Item 3

25th January 2024

Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

Contact: Jenni Kerr, Alison Crawford

NURTURING APPROACHES IN GLASGOW SCHOOLS AND EARLY LEARNING CENTRES

Purpose of Report:

To inform the committee of the progression of Glasgow Education Services' 'Nurturing City' approach to supporting children and young people's emotional and social development. The strategic implementation of nurturing approaches across the city enables staff to deliver essential services in a sustainable, innovative, and efficient way for our communities

Recommendations:

The Committee is asked to note the update and Education Services' work to create safe and responsive learning environments, support attuned staff and facilitate positive relationships which will promote children and young people's social and emotional development, wellbeing and engagement with learning.

Ward No(s):	Citywide: ✓
Local member(s) advised: Yes ☐ No ☐	consulted: Yes ☐ No ☐

1 WHY A NURTURING APPROACH IN GLASGOW?

1.1 Towards the Nurturing City - Our Vision

'In Glasgow we aim to ensure that all our schools and nurseries are places in which children feel welcomed, nurtured and secure. We want children and their families to feel that their needs are understood and met in our schools and nurseries. To do this we work to help all staff continually develop nurturing approaches so that they can meet the needs of all children.' Glasgow: Towards the Nurturing City.

It is Glasgow's ambition to be 'the nurturing city'. A nurturing city has schools in which children and young people feel they belong, they are listened to and they and their families are valued. The ethos of nurturing schools is supportive and all staff are clear about their roles and responsibilities. In nurturing schools, staff continually and collaboratively evaluate their practice to ensure that it promotes the wellbeing of all children and young people. They understand that supporting all children and young people and ensuring they make the best possible progress depends on the curriculum they provide, on learning and teaching of the highest quality and on their commitment to continuing professional development.
Every Child Is Included and Supported

1.2 Given the significant impact of poverty on the early childhood experiences of our children and young people in Glasgow and the effect that this has on later outcomes in adulthood, the nurturing approach allows Education Services to intervene as early as possible to support children who have missed key early experiences.

Through a comprehensive training programme, we enable all staff to apply the principles of nurture in all our classrooms and playrooms.

1.3 *The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.*

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

Nurture UK

2 GLASGOW'S NURTURING STORY

2.1 Glasgow's nurturing journey began in 2000 when four nurture groups were introduced to schools across the city. The impact of these was groups was rigorously evaluated by Glasgow Educational Psychology Service (GEPS). This research demonstrated that children who received a targeted nurturing approach made gains in social and emotional development, engagement with learning and gains in attainment. Further research indicated that the impact of nurture was also longer-term allowing Glasgow Education Services to maintain some of our most vulnerable children in Glasgow schools rather than purchasing placements outside the city.

The success of these groups led to further investment and the city now has 68 funded nurture groups in primary schools.

2.2 Nurture also became a feature of the inclusive support offered to young people at the secondary stage, with the Glasgow model for nurture being adapted to the context of secondary schools. Evaluation of these groups also showed significant impact for young people at this stage and now 16 secondary schools across the city run self-funded nurture groups. The targeted support the groups provide contributes to closing the attainment gap and improving social and emotional wellbeing.

2.3 As research into nurture continued it became apparent that many more children would benefit from a nurturing approach and so, to ensure equity of access, thinking turned to how we could ensure all children and young people benefitted from a nurturing approach in Glasgow schools and early learning centres.

2.4 In session 2012-13 the vision of *Towards a Nurturing City* was developed and Educational Psychologists delivered training on the six principles of nurture (Nurture UK) to all staff in all schools and early learning centres.

Since then, we have developed a comprehensive programme of professional learning, delivered by both educational psychologists and our Nurture Development Officer. This allows all our establishments to access training which facilitates the development of nurturing school communities.

2.5 To support our progression with the Nurturing City vision we have also developed, in partnership with Education Scotland, a framework for self-evaluating nurture practice. Applying Nurture as a Whole School Approach is now widely used across Glasgow Establishments to direct their nurture journey.

2.6 Nurture in the early years has been a particular focus over the past session in line with targets from the Glasgow Integrated Children's Services Plan. An online modular training programme has been developed to fit the needs of staff in this sector with the expectation that all establishments will complete these modules over the next few years.

2.7 As a consequence of the successful implementation of a range of nurturing approaches which contribute to raising attainment and reducing exclusion, Glasgow is now a leading city in the UK and we have now supported a number of other local authorities in Scotland. Education colleagues in Northern Ireland and England are also being supported by Glasgow to implement nurturing approaches in their context.

3 THE NURTURE PRINCIPLES

3.1 Developed by Nurture UK, the 6 principles of nurture provide a basis for understanding children's social and emotional learning needs and give us a framework for thinking about how our classrooms and playrooms can better support the developmental needs of all our children and young people.

The principles direct our thinking about what children and young people need to thrive and allow educators to better understand children's development, moderate their own behaviours and assess and plan for additional support needs.

3.2 The six principles of nurture are:



- Learning is understood developmentally
- The environment offers a safe base
- Nurture is important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important children's lives

4 SUPPORT FOR GLASGOW EDUCATION SERVICES STAFF

4.1 Nurture Steering Group

The implementation of nurturing approaches across Education Services in Glasgow is overseen by a Steering Group comprising representatives from all sectors of education and HSCP colleagues. The group focuses on staff training, quality assurance and self-evaluation, research and development, and consultation with key partners. The nurture steering group plan takes actions from the Childrens services plan and supports the implementation of 'our learners, all achieving'.

4.2 Nurture Development Officer

The role of Nurture Development Officer (NDO) is to support the implementation of nurturing approaches in Glasgow. Through the strategic direction of the nurture steering group, the NDO develops training packages for staff which meet the current needs of the children, families and workforce, such as nurturing staff wellbeing, recovery and reconnection during the pandemic and nurture in residential children's houses. The NDO ensures GCC nurture training for education staff is informed by up-to-date research, evidence based practice and local and national priorities such as adverse childhood experiences (ACEs) and trauma informed practice.

4.3 The main training courses delivered by the Nurture Development Officer both run 5 times a year. These are:

- The theory & practice of nurture.
- Understanding the nurturing principles.

The numbers accessing the theory and practice of nurture and understanding the nurturing principles during session 2022 - 23 was 343. The courses are delivered either in person or online, to accommodate learner preferences.

The theory and practice of nurture course has been developed by Glasgow Educational Psychology Service and is rated 30 masters credits by Glasgow Caledonian University. This course enables staff to work in a nurture group or take forward whole school nurturing approaches. It is accessed mainly by GCC education staff but also colleagues from around the UK, such as Scottish Borders Council. Colleagues from nearby authorities eg North Lanarkshire have also attended the in person course.

4.4 The NDO and the nurture steering group host an annual Glasgow nurture conference each year, to inform education staff of current nurture developments and share good practice through keynote speakers and Glasgow nurture practitioners.

The theme was celebrating nurturing approaches across the city. There were presentations from early years, primary secondary, additional support for learning schools and parents/ carers. The first GCC nurture awards were presented to Shaw Mhor Early Years, Arnwood nursery, Thorntree Primary and St Paul's High School. Linburn ASL school choir started the day and it was ended by Lourdes drama department. Here is the introduction video featuring children from our nurture groups.
https://youtu.be/YIM5YioTRr0?feature=shared

4.5 Supporting the wellbeing of education staff is essential to help them support the children, young people and families of Glasgow. The NDO and GEPS have developed a range of training materials and courses as part of the 'nurturing staff wellbeing' programme. Training sessions run throughout the year which provide staff time to reflect on their own wellbeing needs and strategies to use with their own staff team.

A session on 'our behaviour is communication' was added to the nurturing staff wellbeing programme. This was to compliment the 'all behaviour is communication' nurture principle and focuses on the important of self regulation theory with tips and strategies to use to support wellbeing. It was delivered to staff from the 68 GCC nurture groups and 40 education staff by NDO.

The full nurturing staff wellbeing programme (which is 4 sessions) was delivered by the NDO to 26 staff from primary and secondary on the in person course and 70 Early Years staff who attended online course.

Here are some comments on the course:

'Self regulation and self care. It's always good to be reminded that we need to make time for ourselves and these sessions always do that.'
'I found this a useful course across the board. I found the links between my accredited nurture training and this training will benefit the overall wellbeing of the staff in my school.'
'Stress management and strategies to cope with work-related anxieties are very important topics and the course was very useful for that.'

4.6 The NDO contributes to training programmes for GCC staff such as probationer teachers, Health and Wellbeing coordinators and residential children's house staff.

5 GLASGOW EDUCATIONAL PSYCHOLOGY SERVICE (GEPS)

Educational Psychologists in Glasgow support the Nurturing City vision by developing and delivering training, researching current and new practice and consulting with key stakeholders to help inform improvement priorities.

5.1 During session 2022-23 GEPS supported staff professional learning by providing input to:

- 310 Probationer Teachers who reported a greater understanding of Nurture as a whole school ethos as well as an intervention and ways to implement that within the classroom.

- 88 Establishments are currently working on targeted nurture principles as part of our whole school implementation process.

5.2 GEPS are currently linking with parent groups attached to Early Years Establishments from the South, North and West to support the development of parenting resources through a Nurture lens. These will be launched in March 2024.

6 NURTURE GROUPS

6.1 Glasgow has nurture groups in the primary and secondary sectors. They are embedded in school policy and procedures as part of a targeted, early intervention strategy to help close the attainment gap and support the wellbeing of our most vulnerable families. Most pupils in a nurture group are in SIMD 1 & 2.

6.2 Nurture group quality assurance, support and development

Quality Assurance in our nurture groups ensures our most vulnerable children and families are being supported by staff who are knowledgeable and skilled in attachment, trauma informed practice & the nurturing principles. This deepens their understanding of the children in their care.

6.2.1 GCC nurture groups have a range of quality assurance methods which are delivered by quality assurance teams in primary and secondary. These QA teams are made up of experienced nurture teachers and nurture coordinators. This includes:

- Every 2 years a GCC primary nurture group is visited by a nurture teacher and nurture coordinator from the QA team. The visit involves the nurture teacher observing practice in the nurture group and the coordinator meeting with the school coordinator to discuss the nurture group and also whole school nurture. The nurture group planning, activities and progress is also reviewed. A report is written by the QA team after the visit, outlining areas of strength and next steps. This is shared with the link Educational Psychologist, QIO and NDO. The NDO uses the information to share good practice across the city and ensure that CLPL meets the needs of the nurture teachers.

- The secondary QA team also visit nurture groups using the same procedures as the primary team.
- GCC nurture groups have devised paperwork to support nurture group staff with planning and target setting. This is introduced in their initial training course, with follow up support if required through their CLPL. For example, the QA team have an action plan template and a target setting document to ensure consistency for planning for children in nurture groups.

6.2.2. All GCC nurture group staff will have completed 'the theory and practice of nurture' course, but it is important that as part of a networked learning organisation they have access to ongoing support and development opportunities. Nurture group teachers have this built into their yearly timetable and ensures training is responsive to current needs in nurture groups.

- Once a term, there is CLPL session offered which is based on a needs analysis questionnaire in August or any issues identified from QA visits. Examples of this are target setting, staff wellbeing, loss and bereavement.
- There is peer support in the form of 7 local network groups and staff meet once a term for this. This allows nurture teachers to make links with their colleagues, share practice and ask any questions in a small group setting.

6.3 Primary nurture groups in Glasgow

There are 68 GCC funded nurture groups in Glasgow. 17 in the North West, 27 in the North East and 24 in the South of the city. The funding is related to a nurture teacher and support for learning working being allocated to the school to run the nurture group. They adhere to the Glasgow model of nurture groups, which is based on research and evidenced based practice. The nurture teacher will also run groups with older pupils - upper nurture - and run weekly sessions with the parents/ carers of the children in the nurture group. This additional time with parents/ carers usually takes the form of an activity with their child and is also is an opportunity to build positive relationships, with staff providing additional support and advice.

6.4 Nurture group quality assurance, support and development

Quality Assurance in our nurture groups ensures our most vulnerable children and families are being supported by staff who are knowledgeable and skilled in attachment, trauma informed practice & the nurturing principles. This deepens their understanding of the children in their care.

6.4.1 GCC nurture groups have a range of quality assurance methods including a quality assurance visit every two years to ensure good outcomes for children and fidelity to the Glasgow model of nurture.

6.4.2 Nurture group staff have access to ongoing support and development opportunities to address any training needs such as target setting, staff wellbeing, loos and bereavement. There is peer support in the form of local network groups and staff meet once a term for this.

6.5 Secondary nurture groups in Glasgow

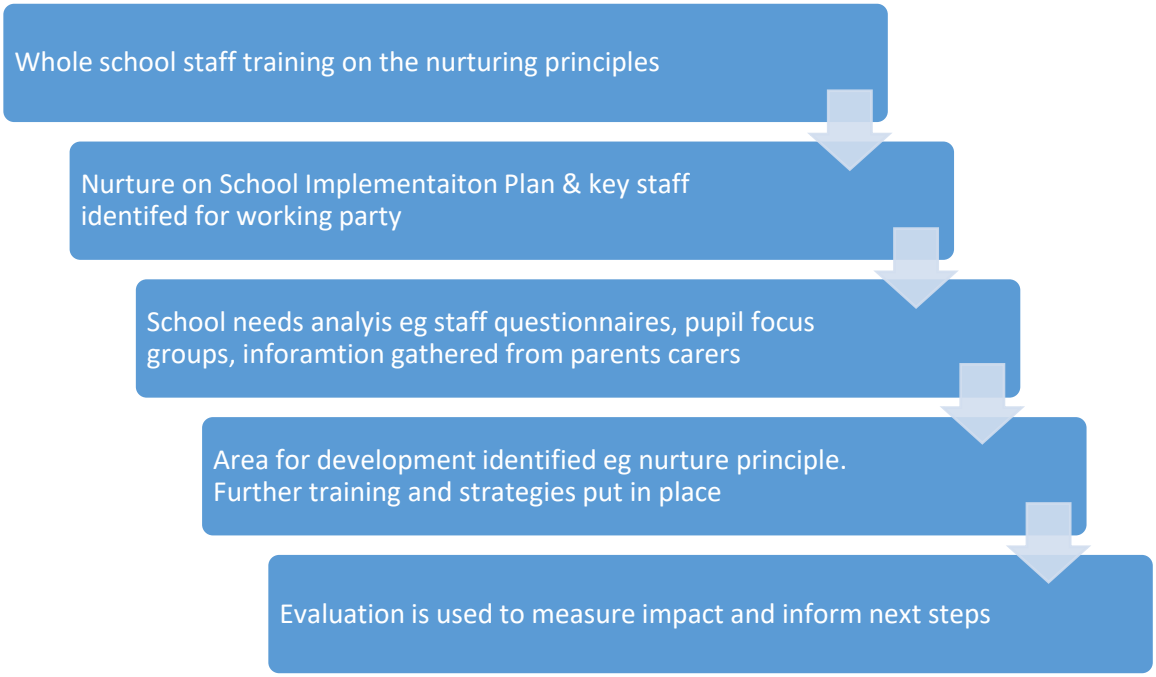
Secondary nurture groups in Glasgow run in a similar way to primary. It is early intervention so the core group pupils will be from S1 and the group runs in the morning, usually for the first 2 periods. Additional groups can be run at other times of the day. These groups are also staffed by 2 adults; a teacher and support for learning worker who have been trained in 'the theory and practice of nurture'.

There are 16 secondary schools in Glasgow who run nurture groups according to the GCC model. As with primary, there are quality assurance visits. The QA team ran an open doors event in November 2023. It was hosted at St Paul's High the aim was to create nurture networks across the city and provide peer support. 6 secondaries had stalls with information on their nurture groups and whole schools nurturing approaches. Staff from across Glasgow came for information and advice.

Here is a link to a video from the secondary nurture QA open doors event
https://youtu.be/G0coOKlPeGg?feature=shared

6.6 Whole school approaches

Glasgow has developed an implementation model for whole school nurturing approaches, which is outlined below.



To support the implementation of whole school nurturing approaches advice, consultation and training is offered from GEPS and the NDO. GEPS have developed modules on each of the 6 nurture principles to ensure a deeper understanding of how nurture informs classroom practice.

7 Partnership working

7.1 The nurture steering group plan includes increasing understanding of nurturing approaches across HSCP. GCC nurture training has trauma informed practice embedded, so fits well with the National Trauma Training Programme.

7.1.1 HSCP: children's houses

As the nurturing city, education services continue to strengthen links with our colleagues in HSCP in order to improve outcomes for our care experienced pupils. The residential children's houses (RCH) in Glasgow are all undertaking nurture training, which began with the care experienced team supporting 1 house. The NDO has now trained all 19 RCHs with a nurture training programme developed for the Glasgow houses. There is follow up mentor support provided by GEPS for each house. The delivery of nurturing approaches to RCH staff is part of a wider strategic system change to support the implementation & fulfilment of 'the promise' including reducing restraints. RCH managers are reporting impact in staff confidence, reduction in violent incidents and young people's engagement with education. For sustainability, the RCH is course is run twice a year by the NDO for new employees. Materials have been developed by the NDO for 'nurture at night' for the night staff workers to ensure all staff have access to training.

7.1.2 A training session on Glasgow's commitment to Nurture has been created to support all Health Visitors, School Nurses and Family Practice Nurses in Glasgow. The NDO is part of the 'achieve more: levelling the field' initiative which supports parents/ carers into work.

7.2 The Nurturing City supporting the UK

Glasgow supports local authorities and education colleagues through publications, consultation, training and arranging visits to Glasgow schools to see nurture groups and whole school nurture in practice.

7.2.1 Support at an authority level – Scottish Borders Council

GEPS & NDO have provided consultation & training to SBC staff to support them with how to implement a whole authority approach and to put in place nurture groups in their secondary schools, through attending the theory & practice of nurture course. The impact has been that the nurture groups are now running and this is now being developed at the primary stage. SBC colleagues continue to attend GCC training and there are 17 participants on the course this session.

7.2.2 Support at an Academy Trust level – Coast and Vale Trust, North Yorkshire

NDO and GEPS provided support to Scalby school in Scarborough, who visited Glasgow for consultation with NDO and GEPS. Visits to GCC secondaries were undertaken. After the successful impact of nurturing approaches in Scalby School on young people, this has developed into NDO and GEPS delivering training through Coast & Vale trust events.

7.2.3 Support with whole authority nurture review – South Ayrshire Council

The quality assurance procedures that are embedded in the Glasgow model of GCC nurture groups ensure fidelity and high standards of staff practice are maintained. The NDO is currently providing consultation to South Ayrshire Council, who are reviewing their nurture group model of delivery. This also involves staff in both councils linking up to share nurture group procedures and practice.

7.2.4 GCC nurturing schools host visits from schools around the UK and wider. This is to show nurture in practice and provide peer support to help other schools implement nurture. The visits are coordinated by the NDO. Currently a delegation from Iceland Education Services is being planned for January. Iceland are currently in the early stages of nurturing approaches and Glasgow is their partner with this.

7.2.5 Consultation on nurturing approaches around the UK

GEPS and the NDO are contacted to provide consultation support, as GCC is seen as a leader on nurture in the UK. This has included Perth and Kinross Educational Psychology Service, Somerset EPS, Ireland National Educational Psychology Service and West Midlands Practise Hub.

7.2.6 Publications on the implementation of a whole authority approach to nurture

This session GCC have contributed to UK research on nurture including:

- The international journal of Nurture in Education (Vol 9) - ***A nurturing approach in the early years: supporting implementation at a whole- establishment level*** https://www.nurtureuk.org/journal/volume-9/

- Guest blog for 'Chance UK', who are a London based charity that support children and young people who have experienced trauma Guest Blog: Glasgow's Journey to being a "Nurturing City" ,

- Article in the Local Government Information Unit (LGIU) news with forward from Councillor Graham Campbell **Read here**

8 IMPACT

8.1 Boxall research from primary nurture groups

In session 2021 – 22 quantitative and qualitative data was gathered from 31 GCC nurture groups to gain an overview of the impact of GCC nurture groups across the city.

This study showed that significant progress was made in all of the 20 strands of the Boxall Profile (used to assess and set targets for children). This is a very strong indicator of the validity of the GCC model and that the nurture group intervention is effective for this population of children. For example, the nurture groups are supporting children to make progress developmentally and with their social and emotional needs through improving listening skills, engagement in learning opportunities and building resilience.

Information was also gathered from children using focus groups and from parental questionnaires. A thematic analysis was carried out which found their views on nurture groups related to feelings of safety, wellbeing, social & emotional development.

In session 2022 – 23 the research was repeated but this time had responses from 53 GCC nurture groups, which was 261 pupils. The results are in the process of being analysed and will be fed back to the authority.

8.2 Staff feedback

Feedback is gathered through course assignments and course evaluation, with a follow up to ascertain the longer term impact of the course on practice.

Here are some examples from feedback:

Knowledge of how to run a GCC nurture group:

Enormous impact! The content each week has been excellent, filled with research, reference, practical suggestions and excellent example material. I'm really excited to be starting work in the nurture base and this course has significantly boosted my confidence in terms of rationale behind decision making, target setting, environment etc

Impact on understanding of nurturing approaches in the classroom:

I will use the nurturing principles instantly. It has really changed my outlook on my teaching practice. I do think this is so worthwhile for all education staff.

Great opportunity, thank you! The impact will be great, will be able to take what is instinctive with good teaching and build more of a formal understanding round nurture practices.

Implement whole school nurturing approaches:

Evaluate our current approach to nurture and implement a new strategy/approach based on the principles and research shared.
I really enjoyed the training. Jenni is a highly skilled and knowledgeable practitioner. I hope to ensure that the Nurturing principles continue to be embedded within our school policies and practices.

It will support my use of nurturing principles within my establishment on the school's journey towards our whole school nurturing approach.

8.3 Nurture survey:

Every year Educational Psychologists carry out a survey of nurturing practice across the city. This allows us to chart progress, identify areas for development, and celebrate good practice. In session 2022 – 23, 131 establishments provided feedback to the survey. Some of the findings were:

- **All (100%)** respondents told us that the Nurture Principles are **Very Important or Important** in informing their school values.
- **All** establishments mention the importance of Nurture in helping to **develop relationships with parents/ carers.**
- **All (100%)** respondents report that pupils are involved in the development of Nurture and Trauma Informed Approaches in their establishments; examples were given on whole school, classroom, and individual levels.
- **All (100%)** of respondents **Agree or Strongly Agree** that Nurture and Trauma Informed Approaches **improve relationships with pupils** and **increase pupil wellbeing**.
- **98%** of respondents feel that a focus on Nurture and Trauma Informed Approaches positively impacts **learning** in their environment and **96%** feel that Nurture supports pupils to **Regulate their strong emotions**.
- **Almost All (93%)** report that professional learning in nurture and trauma informed approaches led to **increases in staff confidence** and **Almost All (92%)** reported that CPLP training in Nurture has increased their **knowledge and skills**.

8.4 Feedback from parents and carers

Feedback from parents and carers are built in to nurturing approaches.

In nurture groups, parents and carers are part of the assessment process and ongoing review while their child is in a group. They are also part of the evaluation of the intervention when it is completed.

8.5 Feedback from children and young people

Feedback is gathered from pupils in a nurture group while they are in the group, related to their targets, and when they have returned to their class full time.

Longer term outcomes are also recorded. For example leaver destinations at St Paul's High from pupils who were in their nurture group included 1 Modern Apprenticeship at Physical Activity and School Sport (PEPASS), 4 college placements and 2 university placements.
Here is a video with secondary pupils talking about the impact of being in a nurture group.
https://youtu.be/C0f4BjJMR0E?si=75BgdMw8VLm06VAt

9 CURRENT PRIORITIES

9.1 The work of the nurture steering group aligns with the GCC Integrated Children's Services Plan and supports the council priorities of raising attainment and improving the health and wellbeing of communities. In addition to ongoing support to nurture groups and whole school environments, several areas have been identified to further embed nurturing approaches.

These include:

- Nurture in the early years
- The ASL sector
- Parent/ carer support
- Nurture at night-time (RCH staff)
- Guidelines for upper primary nurture groups
- Supporting the development of nurture around the UK

10 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial:

Legal:

Personnel:

Procurement:

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.

Grand Challenge 1
Reduce poverty and inequality in in our communities
Mission 2 – Meet the learning and care needs of children and their families before and through school

Grand Challenge 2
Increase opportunity and prosperity for all our cities
Mission 3 - Raise attainment amongst children and young people

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Yes This paper addresses Equality Outcomes 10 & 14.
What are the potential equality impacts as a result of this report?	Positive impact on raising attainment and improving the learning and wellbeing of school communities.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	This proposal will help to address socio- economic disadvantage

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	No
What are the potential climate impacts as a result of this proposal?	
Will the proposal contribute to Glasgow's net zero carbon target?	

Privacy and Data Protection Impacts: No

Are there any potential data protection impacts as a result of this report Y/N	
If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out	

11 RECOMMENDATIONS

11.1 The Committee is asked to note the update and Education Services' work to create safe and responsive learning environments, support attuned staff and facilitate positive relationships which will promote children and young people's social and emotional development, wellbeing and engagement with learning.