Nurturing Approaches in Falkirk Council Schools

A Strategic Approach to Implementing Nurture as a Whole School Approach across Falkirk

DRAFT Strategy and High Level Plan

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2nd June 2016

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1. Introduction

This paper describes a strategic approach to developing Nurture as an approach in Falkirk Council schools. It is an approach that is beneficial for all children within a school and is used to describe the targeted assessment and intervention for children experiencing difficulties in their social and emotional development. Taken together these are termed attachment informed practice. In Falkirk Council a three year pilot project was funded involving 5 schools offering the Nurture Group intervention from 2012 to 2015.

This paper considers how to build on that practice and develop a series of methods and whole school approaches in Nurture across every school in the authority through training project teams in schools and a cascade approach to workforce development. It is proposed as a strategic way forward to enable all schools in Falkirk to offer an inclusive and effective education.

The paper provides some background, outlines the strategy, goals and objectives and the high level plan for implementation. Further details on Nurture as a whole school approach and targeted intervention approach are provided in Appendix 1. The main strategic approach is through an integrated workforce development approach in the context of school and organisational improvement using three phases for mainstream schools and Enhanced Nurture for specialist settings, details of which are provided in Appendix 2.

2. Background

All human beings are born to form attachments with their care givers. The formation of strong nurturing bonds from the very beginning of our lives is predictive of healthy relationships and essential for optimum health and wellbeing. All of us have an attachment style formed from the way we were parented and forged by our culture and the society we grow up in. Nurture is one such approach which highlights relationships and offers a structured approach to working with all children and young people. The philosophy of a Nurturing Approach is applicable to us all.

Within some families the attachment style impacts on a child’s ability to form healthy relationships and interventions within education are necessary to ensure more positive outcomes into adulthood. Within the Nurture Approach are specific methods which can be used in a targeted intervention for this group of young people.

Nurture is therefore an approach or set of approaches that is beneficial for targeted intervention for pupils who may have attachment difficulties and it is also a broader and more global approach that, when implemented well, can support all children including those with a wide array of barriers to learning. The Scottish Government report in 2016 on the implementation of the Additional Support for Learning Act recommends “Schools establish a nurturing ethos and culture which ensures that all young people, including those with mental health difficulties, to feel valued and engage with learning” p29.

It is for this reason that Falkirk Council is promoting a broad approach to Nurture which encompasses the ethos and culture of the whole school, specific practices that are beneficial for all children and targeted intervention that is beneficial for those with specific assessed needs. The approach increases engagement in learning, helps them make positive decisions about their wellbeing and ultimately increases the opportunities for children in Falkirk securing and sustaining positive destinations upon leaving school. This Strategy document outlines the rationale and how this will be achieved over a three year period.

For the purpose of this document, the term Nurture encompasses a broad range of methods as well as a whole school approach, (see Appendix 1 - Nurture Approach).

3. Strategy Development

Fundamental to the development of the Falkirk Nurturing Approaches strategy has been the desire to improve the experiences and capacity to learn of those children with attachment difficulties or social, emotional and behavioural difficulties. It reflects an evidence informed approach to improving
the ethos culture and practice of Falkirk Schools and is in keeping with the recommended approaches of Education Scotland.

Our practice and approach is guided by the values and principles underpinning Getting it Right For Every Child (GIRFEC), The Curriculum for Excellence and “Better Relationships, Better Learning, Better Behaviour”, Education Scotland. The strategy goals align with other key Falkirk strategies and plans, such as Falkirk Council’s Corporate Plan 2013-2016, the Corporate Parenting approach, the Literacy Strategy and the Integrated Children’s Service Plan with its vision of “…every child and young person to have an enjoyable, fulfilling life in a nurturing, healthy and safe environment.” This strategy specifically addresses the local priority of improving mental health and wellbeing in the context “our children having the best start in life and are ready to succeed”. The Educational Psychology Service will provide leadership and training in delivering the strategic goals, in line with Falkirk Children’s Commission Multi-agency Learning and Development Strategy.

**Goals**

Over the life of this Strategy, our goals are that:

- Schools and their wider communities are empowered to support, promote and encourage the social and emotional development and well-being of all children through positive relationships and attachment informed educational approaches;
- Children who have experienced difficulties in the development of their attachment to primary care givers are empowered to become effective learners within an inclusive society (Effective Contributors, Successful Learners, Confident Individuals and Responsible Citizens);
- Services and agencies work together in partnership to provide seamless services and support for children in their life journey.

**Strategic Drivers**

The Children and Young People (Scotland) Act 2014 places duties on the authority to assess children’s wellbeing and provide a plan on how to meet children with an identified wellbeing need. It enshrines in law the need to provide a targeted intervention to address the wellbeing need. The approaches described in this paper provide a framework for practitioners to respond to that duty through assessment and intervention.

The Curriculum for Excellence and “Better Relationships, Better Learning, Better Behaviour”, are policy drivers that promote relationships and wellbeing as a function of education, as well as other children’s services.

Nurture provides a framework for a targeted educational response for children whose learning and development is affected by:

- attachment difficulties
- deprivation and poverty
- family circumstances, including being Looked After
- Social, emotional and behavioural development

Attachment difficulties can affect between 1% and 2.4% of the population and if left without intervention can present children and young people with lifelong barriers to learning and development that affects how a person communicates with and relates to other people and future employment prospects. Approximately 2000 children attending Falkirk schools are from the 15% of most deprived households in Scotland using the Scottish Index of Multiple Deprivation. Approximately 450 children are Looked After by Falkirk Council with 225 being Looked After Away from Home and 225 being Looked After at Home. Children experiencing difficulties in their social, emotional and behavioural development can be described as requiring support or intervention across three broad areas. These can overlap (see Diagram 1 below). There is a high degree of overlap between these groups of children and children affected by attachment difficulties.
Assessment within the Getting it Right for Every Child approach will help to identify the appropriate area for intervention for each child and their circumstances. Social and emotional difficulties in children do not occur in a vacuum, but have a highly dynamic relationship between the environment, the key people within it and their attitudes, values and behavioural responses.

**Diagram 1 – areas for intervention leading to successful outcomes for children experiencing social, emotional and behavioural development difficulties**

At a strategic level the authority needs to consider these three areas for intervention when considering which interventions or initiatives to promote and prioritise.

- **Within Child Intervention** examples: **Nurture Groups** and **Nurture Classes**, solution oriented individual or group work, counselling, psycho-educational intervention, therapy, *Seasons for Growth* group work,
- **Within Family Intervention** examples: Parenting programmes, Family Support Work, Intensive Family Support, Family Networking
- **Within Context Intervention** examples: Restorative Approaches, **Nurture School Approaches**.

**Strategic Direction**

The authority response is to empower all schools to adopt a Nurturing Approach as a core element of their culture, ethos and practice. The method employed uses the Coach Consult Method\(^1\) for training and development within schools, within a broad approach of Implementation Science\(^2\). Each individual school will need to identify a **project team** to lead the innovation in ethos and culture change in their school. This team will evaluate their readiness and plan improvement action based on their context and self-evaluation. The project Team will be offered training through three levels in 3

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1. Balchin, Randall and Turner, 2006
2. Kelly and Perkins, 2014
years starting with a Specific level, moving through the Intensive level and followed by a combination of Leadership and management and wider workforce in the final level.

1. All Schools will develop school based action to ensure their ethos and culture become nurturing. The project team will lead the improvement and involve the whole staff.

2. Mainstreams schools will offer assessment of social and emotional development and intervention using Nurturing Approaches in mainstream, with targeted intervention based on a needs assessment.
   a. Programmes of intervention, in an adapted form of the Nurture Group, will be offered on a targeted basis. These programmes will be offered with fidelity to the Nurture Principles and evidence-based practice, e.g. for no longer than 4 terms and to integrate children into mainstream. This support will be offered by the school staff, e.g. Support for Learning, (or by Inclusion teachers and staff).

3. Complimentary approaches will be included in the workforce development at key stages for example:
   a. Solution Oriented Approach to assist with readiness for developing Nurturing Approaches in their schools.
   b. Restorative Approaches and Non-Violent Communications, within an integrated approach to Nurture and extended practice

4. Special schools and settings will undergo similar workforce development and improvement with specific extensions for Enhanced Nurture. The Enhanced Nurture Approach will aim to both educate children using a Nurture approach and intervene with families to address some of the core attachment difficulties.

5. Timescales are identified so that all mainstream schools will be provided with learning and development to Level 3 and Special Schools and settings will undergo the first three levels and develop Enhanced Nurture.

6. The implementation of the Nurturing Approach is evaluated using a framework that will allow schools to demonstrate improvement in the outcomes for children using the school improvement methodologies, practice and culture change. This is additionally assessed and reviewed at authority level to inform further workforce development and impact.

**Objectives within 3 years**

Our Nurture Strategy has three key objectives:

1. To fully embed the values, principles and practices of Getting it Right for Every Child and Better Relationships, Better Learning, Better Behaviour in our work in schools ensuring that practice is inclusive for children with barriers to their wellbeing development arising from social, emotional development difficulties and attachment difficulties, (phase 1) by 2017.

2. To devise, implement and evaluate a Nurture workforce development and self-evaluation scheme for schools; fully implemented by 2019.

3. To work in partnership with schools on developing an attachment-informed ethos, culture and practices, through a strategic approach to workforce learning and development – using Improvement Science, Self-evaluation and Improvement, by 2019.

The strategic goal is for all schools and communities to use the Nurturing Approach as the main driver for practice and to ensure that all children’s learning is considered developmentally and holistically. These three objectives assist Falkirk in improving children’s outcomes as described in the Integrated Children’s Service Plan:

- All Falkirk children will be happy and healthy and enabled to make positive decisions about their own health and wellbeing.
- All Falkirk children will achieve their potential through learning and creativity, developing the skills and knowledge to make them fulfilled, happy adults.
- All Falkirk children will group up in a safe environment where they are protected, loved and enabled to enjoy their lives.
Summary
This strategic direction is encapsulated through the four phases of implementation with a project team leading the innovation within their school community. The Educational Psychology Service will provide training, involving additional expertise from school-based practitioners, to a project team in each school. The project team will initiate the workforce development in their school. The improvement project is across the four phases and levels. Mainstream schools will undertake the first 3 phases; for specialist settings there is an additional phase of Enhanced Nurture:

1. Culture, Ethos and Practice Development (specific)
2. Nurture Group Practice (Intensive)
3. Nurturing Schools Extended practice and Nurturing Communities (Leadership and Wider workforce)
### 4. Falkirk Nurture Strategy High Level Plan

<table>
<thead>
<tr>
<th>Theme</th>
<th>Intentions and Actions</th>
<th>Target</th>
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<tbody>
<tr>
<td><strong>1. Culture Ethos and Practice Development (Specific)</strong></td>
<td>Launch Nurture Pack</td>
<td>2016</td>
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<td></td>
<td>Launch and Implement the Falkirk Council Nurturing Schools Scheme</td>
<td>2015-2017</td>
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<td></td>
<td>Initiate workforce development approach using Implementation Science and the school-based development plan</td>
<td>2015-2017</td>
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<td></td>
<td>Train teams from all schools in level 1 approaches to Nurture School teams deliver cascade training on level 1 Nurture</td>
<td>2017</td>
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<td></td>
<td>Evaluate the impact of training and development activity in schools</td>
<td>2017</td>
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<td></td>
<td>Integrate assessment and intervention practices using Nurture with intervention with families to address longer term attachment bonds.</td>
<td>2017</td>
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<td>Training and Workforce development with Family support workers</td>
<td>2018</td>
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<td></td>
<td>Integrated Practice development on coordinated assessment and Intervention</td>
<td>2018</td>
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<td>Schools to be supported through Validated Self-Evaluation Approach to develop practices in Enhanced Nurture.</td>
<td>2017</td>
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<td><strong>2. Nurture Group Practice (Intensive)</strong></td>
<td>Fidelity of Nurture Class and Nurture Group Practices (adapted models of the Classic Nurture Group)</td>
<td>2017</td>
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<td></td>
<td>Workforce development level 2 (see below). Quality assurance and level 2 Self-evaluation</td>
<td>2018</td>
</tr>
<tr>
<td><strong>3. Nurturing schools Extended practice and Nurturing Communities (Leadership and wider workforce)</strong></td>
<td>Integrated intervention approaches at whole school level: pedagogy and psycho-education. Solution Oriented Approaches, Restorative Approaches, Non-Violent Communication, Parenting Programmes, Five to Thrive.</td>
<td>2019</td>
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<td>Autism Friendly Education and Nurture Approaches integration.</td>
<td>2018</td>
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<td></td>
<td>Workforce development level 3 (see below) and Quality assurance and level 3 Self-evaluation</td>
<td>2018</td>
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<td>Coordinated approaches for both universal/mainstream and targeted assessment intervention with parents and partner agencies. (Within Child and Within Family intervention)</td>
<td>2019</td>
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<td><strong>4. Enhanced Nurture (Intensive and bespoke)</strong></td>
<td>Staff in special schools trained in Nurture Approaches levels 1-3</td>
<td>2016-2018</td>
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<td></td>
<td>Staff in special schools trained in Enhanced Nurture Approaches</td>
<td>2017</td>
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<td></td>
<td>Co-creation of intensive Nurture intervention, intervention with families and partners.</td>
<td>2019</td>
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Appendix 1 - Nurture Approach

Nurture and Learning – whole school approach

The Nurture approach at whole school can consist of several methods:
1. CARES – a communication framework to support Nurturing Practice
2. Nurture Classes (small group every morning)
3. Nurture Groups (small group once or twice per week)
4. Nurture Spaces (nurture room timetabled for different groups or classes)
5. Nurture Nooks (nurturing spaces created in mainstream classes or Nurseries).
6. Targeted Assessment and intervention using the Nurture Approach tools in mainstream
7. Nurture practices in mainstream classes, such as the social development curriculum (Universal)
8. Relationships with parents

The Nurture Whole School approach is more than a series of methods. It involves, ethos and culture as well as practice development. The key features of a Nurturing School are also highly correlated with the key features of effective schools. The practice development focuses on attachment informed education, assessment and intervention. Resources such as the Nurture Toolkit have been developed to help schools self-evaluate and improve their practice.

The Nurture approach is not simply about improving the social and emotional development of children. Its premise is that through better emotional regulation, the child improves his or her cognitive functioning and ability to learn.

Nurture Groups and Classes

Nurture Groups have been an educational intervention since the 1960s, developed by Marjorie Boxall. The premise is that children with attachment difficulties do not benefit from education as much as peers with secure attachment to their parents. An intervention approach was devised to improve the social, emotional development of such children, which in turn will improve their cognitive functioning and learning. This approach is called the Nurture Group. The Classic approach involves a small group teaching intervention of children in groups of between 6 and 10, aged between 4 and 8, with two staff. The children remain in their mainstream school for the period of the intervention and the intervention lasts for up to 1 year. It takes place in a separate room, usually called the Nurture Room. There are several variations from the classic approach of how the Group intervention is structured such as with different age groups, full time, part-time or a couple of times a week. There has been innovation in the area to extend the practices from within a small group to a whole school approach.

The intervention approach uses 6 or 8 key principles, depending on the model of practice:

Principles of Nurture

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

From Education Scotland

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3 Brady and Hutchison, 2009.
5 Lucas, Insley, and Buckland, 2006
6 Education Scotland, Online 2015
1. Children’s learning needs are to be understood developmentally.
2. Children have to be assessed. There are agreed selection criteria. Children remain part of their own class and school and spend time there on a daily basis.
3. The set-up is conducive to the replication of early experiences.
4. Staff work in a team. It is important to have a staff team of two at all times.
5. The room set-up has different areas and acts as a bridge between home and school.
6. Snack time is an essential part of this experience. Sharing round the table builds social skills and competencies.
7. Building emotional literacy is an essential focus within the group.
8. Skills are built formally and informally. It is essential to provide stimulating opportunities for play as a basis for the development of social skills as well as the usual curriculum.”

**Evidence Informed Practice**

Evidence for the effectiveness of Nurture Group approaches is extensive; showing improvement in the social and emotional development of children. In 2009 a study in Glasgow indicated that the Nurture Group approach had a positive impact on behaviour; social and emotional well-being and academic attainment, particularly in basic literacy skills. A systematic review of Nurture Groups, involving 13 studies, identified that children made significant improvement in their emotional development: “Out of the studies that conducted statistical analyses, all found significant improvements on at least some strands of the Boxall Profile”. This was found across several variants of the small group intervention. There is far less evidence of the longer term impact, but where this does exist it suggests that either the group intervention was effective across some of the emotional development or the effectiveness is reduced due to insufficient intervention in the main causal factors such as the parent’s attachment to the child. Additionally there is evidence that schools offering a Nurture Group start to change their wider approach and improve their practices in mainstream classes to adopt the same principles. “Schools reported an improved ethos and an increased capacity to support children with social and emotional difficulties.” Enfield Council had found the approach to be cost effective in reducing the need for placing children in special schools or units for children with social, emotional and behavioural difficulties.

The evidence of the effectiveness of a Nurture approach in secondary schools is more limited, but growing. The main focus to date has been on the implementation of Nurture Groups or classes. This can be made more difficult due to the logistics of multiple teachers and subjects. There are recommendations for overcoming these barriers which include flexible timetables for students or flexible timing of the group and that some perceived barriers can be turned into strengths.

It has been an approach that is recommended by Education Scotland since 2008 and Ofsted since 2011. In considering the impact of Nurture Groups in Primary Schools Education Scotland have recommended that the part-time variant is developed as this is found to be more effective: “Those authorities which have piloted both full-time and part-time placements reported that part-time placement was more effective.”

One group of children that can often have significant difficulties in their social and emotional development is that of Looked After Children. The Nurture Group Network is a strong proponent of this group having access to Nurture approaches:

“Do they support Looked after Children (LAC)? Yes. Nurture groups have had particular success in this area. Many LAC have not experienced or had sufficient variety of opportunities or consistency of

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7 Reynolds, Mackay and Kearney, 2009
8 Hughes and Schlosser, 2014
9 Binnie and Allen, 2008
10 see Balchin 2015
12 Education Scotland, 2009, p5
approach to develop the necessary skills to cope with the demands of an educational setting… Nurture groups can provide the environment, staff, curriculum and social grouping to develop skills for LAC whilst also developing resilience and enabling the children / young people to achieve their potential.\footnote{Nurture Group network, FAQ.}

**Nurture Experience in Falkirk**

The pilot project has now completed. It delivered a Nurture Class experience for 102 children, and a further 88 children in alternative small groups. Whilst in operation it was found to be effective in improving the **social and emotional development** for the children in both types of intervention\footnote{see Balchin, 2015, Nurture Class Pilot Project 2012-2015 Report - Appendix}.

The main variant of the approach delivered in the main Falkirk in the pilot project is considered an Adapted approach, in that children were selected for intervention in the Nurture Group and attended for 5 mornings and in the afternoon they would attend their mainstream class. In our study of the effectiveness we have called this variant the **Nurture Class**. This demonstrated effectiveness through statistically significant improvement using the Strengths and Difficulties Questionnaire and the Boxall profile, particularly in the first and final years of the pilot.

In some schools additional groups were run where children attended for a few sessions in the week. These were called in the local schools by various names such as Resilience Group, in our Evaluation study they are all called **Nurture Group**. These have also been found to be effective in improving the social and emotional development of children, based on the Strengths and Difficulties Questionnaire. Improvement in children’s **learning** was only able to be measured in year 1 of the project. Some small gains were made, although none of these gains were statistically significant.

Falkirk was the first authority to try an innovation to support the primary causal factors of attachment through a dedicated family support worker in the pilot project. This element was not evaluated separately. It was viewed positively by many participants although finished at the end of year 2.

This experience suggests that once the school had operated the Adapted Nurture Class approach they were able to use the support for the benefit of other children in addition to the main target group (88 children, in year 3 alone). In addition the schools reported that it helped the development of Nurturing culture. Since the end of the Pilot Project the aim has been to help use that experience to develop the **whole school approach** in Falkirk Schools, adopting the Nurture principles, developing the ethos and culture and implementing assessment and intervention practice.

**Complimentary approaches**

The strategic approach to workforce development involves several compatible approaches. Nurture Approaches, Solution Oriented Approaches, Restorative Approaches and Non-Violent Communication. These are areas in which there has been existing good practice in the Falkirk Council area. In addition, there is compatibility with other approaches promoting positive parenting, such as Five to Thrive, Triple P and Incredible Years.

**Parenting**

In 2013 Falkirk Council started the Psychology of Positive Parenting project. This is an intervention focused on parents and caregivers. They attend parenting programmes that promote positive attachment and positive behaviour with their children. Since 2013 there have been parents of 362 children (aged between 3 and 5) enrolled in the parenting programmes of Triple P and Incredible Years and additional programmes in Mellow Parenting. A specific approach called Five to Thrive is being developed in Falkirk which has more universal applicability in promoting attachment informed practice. A variety of early years practitioners have been trained in order to promote a consistent language about attachment when talking to parents about their children and their relationship with
them. The Five elements are: Talk, Play, Relax, Cuddle and Respond. The next phase will involve practitioners across all age groups of children’s services and it uses the Improvement Methodology from the Early Years Collaborative.

Complimentary Individual or group based approaches with children

Many practitioners in Falkirk have experience in delivering small group or individual work with children using a variety of evidence informed approaches. Examples of these include psycho-educational approaches such as anger management, and Seasons for Growth group work focusing on loss, change and bereavement, or class or group approaches such as Cool in School focusing on developing emotional literacy and teaching pro-social behaviour. The success of these programmes are based on good assessment of the children and planned intervention. There are many reasons that children may encounter difficulties in their social and emotional development. For example children with Autistic Spectrum Disorder or AD/HD have presenting behavioural concerns that may appear similar to those whose difficulties arise from attachment based issues. A broad Nurturing ethos and whole school approach fosters an inclusive education and creates a positive experience for all children. More appropriate pedagogical intervention would be required for those children with other difficulties such as autism as a primary barrier to their social and emotional development. The strategy proposes a phased approach to school development and improvement of Nurture and other barriers to learning addressed in tandem. In level 3 training and development these are considered more explicitly in an integrated and coordinated approach.

Complimentary Whole School Approaches

There are some approaches which are multilevel and include individual or group work such as Solution Oriented approaches. This particular approach can also be developed at a whole school level. The emphasis on the approach is to focus less time on exploring or re-visiting the problems that the child, family or school face and focus more time and effort on the solutions usually trying to find improvements in incremental steps. Restorative Approaches is another such approach which requires a school to adopt a whole school restorative approach to the behaviour and discipline policy. This means that children when they have broken the rules of the school or behaved inappropriately in another way are encouraged to make amends, i.e. to think and then act on how they repair the damage or upset they have caused.

Each can be used as a framework for considering a whole school ethos and culture. As many elements of these overlap with Nurture, due to them all having a strong focus on relationship based approaches to interacting with children and their parents, they are viewed as complimentary approaches rather than competing approaches.

Authority Level Enhanced Nurture

While Nurturing Approaches are appropriate for mainstream schools, some children require more specialist and longer term support for social, emotional and behavioural needs. This has been provided by placement in our special schools of Oxgang or Mariner Support Service for small group education. These placements and teachers work with specialist family support services which are either integrated with the school such as Barnardo’s Oxgang Family Support Service, Mariner Family Support or in tandem with other specialist services such as, Intensive Family Support or the family support element of Cluaran.

The direction of travel for these establishments and teams is to promote the use of the Nurturing Principles, in a more specialised approach with Enhanced Nurture. This means that the principles of nurture would still be used and a framework for intervention within a culture and ethos of Nurture. This would be enhanced by specialised pedagogical approaches, partnership working with parents and targeted intervention based on the holistic assessment of the needs of the child.

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15 Moran 2010 and Bruer-Thompson, 2010
Attachment Informed Practice

The most severe form of attachment difficulties, described as reactive attachment disorders is estimated to have prevalence rates of 0.9%\textsuperscript{16} and reaching 1.4% in deprived urban populations, with a potential for 2.4% when suspected/borderline cases are included\textsuperscript{17}. The presence of Reactive Attachment Disorder can be independent of other additional support needs meaning children can experience this disorder at the same time as other barriers to learning, medical conditions or disorders.

The implementation of this strategy will ensure that Falkirk schools and communities are able to implement pedagogical approaches within a nurturing ethos and culture. The aim is that schools can implement the specific approaches of targeted intervention, and will do so based on good assessment and planned intervention. The whole school approach works for all children and benefits greatly a number of children who face adversity, such as those who are Looked After, living in poverty or facing mental health problems. It is inclusive and effective. The effect of implementing a Nurture approach well is to create Attachment Informed Practice.

It places the workforce and schools at the centre of a journey through self-improvement and development to ensure that the children in Falkirk receive a high quality education based on sound evidence in both pedagogy and relationships with children and their families. Through improved emotional regulation, secure relationships and secure attachments children will be able to learn more effectively. This requires partnership with parents and carers.

This is an evidence informed approach and the strategy proposed that the schools take forward their own evidence base through self-evaluation. The Council aims to contribute to the evidence base on Nurture, particularly as it applies to whole school approaches and in areas with a smaller evidence base such as secondary nurture experiences, through ongoing evaluation by both the schools and the Educational Psychology Service. This will further inform Attachment based practice at both a local and national level.

\textsuperscript{16} Skovgaard, 2010
\textsuperscript{17} Minnis et al 2013
Appendix 2 - The Training and Workforce Development Approach

The method employed uses the coach consult method for training and development within schools (Balchin, Randall and Turner, 2006), within a broad approach of Implementation Science (see Kelly and Perkins, 2014).

**Coach consult method** involves a series of training and networking events which combines effective aspects of project work and in-service training to enable schools to manage their own projects and to encourage sustainable change, embedded within the school system.

**Implementation Science** is the science of the effectiveness of research for real-world practitioners and involves tackling concerns about how to promote positive change in any context. It uses multi-level methods and evidence based approaches to inform the positive change.

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<th>Level and Sector</th>
<th>Key messages</th>
<th>Content</th>
<th>Outputs</th>
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| **Level 1** | The model for the whole school approach has required careful consideration. The Aim of the Nurture Approach in all schools is to allow schools to develop core nurturing practices based on the Key principles. Pre-course requirements: Include on school improvement plan Identify a working group/project team – 3 to attend training. Complete a Readiness for Nurture Analysis | Teams of three from primary schools (including one manager) to attend 5 training sessions focusing on:  
- Attachment  
- Assessment of Need for Nurture  
- Nurturing principles  
- Nurturing in Practice – approaches for whole school  
  - Nurture Classes (small group every morning)  
  - Nurture Groups (small group once or twice per week)  
  - Nurture Spaces (nurture room timetabled for different groups or classes)  
  - Nurture Nooks (nurturing spaces created in mainstream classes or Nurseries.)  
  - Nurture practices in mainstream classes.  
- Reconnector – sharing practice During the training phase a series of reflective exercises completed back in school. | **Project team** from school to:  
- disseminate key themes  
- develop an Action Plan (or Task Brief)  
- Arrange consultation meeting with link Educational Psychologist.  
- self-evaluation based on action plan and assessment of impact  
- Implement assessment and intervention of individual children,  
- Identify training needs of staff for level 2.  
Provide evaluation data and training needs data to Educational Psychology Service – [IAS@falkirk.gov.uk](mailto:IAS@falkirk.gov.uk) for evaluation of impact – level 1 |
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<td>Level 2</td>
<td>Extending practice in assessment and intervention, fidelity self-evaluation and complying with responsibilities under Getting it Right for Every Child. Practitioner to identify their personal journey of learning based on needs analysis, school evaluation and identify appropriate modules.</td>
<td>Individuals from school team to attend identified modules to support school improvement and in-depth exploration of practice on: • Nurture Classes (small group every morning) • Nurture Groups (small group once or twice per week) • Nurture Spaces (nurture room timetabled for different groups or classes) • Nurture Nooks (nurturing spaces created in mainstream classes or Nurseries. • Nurture practices in mainstream classes. • Nurture whole school – practice features in depth • Nature Nurture - taking Nurture outside. (<a href="http://naturenurture.org.uk/outcomes-assessment-evaluation.html">http://naturenurture.org.uk/outcomes-assessment-evaluation.html</a>) • Fidelity and evaluation of Nurture intervention • Nurture Intervention and Child’s Plan • Nurture intervention and mainstream • Level 2 workforce development and self-evaluation in Falkirk Council nurturing Approaches.</td>
<td>Project team from school to: • disseminate key themes • further develop Action Plan (or Task Brief) • Arrange consultation meeting with link Educational Psychologist. • self-evaluation based on action plan and assessment of impact • Implement assessment and intervention of individual children, • Identify training needs of staff for level 3. • Assessment of fidelity Provide evaluation data and training needs data to Educational Psychology Service – <a href="mailto:IAS@falkirk.gov.uk">IAS@falkirk.gov.uk</a> for evaluation of impact – level 2</td>
</tr>
</tbody>
</table>
### Evaluation framework

Implementing the workforce development approach requires self-evaluation at both school and authority level. The framework uses 5 key questions and outlines an approach to self-evaluation at school and authority level.

**Key questions**

1. How well has the school implemented the Nurture approach?
2. What is the effect on individual pupils?
3. What impact is the Nurture approach having in school?
4. How well have staff developed skills in Nurture?
5. What further training is required?
<table>
<thead>
<tr>
<th>Year and phase</th>
<th>Evaluation Activity at school level</th>
<th>Proposed Evaluation Activity at authority level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Level 1</td>
<td>Readiness School improvement plan-do-review Baseline measures, Pre and post intervention</td>
<td>staff views School Improvement Plan and Evaluation</td>
</tr>
<tr>
<td>2017 Level 2</td>
<td>School improvement plan-do-review Baseline measures, Pre and post intervention</td>
<td>Pupil, pre and post data (Boxall/SDQ/CEM) Staff views Parent views School Improvement Plan and Evaluation</td>
</tr>
<tr>
<td>2018 Level 3</td>
<td>School improvement plan-do-review Baseline measures, Pre and post intervention</td>
<td>Case study analysis of complex cases and overlapping needs. (My World Triangle+) Staff views</td>
</tr>
<tr>
<td>2017-2019 Enhanced Nurture</td>
<td>School improvement plan-do-review Baseline measures, Pre and post intervention</td>
<td>School improvement Plan and Evaluation Case study analysis of complex cases and overlapping needs Partners and Family views Staff views Pre and post data. Number of children in out of authority schools.</td>
</tr>
</tbody>
</table>
References


Education Scotland (2008 to current), [online at http://www.educationscotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/nurture/index.asp]


Pritchett, R. et al. (2014) “Emotional and behavioural development in Glasgow primary schools.” Educational Psychology in Practice: theory, research and practice in educational psychology, Volume 30 (3)
Moran, H, 2010. Clinical observations of the differences between children on the autism spectrum and those with attachment problems: The Coventry Grid. Good Autism Practice (GAP), Volume 11, Number 2, October 2010, pp. 46-59(14) and