**Nurturing approaches in Glasgow schools and early learning centres – Update noted.**

**2** There was submitted a report by the Executive Director of Education Services regarding the progression of Glasgow Education Services' 'Nurturing City' approach to supporting children and young people's emotional and social development, advising

(1) that Glasgow's nurturing journey began in 2000 when 4 nurture groups were introduced to schools across the city, and that the impact of these groups was rigorously evaluated by Glasgow Educational Psychology Service (GEPS);

(2) that 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;

(3) the 6 principles of nurture provided a basis for understanding children's social and emotional learning needs and gave Education Services a framework for thinking about how its classrooms and playrooms could better support the developmental needs of all its children and young people;

(4) of the mechanisms that had been put in place to support Education Services' staff in the implementation of nurturing approaches in Glasgow;

(5) that 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;

(6) of the positive qualitative and quantitative data that had been gathered during 2021/22 from the nurture groups in order to gain an overview of the impact of this Council's nurture groups across the city; and

(7) of the areas that had been identified to further embed nurturing approaches whilst providing ongoing support to nurture groups and whole school environments.

After consideration, the committee noted

(a) the update; and

(b) Education Services' work to create safe and responsive learning environments, support attuned staff and facilitate positive relationships which would promote children and young people's social and emotional development, wellbeing and engagement with learning.