



Renfrewshire's Nurturing Relationships Approach

The development & impact of RNRA across Renfrewshire

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Renfrewshire's Nurturing Relationships Approach

Aims

- To promote an understanding of attachment theory and of the importance of nurturing relationships in helping all children and young people to learn and develop socially and emotionally
- To promote an understanding of the key principles of nurturing practice and support establishments to embed these at a whole establishment level
- To support practices which will improve wellbeing and promote resilience for children and young people
- To introduce an approach to implementation which is evidence-based and therefore has the best chance of delivering a sustainable approach for establishments and children and young people





Renfrewshire's Nurturing Relationships Approach

READINESS

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

TRAINING

- Whole establishment core training
- Leadership Training
- Cascade information

IMPLEMENTATION

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

ACTION

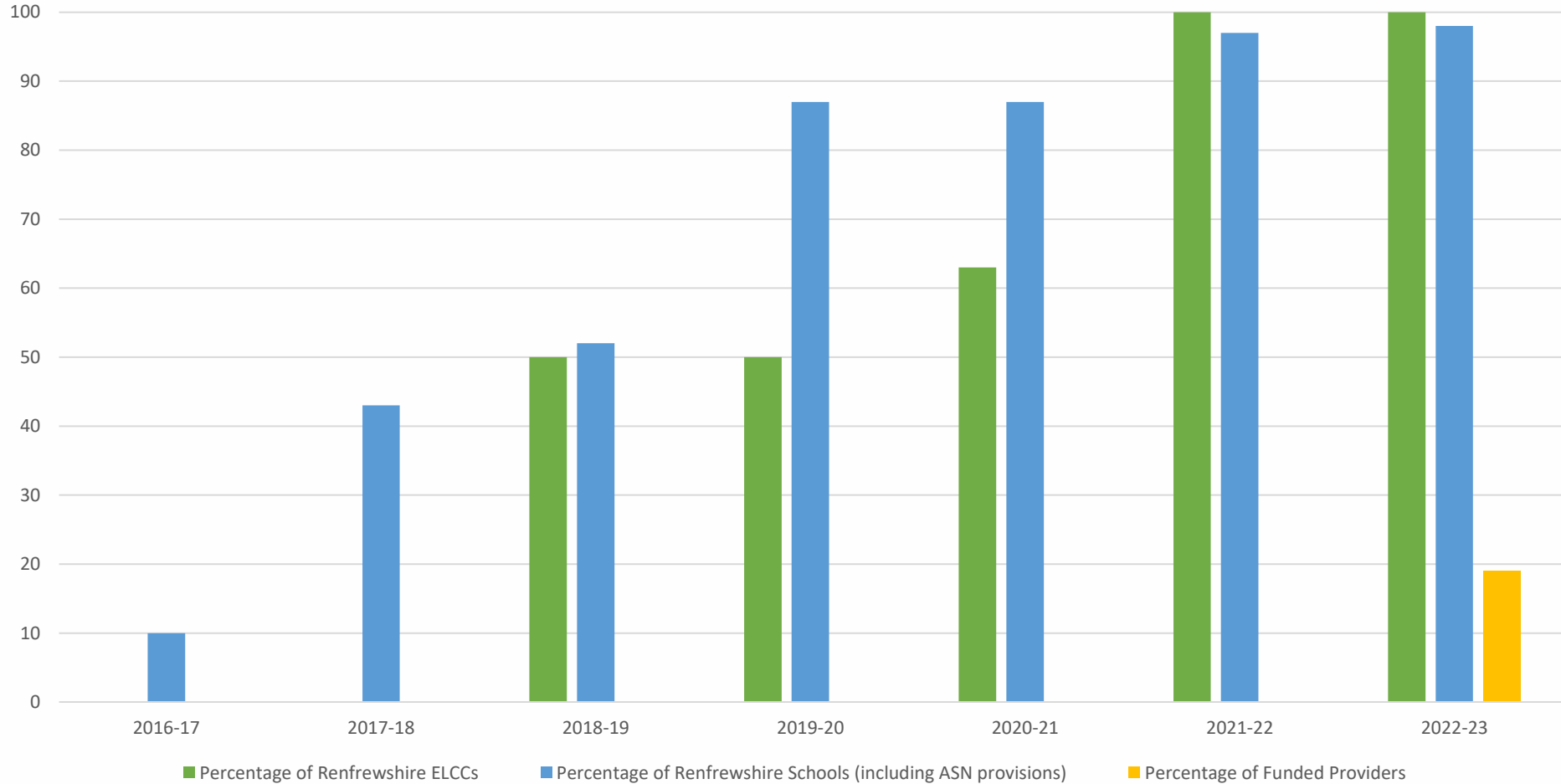
- Create action plan
- Plan, do, study, act cycles
- Regular core group meetings
- Ongoing support and collaboration with EPS
- Identify approaches which lead to positive impact
- Share & embed good practice within establishment

CONTINUOUS IMPROVEMENT

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

Development of RNRA

Growth of RNRA over time



Evaluation of impact

Establishment level

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

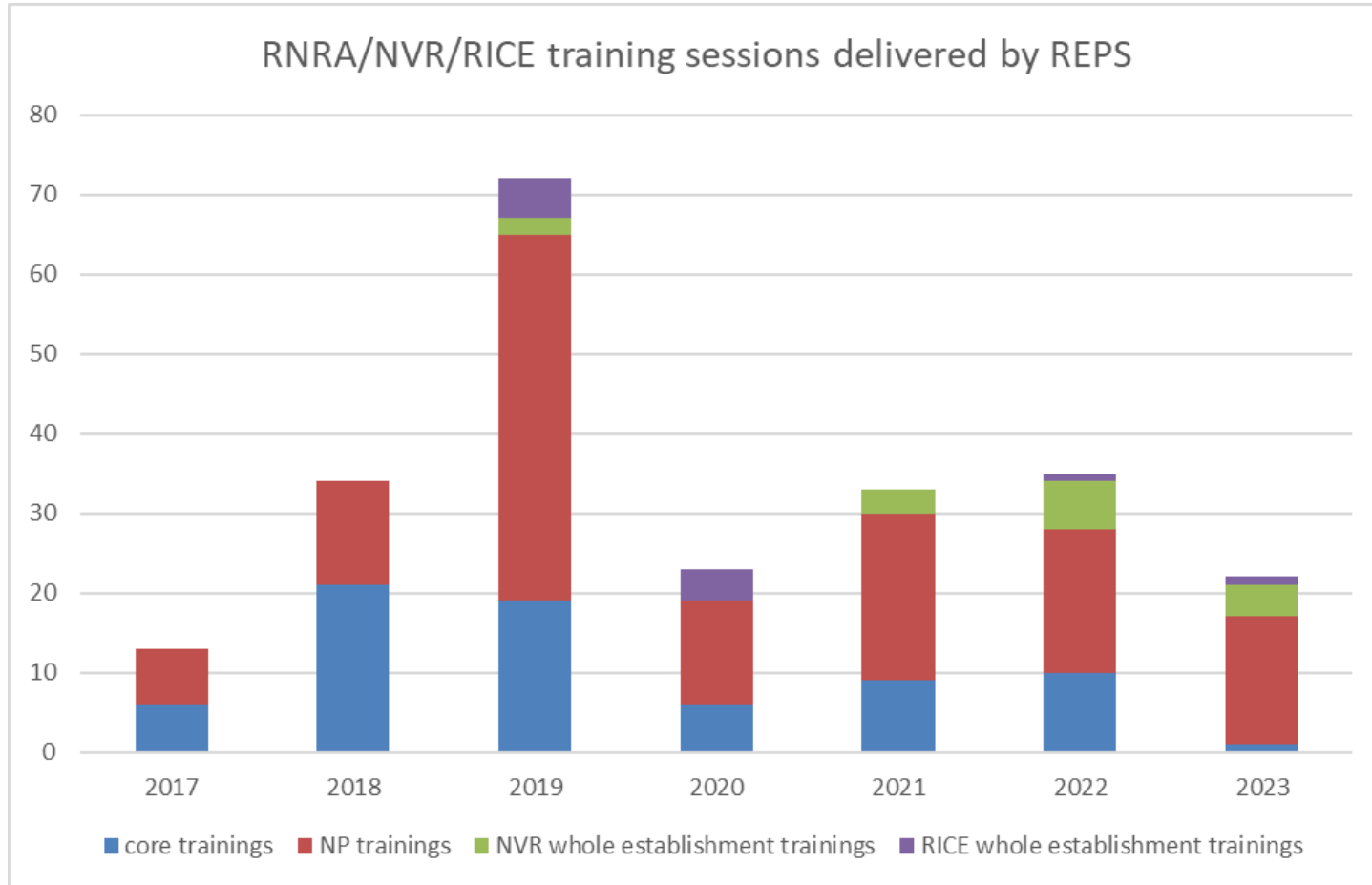
External evaluation

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

Implementation Process

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

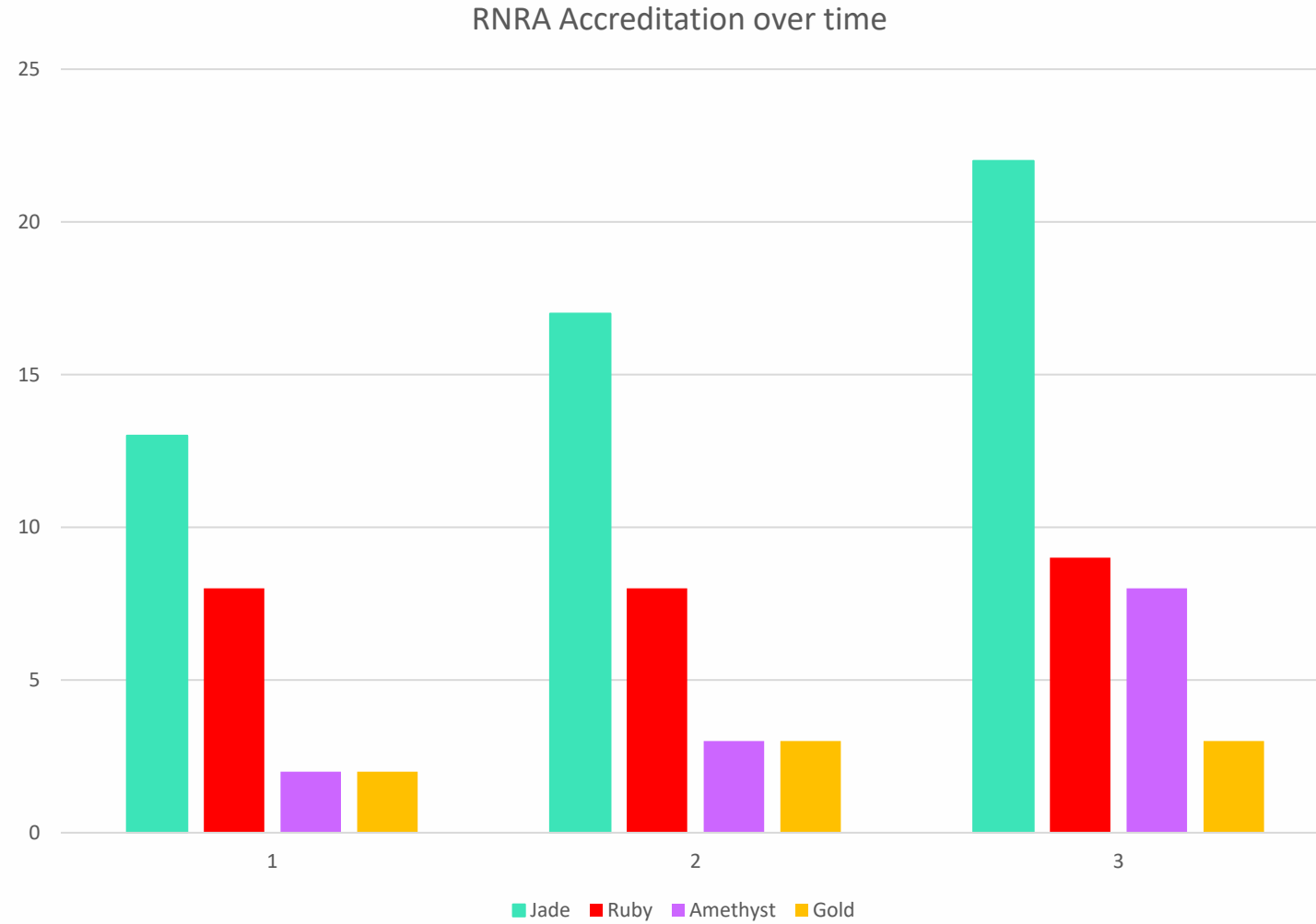
Training



Impact:

- Increased staff ratings of knowledge and understanding of attachment theory
- Increased staff ratings of knowledge and understanding of nurture principles.

Accreditation



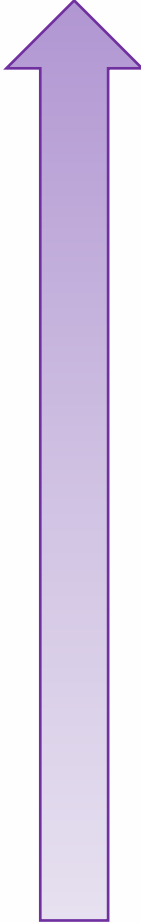
Impact of RNRA: Evidence from accreditation submissions



Reductions in:

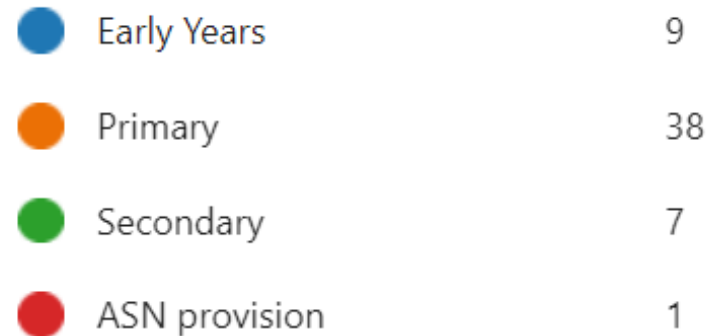
- Exclusions
- Time needed to settle to learn.
- Playground conflicts
- Incidents requiring SLT support

Increases in:

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

Throughout our engagement with RNRA, we are continuously working towards breaking barriers to learning for children. The curriculum and learning experiences we provide are centred around their needs and tailored to suit. RNRA has supported us to be 'ready to teach' rather than the child being 'ready to learn'.

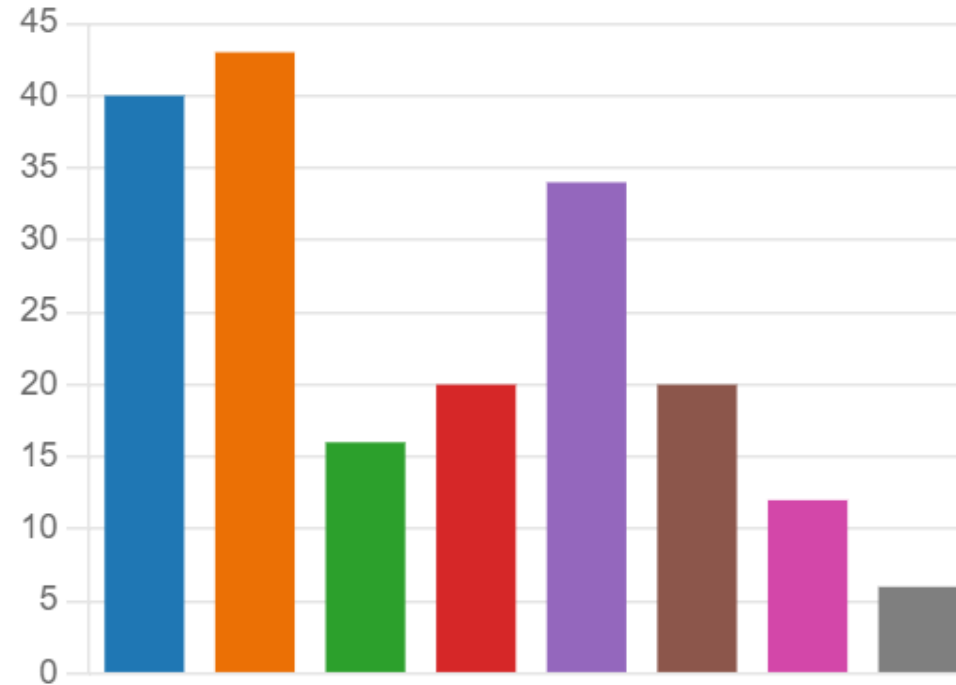
RNRA Establishment Survey (2022)



- How are establishments embedding approaches?
- What has been the impact of RNRA?
- What are the challenges/further needs in relation to embedding RNRA?

Impact of RNRA: Survey responses

● Staff	40
● Children and young people	43
● Curriculum	16
● Attainment	20
● Inclusion	34
● Parents/carers	20
● Community	12
● Other	6



Staff understanding & practice: themes

Relationships

Differentiation

Whole-
establishment
approach

Strategies

Changes to
environment

Supporting
transitions

2022 Survey feedback: Staff Practice & establishment ethos

'Children accessing more time in class - staff better equipped with strategies to support children within the classroom resulting in a reduction of time spent out of class with SLT.'

'RNRA has positively impacted our whole school community. It has influenced our values and vision which permeates everything that we do. We feel much more equipped to support inclusion and it has fostered a culture of affiliation and belonging'

Impact on children & young people: themes

Wellbeing

Safety

Ready to
learn

Independence
skills

Reduced
distress

Inclusion

Attainment

2022 Survey feedback: Impact of RNRA on children & young people

'We have adopted a shared language and developed a suite of rooms for distressed children who may need a space. We have also adapted our staffing to include a Key Worker'

"We set the target of the number of young people who report feeling included and respected in school will increase by 20%... The evidence gathered showed an increase in student inclusion showing the positive impact the strategies we have put in place had upon our young people."

"We are recording lower number of violent incidents."

'...due to having positive relationships embedded across the school, pupils are no longer excluded from their classroom or school but instead individual strategies agreed together to support pupils with inclusion in the classroom. As a result of this, inclusion means that the learning and teaching flows better which support raising attainment. Pupils feel happier in their class knowing that their teacher understands them and their needs.'

2022 Survey feedback: Impact of RNRA on parents and the community

'As a whole school we take time to consider all aspects of our children's life this helps us to build positive relationships with children, siblings and parents.'

'Parental workshops supported by Ed Psych have also had an impact, with parents having a better understanding of the language to use when there are disputes at home.'

2022 Survey feedback: Reflecting on challenges in developing RNRA

Covid

Staff changes/
availability of staff

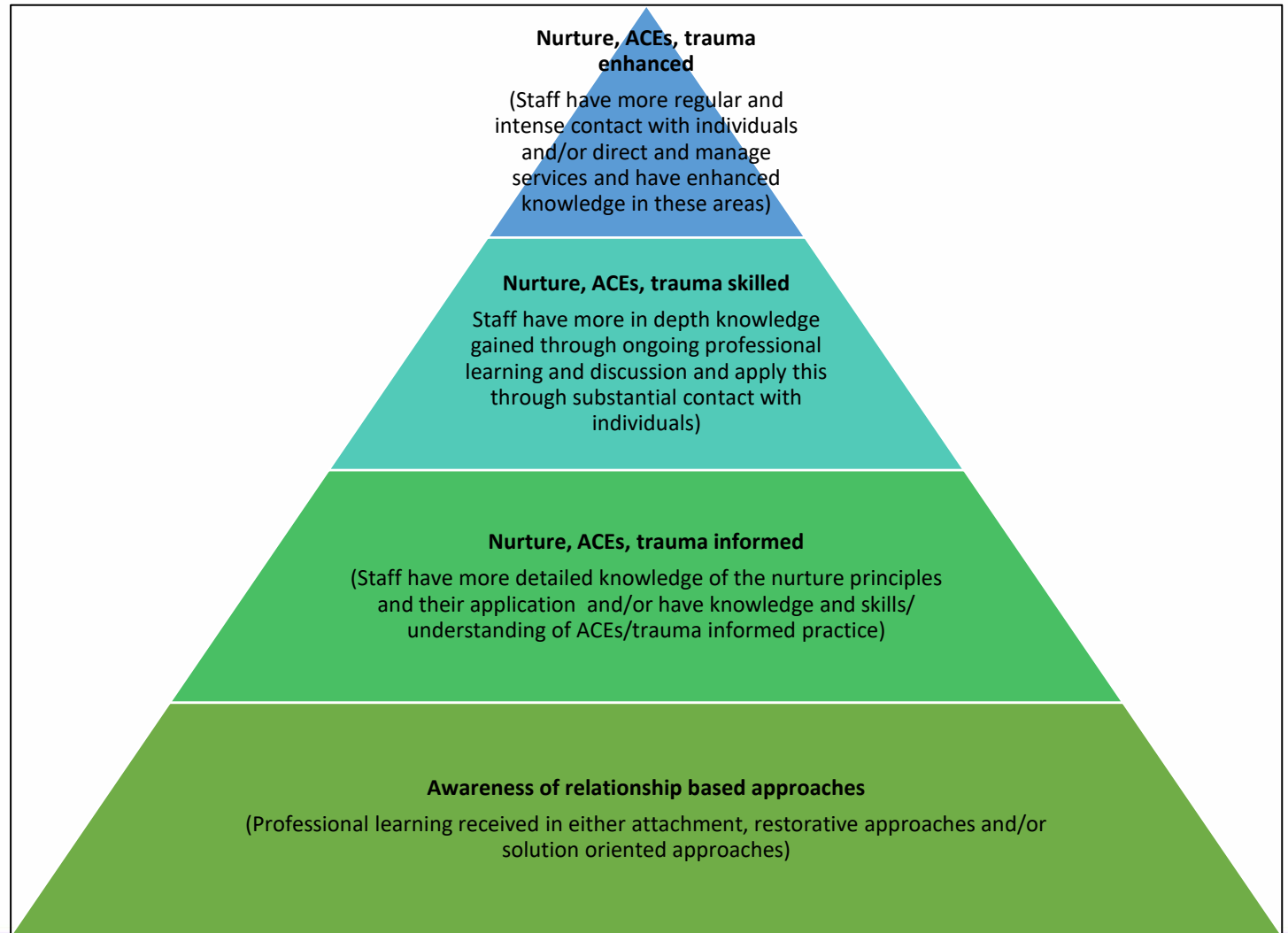
Time and
competing
priorities

Staff resistance



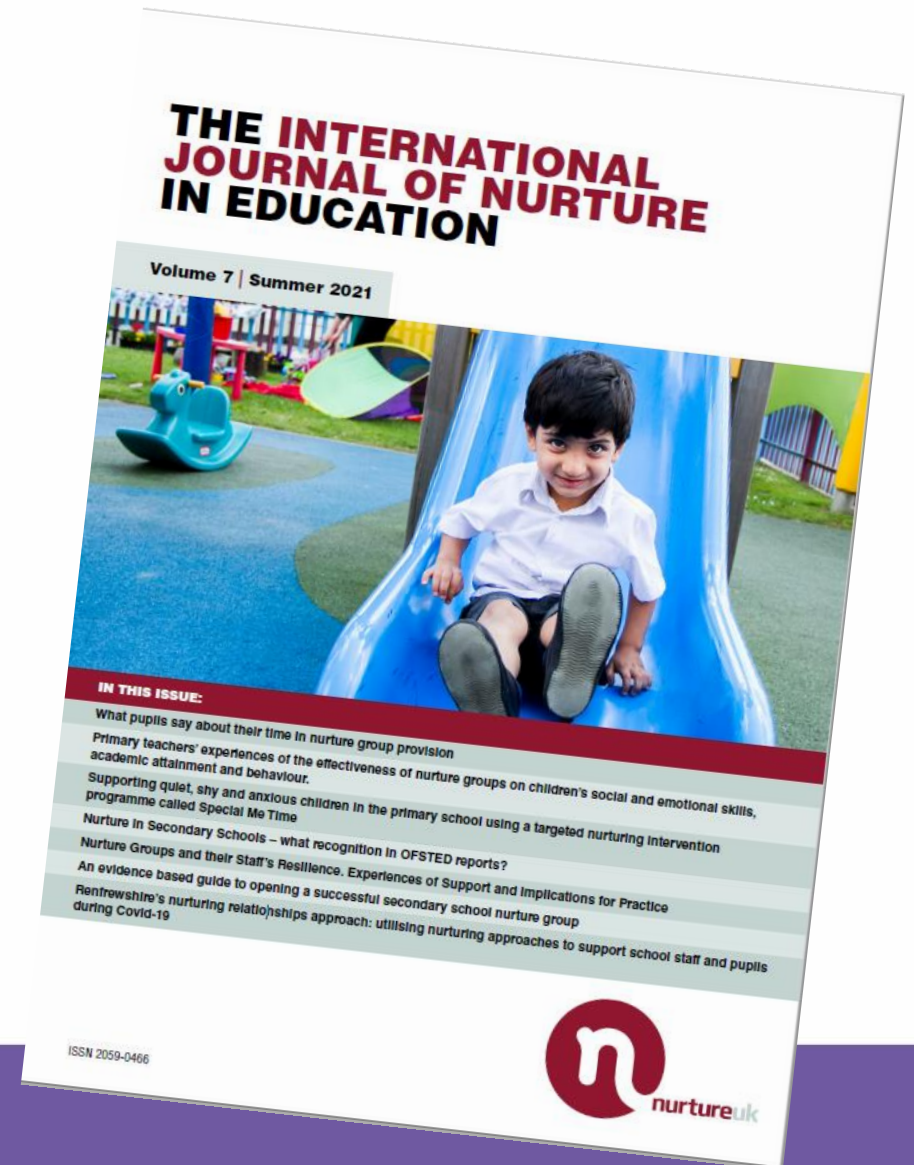
Further RNRA developments

- Nurture steering group
- Nurture Conference
- RICE & NVR
- The Promise
- Trauma framework mapping
- Funded providers



Wider recognition of Renfrewshire establishments' achievements

- Other Local Authorities want to learn from Renfrewshire's approach
- National Improvement Hub: [exemplar of good practice](#)
- Barnardo's Education Hub – [Exemplars of best Practice](#)
- The International Journal of Nurture in Education (Vol 7, 2021): [Renfrewshire's nurturing relationships approach: utilising nurturing approaches to support school staff and pupils during covid-19](#)
- The Electronic Journal of Research in Educational Psychology (Vol 21 (59), 2023): [The Impact of an Elementary Whole-School Nurturing Approach: A Controlled Multiple-Perspective Follow-Up Study](#)



Implications for Policy-Makers...

‘As far as policy-makers are concerned, there is sufficient evidence here to support wide-spread development of whole-school nurturing approaches.’

Educational Journal of Research in Educational Psychology