

# Halton Schools Nurture Questionnaire

## Context:

It is clear that, due to staffing, budget and environmental restrictions, some schools in Halton are less empowered to facilitate the classic Nurture class model than others. What is not always acknowledged however, is that, whether they realise it or not, most schools already have elements of nurture embedded within their practice and ethos. We want to establish the degree to which, both consciously and instinctively, all Halton schools are doing this.

The function of this survey is not to discover and highlight the schools which are not embedding nurture into their practice. We are doing this in order to:

- Gain a comprehensive, borough-wide understanding of where we are in terms of nurture practice.
- Identify patterns in terms of nurture and inclusion, giving us data which will allow us to measure efficacy across the whole borough.
- Identify the greatest nurture-specific areas of need.
- Develop strategies to support schools to lower exclusion and increase engagement through nurture practice.
- Be able to tailor our approach, to meet the bespoke needs of individual schools.
- Support effective development of Nurture practice across borough.

We believe that a multi-agency approach is the most powerful and effective way in which to achieve positive outcomes for the children we support. We will, therefore be working closely with the HBC mental Health team and embedding this survey into the Healthy Schools initiative and qualification.

The following document consists of ten key nurture indicators for educational settings. Each of those indicators has then been broken down into five specific target areas. This creates a 50 point tick list which forms the body of the survey.

## What we would like you to do:

1. Read the survey, placing a tick next to each comment which you believe reflects your school's current practice.
2. Score your school, following the instructions in the *Next Steps* section, for strategies which you can immediately apply to take Nurture to the next level in your school.
3. Return your survey to the email address at the end of the document.

## We will then:

1. Embed your results with those of all other schools in Halton.
2. Analyse the data.
3. Send you a report, giving a borough-wide overview of Nurture in Halton.
4. Use our results to develop a targeted, focused plan for using nurture to improve levels of inclusion and engagement.

**Many thanks, your involvement will have a significant impact upon our ability to take nurture to the next level in Halton**

<b>School</b>		<b>Date</b>	
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## **We are a 'nurturing' school when we...**

1. Successfully meet children's emotional needs, as well as their educational needs.
2. Provide a consistent and emotionally safe environment for all our learners.
3. All staff understand that '*all behaviour is communication*'.
4. Understand that every point of transition, no matter how big or small, is key to the success of our learners and have this ethos embedded in our school structures and processes.
5. Reflect upon and adapt our own practice, relative to the additional needs of learners and become positive role models and good listeners.
6. Understand and fully adopt a growth mind-set approach.
7. Have a fully integrated, whole school holistic approach to both nurture and mental health.
8. Understand the context of each child's behaviour and not just ascribe a 'one-size-fits-all' approach to behaviour management.
9. Have top-down commitment to consistently applying nurture principles across our setting, with ALL staff having equal understanding of and commitment to nurture principles.
10. Show our commitment to nurture practice through our school policies.

### **Quick self-assessment document: Tick all that apply.**

#### **Do you 'successfully meet children's emotional needs, as well as their educational needs'?**

1. We have a discrete space in which 1:1 social and emotional intervention sessions take place.
2. We have daily, timetabled, nurture sessions for learners who have been formally identified as having significant emotional barriers to learning.
3. Our nurture groups typically contain no more than eight students at a time.
4. We use a range of strategies, including (but not limited to) time out, visual timetables, timers and prompt cards, which allow learners with attachment issues to gain full access to the curriculum.
5. All staff, (via staff training) understand how to differentiate their practice in order to meet the needs of pupils with SEMH.
6. Changes to daily routines, such as staff or room changes, are clearly signposted to learners at the start of the day, when entering the setting.

**Do you 'provide a consistent and emotionally safe environment for your learners'?**

7. Seating plans for all lessons are rigid and our learners know where they will be sitting in all lessons.
8. All learners with SEMH have a clearly planned strategy for what to do and where to be if they need to use a time out card/ have time out of class for any reason.
9. Our staff are familiar with learners with SEMH/ complex or exceptional home situations/ attachment issues and are suitably equipped (through staff training) to individualise their approach to behaviour management with these learners.
10. Vulnerable learners have an identified staff member, who they feel confident in talking to if they need social or emotional support.

**Do 'all staff understand that all behaviour is communication'?**

11. All learners with SEMH have regularly updated behaviour profiles, which identify individual triggers and offer specific behaviour management strategies.
12. Learners with SEMH are involved in the development of behaviour strategies and have a clear plan of how to self-manage when problems occur.
13. All classes have (and use) non-verbal behaviour management strategies (IE mood boards, time out cards, traffic light cards etc). All learners with SEMH are aware of these strategies and know how and when to use them.
14. Positive behaviour is rewarded and differentiated reward structures are in place which reinforce this (raffle tickets, golden time, good-will bank, etc). These structures are consistently used across different classes.
15. Challenging behaviour is considered to be a symptom of the underlying issue and not the issue itself. This is universally understood and is reflected in the mechanisms used to address such behaviour and the way in which staff understand and deal with behaviour that challenges.

**Understand that every point of transition, no matter how big or small, is key to the success of our learners and have this ethos embedded in our school structures and processes.**

16. A clear, rigorous and highly supportive transition programme and process is in place for all starters and leavers.
17. Learners with SEMH/ ASC have established strategies, which support them to effectively transition between classes and from structured to unstructured settings.
18. Additional support and a dedicated location is in place during unstructured time (break and lunchtime) for learners who struggle with managing transition effectively.
19. There is an identified, staffed area in school where learners, who struggle to transition through unstructured times, know they can go.
20. All staff follow an established transition process for beginning and ending lessons and this is consistently applied across the setting.

**Do you 'reflect upon and adapt our own practice, relative to the additional needs of learners and become positive role models and good listeners'?**

- 21. Whole school CPD training, covering different types of SEND needs and strategies for positive differentiation, have taken place.
- 22. Staff carry out peer observations as a means of both sharing good nurture practice and monitoring efficacy of staff SEND training.
- 23. Staff have formal opportunities to meet and share good practice, relevant to nurture approaches and SEND. This happens both within schools and across settings with partner schools.
- 24. Learners with SEMH have an identified staff mentor who they can talk with when they are struggling.
- 25. Through training, all staff are given strategies to ensure that communication with individual children is consistent across the school.

**'Understand and fully adopt a growth mind-set approach'.**

- 26. Our school ethos engenders the belief that we all learn through mistakes and that mistakes are an essential part of the process of learning.
- 27. All teachers understand the importance of developing resilience and independent thinking in learners and have this built into their planning and delivery.
- 28. As a school, we place as much importance on process as we do on end result.
- 29. All SEND/vulnerable learners have growth mind-set strategies identified on their passports/one page profiles.
- 30. Annual staff training on the theory and application of growth mind set has taken place.

**Do you have 'a fully integrated, whole school holistic approach to both nurture and mental health'?**

- 31. Our school has the Healthy Schools qualification.
- 32. Staff receive annual training in both mental health and Nurture from relevant HBC staff.
- 33. There is evidence of the nurturing approach extending to staff in relevant school policy documents.
- 34. The mental health needs of all stakeholders is directly referred to in the School's mental health policy document.
- 35. There is direct, documented SLT involvement in the monitoring of nurture and mental health good practice.

**Do you 'understand the context of each child's behaviour and not just ascribe a 'one-size fits all' approach to behaviour management?**

36. Every child with additional needs has a one page profile/passport.
37. Every child with additional needs has a current, evaluated Boxall profile.
38. All staff have copies of both Boxall profiles and one page profiles for the learners they teach and are familiar with them.
39. Staff behavioural responses and consequences to students' behavioural issues are individualised, depending upon the needs/ condition of the learner in question.
40. Learners' behaviour management strategies are individually considered and constructed in all cases.

**Do you 'have top-down commitment to consistently applying nurture principles across our setting, with ALL staff having equal understanding of and commitment to nurture principles'?**

41. All staff understand the six principles of nurture and have them displayed in their classrooms/working environments.
42. Where relevant, all staff make reference to the six principles in their short and long-term planning.
43. At least one member of SLT has attended some form of Nurture training and have fed back to the rest of the Senior Leadership Team.
44. Whole school training on Nurture and Nurture principles has taken place in the last twelve months.
45. The six principles of nurture and the school's approach to nurture is outlined on the school website.

**Is your 'commitment to nurture' represented in your school policies?**

46. Nurture principles are embedded in school policies, especially the school's behaviour policy.
47. All staff have been made aware of how nurture is embedded in policies, via staff training.
48. There is hard evidence that all staff are ensuring that nurture principles are at the core of their practice.
49. Parents and carers are aware of school policy relative to Nurture, via the school handbook and induction processes.
50. Governors are aware of the principles of Nurture and how they are embedded in school policy.

**Once complete, please email: [ami.mcnamee@halton.gov.uk](mailto:ami.mcnamee@halton.gov.uk)**

**Many thanks for all your help.**

## Self-Assessment and Next Steps:

Take your score and double it to give your school a percentage score, **if you scored:**

### **0-20%**

**Your school is just beginning its nurture journey.**

#### **Next Steps:**

- Select one achievable target from each of the ten sections and work towards embedding them in your setting.
- Establish a half-term time limit on this process and stick to it.
- At the beginning of the following term, use the self-assessment tool again and give yourself a new score.
- Ensure that a member of staff (ideally, your SENCO) is on the HBC Nurture group mailing list and give them the opportunity to attend the half-termly HBC Nurture meetings in order to maximise networking opportunities and to share good nurture practice.
- Begin to broaden your use of the Boxall Profile: if you are currently only assessing CLA learners, begin the process of assessing all learners on your SEND register.

### **21-40%**

**You are beginning to establish the principles of nurture in your setting, but may not have yet embedded it on a school-wide basis.**

#### **Next steps:**

- Run or facilitate a Boxall profile training session for key staff members, so that more than just one member of staff can create Boxall Profiles.
- Display posters, outlining the six principles of Nurture, around your setting.
- Reflect on your Nurture assessment: identify which of the 10 key indicators are your weakest, and pick targets from two to work towards.
- Create a 'Six Principles of Nurture' lesson plan and have all relevant teachers deliver it as part of the school's PSHE curriculum.

### **41-60%**

**The principles of Nurture are known to most staff and many are embedding some elements of nurture into their practice. Most staff know what a Boxall assessment is, but not all can create one.**

#### **Next steps:**

- Run further Boxall profile training sessions for your whole staff team/ all relevant staff members, or contact Martyn Jowett or Ami McNamee to discuss possibility of HBC-led training.
- Arrange a HBC nurture visit, so the Specialist Teacher for Nurture can identify what you are doing well and how you can improve your nurture practice by making small changes to your environment and practice.
- Ensure that all staff that would not ordinarily be included in staff briefing/ training (kitchen staff, voluntary staff, caretaker etc) are aware of the six principles of nurture and what this means in practical terms relative to their role.
- Look at your school's policy documents: Is nurture referred to at any point? Is there a specific Nurture policy? Discuss how best you can address this.

## **61-80%**

**Nurture is well-established within your setting and all staff are developing a solid understanding of nurture principles. Nurture is beginning to be reflected in your school policies.**

### **Next steps:**

- Examine the level to which other stakeholders are aware of Nurture principles and practice. Ensure the school governors are aware of the impact of Nurture practice in your setting. Consider sending a letter to parents and carers outlining what Nurture is and what impact being a nurturing school has.
- Look at your Boxall profiles: are they all in one place? Are they live documents- IE are staff updating them and using them to annotate steps of progression? Are they up to date- Are you re-assessing learners on a termly basis, to ensure that targets and strategies are appropriate/ are being met? Are old Boxalls being archived and do staff know when they should be 're-boxalling' learners. Finally, is all this information being held in one central file, so that your Boxall system can be easily kept up to date and checked?
- Look at the areas on this assessment where you didn't meet the criteria and identify how you can make improvements. Set deadlines and work to them.
- Share all the positive Nurture work you are doing on your school website and other social media.

## **80-100%**

**You are a nurturing school! You will probably have the National Nurturing Schools Programme award (if not, you should apply now!)**

### **Next steps:**

- Share your good practice: Invite colleagues who are at an earlier stage in their journey to visit your setting. Allow them to take photos and ask questions about your practice and the journey you have undertaken in order to be where you are now.
- Revisit your Nurturing Schools Award, look at your areas of strength: are they still as focused? Look at the recommendations from the assessor and your own future targets: Are you still working towards them? Are all relative documents current?
- If feasible, consider putting further teachers through the 'Theory and Practice of Nurture Groups' training.