be used in school settings. **YES** **NO**

6. I know that nurturing approaches can be used in a range of different ways. **YES** **NO**

7. I have had opportunities to observe nurturing approaches being used in schools. **YES** **NO**
   If not, how will those be provided?

   _____

   _____

8. I am confident I have the time, skills and resources to implement nurturing approaches effectively. **YES** **NO**

9. I think nurturing approaches suits the needs of our school. **YES** **NO**

10. I feel supported by my management and know the time and resources will be available to me to do this well. **YES** **NO**

11. We are able to allocate time for all staff to receive full training on the Nurturing Initiatives within the school/ELC setting before we start the programme. **YES** **NO**

12. I agree that it is important and beneficial to inform parents/carers and involve them in nurturing approaches, and we will seek innovative ways of doing this. **YES** | **NO**

13. Opportunities for sharing/observing practice in nurturing approaches have been provided. **YES** | **NO**
    If No, please note how they will be built in to the ongoing implementation.

    _____

    _____

14. We have an area within the school to display/pass on nurturing approaches information to parents/carers, for example, a notice board, leaflet or regular newsletter. **YES** | **NO**

15. I know how important it is that nurturing approaches are implemented as intended, and that if I make changes I could influence the effects and limit the benefits. **YES** | **NO**

16. I know that coaching is a an important part of embedding nurturing approaches, and I am willing to engage in this. (Research shows that coaching can boost skills development in teaching by 80%.) **YES** | **NO**

17. I know that evaluation of impact is crucial and I will complete all evaluation required. **YES** | **NO**

18. We have identified support agencies who will help us to embed nurturing approaches. **YES** | **NO**

19. I need more information before I can take forward nurturing approaches. **YES** | **NO**

I require… (Please outline your requirements to implement nurturing approaches.)

Appendix 2: Attunement Profile

(to support a nurturing approach in Early Learning and Childcare (ELC) settings and primary and secondary schools)

Background

The following profile is based on the Attunement Principles which are used in Video Interaction Guidance (VIG) (AVIGuk) but have been adapted for this context. These principles are drawn from a strengths based approach whereby positive aspects of attunement are identified and shared to help highlight positive practice. Practitioners may choose to identify areas of development but these should be owned by them rather than by peers or management.

The following profile can be used for a number of purposes:

- To support practitioners in their own reflections on their attunement style with children and young people in the classroom/playroom, Nurture Groups or other settings.
- To support practitioners who are engaged in reflective practice with peers around their attunement style.
- To support video feedback sessions where video is collected and edited to highlight moments of attuned interaction (this is usually best facilitated by someone who is familiar with the technique, for example, an Educational Psychologist).
- To support professionals in their interactions with colleagues – this may be particularly useful for those in management or leadership positions.
- To support children and young people in their interactions with their peers.

Implementation

This tool can be used alongside the Observation Profile and Staff Questionnaires to help support staff in their development of a nurturing style of interaction in the classroom/playgroom or around the school/ELC setting.

The implementation of the profile is flexible but the following suggestions may be helpful.

1. A practitioner identifies that they want to further develop aspects of how nurturing and attuned their relationships are with children and young people through self-evaluation. They then use the Attunement Principles within the profile to guide them in this, identifying key areas they feel are strengths and key areas they wish to develop. This can be kept as a personal record but may inform discussions around self-evaluation.

2. A practitioner or group of practitioners (approx. 3-4) decide they want to focus on specific areas of attunement and spend time developing these in their own setting and sharing progress about their areas of strength and areas of development in this group. Video feedback may be used to support this if appropriate.

Kennedy, H; Landor, M and Todd, E (2011) 'Video Interaction Guidance: A relationship-based intervention to promote attunement, empathy and wellbeing' Jessica Kingsley

Attunement Profile

Key Attuned Principles		Comment	Peer Feedback
Attentiveness to others	Looking interested with friendly posture (making eye contact, nodding, smiling)		
	Giving time for the interaction – watching and waiting for their cues		
	Turning towards the other person		
	Wondering aloud about what they are doing, thinking or feeling		
	Demonstrating enjoyment		
	Using friendly, warm intonation		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Encouraging and receiving initiatives	Waiting and watching before speaking		
	Listening actively		
	Using friendly and/or playful intonation as appropriate		
	Naming what the child/young person is doing, might be thinking or feeling		
	Naming what you are doing, thinking or feeling		
	Showing you have heard, noticed the other's initiative		
	Showing that you are receiving with body language (for example, nodding, acknowledging what has been said)		
	Being friendly and/or playful as appropriate		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Encouraging and receiving initiatives	Returning eye contact, smiling, nodding in response		
	Receiving what the other is saying or doing with words		
	Repeating/using the other's words or phrases		

Key Attuned Principles		Comment	Peer Feedback
Developing attuned interactions	Responding to the other person through words or body language		
	Checking the other person is understanding you		
	Waiting attentively for your turn		
	Giving a second (and further) turn on same topic		
	Giving and taking short turns		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Developing attuned interactions	Co-operating - helping each other		
	Having fun/showing enjoyment in the interaction		

Key Attuned Principles		Comment	Peer Feedback
Guiding	Scaffolding - judging the amount of support required and adjusting accordingly		
	Saying 'no' when needed but doing this in a positive, supportive way		
	Extending, building on the other's response		
	Providing help when needed		
	Offering choices that can be understood		
	Making suggestions that the other can follow		

Attunement Profile, continued

Key Attuned Principles		Comment	Peer Feedback
Deepening Discussion	Supporting goal-setting		
	Sharing viewpoints		
	Collaborative discussion and problem-solving		
	Naming differences of opinion Naming contradictions/ conflicts (real or potential)		
	Reaching new shared understandings		
	Managing conflict		

Attunement Profile: Recording Sheet

Date of Focus (Observation)	Key Strengths	Areas of Development
	1. 2 3.	1. 2
	1. 2 3.	1. 2
	1. 2 3.	1. 2
	1. 2 3.	1. 2

Appendix 3 (a): Observation Profile – the classroom

Background

This Observation Profile is designed to be used to support self-evaluation of a nurturing approach in a classroom and should be used alongside *Applying Nurture as a Whole School Approach: A Framework to support the self-evaluation of nurturing approaches in schools*. The features contained in this Observation Profile have been developed through an analysis of research into Nurture and nurturing approaches as well as through extensive discussion and focus groups with practitioners and learners who have had some experience of a nurturing approach. It is divided into two categories for ease of implementation:

- Environment and Relationships
- Learning and Teaching

It also links practice to each of the Nurture Principles which are outlined below in a colour coded key for your convenience.

Implementation

This Observation Profile can be used in several different ways. It can be completed by a member of staff who is observing practice in a classroom that is not their own (for example, by a member of SMT/SLT or by a colleague.). It can then be followed up by a learning conversation between the classroom practitioner and observer with a focus on feedback from the observation as well as a shared discussion about next steps. It can be also be used as self-completed task to direct self-evaluation by a practitioner in their own class. They may then choose to discuss this with colleagues to support their own next steps. It can also be used to direct Learning Rounds, where the practitioner can choose one or two areas for discussion and focus on these. This would then be followed up by professional discussion. A recording sheet is provided to allow practitioners to focus on their individual strengths and areas of development if they choose to.

Nurture Principle	Colour code
NP1: Learning is understood developmentally	
NP2: Environment offers a safe base	
NP3: Nurture is important for Wellbeing and Self-esteem	
NP4: Language is a vital means of communication	
NP 5: All behaviour is communication	
NP6: Transitions are important in children's lives	

Observation Profile: the classroom

Name of Observer

Classroom Observed

Date of Observation

Date of feedback and agreed next steps

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There are clear routines visible in the classroom, for example, welcome, check ins, review of lesson.	NP 2 NP 6			
Clear and consistent expectations and boundaries are set within the class – orally, visually, written.	NP 2 NP 5			
The classroom has designated safe areas that children and young people can go to if they find the general classroom areas overwhelming or challenging. Children and young people have a choice in how they use these areas.	NP 2			
Staff use language that supports co-regulation with the children and young people when needed, for example, I am here to help and support you.	NP 4 NP 5			
Staff are aware of their own reactions and take steps to try and help themselves to feel calm, for example, walking away from situations, seeking support.	NP 2 NP 5			
De-escalation practices are evident within the classroom, for example, staff member waits for pupil to calm down before discussing incidents, language is kept to a minimum.	NP 2 NP 4 NP 5			

Observation Profile: the classroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff pay attention to body language and cues of the children and young people and know when to intervene to avoid situation escalating, for example, may use humour or distraction.	NP 4			
	NP 5			
Staff are aware of their own body language and non-verbal cues and adapt these to the situation, for example,do not invade children and young people personal space, turn to pupil and nod when approached.	NP 4			
	NP 5			
Success is acknowledged and celebrated in a way that is supportive of the pupil, for example, through displays, feedback, encouragement.	NP 3			
	NP 4			
Language of emotion is modelled by staff in the classroom and used with children and young people, for example, I am feeling a bit annoyed today as the traffic was very bad coming into school.	NP 4			
	NP 5			
Restorative conversations and language are used when incidents occur, for example, what happened, what were you thinking at the time?	NP 4			
	NP 5			
Opportunities are given for restorative meetings after an incident so that all involved have an opportunity to voice their feelings and thoughts.	NP 4			
	NP 5			

Observation Profile: the classroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff consult with children and young people when there are changes to the routine, for example, "We are going to change the planned lesson today – is everyone ok with that?" OR "We have a visitor to our class later – are you all comfortable with that?"	NP 2			
	NP 6			
Staff model positive relationships with other members of staff in the room, for example, "Hello Mrs…, how are you feeling today?" OR "It would be really great if you could help me to distribute these books to the children and young people Mr…"	NP 1			
	NP 2			
	NP 4			
Staff model positive relationships with the children and young people in the room, for example, "Jack, I would really appreciate it if you could give me a hand to distribute the scissors today."	NP 1			
	NP 4			
	NP 5			
Staff make use of the attunement framework to build up positive relationships with children and young people,for example, noticing – "I can see that you are taking time with that piece of work" OR "Did you want to speak with me about something."	NP 4			
	NP 5			
Staff speak in appropriate tones of voice and volume within the classroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that children and young people see appropriate firmness being modelled.	NP 2			
	NP 4			
Appropriate adult support and structure is provided to children and young people who need it, for example, adults stay closer to children and young people in class who may need regular checking in and feedback.	NP 2			

Observation Profile: the classroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
The language used by staff in the classroom clearly communicates to children and young people that they are welcome and will be supported to achieve and feel safe and happy within the class, for example, "Hello Carol, it's lovely to see you."	NP 2 NP 3 NP 4			
Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner. They may ask another member of staff to step in or may try to diffuse the situation themselves by moving on from situation.	NP 5			
Staff demonstrate their understanding of the fact that behaviour is communication, for example, they give the opportunity for the pupil to explain what has happened – either at the time when appropriate or after a situation has occurred	NP 5			
Staff support conflict resolution by giving children and young people the opportunity to find their way back from situations. Children and young people are also supported by staff coaching them in how to step back from a situation, for example, "At this stage, it might be helpful if you took a wee minute to cool down."	NP 5			
Staff move on from challenging situations after they have occurred by behaving in a calm and fair manner with the pupil.	NP 5			

Observation Profile: the classroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Where any consequences are applied to behaviour – these are fair, proportionate and logical.	NP 5			
Staff make good use of positive relationships to help encourage and guide children and young people in appropriate behaviour and avoid an over-reliance on rewards and punishments as a way of managing or controlling behaviour.	NP 2			
	NP 3			
	NP 5			
Relationships within the class are built on trust and staff take time to develop rapport with children and young people by discussing interests, talents, and so on, when appropriate.	NP 5			
Staff are able to stay calm and patient when children and young people are distressed to help them feel emotionally contained when their feelings are overwhelming.	NP 5			
Staff recognise that children and young people may be unable to comply with external rewards and reinforcements so support them to comply with requests, for example, “I see you need help with.”	NP 5			
Staff acknowledge when a pupil has done something well by commenting on what they have done rather than any personal characteristic of the pupil which they may find difficult to accept. It can be helpful to deliver this in a neutral way for some children.	NP 3			

Observation Profile: the classroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff either guide children and young people to seek out 'cool down' or allow children and young people the choice to seek this out for themselves. There are clear plans for the day in the classroom which helps children and young people to know what is coming up.	NP 5			
There are clear plans for the day in the classroom which helps children and young people to know what is coming up.	NP 6			
Learning and Teaching				
There is a high degree of differentiation and personalisation in the curriculum. Children and young people are also given some choices about curricular tasks.	NP 1			
Tasks are differentiated around social and emotional competence as well as around curricular ability, for example, children and young people who have difficulties working with others on tasks are grouped with other children and young people who can give support OR are given adult support and guidance on working with others.	NP 1 NP 3			
There is a clear balance between support and challenge within the curriculum, for example, children and young people are given work that they are comfortable doing alongside some tasks that may be more challenging. Adults mediate this learning and provide a safe base for learners when learning is more challenging.	NP 1 NP 2 NP 3			

Observation Profile: the classroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff build up resilience in children and young people by helping them to achieve small successes in tasks before setting them more challenging tasks – feedback is given on how they have managed to achieve this.	NP 2			
	NP 3			
Individualised targets are set for children and young people where appropriate – children and young people are aware of these and they are either reinforced orally or in a visual or recorded way.	NP 1			
	NP 3			
There is evidence of the promotion of health and wellbeing aspects within most lessons, for example, within a literacy lesson, children and young people are encouraged to discuss and work together.	NP 1			
Negative beliefs are challenged by staff in a sensitive way, for example, do you remember the last time we did this and you were able to complete it.	NP 3			
Staff promote a growth mindset in children and young people by helping them to see that they can achieve things by effort and perseverance.	NP 3			
	NP 4			

Observation Profile: the classroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There is clear evidence that teaching staff have differentiated what is expected of children and young people in response to assessment and background information, for example, give breaks in learning if pupil finds it difficult to focus for long periods.	NP 1			
There is explicit teaching of social and emotional skills within the classroom according to the stage and developmental needs of the children and young people, for example, turn taking, negotiating.	NP 1			
	NP 4			
	NP 5			
Behaviours that are expected within the classroom are explicitly named and demonstrated by staff, for example, listening, sharing, helping others.	NP 4			
	NP 5			
The language used by the teachers in the classroom suits the developmental needs of the children and young people, for example, instructions are broken down and understanding checked.	NP 1			
	NP 4			
Staff have an awareness of language development and modify the language they use depending on the children and young people needs.	NP 1			
	NP 4			

Observation Profile: the classroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff do not assume that children and young people understand the language of emotion and help to scaffold their understanding of this.	NP 4			
Transitions between different parts of the lesson and different lessons are well managed, for example, children and young people are given clear warning and opportunities to get ready to move on.	NP 6			
There are opportunities for play based learning dependent on the developmental level of the children and young people, for example, in early years there is an emphasis on imaginative play, in the upper school this may involve role play, games, drama.	NP 1			
Holistic assessment information is made use of in all classes, for example, teaching staff know about HWB levels as well as other areas of the curriculum.	NP 1			
There is evidence that information is taken from assessment tools relating to wellbeing in the class, for example, wellbeing Indicators, National Practice Model, HWB assessments.	NP 1			

Observation Profile: the classroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Children and young people are given some level of choice about the mode of learning they engage in, for example, active or passive, cooperative, individual.	NP 1			
Staff recognise that children and young people need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management and support children and young people in the development of these skills.	NP 3			
	NP 4			
Staff provide running commentaries on what the pupil is doing and thinking to help them make sense of the world around them (Note: this is more effective for an adult who has a relationship with a child.)	NP 3			
	NP 4			

Appendix 3 (b): Observation Profile – the playroom

Background

This Observation Profile is designed to be used to support self-evaluation of a nurturing approach in a playroom and should be used alongside *Applying Nurture as a Whole School Approach: A Framework to support the self-evaluation of nurturing approaches in early learning and child care (ELC) settings*. The features contained in this Observation Profile have been developed through research into Nurture and nurturing approaches as well as through extensive discussion and focus groups with practitioners and learners who have had some experience of a nurturing approach. It is divided into two categories for ease of implementation:

- Environment and Relationships
- Learning and Teaching

It also links practice to each of the Nurture Principles which are outlined below in a colour coded key for your convenience.

Nurture Principle	Colour code
NP1: Learning is understood developmentally	
NP2: Environment offers a safe base	
NP3: Nurture is important for Wellbeing and Self-esteem	
NP4: Language is a vital means of communication	
NP 5: All behaviour is communication	
NP6: Transitions are important in children's lives	

Implementation

This Observation Profile can be used in several different ways. Staff should always familiarise themselves fully with the profile before using it. It can be completed by a member of staff who is observing practice in a playroom that is not their own, (for example, member of SMT/SLT) and would be followed up by a learning conversation with the practitioner with a focus on feedback from the observation as well as a shared discussion about next steps. It can be also be used as self-completed task to direct self-evaluation by a practitioner in their own room. They may then choose to discuss this with colleagues to support their own next steps. A recording sheet is provided to allow practitioners focus on their individual strengths and areas of development if they choose to.

Observation Profile: the playroom

Name of Observer | Classroom Observed

Date of Observation | Date of feedback and agreed next steps

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There are clear routines visible in the playroom for example, welcome, check ins, review of activities.	NP 2			
	NP 6			
Clear and consistent expectations and boundaries are set within the playroom – orally, visually, written.	NP 2			
	NP 5			
The playroom has designated safe areas that children can go to if they find the general playroom areas overwhelming or challenging. Children have a choice in how they use these areas.	NP 2			
Staff use language that supports co-regulation with the children when needed, for example, I am here to help and support you.	NP 4			
	NP 5			
Staff are aware of their own reactions and take steps to try and help themselves to feel calm, for example, walking away from situations, seeking support.	NP 2			
	NP 5			
De-escalation practices are evident within the playroom, for example, staff member waits for the child to calm down before discussing incidents, language is kept to a minimum.	NP 2			
	NP 4			
	NP 5			

Observation Profile: the playroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff member pays attention to body language and cues of the children and knows when to intervene to avoid situation escalating, for example, may use humour or distraction.	NP 4			
	NP 5			
Staff are aware of their own body language and non-verbal cues and adapt these to the situation, for example, do not invade children's personal space, turn to the child and nod when approached.	NP 4			
	NP 5			
Success is acknowledged and celebrated in a way that is supportive of the children, for example, through displays, feedback, encouragement.	NP 3			
	NP 4			
Language of emotion is modelled by staff in the playroom and used with children, for example, "I am feeling very cross today as a big loud dog kept me awake all night."	NP 4			
	NP 5			
Staff use restorative language, appropriate to age and stage, to promote a positive ethos within the playroom.	NP4			
	NP 5			
Opportunities are given for restorative meetings between staff and between staff and other agencies or parents and carers so that all involved have an opportunity to voice their feelings and thoughts.	NP 4			
	NP 5			

Observation Profile: the playroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff consult with children when there are changes to the routine, for example, "We are going to have a visitor to our playroom today later – are you all happy with that?"	NP 2			
	NP 6			
Staff model positive relationships with other members of staff in the room, for example, "Hello… how are you feeling today? What are we planning to do today?"	NP 1			
	NP 2			
	NP 4			
Staff model positive relationships with the children in the room, for example, "Jack, I would really happy if you help me to give out the snack today."	NP 1			
	NP 4			
	NP 5			
Staff make use of the attunement framework to build up positive relationships with children and parents.	NP 4			
	NP 5			
Staff speak in appropriate tones of voice and volume within the playroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that children see appropriate firmness being modelled.	NP 2			
	NP 4			
Appropriate adult support and structure is provided to children who need it, for example, staff stay closer to children in playroom who may require additional support.	NP 2			

Observation Profile: the playroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Language used by staff in the playroom clearly communicates to all children that they are welcome and will be supported to achieve and feel safe and happy within the playroom, for example, "Hello Carol, it's lovely to see you."	NP 2			
	NP 3			
	NP 4			
Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner. They may ask another member of staff to step in or may try to diffuse the situation themselves by moving on from situation.	NP 5			
Staff demonstrate their understanding of the fact that behaviour is communication, for example, they give the opportunity to the child to explain what has happened if appropriate or discuss possible reasons for behaviour with other staff and family members where appropriate.	NP 5			
Staff support conflict resolution by giving children the opportunity to find their way back from situations. Children are also supported by staff coaching them in how to step back from a situation, for example, "Let's take a little rest over here for now."	NP 5			
Staff move on from challenging situations after they have occurred by behaving in a calm and fair manner with the child.	NP 5			

Observation Profile: the playroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Where any consequences are applied to behaviour – these are fair, proportionate and logical.	NP 5			
Staff make good use of positive relationships to help encourage and guide children in appropriate behaviour and avoid an over-reliance on rewards and punishments as a way of managing or controlling behaviour.	NP 2			
	NP 3			
	NP 5			
Relationships within the playroom are built on trust and staff take time to develop relationships with children and their families.	NP 2			
	NP 3			
Staff are able to stay calm and patient when children are distressed to help them feel emotionally contained when their feelings are overwhelming.	NP 5			
Staff recognise that children may be unable to comply with external rewards and reinforcements so support them to comply with requests, for example, "I see you need help with…".	NP 5			
Staff acknowledge when a child has done something well by commenting on what they have done rather than any personal characteristic of the child which they may find difficult to accept. It can be helpful to deliver this in a neutral way for some children.	NP 3			

Observation Profile: the playroom, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff either guide children to seek out 'cool down' or allow children the choice to seek this out for themselves.	NP 5			
There are clear plans for the day in the playroom which helps children to know what is coming up.	NP 6			
Learning and Teaching				
There is a high degree of differentiation and personalisation in the curriculum. Children are also given some choices about curricular tasks.	NP 1			
Tasks are differentiated around social and emotional competence as well as around curricular ability, for example, children who have difficulties working with others on tasks may be grouped with other children who can be a role model OR are given adult support and guidance on working with others.	NP 1			
	NP 3			

Observation Profile: the playroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff build up resilience in children by helping them to achieve small successes in tasks before setting them more challenging tasks – feedback is given on how they have managed to achieve this.	NP 2			
	NP 3			
Individualised targets are set for children where appropriate – children/parents are aware of these and they are either reinforced orally or in a visual or recorded way.	NP 1			
	NP 3			
There is evidence of the promotion of health and wellbeing aspects within most learning experiences, for example, Within a group session, children are encouraged to work together, listen to each other and share their own views.	NP 1			
Negative beliefs are challenged by staff in a sensitive way, for example, do you remember the last time we did this and you were able to complete it?	NP 3			
Staff promote a growth mindset in children by helping them to see that they can achieve things by effort and perseverance.	NP 3			
	NP 4			

Observation Profile: the playroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There is clear evidence that staff have differentiated what is expected of children in response to assessment and background information, for example, give breaks in learning if children find it difficult to stay on task for long periods.	NP 1			
There is explicit teaching of social and emotional skills within the playroom according to the stage and developmental needs of the children, for example, turn taking, negotiating, PAThS programme.	NP 1			
	NP 4			
	NP 5			
Behaviours that are expected within the playroom are explicitly named and demonstrated by staff, for example, listening, sharing and helping others.	NP 4			
	NP 5			
Language used by the staff in the playroom suits the developmental needs of the children, for example, instructions are broken down and understanding checked.	NP 1			
	NP 4			
Staff have an awareness of language development and modify the language they use depending on the children's needs.	NP 1			
	NP 4			

Observation Profile: the playroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff do not assume that children understand the language of emotion and help to scaffold their understanding of this.	NP 4			
Transitions throughout the day are well managed, for example, children are given clear warning and opportunities to get ready to move on.	NP 6			
There are various opportunities for play based learning dependent on the developmental level of the children, for example, in the nursery there is an emphasis on imaginative play and role play games.	NP 1			
Holistic assessment information is made use of in all playrooms, for example, staff know about Wellbeing indicators and National Practice.	NP 1			
There is evidence that information is taken from assessment tools relating to wellbeing in the, for example, Wellbeing Indicators, National Practice Model, HWB plans.	NP 1			

Observation Profile: the playroom, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Children are given opportunities for choice about the mode of learning they engage in, for example, active or passive, cooperative, individual.	NP 1			
	NP 3			
Staff recognise that children need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management and support children in the development of these skills.	NP 3			
	NP 4			
Staff provide running commentaries on what the children are doing and thinking to help them make sense of the world around them (Note: this is more effective for an adult who has a relationship with a child.)	NP 3			
	NP 4			

Appendix 3 (c): Observation Profile – school environment (select area of school as appropriate)

Background

This Observation Profile is designed to be used to support self-evaluation of a nurturing approach in the wider school and should be used alongside *Applying Nurture as a Whole School Approach: A Framework to support the self-evaluation of nurturing approaches in early learning and childcare (ELC) settings and schools*. Some features contained in this Observation Profile have been taken from the Observation Profile for the classroom as they also provide examples of nurturing practice in wider school areas but it is expected that schools will spend some professional learning time adapting other aspects of nurturing practice that would be evident in these areas. It is divided into two categories for ease of implementation:

- Environment and Relationships
- Learning and Teaching

It also links practice to each of the Nurture Principles which are outlined below in a colour coded key for your convenience.

Nurture Principle	Colour code
NP1: Learning is understood developmentally	
NP2: Environment offers a safe base	
NP3: Nurture is important for Wellbeing and Self-esteem	
NP4: Language is a vital means of communication	
NP 5: All behaviour is communication	
NP6: Transitions are important in children's lives	

Implementation

The examples of features provided are not specific to any particular area but can be adapted to suit.

Areas which the school may consider adapting an Observation Profile for might include:

- Playground/yard
- Street Area
- Dining Hall
- Corridors
- Changing Rooms
- Reception Area
- SMT area
- Guidance Corridor
- Wellbeing Area

Once a specific area is identified, staff may go over the profile and identify features they think may be relevant for that area. They may also add additional features that they think may be relevant for that area. These additional features can be drawn from staff knowledge of a nurturing approach or can be drawn from the Applying Nurture framework or other additional appendices. It would be helpful for staff to familiarise themselves with this before using this profile.

This Observation Profile can then be used in a number of ways. It can be completed by a member(s) of staff who are observing practice in a specific area, to support self-evaluation (for example, member of SMT/SLT) and would be followed up by a learning conversation with a focus on feedback from the observation as well as a shared discussion about next steps. This can be initiated by a concern that may have arisen around that specific area (from children and young people/parents/carers or staff) or can be used as part of a process of self-evaluation about the wider school environment generally. It can also be used to support the implementation of a particular Nurture Principle. When used in this way staff may choose to develop features of practice based on that particular Nurturing Principle to populate the rest of the profile.

Observation Profile: the school environment

Name of Observer 1 | Area Observed/Focused on

Name of Observer 2 | Date of Observation

Name of Observer 3 | Date of feedback and agreed next steps

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Clear and consistent expectations and boundaries are set for behaviour and conduct in this area. These are displayed clearly.	NP 2			
	NP 5			
There are designated safe areas that children and young people can go to if they find this area overwhelming or challenging. Children and young people have a choice in how they use these areas.	NP 2			
Staff in these areas use language that helps to co-regulate with the children and young people when needed, for example, I am here to help and support you.	NP 4			
	NP 5			
	NP 5			
De-escalation practices are evident within the area when required.	NP 2			
	NP 4			
	NP 5			

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff pay attention to the body language and cues of the children and young people and know when to intervene to avoid situation escalating, for example, may use humour or distraction.	NP 4			
	NP 5			
Staff are aware of their own body language and non-verbal cues and adapt these to the situation, for example, do not invade children and young people's personal space, turn to pupil and nod when approached.	NP 4			
	NP 5			
	NP 5			
Restorative conversations and language are used when incidents occur, for example, "'What happened?; What were you thinking at the time?"	NP 4			
	NP 5			
Opportunities are given for restorative meetings after an incident so that all involved have an opportunity to voice their feelings and thoughts.	NP 4			
	NP 5			
	NP 6			
Staff model positive relationships with other members of staff in this area, for exaomple, "Hello Mrs… nice to see you today."	NP 1			
	NP 2			
	NP 4			

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff model positive relationships with the children and young people in this area for example, "Good morning Carol, how are you today?"	NP 1			
	NP 4			
	NP 5			
	NP 4			
	NP 5			
Staff speak in appropriate tones of voice and volume in this area. Tones are adapted for the area, for example, more playful in the playground.	NP 2			
	NP 4			
Appropriate adult support and structure is provided to children and young people who need it, for example, more adults available in the playground.	NP 2			
The language used by staff in the area clearly communicates to children and young people that they are welcome and will be supported to achieve and feel safe and happy.	NP 2			
	NP 3			
	NP 4			
Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner. They may ask another member of staff to step in or may try to diffuse the situation themselves by moving on from situation.	NP 5			

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff demonstrate their understanding of the fact that behaviour is communication, for example, they give the opportunity to the child or young person to explain what has happened – either at the time when appropriate or after a situation has occurred.	NP 5			
Staff acknowledge to children and young people how they are feeling or at least are attempting to understand it.	NP 5			
Staff support conflict resolution by giving children and young people the opportunity to find their way back from situations. Children and young people are also supported by staff coaching them in how to step back from a situation, for example, "I can see you are feeling a bit frustrated, it might be helpful to take a wee minute to cool down."	NP 5			
Staff move on from challenging situations after they have occurred by behaving in a calm and fair manner with the child or young person.	NP 5			
Where any consequences are applied to behaviour – these are fair, proportionate and logical.	NP 5			

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff make good use of positive relationships to help encourage and guide children and young people in appropriate behaviour and avoid an over-reliance on rewards and punishments as a way of managing or controlling behaviour.	NP 2			
	NP 3			
	NP 5			
	NP 3			
Staff are able to stay calm and patient when children and young people are distressed to help them feel emotionally contained when their feelings are overwhelming.	NP 2			
	NP 3			
	NP 5			
Staff recognise that children and young people may be unable to comply with external rewards and reinforcements so support them to comply with requests, for example, "I see you need help with…".	NP 5			
Staff acknowledge when a child or young person has done something well by commenting on what they have done rather than any personal characteristic of the pupil which they may find difficult to accept. It can be helpful to deliver this in a neutral way for some children.	NP 3			
Staff either guide children and young people to seek out 'cool down' or allow children and young people the choice to seek this out for themselves.	NP 5			

Observation Profile: the school environment, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There are opportunities for wider achievement and tasks that are not curricular related throughout the school.	NP 1			
Staff build up resilience in children and young people by helping them to achieve small successes in tasks throughout the school – feedback is given on how they have managed to achieve this.	NP 2			
	NP 3			
Individualised targets are set for children and young people throughout the school where appropriate – children and young people are aware of these and they are either reinforced orally or in a visual or recorded way.	NP 1			
	NP 3			
Negative beliefs are challenged by staff in a sensitive way by pointing to evidence of times that pupil was able to achieve this, for example, do you remember time you were able to do this.	NP 3			
Staff promote a growth mindset in children and young people by helping them to see that they can achieve things by effort and perseverance.	NP 3			
	NP 4			
	NP 4			
	NP 5			

Observation Profile: the school environment, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Behaviours that are expected within this area are explicitly named and demonstrated by staff, for example, listening, sharing, helping others.	NP 4			
	NP 5			
The language used by the teachers in the area suits the developmental needs of the children and young people, for example, instructions are broken down and understanding checked.	NP 1			
	NP 4			
Staff have an awareness of language development and modify the language they use depending on the children and young people needs.	NP 1			
	NP 4			
Staff do not assume that children and young people understand the language of emotion and help to scaffold their understanding of this.	NP 4			
Transitions between different parts of the day are well managed, for example, children and young people are given clear warning and opportunities to get ready to move on.	NP 6			
Holistic assessment information is made use of across the school.	NP 1			

Observation Profile: the school environment, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There is evidence that information is taken from assessment tools relating to wellbeing in this area, for example, wellbeing indicators, National Practice Model, HWB assessments.	NP 1			
Staff recognise that children and young people need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management and support children and young people in the development of these skills.	NP 1			
	NP 4			
	NP 5			
Staff provide running commentaries on what the pupil is doing and thinking to help them make sense of the world around them (Note: this is more effective for an adult who has a relationship with a child.)	NP 4			
	NP 5			

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire

Introduction

One of the key factors to consider in successfully implementing nurturing approaches is how to measure the impact of professional learning on staff knowledge, understanding and skills. The following questionnaire is intended as an initial baseline and follow up evaluation with regard to measuring staff knowledge, understanding and skills. Other instruments/ measures can be used to measure the impact on children and young people.

Instructions for use

This questionnaire is divided into two sections. The first section asks some general questions about knowledge and application of nurture generally and asks both quantitative and qualitative questions.
The second section provides a quantitative measure of knowledge, understanding and skills around the extended nurturing principles.

Teacher and Early Years Practitioner Staff Questionnaire

Name of Practitioner:
School/ELC setting:
Local Authority:
Date of Completion:

Section 1: General understanding and application

1. Please rate from 1 to 6 how well you feel that you currently understand the ethos and values around Nurture?
   Not at all well 1 2 3 4 5 6 Very well

2. Please rate from 1 to 6 how well you feel that you know the Nurturing Principles?
   Not at all well 1 2 3 4 5 6 Very well

3. Please rate from 1 to 6 how well you feel that you currently understand the Nurturing Principles?
   Not at all well 1 2 3 4 5 6 Very well

4. Please rate from 1 to 6 how well you feel that you are currently able to implement the principles of Nurture in your practice?
   Not at all well 1 2 3 4 5 6 Very well

5. Please rate from 1 to 6 how nurturing you feel that your classroom/ playroom is (if you are a practitioner) or your school/ELC setting (if you are a manager).
   Not at all well 1 2 3 4 5 6 Very well

6. If someone was to visit the school/ELC setting what evidence would they see in terms of it being a nurturing school?

7. Please give any specific examples that you feel demonstrate your understanding of Nurture in your daily interactions.

8. What do you feel are your strengths in terms of being a nurturing individual?

9. What do you feel are the areas which you would like to develop in terms of becoming a nurturing individual?

10. If someone was to see you in school, what evidence would they see in terms of you being a nurturing individual?

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
1. I have had opportunities to attend attachment and brain development training and I use this knowledge in my practice. (NP 1)	A	B	C	D	E
2. I engage in high quality collaborative problem solving with my colleagues around distressed and challenging behaviour. (NP 5)	A	B	C	D	E
3. I have opportunities within my teaching to model respectful and positive interactions with other adults. (NP 1)	A	B	C	D	E
4. I have clear routines in the classroom/playroom including welcome routines which support transition. (NP 6)	A	B	C	D	E
5. I have had training and have engaged in activities that help me to understand the functions of children and young people's behaviour and use this to help me support behaviour. (NP 5)	A	B	C	D	E
6. I regularly review the environment to check how safe and welcoming it feels for children and young people. (NP 2)	A	B	C	D	E
7. Any consequences that occur in the classroom/ playroom are logical and proportionate and make sense to the child or young person. (NP 5)	A	B	C	D	E
8. I am aware of de-escalation practice and use it regularly in the classroom/playroom to help avoid escalation. (NP 2)	A	B	C	D	E

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
9. I am able to provide additional structure and supervision to children and young people who might need it at certain times. (NP 2)	A	B	C	D	E
10. I am aware of my relationship with children and young people and attempt to attune to them as and when they need it. (NP 4)	A	B	C	D	E
11. I provide a good balance of supporting children and young people in their learning but also providing opportunities for challenge to help build up their resilience. (NP 3)	A	B	C	D	E
12. I am aware of children and young people's language development and adapt my language according to need. (NP 4)	A	B	C	D	E
13. I am aware of children and young people's non-verbal language and pay attention to it when supporting behaviour. (NP 5)	A	B	C	D	E
14. I am aware of the theory and practice around wellbeing and resilience. (NP 3)	A	B	C	D	E
15. I am able to incorporate a range of social and emotional learning opportunities within the curricular areas/activities that I teach. (NP 1)	A	B	C	D	E
16. I take account of the number of transitions a child and young person has in their life and adapt how I support them in relation to this. (NP 6)	A	B	C	D	E

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
17. I take time to gently challenge negative and unhelpful beliefs that children and young people in the class/playroom may have. (NP 3)	A	B	C	D	E
18. I have clear routines at key transition points. (NP 6)	A	B	C	D	E
19. I adapt different types of praise, reinforcement and feedback dependent on the needs of the child or young person. (NP 3)	A	B	C	D	E
20. I provide opportunities to promote the vocabulary of feelings and emotions in my class. (NP 4)	A	B	C	D	E
21. I am able to make time to share the wider achievements of children and young people in the class. (NP 3)	A	B	C	D	E
22. I reflect on the verbal and non-verbal communication that I use and the message that it conveys. (NP 4)	A	B	C	D	E
23. I explicitly name and model desired behaviours when I can. (NP 4)	A	B	C	D	E
24. I take time getting to know the children and young people in the class so that I am aware of any changes in behaviour and can pre-empt this when possible. (NP 5)	A	B	C	D	E

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
25. I am able to use assessment and planning information on social and emotional development of children and young people to adapt my expectations appropriately. (NP 1)	A	B	C	D	E
26. I provide safe spaces in the class to support emotional regulation. (NP 2)	A	B	C	D	E
27. I get to know the children and young people well so that I can support and pre-empt any changes that may be happening in their life or in school. I recognise how this might contribute to their behaviour. (NP 6)	A	B	C	D	E
28. I have opportunities within my role to model respectful and positive interactions with pupils. (NP 1)	A	B	C	D	E
29. I consult regularly with children and young people about changes to routines and give them support to manage them. (NP 6)	A	B	C	D	E
30. I set clear and consistent boundaries with children and young people to support them in managing their environment. (NP 2)	A	B	C	D	E

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire, continued

This activity is intended as both an evaluative tool to help highlight impact over time but can also be used to help support teacher self-evaluation.
When scores are calculated it might also highlight Nurture Principles where you feel that further support may be helpful.
This can also be used as a means of determining Nurture Principles that require input at a wider level.

A high score indicates that this Nurture Principle is well embedded in your practice. A low score would indicate that this is an area of need.
A = 4 B = 3 C = 2 D = 1 E = 0

Insert the scores for each letter into the grid below. For example, if Question 1 was answered as A you would look at where there is a blank box and insert 4.
If Question 2 was answered as C, then you could go along to the blank box and insert 2.
When you have completed this for each question you should be able to calculate the scores at the bottom of each column for each Nurture Principles.

Maximum score Nurture Principle 1:	Children's Learning is understood developmentally	20
Maximum score Nurture Principle 2:	The Classroom offers a safe base	20
Maximum score Nurture Principle 3:	Nurture is important for the development of wellbeing	20
Maximum score Nurture Principle 4:	Language is understood as a vital means of communication	20
Maximum score Nurture Principle 5:	All behaviour is communication	20
Maximum score Nurture Principle 6:	Transitions are significant in the lives of children and young people	20

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire, continued

Question	NP1	NP2	NP3	NP4	NP5	NP6
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FINAL SCORE						

Appendix 4 (a): Teacher and Early Years Practitioner Staff Questionnaire, continued

Overall Areas of Strength

Overall Areas of Development

Next Steps

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire

Introduction

One of the key factors to consider in successfully implementing nurturing approaches is how to measure the impact of professional learning on staff knowledge, understanding and skills. The following questionnaire is intended as an initial baseline and follow up evaluation with regard to measuring staff knowledge, understanding and skills. It can also be used to triangulate self-evaluation activities. Other instruments/measures can be used to measure the impact on children and young people.

Instructions for use

This questionnaire is divided into two sections. The first section asks some general questions about knowledge and application of nurture using quantitative and qualitative questions.
The second section provides a quantitative measure of knowledge, understanding and skills around the extended nurture principles.

Name of Practitioner:
School/ELC setting: Local Authority:
Date of Completion:

Section 1: General understanding and application

1. Please rate from 1 to 6 how well you feel that you currently understand the ethos and values around Nurture?
   Not at all well 1 2 3 4 5 6 Very well

2. Please rate from 1 to 6 how well you feel that you know the Nurturing Principles?
   Not at all well 1 2 3 4 5 6 Very well

3. Please rate from 1 to 6 how well you feel that you currently understand the Nurturing Principles?
   Not at all well 1 2 3 4 5 6 Very well

4. Please rate from 1 to 6 how well you feel that you are currently able to implement the principles of Nurture in your daily interactions?
   Not at all well 1 2 3 4 5 6 Very well

5. Please rate from 1 to 6 how nurturing you feel that your area or the environment where you are based or spend most time is.
   Not at all well 1 2 3 4 5 6 Very well

6. If someone was to visit the school/ELC setting what evidence would they see in terms of it being a nurturing school?

7. Please give any specific examples that you feel demonstrate your understanding of Nurture in your daily interactions.

8. What do you feel are your strengths in terms of being a nurturing individual?

9. What do you feel are the areas which you would like to develop in terms of becoming a nurturing individual?

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
1. I have had opportunities to attend attachment and brain development training and I use this knowledge in my practice. (NP1)	A	B	C	D	E
2. I engage in high quality collaborative problem solving with my colleagues around distressed and challenging behaviour. (NP5)	A	B	C	D	E
3. I have opportunities within my role to model respectful and positive interactions with other adults. (NP1)	A	B	C	D	E
4. I have clear routines in the classroom/playroom including welcome routines which support transition. (NP6)	A	B	C	D	E
5. I have had training and have engaged in activities that help me to understand the functions of children and young people's behaviour and use this to help me support behaviour. (NP5)	A	B	C	D	E
6. I regularly review the environment to check how safe and welcoming it feels for children and young people. (NP2)	A	B	C	D	E
7. Any consequences that occur in the classroom/ playroom are logical and proportionate and make sense to the child or young person. (NP5)	A	B	C	D	E
8. I am aware of de-escalation practice and use it regularly in the classroom/playroom to help avoid escalation. (NP2)	A	B	C	D	E

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
9. I am able to provide additional structure and supervision to children and young people who might need it at certain times. (NP 2)	A	B	C	D	E
10. I am aware of my relationship with children and young people and attempt to attune to them as and when they need it. (NP 4)	A	B	C	D	E
11. I provide a good balance of supporting children and young people in their learning but also providing opportunities for challenge to help build up their resilience. (NP 3)	A	B	C	D	E
12. I am aware of children and young people's language development and adapt my language according to need. (NP 4)	A	B	C	D	E
13. I am aware of children and young people's non-verbal language and pay attention to it when supporting behaviour. (NP 5)	A	B	C	D	E
14. I am aware of the theory and practice around wellbeing and resilience. (NP 3)	A	B	C	D	E
15. I am able to incorporate a range of social and emotional learning opportunities within the curricular areas/activities that I teach. (NP 1)	A	B	C	D	E
16. I take account of the number of transitions a child and young person has in their life and adapt how I support them in relation to this. (NP 6)	A	B	C	D	E

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

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20. I provide opportunities to promote the vocabulary of feelings and emotions in my class. (NP 4)	A	B	C	D	E
21. I am able to make time to share the wider achievements of children and young people in the classroom/playroom. (NP 3)	A	B	C	D	E
22. I reflect on the verbal and non-verbal communication that I use and the message that it conveys. (NP 4)	A	B	C	D	E
23. I explicitly name and model desired behaviours when I can. (NP 4)	A	B	C	D	E
24. I take time getting to know the children and young people in the class so that I am aware of any changes in behaviour and can pre-empt this when possible. (NP 5)	A	B	C	D	E

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
25. I am able to use assessment and planning information on social and emotional development of children and young people to adapt my expectations appropriately. (NP 1)	A	B	C	D	E
26. I provide safe spaces in the classroom/playroom to support emotional regulation. (NP 2)	A	B	C	D	E
27. I get to know the children and young people well so that I can support and pre-empt any changes that may be happening in their life or in school. I recognise how this might contribute to their behaviour. (NP 6)	A	B	C	D	E
28. I have opportunities within my role to model respectful and positive interactions with pupils. (NP 1)	A	B	C	D	E
29. I consult regularly with children and young people about changes to routines and give them support to manage them. (NP 6)	A	B	C	D	E
30. I set clear and consistent boundaries with children and young people to support them in managing their environment. (NP 2)	A	B	C	D	E

This activity is intended as both an evaluative tool to help highlight impact over time but can also be used to help support teacher/early years practitioner self-evaluation.
When scores are calculated it might also highlight Nurture Principles where you feel that further support may be helpful.
This can also be used as a means of determining Nurture Principles that require input at a wider level.

A high score indicates that this Nurture Principle is well embedded in your practice. A low score would indicate that this is an area of need.
A = 4 B = 3 C = 2 D = 1 E = 0
Insert the scores for each letter into the grid below. For example, if Question 1 was answered as A you would look at where there is a blank box and insert 4.
If Question 2 was answered as C, then you could go along to the blank box and insert 2.
When you have completed this for each question you should be able to calculate the scores at the bottom of each column for each Nurture Principles.

Maximum score Nurture Principle 1:	Children's Learning is understood developmentally	20
Maximum score Nurture Principle 2:	The Classroom offers a safe base	20
Maximum score Nurture Principle 3:	Nurture is important for the development of wellbeing	20
Maximum score Nurture Principle 4:	Language is understood as a vital means of communication	20
Maximum score Nurture Principle 5:	All behaviour is communication	20
Maximum score Nurture Principle 6:	Transitions are significant in the lives of children and young people	20

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

Question	NP1	NP2	NP3	NP4	NP5	NP6
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FINAL SCORE						

Overall Areas of Strength

Overall Areas of Development

Next Steps

Appendix 5 (a): Children and young people Focus Group discussion prompts

Background

Please explain the following to the group before starting:
We are trying to work out if our school is a Nurturing school and to help us do this we are going to ask you some questions about what it means for a school to be nurturing and then ask you if you think that our school is nurturing in how it does things.
If a group of children/young people struggle with describing Nurture you might give the following as an illustration.
“Being nurturing means that everyone tries to be supportive and helpful to each other in the school. It means that it is a safe place where everyone is valued and looked after and encouraged.”
You do not need to use every prompt given below but should adapt these to your context and to the needs of the children and young people in the group.

Prompt 1

What do you think it means for a school to be nurturing? What would a nurturing school look like? What would it feel like? What would you see? What would you hear? (If necessary use the surroundings of the nurture group if you are asking questions there to prompt them.)

Additional Questions:

Do you think that our school is nurturing? What tells you that it is nurturing? What could it do to become more nurturing?

Prompt 2

What does a nurturing classroom look like? What does it feel like? What would you see? What would you hear? Can you give me an example of a class you have been in that feels nurturing? Can you describe what you might be doing in a nurturing classroom?

Additional Questions:

Do you think that your classroom is nurturing? What tells you that it is nurturing? What could it do to become more nurturing?

Prompt 3

What would your teacher be doing in a nurturing classroom? Can you think of an example of when a teacher was being nurturing? What were they doing? What were you doing? How did you feel?

Additional Questions:

Do you think that the teachers in our school are nurturing? What tells you that what they are doing is nurturing? What could they do to become more nurturing?

Prompt 4

What would other staff who help us in our school be doing in a nurturing school? What would the HT/DHT be doing? What would the support staff be doing? The janitor? The dinner ladies? The visitors to the school? What would the children or young people be doing?

Additional Questions:

Do you think that other staff in our school are nurturing? What tells you that what they are doing is nurturing? What could they do to become more nurturing?

Prompt 5

There are 6 Nurturing Principles and I am going to try and ask you a little bit about them.

1. What does the school do to help you to get your learning right, what do the teachers do? How do they help you? Do you feel that the learning and activities in the school are right for you? (can you give an example)

2. Do you feel safe in your school? What helps you to feel safe? What do the teachers do? What do other staff do?

3. What helps you to feel good about yourself in your school? What do the teachers do? What do other staff do?

4. What do staff say in your school that helps you to understand and feel supported? Are there ways that staff in your school help you to explain how you feel?

5. What does your school do to help support behaviour? What does the teacher do? What do other staff do? Do you feel that staff take the time to try and understand your behaviour and treat you fairly?

6. What happens in your school to help you deal with changes in the day? How would you know that changes were happening? How would you be supported to come into school in the morning?

Prompt 6

Is there anything else you would like to tell me about anything that a school might be doing to support children or young people to help them feel nurtured? How well does your school do in these areas?

Thank you for your help.

Appendix 5 (b): Children's Focus group in Early Learning and Childcare Settings discussion prompts

Background

Please explain the following to the group before starting:
We are trying to work out if what we have is a happy, safe, nurturing nursery and to help us do this we are going to ask you some questions about what it means for a nursery to be nurturing.

Please note the word nursery is used here as it is a more widely recognised word for children.

"Being nurturing means that everyone tries to support and help each other in the nursery. It means that it is a safe place where we look after everyone and make sure that they know how important they are."

1. Do you feel safe in your nursery?
2. What helps you to feel safe?
3. What do the staff do to make you feel safe?
4. What helps you to feel good about yourself in your nursery?
5. What do staff do to make you feel good?
6. What do other staff do?
7. What do staff say in your nursery that helps you to understand that you are important?
8. Are there ways that staff in your nursery help you to explain how you feel?
9. What happens in your nursery to help you deal with changes in the day?
10. How would you know that changes were happening? How would you be supported to come into nursery in the morning?

Is there anything else you would like to tell me about?

Is there anything the nursery can do to help you to help them feel nurtured?

Thank you for your help.

Appendix 6: Parent/Carer Questionnaire

from *How nurturing is our school?* Education Services, Glasgow City Council

How Nurturing is (insert school name here)?

Please complete the following short questionnaire about how you view this school. This will help us to recognise how nurturing we are and improve where necessary. All responses are anonymous and we welcome honest feedback, in as much detail as you can spare the time to give.

Q1: On a scale of 1 to 6, how welcome do you feel when you visit this school?

1	2	3	4	5	6
Not welcome at all. I don't like going.					Very. The staff smile and greet me and seem pleased I'm there.

Q2: What would need to happen for you to find this school a more welcoming place?

_____

_____

Q3: On a scale of 1 to 6, how involved do you feel in what happens at the school? For example, are you consulted about big events or decisions taking place in the school? What do you do if you have an idea or a comment about what happens in school?

1	2	3	4	5	6
Not involved at all. I don't get to hear about what's happening and there's no way for me to have my say.					I'm as involved as I would ever want to be: I know what's happening, how to raise concerns and give ideas.

Q4: What would need to happen for you to feel more involved with what happens in this school?

_____

_____

Q5: What do you value most about your relationship with the school?

_____

_____

Any further comments?

Appendix 6: Parent Questionnaire, continued

In (name of school) we aim to work with parents, carers and other professionals, to nurture the development of the children's social, emotional and behavioural skills. To help us see how we're doing, and more importantly, how we could do better, could you please complete this short questionnaire. Please tell us how you feel about the school. This will help us to recognise how nurturing we are and improve where necessary.

Q1: On a scale of 1 to 6, how well do you think the school supports you and your child?

1 2 3 4 5 6

Comment

Q2: What do you value most about your relationship with the school?

Q3: How involved do you feel in what happens at the school?
For example, are you informed about big events or decisions taking place in the school? Who would you contact if you have an idea or a comment about what happens in the school?

1 2 3 4 5 6

Comment

Q4: What would need to happen for you to feel more involved with what happens in this school?

Q5: On a scale of 1 to 6, how welcome do you feel when you visit this school?

1 2 3 4 5 6

Q6: What would we need to do for you to find this school a more welcoming place?

Appendix 6: Parent Questionnaire, continued

Q7: Do you think the school feels clean and warm?

Q8: How happy are you with the quality of the children's school meals?

1 2 3 4 5 6

Comment

Q9: Do you think the school does enough to praise and encourage your child and make him or her feel valued?

1 2 3 4 5 6

Comment

Q10: Do you feel the school helps the children develop confidence when faced with problems and new challenges in their lives?

Comment

Q11: Do you think the school helps your child to understand and control his or her emotions? (We call this emotional intelligence)

1 2 3 4 5 6

Comment

Any other comments

Applying Nurture as a Whole School Approach

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