



Welcome



Nurturing Kent Programme: Whole School Approaches to Nurture

nurtureuk



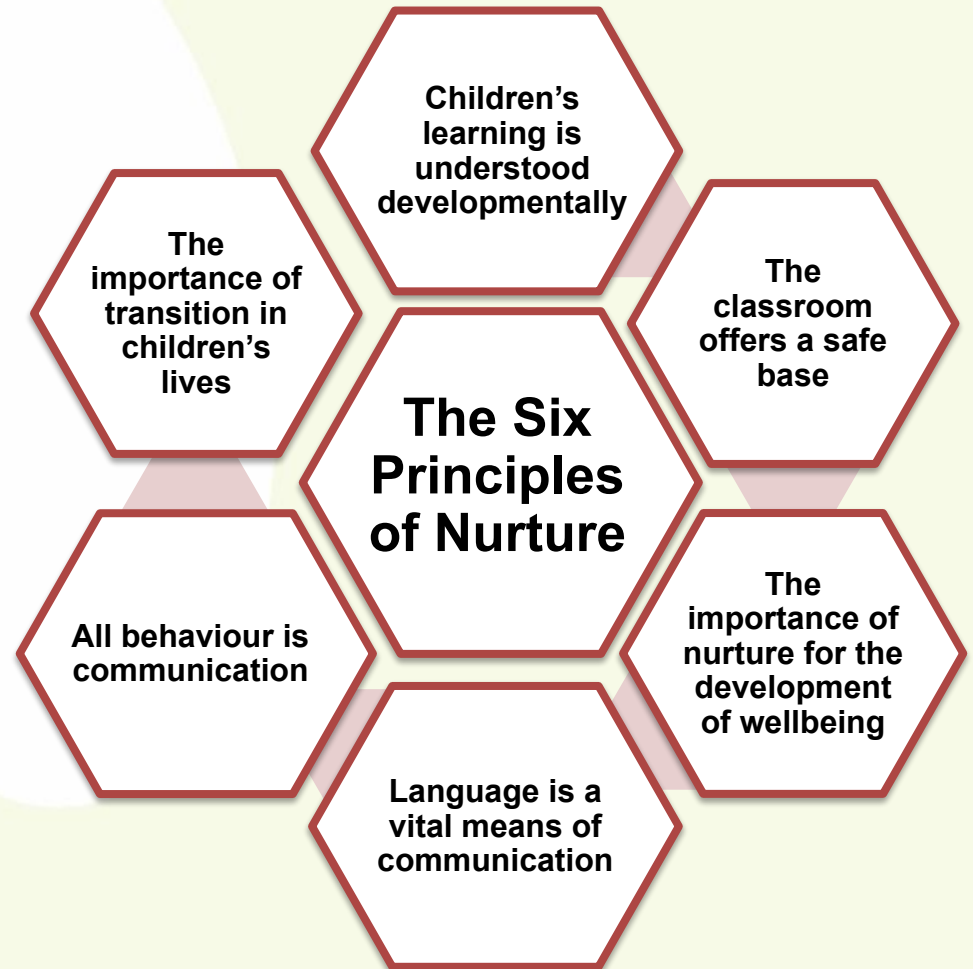
Who is nurtureuk?



Nurtureuk is a national charity working to improve the life chances of children and young people through a nurturing approach.

We work to support children and young people's wellbeing in education and prevent exclusions. Everything we do is guided by the six principles of nurture.

Practically, we support schools by delivering training, publications and consultancy support in schools. We also deliver these services very effectively online remotely.



A graduated approach to nurture



**Nurture
Principles**



Nurture Plus

For the most vulnerable children and young people

Nurture Groups

Boxall Nurture Group® classic

Nurturing Interventions

Boxall Profile® for all children and young people and nurture principles are embedded

Whole School Approach to Nurture

Strategies to support children and young people to develop social and emotional skills

The Boxall Profile®

Early identification of potential social, emotional, behavioural and/or mental health concerns

Background



- Kent County Council have commissioned nurtureuk to deliver a programme for all mainstream schools across Kent for the next three year. As a result, this programme is already fully funded by schools, for schools. Therefore, participating schools do not need to allocate further budget towards the programme.*
- We want every child to have access to a high quality, inclusive education where their social, emotional and mental health needs are met and supported, regardless of their background or circumstances.
- Aiming to support a minimum of 300 schools to complete the programme across the county to develop their policies and practices to be more inclusive.
- County wide opportunity that enables a bespoke approach for each school, and will celebrate what schools already do well, and champion schools to improve in areas that need it, with regular guidance and support.
- Each school will be enrolled onto our three core elements of the graduated approach to nurture.
- Opportunities to attend regular networking events and expert-led webinars.
- Provide each participating school with publications and resources that are designed to support the development of your own bespoke, whole school approach to nurture.

*This service has been funded by the core Schools Block funding in Kent, meaning that it is ringfenced for mainstream primary and secondary schools. This funding arrangement was put in place as part of the setting of the 2020-21 and 2021-22 schools budget, following agreement between schools, the Schools Funding Forum, and KCC to apply for a 1% transfer of funding from the Schools Block to the High Needs Block, and was intended to “consider a different approach... to support much greater inclusion in mainstream schools.” (Cabinet Member for Education and Skills, 15.01.20).

Programme Overview



The Theory and Practice of the Boxall Profile

- Access to our mental health assessment tool, the Boxall Profile® Online for the duration of the programme, that enables the practitioner to measure and monitor pupils social, emotional needs and wellbeing.
- Access to training for school staff to learn how to utilise the online tool and interpret the results.
- In addition, an in-depth training day exploring the six principles, attachment theory and neuroscience behind the Boxall Profile®, as well as interpreting the results and planning next steps and intervention support to help pupils in need.

The National Nurturing Schools Programme (NNSP)

- An 18-month journey, with each school developing a bespoke whole-school approach to embed a nurturing culture that focuses upon social and emotional needs and development alongside academic learning.
- Consists of an initial 4 group sessions followed by 1-1 tailored support sessions from our fully trained and experienced consultants to meet each schools needs when implementing the approach.

The Theory and Practice of Nurture Groups

- A 3-day (2 consecutive and 1 six weeks later) course which focuses on how to set up and effectively run a Boxall Nurture Group®, to nurtureuk recognised, externally evaluated and accredited standards.
- The content covers 'Nurture Principles', 'The Boxall Profile®' & an assignment (completed within 12-months of finishing the training) which is accredited by the 'Scottish Credit Qualifications Framework (SCQF) Level 8.

The Programme Cycle



Nurturing Kent Programme A typical school journey



Programme accessibility for schools



- The programme will be delivered in phased cohorts, which we will look to allocate slots as we receive sign ups. The cohort breakdowns and their start dates can be seen below:
 - **Cohort 1 December 2021** - 24 schools
 - Cohort 2 March 2022 - 36 schools
 - **Cohort 3 June 2022** - 48 schools
 - Cohort 4 September 2022 - 48 schools
 - **Cohort 5 December 2022** - 48 schools
 - Cohort 6 March 2023 - 48 schools
 - **Cohort 7 June 2023** - 48 schools
 - Cohort 8 September 2023 - 36 schools
- Staff requirements for each of the programmes can be seen below:
 - **National nurturing schools programme (NNSP)** - 2 members of staff per school (one must be a member of SLT) in each cohort.
 - **Theory and practice of the Boxall Profile online** - 1 member of staff per school in each cohort.
 - **Theory and practice of nurture groups** - 1 member of staff per school in each cohort.

Long term impacts of the programme



Reduced fixed term & permanent exclusions

Improved Parent/Teacher relationships

Understanding individual pupils' needs helps to inform and target budgeting.

Improved Pupil/Staff wellbeing & morale

Improved Pupil/Teacher relationships

Enhanced networking opportunities and best practice across the county

Improved understanding of pupils with Special Educational Needs

Improved access to support for pupils with Special Educational Needs

Impact



Improved behaviour – (Northern Ireland, QUB study, 2016)

“77.7% of children who entered nurture groups as part of the trial were exhibiting difficult behaviour (as measured by the SDQ total difficulties score), and this reduced to just 20.6% at post-intervention test over one academic year. For those children in the control schools, 62.8% of children exhibited difficult behaviour at the start of the year and this remained largely unchanged at post-test (61.9%)”

Cost Effective - (Northern Ireland, QUB study, 2016)

Nurture groups to be cost effective and the project to be *“highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties”*. “Whilst it is important to treat these estimates with some caution, they do suggest that investment in Nurture Group provision is likely to pay for itself after just two years for each child whose problem behaviour is reduced to the normal range.”

Increased Attainment

‘Nurture groups: a large-scale, controlled study of effects on development and academic attainment’ (Reynolds, MacKay and Kearney, 2009), found that there was a 26.7% increase in academic attainment in children attending nurture groups over a six-month period, an increase of 10.3% compared to the control group (control schools were selected that matched the socioeconomic background of the schools with nurture groups).

Reduced Exclusions

A 2017 Glasgow Psychology Services report found that “Nurture has been a substantial part of a success story in education in the city which can point to a clear reduction in pupil exclusions, an increase in attendance and a dramatic improvement in Glasgow establishments’ capacity to hold on to the most vulnerable young people.”

*“Nurture has been absolutely instrumental in the reduction in exclusions and in the success we’ve had recently. When there’s so much focus on results it takes a lot of bravery to recognise that in order to get those results, you need to **prioritise children’s social emotional and mental health needs**. If pupils don’t feel happy and safe within school, they won’t learn anyway, so you can all carry on teaching till your heart’s content, but they won’t take it in if they don’t feel happy, secure and their basic needs aren’t being met.”*

Gill Leigh & Jill Weatherston

Marsh Green Primary is in the top 3% of schools nationally for attainment progress

Next Steps



This programme is open to all mainstream Primary and Secondary schools across Kent County Council.

To find out more,

Register your interest in taking part in the programme -
<https://docs.google.com/forms/d/e/1FAIpQLScMMcNlrATOswwpXRDR4egR9JjCruSVL0Oxkqu0HACIW6rXA/viewform>

Or email us at

nurturingkentcc@nurtureuk.org

**Any
Questions?**

Thank you



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