

# **Halton Nurture Strategy**

## **2021-2025**



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## 1. Introduction/Scope

**By developing nurture across the Borough, it is hoped that ALL schools and settings adopt and fully embrace a nurturing approach.**

Early identification and early targeted support within the community is vital to ensure that children and young people develop healthy minds and resilience. This Strategy aims to facilitate collaboration between parents/carers, key adults, school leaders and professionals to improve the outcomes for children and young people, including:

- Healthy relationships with family members, peers, teachers, school and within the wider community;
- Positive mental health and improved resilience;
- Greater academic achievement;
- Improved attendance and reduced exclusions;
- Making a successful transition to adulthood.

The development of nurturing approaches across Halton has arisen through a desire within the authority to enable all children and young people to access educational settings where they can flourish and thrive. This strategy seeks to outline the rationale behind the promotion of nurturing approaches, what is hoped to be achieved and how this can be done.

## 2. Our Nurturing Vision

Our vision for Halton is for all children and young people to be safe, happy, healthy, emotionally resilient individuals who are well prepared for the transitions to other settings and adulthood.

To achieve this outcome, we expect all of our schools and services will operate in a nurturing way. Children and young people will flourish and play a positive role within their community.

## 3. Definition of Nurture

Nurture is to cherish, care, and protect so that people can learn and grow.

Nurture involves developing physical, social and emotional resilience, in order to allow children and young people to thrive. Nurture is a holistic approach that encourages people to develop healthy relationships. **Nurture is to educate.**

## 4. National Context

This Strategy has been developed against a backdrop of national legislation and initiatives designed to enhance wellbeing, engagement and inclusion. It also recognises the impact of the coronavirus (COVID-19) pandemic which has decreased children and young people's personal wellbeing.<sup>1</sup> Moreover, children with special educational needs and disabilities, children from disadvantaged backgrounds and children from the BAME backgrounds are

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<sup>1</sup> Department for Education (2020) State of the nation 2020: Children and young people's wellbeing.

also recognised as experiencing higher levels of anxiety and lower personal wellbeing than children without these characteristics. It has been recognised within the context of COVID-19, schools have a fundamental role to support young people's well-being and resilience. The well-being in education return programme sits well within a nurturing approach.

The Boxall Childhood Project (BCP) was carried out by nurtureuk and used Boxall Profile data to support 30 primary schools, including some Halton schools, to identify children in primary school with social emotional and mental health (SEMH) needs. The BCP found that 36% of children had some SEMH needs as identified by the Boxall profile, 1 in 10 had high levels of need and 1 in 4 had moderate needs which had often gone unnoticed.<sup>2</sup>

It is hoped that closer working between professionals in health, education and children's services will help to increase early identification of need and improve emotional health and wellbeing of children and young people, especially those from vulnerable backgrounds. In response to this paper, local transformation plans have been established to co-ordinate the implementation of the recommendations.

The **Department for Education** has produced further guidance for education settings in the paper ***Mental Health and Behaviour in Schools (2016)***.

This paper outlines how schools have a role to play in identifying possible unmet needs that may be prolonging challenging behaviours, including emotional and mental health factors. It outlines how different risk and protective factors can impact on mental wellbeing and behaviours and how schools have a responsibility to promote positive mental wellbeing in their pupils. This includes having systems in place to respond and intervene as early as possible when difficulties arise.

### **Timpson Review**

The Timpson Review DfE (2019) found that an average of 40 children were excluded from UK schools every day.

SEMH Needs have often gone unidentified. Nurture groups have been found to be an effective intervention in reducing children's social, emotional and behavioural difficulties and enhancing their academic achievement.

## **5. Local Context**

### **National Nurturing Schools Status**

A number of Halton's schools and settings have achieved National Nurturing Schools Status, an accredited award externally assessed and validated by nurtureuk. Halton Schools and settings who have achieved National Nurturing School Status:

- The Bridge School, 2018
- Cavendish School, 2018
- Ditton Nursery, 2019

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<sup>2</sup> Dr Florence Ruby, nurtureuk (2019) Now you see us: Identifying and responding to the scale of social, emotional and mental health needs in primary school children.

- Warrington Road Nursery, 2019
- Chesnut Lodge School, 2019
- Brookfields Special School

### Halton Nurture Group Network

Halton has developed a local Nurture Network and is attended by around 20 schools and settings who meet together to develop their nurture provision and support pupils to develop their wellbeing.

Halton Nurture Network operates as a series of meeting and training events and is led by the SEND Service. Education Psychology Service offer dedicated time to contribute to training. Any school or setting is welcome to attend and participate in the network meetings irrespective of whether they have developed nurture provision. The focus of the group is on providing supervision, peer support and training for schools with nurture provision or those who are interested in developing it.

Further information including previous meeting resources is available on the [Halton Local Offer, Education](#) in the box headed up *Halton Nurture Group Network*.

### Ofsted perspective on Nurture

The intervention has increased in popularity and gained momentum since 2015. There are some very effective examples of nurture provision in the Borough. This is reflected in school Ofsted reports and in the Local Area Inspection report, 2017.

Ofsted reports identifying nurture and a nurturing ethos as being a strength of the school	Schools with nurture where SEND provision/support has been highlighted as a strength of the school
The Bridge- Good The Holy Spirit- Good Chesnutlodge- Good Hallwood Park- Requires Improvement Ditton Aspiring Foundations Nursery- Good Warrington Road Aspiring Foundations Nursery- Outstanding Fairfield- Good Gorsewood- Good Woodside- Requires Improvement	St Bede's Jr-Good All Saints Upton-Requires Improvement

The special educational needs coordinator (SENCo) has led the recent establishment of a nurture provision that is ensuring that pupils are ready to learn. ***Ofsted inspection of Fairfield Primary, February 2019***

The nurturing and inclusive ethos is a key factor in breaking down barriers to pupils' learning. As a result, current pupils are making good and improving progress. ***Ofsted inspection of Gorsewood Primary, 2018***

Children have excellent relationships with one another and with staff. ***Ofsted inspection of Warrington Road Nursery, 2018***

## Healthy School Status

Halton Health Improvement Team encourage schools and settings to embed nurture and to become a nurturing school as part of the Healthy School Status award. Schools that choose to focus on improving the mental health and wellbeing of their whole school setting are encouraged to complete a Mental Health and Resilience in Schools (MHARS) self-assessment which is an evidence based framework.

The MHARS assessment framework has nurture embedded throughout as well as asking schools to evidence how they have implemented nurture principles and nurturing strategies.

Schools will be encouraged to complete the [Halton Schools Nurture Questionnaire](#) as part of their MHARS self-assessment.

19 schools in Halton have completed the MHARS self-assessment (10 involved with the Nurture Network or have received some input) and a further 14 working towards completing this (8 involved with Nurture Network or have received some training input).

## 6. Evidence and Rationale for Nurturing Approaches

Nurture groups are rooted in attachment theory and the work of Bowlby, (1969),<sup>3</sup> which provides theoretical framework for the intervention. Nurture groups are designed to be an early intervention strategy, which helps children and young people to manage their feelings, behaviour and develop positive relationships with others.

‘In the nurture group staff attempt to relive with the child the missed experience of the early years. They take the model of the mother and her young child. Staff ‘feel into’ the early years and interact with the child as a mother would within a relationship of continuing care and support, in an environment that is carefully managed and protective.’ (Bennathan and Boxall, 2000)<sup>4</sup>

Nurture should act as a bridge between home and school. Nurture groups are staffed by two, trained adults who provide a highly structured, secure nurturing environment. This allows children to experience secure and responsive care givers who help them to develop their; self-esteem, language, social and emotional development.

In nurture groups there is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing ‘family-type’ experiences, such as eating food together.

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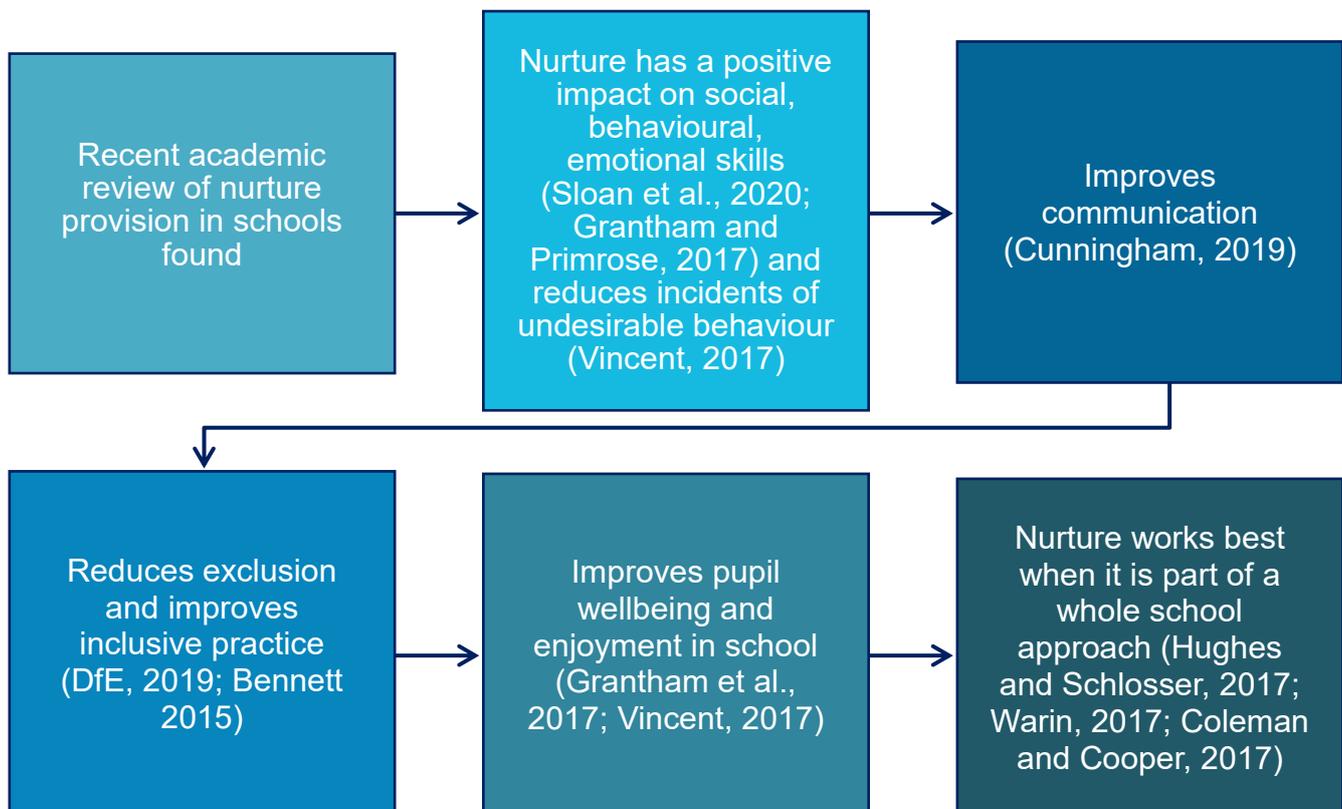
<sup>3</sup> Bowlby, J. (1969) 'Attachment and loss: volume I: attachment.' *In Attachment and Loss: Volume I: Attachment*. London: The Hogarth Press and the Institute of Psycho-Analysis, pp. 1-401.

<sup>4</sup> Boxall, M. (2002) *Nurture groups in schools: Principles and practice*. London: Paul Chapman

Pupils identified as requiring nurture intervention and support may be those who have experienced caregiving which has not been conducive to them developing secure attachments (Bennathan and Boxall, 2015)<sup>5</sup>.

Nurture encourages schools to adopt an ethos of 'care' recognising behavioural challenges result from experiences of less secure attachment relationships with caregivers (Warin, 2017<sup>6</sup>; Sloan et al., 2020<sup>7</sup>).

Pupils may lack the developmental skills required to access learning. Nurture therefore seeks to provide children with home like experiences to facilitate the development of their communication, social and emotional skills so that they can access education (Lucas and Boxall, 2010)<sup>8</sup>.



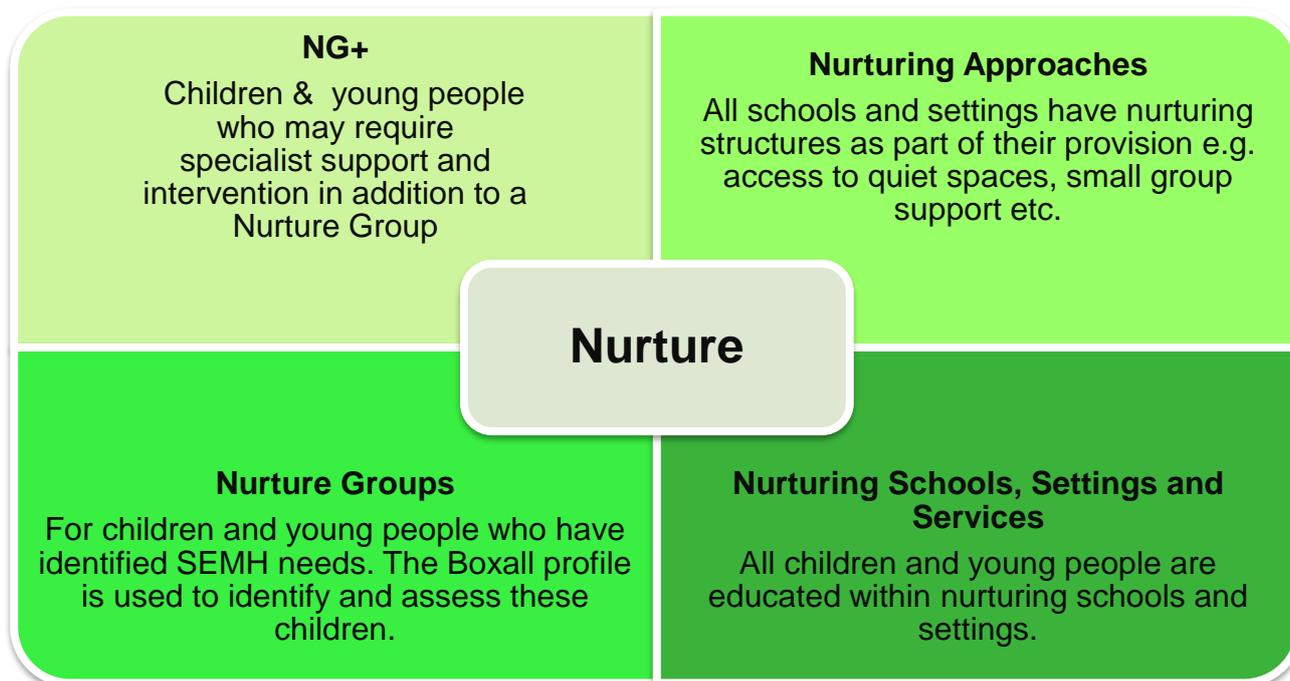
<sup>5</sup> Bennathan, M. and Boxall, M. (2015) *Effective Intervention in Primary Schools: Nurture Groups*. 2nd ed., London: David Fulton Publishers.

<sup>6</sup> Warin, J. (2017) 'Creating a whole school ethos of care.' *Emotional and Behavioural Difficulties*, 22(3)

<sup>7</sup> Sloan, S., Winter, K., Connolly, P. and Gildea, A. (2020) 'The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland.' *Children and Youth Services Review*, 108 p. 104619.

<sup>8</sup> Lucas, S. and Boxall, M. (2010) *Nurture groups in schools: principles and practice*. 2nd ed., London: SAGE.

## 7. Halton's Graduated Approach to Nurture



### Expectations

The majority of children and young people will have their needs met within mainstream nurturing schools and settings. Schools and settings are expected to provide high quality personal, social and health education which will support their wellbeing and promote emotional resilience. From time to time, children and young people may also benefit from access to: group work, quiet spaces, visual strategies and resources and discrete teaching of skills around managing feelings and behaviour.

All educational settings want the best for their children, young people and adults, regardless of age. Ensuring that nurture is embedded throughout settings enhances the whole ethos and culture which then effects the academic and wellbeing outcomes for all.  
*Nurture International*

### **Nurture International - THE SIX NURTURE PRINCIPLES FOR LEARNING**

- Learning and achievement is enhanced through meeting social, emotional, and cognitive needs.
- How we communicate impacts on mental health, learning and achievement.
- Nurture cultures promote reflective practices.
- Self-esteem and a sense of identity are key to positive mental health and wellbeing.
- Feeling emotionally safe is essential for mental health, learning and achievement.
- Celebration of diversity enriches the community and enhances learning.

# Nurture Principles

ALL schools, settings and services understand and embrace the principles of nurture. These facilitate an environment that encourages and allows children and young people to flourish



## **Developmental understanding**

Learning and achievement is understood developmentally. Enhanced through meeting social, emotional, and cognitive needs

## **Emotionally safe**

Feeling emotionally safe is essential for mental health, learning and achievement

## **Behaviour & Language**

All behaviour and language are vital means of communication

## **Communication**

How we communicate impacts on mental health, learning and achievement

## **Identity & Self-esteem**

Self-identity and self-esteem are key to mental health and wellbeing

## **Resilience for transitions**

Nurture assists resilience to aid successful transitions

For some children, this is not enough to meet their needs. Such children may need direct support, and access to a nurture or a nurture group can be helpful. These children will be identified by their schools, settings and by other professionals as requiring nurture. These children may also be placed on the school's SEND register and may be identified as having Social Emotional and Mental Health needs as defined within the SEND Code of Practice, 2014.

Where a nurture group has been trialled it may be that, in addition to the nurture group/nurturing setting, more specialist support and intervention may be appropriate in order to meet the needs of more complex children. Such children would usually have their needs assessed and identified as part of an Education, Health and Care Plan. Halton Borough Council would expect that by more schools and settings adopting a nurturing approach and through early identification of need, fewer children would require access to this level of support.

### **Nurturing Schools, Settings and Services**

Schools and settings are expected to take notice of the Department for Education advice, 'Mental health and behaviour in schools', March 2016. In particular, all schools and settings should adhere to the following:

- Where severe problems occur, schools and settings should not delay in accessing appropriate services including; Education Welfare Service, Specialist Teachers, Education Psychology Service, CAMHS, GP/Woodview Child Development Centre referrals.
- Staff within school to have engaged in regular, high quality, continued professional development in understanding and supporting children and young people to have positive mental health. Additional training such as: attachment theory, Emotional Literacy Support Assistants (ELSA) training, social group support, emotion coaching etc. may also have been accessed.
- Schools have effective pastoral support and provision so that a key member of staff is able to identify any behaviour causing concern and respond early.
- Schools are mindful of groups who may be susceptible to mental health difficulties including children who are looked after, children with additional needs including those who may have autism. They track and monitor these groups and put in provision to promote their emotional resilience.

Nurturing schools embrace a nurturing culture throughout their provision. They understand the importance of having children's emotional needs supported, in order to help facilitate their learning. Such schools and settings know that a child or young person's learning is understood developmentally and delivers teaching and learning in a way that empowers all children to access it. In Nurturing Schools/Settings, parents and carers feel valued as partners in their education and feel welcomed as part of the school community.

**All our schools and settings** are encouraged to adopt a **nurturing ethos**. The [Halton Schools Nurture Questionnaire](#) supports schools and settings to self-assess their awareness, skills and understanding of nurture and supports them to further develop and embed their practise.

## **Halton Graduated Approach and Strategy Toolkit**

Provides a series of documents setting out the arrangements made in Halton by the Local Authority for education, early years and childcare settings to support children and young people with SEND - [Halton Graduated Approach and Strategy Toolkit](#)

The [Strategy Toolkit](#) which should be used alongside the Dimensions for Learning Guides provides a number of different support strategies which the child or young person may benefit from across the areas of identified need. The Toolkit is a fully flexible resource full of useful ideas and suggestions which is aimed for using as and when needed (dipped in and out of) by schools and settings.

Each identified area of need begins with a range of Quality First Teaching strategies and interventions followed by SEN Support strategies and interventions designed to support pupils' needs.

## **Nurture Groups**

Nurture Groups are an in-school/setting resource for children whose emotional, social, behavioural and formal learning needs cannot be met in the mainstream class. Nurture Groups form part of the school/setting provision. Children and young people remain part of their mainstream class roll and usually register in class. Usually children or young people will attend nurture for around 40% of the curriculum timetable. This may be reduced within secondary schools. The expectation is that children or young people engaging in the Nurture Group will return to their class or group. Children or young people within nurture attend the provision regularly and are not withdrawn from the curriculum but engage with it at an appropriate developmental level.

Nurture Groups are staffed by two consistent, trained members of staff who model good relationships and are emotionally attuned to the children and young people within the nurture room. Staff within the Nurture Group should receive supervision and support from an appropriate member of the Senior Leadership Team and are given release time to attend **Halton's Nurture Group Network** on a regular basis.

Children and young people, who are engaging in nurture, will have been identified by staff within the school and have a **Boxall profile** completed, in order to target appropriate outcomes and provision. Also see [Nurture in the Early Years](#) provides more helpful information about nurture groups.

## **NG + (Nurture Groups +)**

A very small number of children and young people may have needs that require more specialist support and intervention. This may mean that they require further assessment through an Education, Health and Care Plan.

Schools and settings are encouraged to contact the Assessment Team and/or Specialist Teachers in a timely manner so that discussion can take place about whether an Education, Health and Care Plan assessment is appropriate. The contact details can be found on the Halton Local Offer – [Education Support Services](#), under 'SEND Useful Contacts'

In order to access this support, Halton Borough Council will expect that schools and settings have implemented appropriate strategies, interventions and services outlined within the [Halton Graduated Approach and Strategy Toolkit](#).

### **Nurture room at Fairfield Primary**



### **Examples of what to provide**

- Consistent and predictable boundaries and routines within the nurture room with an appropriate timetable.
- Opportunity to share food and engage socially with other children and young people, so that they can talk, feel that they are being heard, understood and valued.
- Designated 'home corner' which replicates a nurturing home environment.
- Activities that are developmentally appropriate to the group - this may include an Early Years approach to the curriculum.
- Regular and consistent opportunities for children to engage in activities where they are able to express their emotions and feelings.
- A culture of trust and safety within the room.
- Designated 'work areas' and planned times to deliver the curriculum through a nurturing approach.
- All staff from the mainstream school/setting regularly/routinely attend the nurture group to help support the reintegration of the children and young people to mainstream school. This approach helps all members of staff understand the purpose and function of the nurture group.
- Parents and carers are encouraged to participate and attend the nurture group regularly.

## Nurture room at The Bridge



### The Boxall Profile

This is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education. The two-part checklist, which is completed by staff who know the child and young person best, is quick and, very importantly, identifies the levels of skills the children and young people possess to access learning.

**Developmental strands** measures a child or young person's personal and social development from early years. It identifies characteristics of the developing child that reflect or contribute to a constructive learning process. Satisfactory completion of this first stage of learning is essential if children and young people are to make good use of educational opportunities. The questions in the development assessment fall into two clusters:

#### Cluster 1 Organisation of experience

- Column A-E are of increasing complexity and reflect the child or young person's levels of engagement with the world

- Overall they describe a child or young person who is organised, attentive and interested, and is involved purposefully and constructively in events, people and ideas.

### **Cluster 2 Internalisation of controls**

- Columns F-J are of increasing complexity and reflect levels of personal development and awareness of others
- Overall they describe a child or young person who is: emotionally secure, constructive, adaptive relationships, is able to cooperate with others, and has internalised the controls necessary for social functioning.

Children with low scores on the developmental strands are likely to need nurture.

## **Section 2: Diagnostic strands**

The diagnostic strands describe behaviours that inhibit or interfere with child or young person's involvement in school. This is often directly or indirectly the outcome of impaired learning in the earliest years. The earlier in life children are identified, the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering the appropriate intervention and support.

### **Cluster 1 Self-limiting features**

- Sub clusters Q and R that reflect different levels of awareness and functioning but have in common the lack of a normal thrust for growth.

### **Cluster 2 Underdeveloped behaviour**

- Children and young people who have high scores may have received little help in the early years to provide them with the inner resources to relate to others and engage age-appropriately
- This cluster shows available potential for attachment. Children and young people who score highly in these clusters are likely to benefit from an early level relationship and developmentally appropriate experiences.

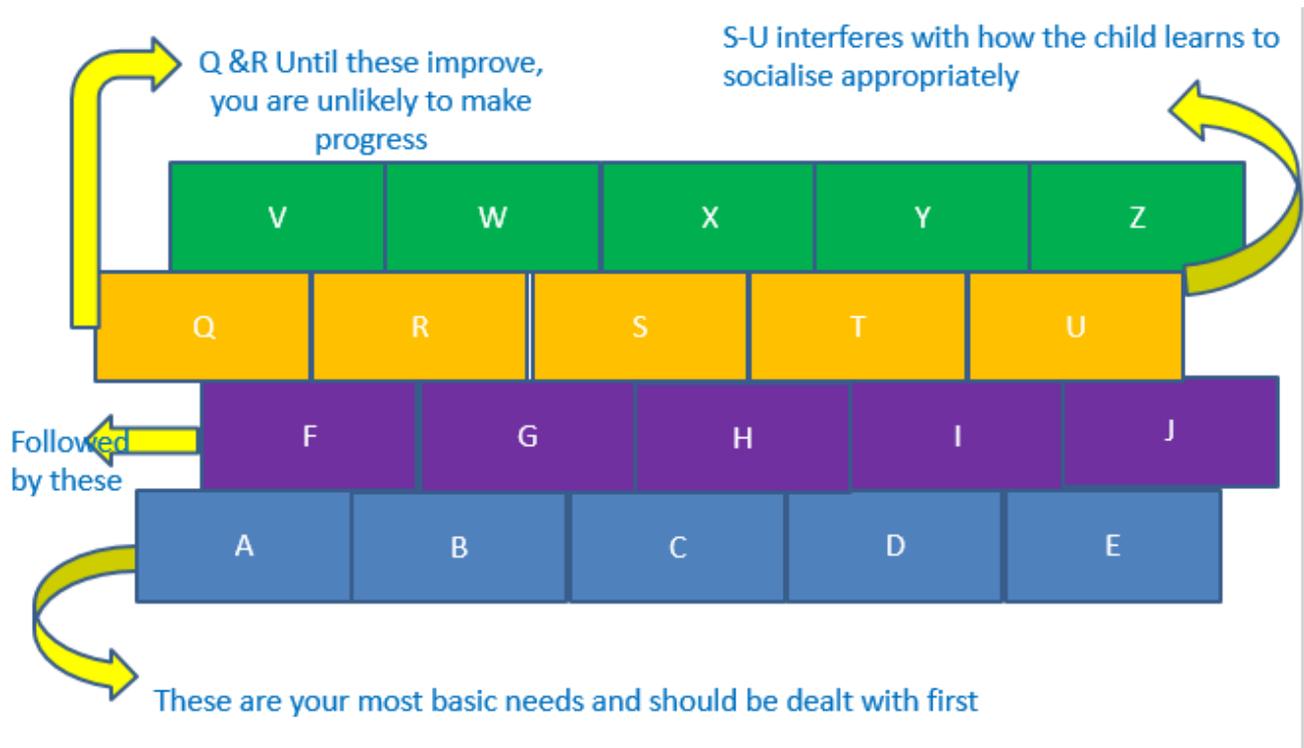
### **Cluster 3 Unsupported development**

- High scores indicate a profound lack of nurturing care probably with intrusive negative experiences. V-Y, insecurity and fear give way to a thirst for survival. As a protection against hurt and to maintain self-regard, increasingly alienated and negative behaviour appears,
- Children and young people showing marked negativism towards others-Y, are often motivated by anger, rage, as they make their own way, their anti-social behaviour may become increasingly well-organised, internalised pattern than brings them power and satisfaction and is thus self-perpetuating and motivating.

Children in need of nurture have high scores on the diagnostic profile.

## Planning interventions and support using the Boxall Profile

The following visual can help in deciding where to start planning interventions and support:



Some areas within the Boxall are connected:

Developmental	Diagnostic
A- gives purposeful attention	Q- disengaged
F- is emotionally secure	R- self-negating
G- is biddable and accepts constraints	T- shows inconsequential behaviour
H- accommodates to others	Y/Z- wants, grabs, disregards others

## 8. Building the Local Evidence Base

### Evidencing and developing practice

The following suggestions, support and resources for developing nurturing practice within a school or setting may include:

- Access to quiet corners within school and ensuring children and young people have access to these;
- Individualised and personalised curriculum for children who may have some emotional or behavioural difficulties;
- Opportunity to for some small group work within the curriculum;

- Short-term, evidence based intervention for developing social skills
- Swapping teaching/professional staff to a similar service or school with nurture provision as this can broaden knowledge by learning from others implementing different approaches.
- [Nurturing Settings Environment Checklist](#)
- [Nurturing Classroom Non Negotiables Checklist](#)
- [Nurturing Approach - Hints and Tips Crib Sheet](#)

Halton has made good progress in developing nurture provision and practice since the Nurture for Learning Strategy was introduced in 2018. Whilst some schools have been less empowered or able to facilitate the 'classic Nurture class model' due to different factors e.g. staffing, budget and/or other environmental restrictions. A recent review highlighted that most Halton schools now have elements of nurture embedded within their practice and ethos.

The development of the [Halton Schools Nurture Questionnaire](#) includes easy to follow instructions on the key nurture indicators and targets. The questionnaire has allowed provision to quickly complete a comprehensive assessment of nurture practice within the school.

At a strategic level, this allows the local authority and Halton schools the opportunity to understand and establish the degree to which, both consciously and instinctively nurture is being embedded within the Borough. It enables patterns of nurture, inclusion and nurture-specific areas of most need to be better identified alongside gathering effectiveness data.

This means that targeted support to develop nurturing practice and support schools to lower exclusions and increase engagement can now be provided by tailoring different approaches to meet the bespoke needs of individual schools.

## **Evidencing the Success of Nurture Provision**

"This nurture group helped me with my confidence and the thing that I enjoyed most was when we wrote on a post-it note what worries we had. It meant that I didn't have to say it in front of everybody."

"The best thing about the nurture group is that it helped me cope when things reminded me of my grandad. I also liked the fact that we all talked about things which helped us to calm down."

**Fairfield Primary School**  
**Year 6 Nurture Group Children's voice**

## Impact on outcome of Ofsted Inspection

### **The Bridge (PRU) KS3 Nurture class (Pupil and Parent-Carers voice)**

“We would like to thank the amazing staff at The Bridge School for all the support and patience that you have given to our son and ourselves. You have all helped to transform him into an amazing, affectionate and happy little boy. We are so proud of the progress he has made at The Bridge.” Parent

“This is an amazing school with amazing staff, who have provided my son with the emotional support that he needs during this time in his life.” Parent

“I think The bridge has helped me a lot, because I feel that my behaviour has changed and when I go back to mainstream, it will be different” Pupil

“This is an amazing school, staff are there for me” Pupil

### ***Fairfield Primary OFSTED report 20 February 2020***

“We looked at how effectively leaders are addressing pupils’ social and emotional mental health (SEMH) to ensure that they are ready to learn, including those with special educational needs and/or disabilities (SEND). Ofsted’s SEND inspection of Halton authority in May 2017 highlighted a sharp increase in the proportion of children and young people with SEMH issues and school leaders have acted upon this well to support pupils at the school. The special educational needs coordinator (SENCo) has led the recent establishment of a nurture provision that is ensuring that pupils are ready to learn. The provision mainly supports pupils with SEND each morning, according to pupils’ needs. They appreciate the opportunities that they have to start their day in a calm way and to have space and time to do so. They are taught in smaller groups by well trained staff who care for their needs effectively. Pupils speak highly of the support that they receive. The work of these pupils clearly demonstrates good progress towards the targets that are set for their learning when they are provided with this additional support.”

## **Supporting parents and carers to engage with nurture**

In a classic nurture group, parents would attend nurture sessions on a weekly basis. This is not always possible or practical for schools to arrange and deliver. Sometimes parents can also be reluctant to engage in sessions.

Through development of Halton Nurture Network meetings, we have found the following to be helpful ways of including parents in their child’s nurture journeys:

- Informal drop in and coffee before school starts. This has also worked when offered remotely via video conferencing software

- Asking the children who attend nurture to write invitations to parents encouraging them to attend for a specific purpose, such as tea and cake, to share and celebrate their child's achievements
- Start small and try to build up activities and events which parents can participate in
- Set challenges and activities within nurture which can then be extended at home
- [Nurture useful websites and resources](#)
- [Nurture Parenting Support offer](#)
- [Parenting Support Programmes](#) to support learning-development of children and young people

## Case Studies

Examples of establishing nurture practices and provision within primary and secondary schools is outlined in these case studies:

- [Fairfield Primary School Nurture Case Study](#) including Costs Business Case
- [The Bridge School – Nurture Case Study](#)
- [Outcome Assessment examples](#)
- [Nurture Reintegration Readiness Scale – Word version](#)
- [Nurture Reintegration Readiness Scale](#)

## 9. Future Priorities

**By 2025, we will:**

- ❖ Increase the number of children and young people with Social, Emotional and Mental Health educated at an appropriate school/setting to meet their needs;
- ❖ Support every school/setting that expresses an interest for adopting and embedding nurture approaches within their practice, including access to high quality Continued Professional Development opportunities;
- ❖ Work with schools/settings to better communicate information and resources that underpin nurturing approaches to help increase access, usage and embed them e.g.
  - Boxall Profile, MHARS Needs Assessment and relevant assessment toolkits
  - Developing personalised support plans for each child/young person;
  - Protected Time for nurture.
- ❖ Ensure that every child/young person in care will have a Boxall Profile with an individual plan.

## 10. Inclusion and Equality

We are committed to ensuring that nurturing schools/settings have enabling environments in which the individual needs of children and young people are well met and fully included. There is an expectation that all schools/settings will work to enable all children and young people to develop, learn, participate and achieve their best possible outcomes.

## **11. Monitoring, Review and Evaluation**

An action plan has been developed that identifies development areas, key actions, outcomes, success criteria, timescales, evaluation and responsible lead. Progress updates will be reported to the SEND Strategic Partnership, the Strategy will be monitored and reviewed on an annual basis by Halton Children's Trust Executive Group. The evaluation of the Strategy will be informed by consultation and engagement with children, young people and families and feedback from key processes such as annual reviews.

### Evaluation key elements

- Maintenance of records kept related to nurture provision e.g. attendance; punctuality; number of exclusions; assessment information; changes in behaviour; attitude; function; attainment; and social skills of the pupils;
- Feedback from staff, teachers and parents
- Positive effects on the whole service/school