

Shifting perspectives on pupils: staff perceptions of the Nurturing Kent Programme

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Abstract

The Nurturing Kent Programme aimed to enhance the support for pupils with special educational needs and disabilities (SEND) in Kent schools. This study explored how school staff perceived the programme's impact on: staff confidence in managing social, emotional and mental health (SEMH) needs, pupil engagement and relationships within the school community.

Data were gathered through focus groups and two Likert-scale surveys of teaching and non-teaching staff in schools taking part in the Nurturing Kent Programme. Qualitative data were analysed through an inductive-deductive thematic analysis approach. Quantitative data were grouped, graphed and interpreted.

Findings indicate staff confidence increased as they shifted from punitive measures to an approach that views behaviour as communication. Staff reported improved communication skills and the ability to implement flexible behavioural policies tailored to individual pupil needs, fostering a supportive environment for addressing SEMH challenges. Staff perceived that the nurturing approach positively influenced pupils' wellbeing, particularly those with SEND. Collaborative relationships among staff, senior leaders and parents were crucial for the programme's success, with staff perceiving that strong communication reinforced whole-school approaches and nurturing approaches at home.

Limitations include a focus on primary school staff and poor survey response rate (19 per cent of schools participating in the Programme to one survey and 10 per cent to the second), suggesting the need for further research to encompass secondary education perspectives and longitudinal studies to track outcomes over time.

Introduction

The Nurturing Kent Programme is an adapted version of The National Nurturing Schools Programme, delivered in Kent from 2021 to 2024 by nurtureuk and commissioned by Kent County Council. Its commissioning was prompted by a 2019 Ofsted and Care Quality Commission inspection, which found that “too many children and young people with SEND do not get the support they need in Kent” (Minns et al., 2019, p. 2). Nurtureuk was commissioned to work with 300 mainstream primary and secondary schools to create inclusive environments that foster a sense of belonging for pupils with special educational needs and disabilities (SEND). As of September 2024, 298 schools in Kent had enrolled in the programme, which was delivered in a phased approach over three years.

Rooted in attachment theory (Boxall, 2002) and neuroscience (Gerhardt, 2004), the programme focuses on school staff identifying and meeting pupils’ social and emotional developmental needs. It aims to help pupils build relationships by encouraging staff to focus on their social skills, confidence and resilience, and ultimately improving attendance, behaviour and academic outcomes.

Fully funded, the programme offers 18 months of support, accredited training and one-to-one consultancy. It includes the Boxall Profile® tool for identifying and responding to pupils’ social, emotional and mental health (SEMH) needs. Training is based on the Six Principles of Nurture (Lucas et al., 2006), and staff learn how to implement nurture groups to provide targeted support for pupils facing SEMH challenges.

Lucas (2020; see also Bennathan & Boxall, 2000) explained how they developed the first nurture groups in the early 1970s, relying on the attachment theory of John Bowlby (1951, 1953). This theory helped Lucas to formulate the first draft ‘Diagnostic Developmental Profile’ focused on nurture in 1973, which later became the Boxall Profile® (Bennathan & Boxall, 1998). Today, the programme is notable for its focus on: relationships, SEMH and a whole-school approach that is inclusive of pupils with SEND.

Positive relationships are a hallmark of a nurturing school, whether that’s between school staff and

pupils within the school, or additionally with parents and professionals beyond the school (Boxall, 2002; Jones et al., 2024). Empirical research has explained how staff modelling positive relationships builds trust with pupils and leads to a sense of belonging, to the extent that some even feel like they are part of a family (Cassar & Abela, 2023; Cefai & Pizzuto, 2017; Edmunds, 2021; Griffiths et al., 2014; Syrnyk, 2014). Seeing these positive relationships also helps pupils to navigate their own relationships with their peers and parents both inside and outside school (Cefai & Pizzuto, 2017; Edmunds, 2021; Griffiths et al., 2014; Cunningham et al., 2019).

In the context of increasing calls for schools to focus on pupils’ SEMH (previously known as SEBD: social, emotional and behavioural difficulties) (Fusar-Poli et al., 2021; Langford et al., 2014; Margaretha et al., 2023); nurturing relationships have been identified as a base for helping pupils to self-soothe and regulate their own emotions (Linsell et al., 2019; Jones et al., 2025). Empirical evidence associates nurture groups with improvements in pupils’ mental wellbeing from the teacher, parent and pupil’s own perspective (Callahan, 2023). It also suggests that pupils’ social and emotional skills improve, which in turn improve behaviour and then impact on learning (Callahan, 2023; Cefai & Pizzuto, 2017; Cooper & Whitebread, 2007; Pace, 2024; Seth-Smith et al., 2010; Syrnyk, 2014).

This contrasts against the traditional use of exclusions and part-time timetables to manage SEMH incidents. A bidirectional relationship seems to exist between school exclusion and SEMH difficulties: children with SEMH difficulties are disproportionately excluded from schools in England (Thompson et al., 2021) and exclusion in turn exacerbates psychological distress (Ford et al., 2018). As an alternative, part-time timetables give schools a structured way to de-escalate crisis behaviour while planning for reintegration, rather than resorting to exclusions. It is therefore essential that staff are confident about when and how to use these strategies. Confident, well-judged decisions help prevent unnecessary / repeated exclusions and ensure that part-time timetables are supportive, time-limited and not misused.

Benefits of a nurturing approach have been experienced particularly by pupils with SEND, which is an overarching term which includes pupils

with SEMH needs (Department for Education & Department of Health and Social Care, 2015). Lucas (1999), however, identifies the importance of taking a “whole-school approach” that includes pupils with SEND and sets in motion a positive cycle of growth and development where teaching and learning become more effective for all pupils and their morale improves. Insley (2024) identifies that relationships run throughout the whole school and argues that school leaders need to lead by example. Empirical evidence supports the commitment of school senior leaders being key to implementing nurture approaches (Coleman, 2020; Rennie & Smart, 2023). A whole-school approach ensures that all members of its community – including teaching staff, non-teaching staff and parents – are included and able to benefit (Colley et al., 2024; Insley, 2024). This approach creates an atmosphere where nurturing support is both viewed and experienced positively (O’Farrell et al., 2022).

This study explored three main research questions, of how staff in the 298 schools participating in the Nurturing Kent Programme perceived the programme’s impact.

- How did staff perceive the impact of the programme on their own and their colleagues’ confidence levels in supporting and managing pupils’ SEMH needs?
- How did staff perceive the impact of the programme on levels of engagement and learning of pupils with SEND?
- How did staff perceive the impact of the programme on relationships with their colleagues, governing bodies, parents/carers and pupils?

This study builds upon previous evaluations of the impact of nurture groups on pupils (Callahan, 2023; Cassar & Abela, 2023; Edmunds, 2021) and whole-school nurture practices in single schools (Colley et al., 2024; Rennie & Smart, 2023) to consider the impact of a nurturing programme, from the perspectives of teaching and non-teaching staff across multiple schools within a county council area. This will enable a broader perspective that focuses on identifying key drivers from the whole of a nurturing programme. The study’s key purpose is to provide evidence that can inform county-wide educational policies and practices.

Methods

Study design

The study adopts an interpretivist paradigm that combines a relativist ontology, viewing reality as constructed through social interactions, with a subjectivist epistemology, emphasising that knowledge is inseparable from the individuals who possess it. This study concerns several relative and subjective factors such as confidence, improvements on levels of engagement and learning and relationships. In many of these cases there will not be one absolute and objective right answer, so this study has chosen to focus exclusively on the perspectives of school staff members.

The study involved four focus groups of school staff along with two surveys entitled *Practice* and *Staff* which were distributed to nurture leads and all school staff respectively. Nurture leads are a single member of staff in each school who coordinate the Nurturing Kent Programme delivery there. This data indicates the experiences and reflections of teaching and non-teaching staff in the 298 schools taking part in the Nurturing Kent Programme.

The study adopted an inductive-deductive approach to thematic analysis (Fereday and Muir-Cochrane, 2006). This approach allows for both a priori understandings and data to inform the codes and themes.

Recruitment

Invitations to focus groups and to complete surveys were sent by nurtureuk to the nurture lead at each school with specific instructions for them to circulate the staff survey to all staff at their school. Prospective focus group participants were invited to contact researchers directly for a video-conferencing link and to obtain a consent form. In the first email contact the researcher explained the general aim of the study and that the focus groups would be recorded, confidential, conducted via video conference and would last approximately 90 minutes. They also attached more detailed written information which explained that participation was voluntary and participants could withdraw at any time by contacting the lead researcher. It specified that contributions would be anonymised and non-attributable. At the start of the focus

group all participants were given information about the study verbally, offered the opportunity to ask questions and signed a written consent form.

Data collection

Focus groups were conducted with school staff in April to July 2024 via video conference, each lasting approximately 90 minutes. They were semi-structured, covering their perceptions of: responding to SEMH incidents and managing behaviour, SEND provision and relationships among the school community. The semi-structured nature of these focus groups offered a consistent framework across the focus groups, and flexibility was used to ensure that participants' experiences and perspectives could be richly explored. With the consent of participants, focus groups were audio recorded and automatically transcribed.

Data from the focus groups were complemented by two surveys asking some Likert-scale questions to gather quantitative data, as well as some free-text response questions. The surveys were revised

in collaboration with nurtureuk during the design process. The practice survey collected data from nurture leads to understand how the programme has influenced practice in schools and its impact on pupils (particularly those with SEND), staff and wider stakeholders. Responses were gathered in two waves, first in April to October 2023, then June to July 2024. The staff survey collected data from a range of staff at participating schools to understand the impact of the programme on staff confidence to support pupils' SEMH needs. Responses were gathered in a single wave from June to July 2024.

Participants

The study involved four focus groups each comprising between one (a single focus group was conducted as an interview) and five participants. 10 members of staff, each from different schools participated in total. A breakdown of their characteristics, along with those of survey respondents, can be found in **Table 1**. Due to the small size of some of the focus groups, to preserve

Table 1. Participant characteristics

| | | Focus groups | Practice survey | Staff survey |
|----------------------------|---|----------------|-------------------------|--------------|
| Participants | Teaching and learning support assistants | 0 (0%) | 58 nurture leads (100%) | 11 (42%) |
| | Class teachers | 1 (10%) | | 3 (12%) |
| | Special educational needs co-ordinators | 7 (70%) | | 3 (12%) |
| | Deputy head & special educational needs co-ordinators | 0 (0%) | | 4 (15%) |
| | Senior leadership team | 2 (20%) | | 5 (19%) |
| Phase of education | Primary | 10 (100%) | 54 (93%) | 24 (93%) |
| | Secondary | 0 (0%) | 4 (7%) | 2 (8%) |
| School type | Community ¹ | 2 (20%) | 14 (24%) | 4 (15%) |
| | Foundation ¹ | 1 (10%) | 5 (9%) | 1 (4%) |
| | Voluntary controlled/aided ¹ | 2 (20%) | 13 (22%) | 8 (31%) |
| | Multi-academy trust ² | 4 (40%) | 24 (41%) | 13 (50%) |
| | Standalone academy ² | 1 (10%) | 2 (3%) | 0 (0%) |
| Start date / cohort | Year 1 (cohorts 1-3) | — ³ | 35 (60%) | 10 (39%) |
| | Year 2 (cohorts 4-6) | — ³ | 16 (28%) | 12 (46%) |
| | Year 3 (cohorts 7-8) | — ³ | 7 (12%) | 4 (15%) |

¹ local authority maintained

² includes academy converters, academy sponsor-led and free schools

³ Start date data were not collected for focus group participants.

anonymity, quotes are attributed throughout to the focus group, rather than to individuals.

The practice survey received 47 valid responses in wave one and 19 in wave two. Nurture leads from eight schools completed the survey in both waves (analysis gives preference to their later responses), the remainder only in a single wave, giving a total of 58 participating schools whose nurture leads responded to the survey at least once (19 per cent of the schools participating in the Nurturing Kent Programme). The staff survey received responses from 26 staff members from 15 participating schools (10 per cent of the schools participating in the Nurturing Kent Programme). The low response rate could be due to the shorter duration of the June – July 2024 wave of the survey and academic pressures present at this time of year, when teachers are often busy with final assessments, grading and preparing for the next academic year. Unfortunately it was not feasible to extend the survey period in this study.

Analysis

For focus groups coding proceeded using Fereday and Muir-Cochrane's (2006) inductive-deductive six-phase analytic framework. Firstly, prior to any data collection, The first, second and third authors developed a code manual that organised data into predefined categories based on existing literature (Colley et al., 2024; Kombou & Bunn, 2021; A. J. Middleton, 2019; Rennie & Smart, 2023; deductive). Second, once data were available, we applied the codes to the free-text response questions asked in the surveys to assess their reliability and make any necessary modifications (deductive). Third, as free-text responses were transcribed, we summarised each one, outlining key points made by participants to identify initial themes (inductive). Fourth, all authors were involved in applying the template of codes to the focus group transcripts, as they were transcribed, allowing both predetermined (deductive) and new, data-driven codes to emerge (inductive). We each coded transcripts independently before cross checking and validated each other's analysis. Each transcript was coded by at least two people. Fifth, after coding all transcripts, we connected the codes to discover overarching themes and patterns across different data sources, working with participants to iteratively cross-check our understanding of these themes. Finally, we corroborated and legitimised

the coded themes by clustering them and ensuring they accurately represented the initial data analysis. As the surveys were descriptive, different questions were grouped, graphed and interpreted.

Ethical approach

An ethical approach was taken in line with *Ethical Guidelines for Educational Research*, 5th edition (British Educational Research Association, 2024). As detailed above, voluntary informed consent was obtained from participants at the start of the study, and we remained open to the possibility that participants may have wished to withdraw their consent at any time. Participants were informed of their right to withdraw and how to exercise it. We were transparent with participants, including about the use of their data and the commissioning of the research. We considered the demand of the research on participants, minimising workload and any potential distress. We maintained data in line with General Data Protection Regulations and pseudonymised data attributing it only to particular focus groups or survey responses.

Results

Staff confidence improved when supporting and managing pupils' SEMH needs

Staff survey data suggests that the programme has successfully increased staff confidence in supporting and managing pupils' SEMH needs, shown in **Figure 1** where all bars extend above the midpoint. In particular, staff reported feeling more confident in supporting pupils' SEMH needs since starting the programme and more confident in responding to scenarios requiring SEMH-related behaviour management (mean ratings above 4; see Appendix C for scenarios). Staff confidence towards the use of exclusions and part-time timetables also increased, but slightly less so (mean ratings below 4). In comparison to supporting pupils' SEMH needs or managing SEMH incidents, excluding a pupil or implementing a part-time timetable is comparatively rarer (Department for Education, 2025). As a result, staff may have had fewer opportunities to practice the skill and gain confidence through the Nurturing Kent Programme.

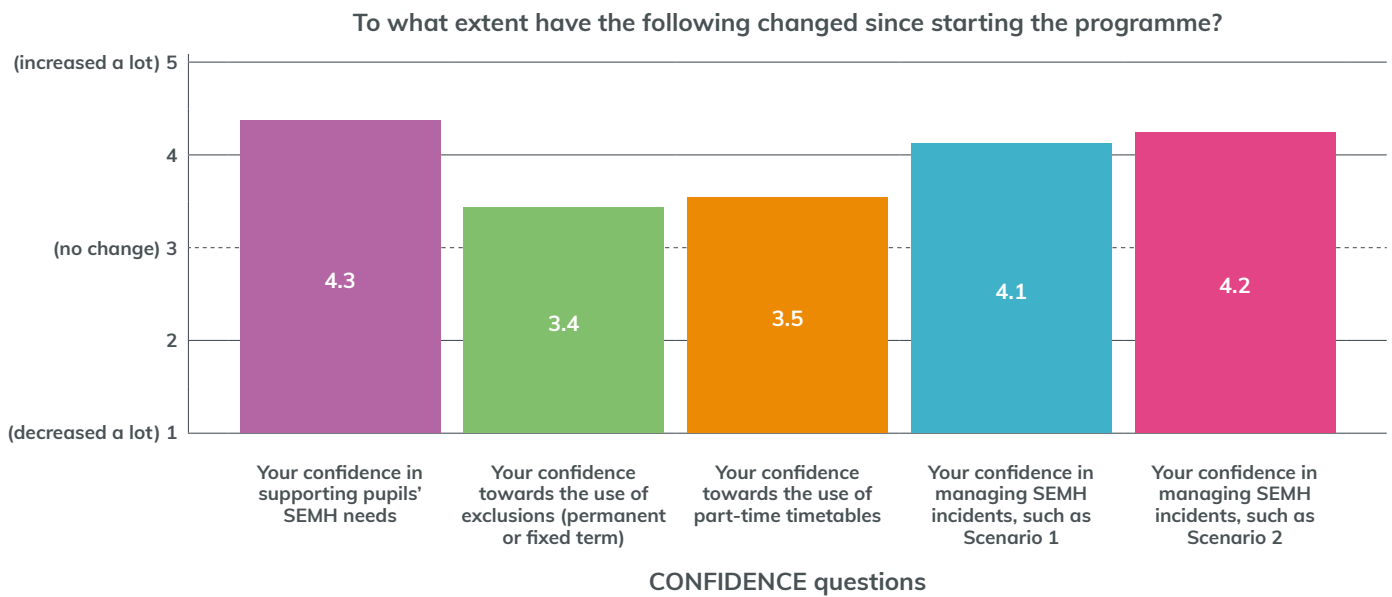


Figure 1. Perceived impact of the programme on staff confidence in supporting and managing pupils' SEMH needs. This graph displays the mean ratings from 26 staff members, who rated their change in confidence since starting the programme on a scale from 1 ('decreased a lot') to 5 ('increased a lot') in the staff survey. The dotted line represents the midpoint ('no change'). Green bars indicate mean ratings above 4 ('increased somewhat'), while yellow bars indicate ratings below that threshold.

More effective communication in SEMH incidents

Focus group participants felt more confident responding to SEMH incidents as a result of the programme helping them to improve their communication skills. A participant in focus group 3 (FG3) noted how the "immediate reaction from everyone [to SEMH incidents] has definitely improved". Specifically, staff attend to incidents in a mode of inquiry, trying to identify the pupil's needs from the behaviour they are exhibiting. FG3 explained "[...] the communication has improved and everyone's more confident, kind of, not going all guns blazing when something's gone on. And, kind of, try to figure out what has been the trigger to them, understand why a child has reacted in that way". This inquiry mode also continues following incidents: "It's very much about listening to them [the pupils], and the restorative conversations that take place after an incident. It's looking at the reasons behind it. They communicated a need. So that's been the biggest turning point for us" (FG1). The focus on SEMH needs was assisted by nurtureuk funding the Boxall Profile® SEMH needs assessment tool for schools (FG2, FG3). The pupils' needs shape the language that staff use in response: "[Staff] feel a lot more confident now,

to kind of, know what, how to say it appropriately to the situation, rather than just be, like, 'okay that was really awful or dramatic'" (FG3).

Participants also noted improvements in their colleagues' confidence to respond to SEMH incidents. Different schools were at different stages, but participants all noticed a transition between previous ways of responding to incidents and the ways that are encouraged by the programme. For example, FG4 said that "there are other staff members who have done things really well and, so like, we're thinking about transition now". Participants also noted how schools' behaviour policies and systems empowered staff by giving them more flexibility in this response: "We reviewed our behaviour policy as part of the implementation and we've realised that it's not going to suit everyone, so we have to have more flexibility than we probably previously had." (FG1) As a result, staff feel capable of responding to incidents by themselves. FG3 explained: "It's, kind of, changing that viewpoint [...] And that terminology has helped empower staff to deal with the more low level behaviour that might have really sought out advice, you know, in previous years". Where staff are still hesitant to respond to SEMH incidents, it is because they are high-intensity (eg

when students are more angry or violent): “[Staff] sometimes can be more reluctant, especially when children are more angry, to deal with it; and they want the support from the senior leadership team” (FG3).

Pupils’ wellbeing (particularly those with SEND) improved

Almost all of the nurture leads that completed the practice survey (90 per cent) agreed that a nurturing approach has had a positive impact on the social, emotional and mental health and wellbeing of pupils across the whole school (‘strongly agree’ = 64 per cent, ‘somewhat agree’ = 26 per cent; **Figure 2**). Five respondents chose ‘neither agree nor disagree,’ indicating uncertainty rather than absence of a positive link. One respondent ‘somewhat disagrees’, suggesting a potential negative view or belief in no link.

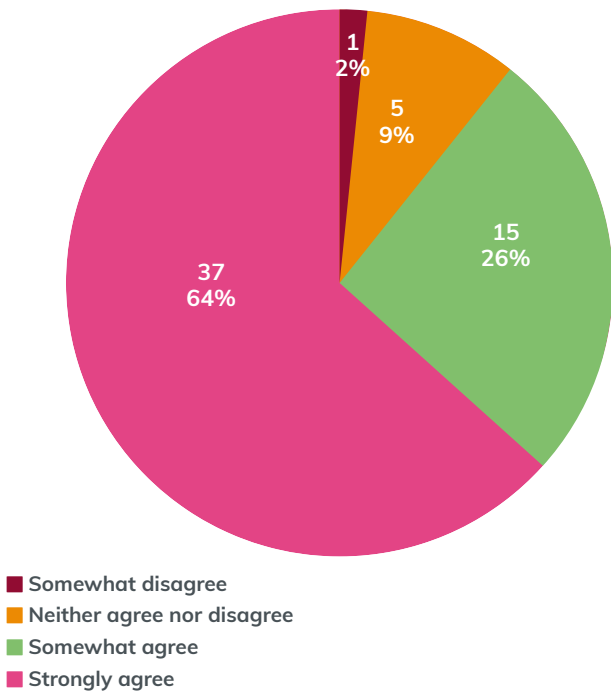


Figure 2. Perceived impact of the programme on the social, emotional, mental health and wellbeing of pupils across the whole school. This graph shows the responses of 58 nurture leads to the statement ‘I can see that a nurturing approach has had a positive impact on the social, emotional, mental health and wellbeing of CYP across the whole school’ on a five point scale between ‘strongly disagree’ to ‘strongly agree’ in the practice survey.

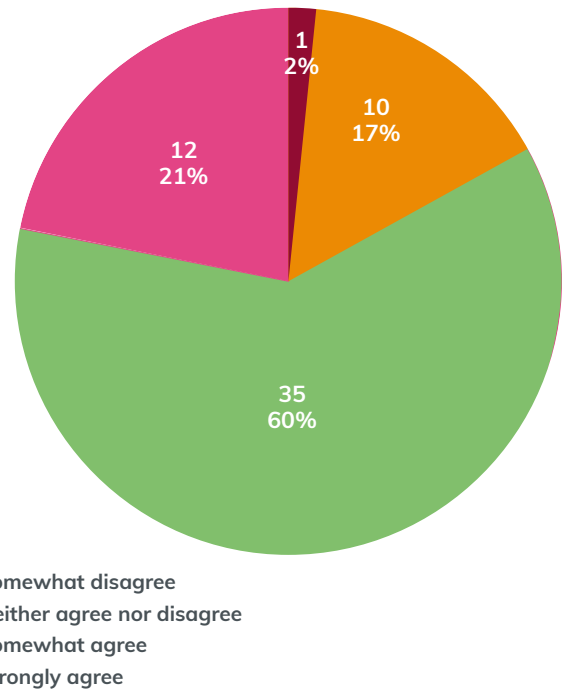


Figure 3. Perceived impact of the programme on engagement and learning of pupils with SEND. This graph shows the responses of 58 nurture leads to the statement ‘Staff can see an improvement in the engagement and learning, including attainment and progress, of CYP with SEND needs’ on a five point scale between ‘strongly disagree’ to ‘strongly agree’ in the practice survey.

Most survey respondents (81 per cent) also agreed that staff have seen improvements in the engagement and learning of pupils with identified SEND, including better attainment and progress (‘strongly agree’ = 21 per cent, ‘somewhat agree’ = 60 per cent; **Figure 3**).

Taking a whole-child and whole-school approach

Focus group participants explained how the inquiry mode of the programme changed their perspectives towards provision for pupils with SEND. FG4 said “[The programme], kind of, raised questions, maybe that child is struggling a bit more than I thought”. For example, they explained how they’d received training on reading body language to understand pupils’ needs. Participants recognised how SEMH could present academic barriers: “[a pupil] might not be making progress with reading, but that’s because they’ve got a barrier in their way for social, emotional, [and] mental health” (FG3). FG3 coined the term “whole-child approach” and explained

how “nurtureuk is not a ‘cookie cutter’ approach, rather it is all about adaptability and flexibility. It is meeting children where they are at”. Having a greater awareness of the Six Principles of Nurture has enabled staff to identify and consider the causal factors for pupils’ behaviours. FG1 explained how they were then able to adapt to the needs of pupils with SEND through “the approach that you take, and basically, how to keep those children’s self-esteem, and [their] anxiety levels lower, and ways that we can adapt the environment and not be so confrontational”.

Participants explained how focussing on provision for pupils with SEND had been core to driving a whole-school approach. FG3 explained how working with pupils with SEND in a nurturing way was “changing [colleagues’] viewpoints ... actually it’s getting them to start to think, to process what’s going on. A lot of what we have learned through nurture has become a whole-school approach”. “It’s about ensuring that kind of fairness for all children and their access” (FG1). For example, nurtureuk had provided schools with funding to buy resources. They agreed that these resources could benefit more than one pupil as long as it benefitted the pupil with additional needs (FG3). However, two participants mentioned how colleagues had been reluctant to implement nurture groups in particular, because of the time it takes to see results. FG4 said:

I don’t really think I’ve had anyone disagree with the principles of nurture and the ideas behind it. But I’ve had some resistance in trying to put it into place [...] I think initially some of the things they felt didn’t add a lot of value, but that’s because you don’t see a change immediately.

Relationships within the school improved

When asked whether a nurturing approach had helped to reduce relationship difficulties within the school, 64 per cent of school-based nurture leads agreed that it did (‘strongly agree’ = 28 per cent, ‘somewhat agree’ = 36 per cent; **Figure 4**).

Staff and colleagues/governing bodies worked collaboratively

With all bars extending above the midpoint, **Figure 5** indicates staff perceived an increase

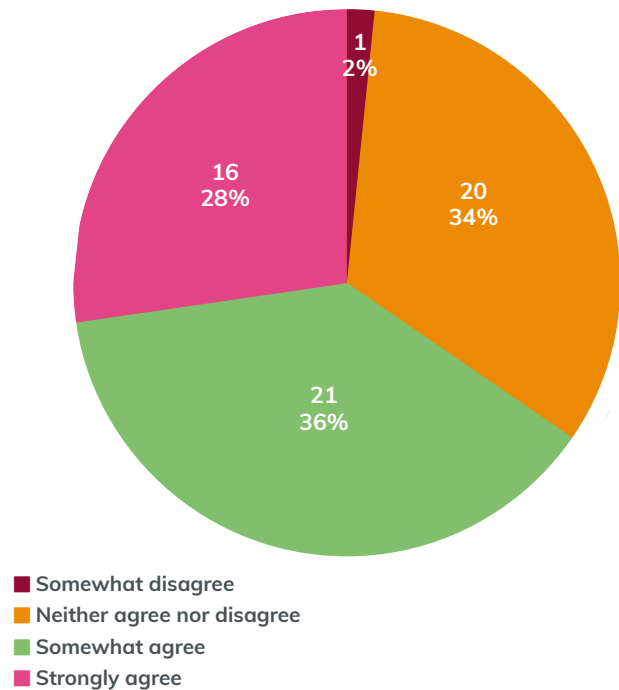


Figure 4. Perceived impact of the programme on relationships within the school. This graph shows the responses of 58 nurture leads to the statement ‘Embedding a nurturing approach has helped to reduce relationship difficulties within the school since the start of the programme’ on a five point scale between ‘strongly disagree’ to ‘strongly agree’ in the practice survey.

in appreciation for providing pupils with SEMH support. The increase was most prevalent among colleagues and school, slightly less so from governing bodies. In focus groups, staff described colleagues as being “on board” (FG3) and confident when discussing nurturing principles (FG1). They reported having “a better understanding of nurture and are more skilled in being able to support children with nurturing needs” (FG3). FG3 also highlighted that “working collaboratively within the [academy] trust has been really beneficial” during programme implementation.

Participants suggested that additional training for senior leaders would be beneficial to increase buy-in for the programme and underpin the whole-school nurturing implementation (FG2). In particular, training should aim to “sell [the programme] to the more cynical or the more data-driven people within the schools” (FG1).

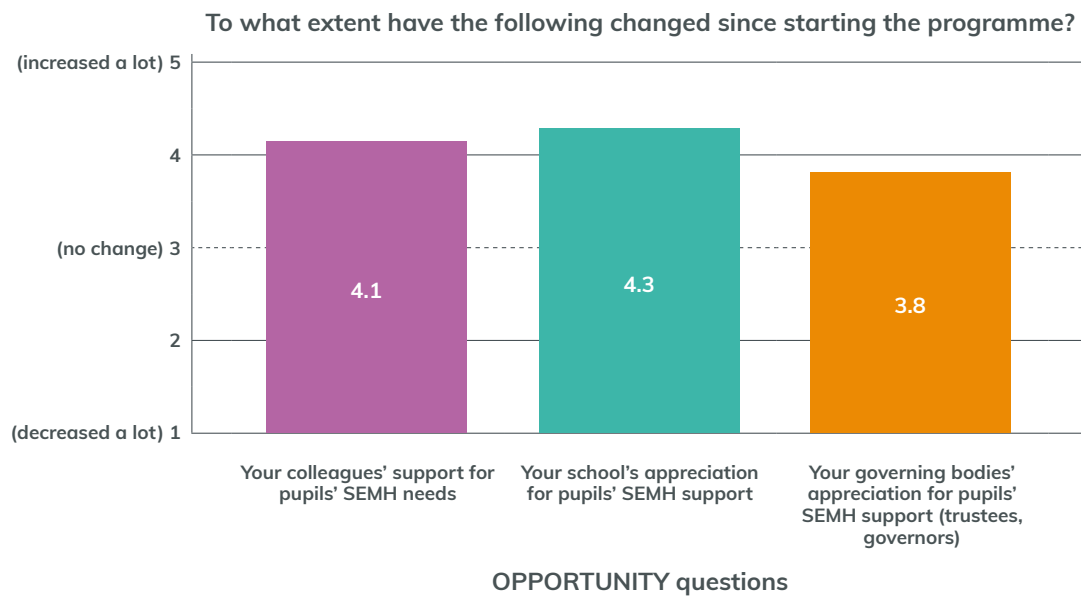


Figure 5. Perceived impact of the programme on appreciation for pupils SEMH support provision. This graph displays the mean ratings from 26 staff members, who rated the change in appreciation since starting the programme on a scale from 1 ('decreased a lot') to 5 ('increased a lot') in the staff survey. The dotted line represents the midpoint ('no change'). Green bars indicate mean ratings above 4 ('increased somewhat'), while yellow bars indicate ratings below that threshold.

Parents/pupils are supported, communication has improved and trust has grown

Staff explained in both the survey and focus groups how support, communication and trust had grown between staff and parents and staff and pupils.

Survey respondents number 12 and 21 (SR12, SR21) reported that relationships with parents were mutually supportive and that pupils felt supported. Parents welcomed advice on strategies to use at home (SR9, SR13, SR21, SR27) and were reassured by the nurturing approach (SR9, SR17). Focus group participants emphasised that a nurturing environment "helps [parents] to feel that their child's needs are being met in a better way" (FG1). Staff explained how relationships with pupils improved through supportive nurture spaces that were "safe" (FG1) and provided a "soft start" to the school day (FG2). One participant remarked that "children's wellbeing is being tracked more diligently" (FG3).

Improved communication had developed increasingly positive relationships between staff and parents/pupils (SR9, SR12, SR23, SR24, SR25).

SR12 remarked: "Parents are more aware that we have a framework [...] This has made them feel more supported". They emphasised consistent language (SR9, SR18, SR19, SR21, SR27), which focus group participants said aided pupil self-regulation. FG3 stated: "It really does help [to say] 'I understand you're feeling angry' [...] Using that terminology rather than going in a more, you know, authoritarian viewpoint". Focus groups explained how parents experienced the nurturing approach themselves during open mornings and coffee sessions, which helped them feel welcomed into school (SR22, SR27).

Trust was highlighted as a key component of relationships between staff and parents/pupils (SR22, SR23). Working in partnership with parents was seen as crucial to successfully implementing a nurturing approach. FG4 spoke about one parent who said "I think she feels quite confident in our [the school's] ability to deal with her child". FG4 explained how, in this case, trust had led to mutual sharing of information and a pupils' success. Staff also explained how trust led to "better relationships" (FG2) with pupils and how "children are calmer, able to regulate, able to process and seek out advice and support" (FG3). One survey

respondent noted that the nurturing approach had “worked really well with [their] school refusers” (SR25).

The impact on relationships of the programme was considered transformative. FG3 remarked: “Staff training has been a journey and it has made an impact [...] being more nurturing is supporting not only the children but also the parents have noticed as well.” However, “time is invested in these relationships to make them valuable and trusting” (SR10).

Discussion

The cornerstone impact of the Nurturing Kent Programme on staff was that it made them think about their pupils’ needs differently and more developmentally. “[The programme made me] think about the children differently [...] it kind of raised questions, maybe that child is struggling a bit more than I thought” (FG4). The programme encouraged staff to take an inquisitive approach, that is to say, it encouraged staff to consider, inquire into and cater for pupils’ needs; particularly focusing on those relating to their SEMH. This approach is marked by its move away from punitive and social control options that are often used to manage pupil behaviour and this is a particular characteristic of successful nurture schools (Warin & Hibbin, 2016). King (2025) explains how there is still a “will to punish” (Parsons, 2005) evident in many school behaviour management and disciplinary processes in the UK, such as isolation booths and both permanent and fixed term exclusions (Ford et al., 2018; Mills & Thomson, 2022). This leads to children either seeing the school system as unjust (Condliffe, 2023), or accepting the idea that they do not belong in school (King, 2025).

At the beginning of her book, Boxall (2002, p. 1) defines nurture groups as “an in-school resource for primary school children whose emotional, social, behavioural and formal learning needs cannot be met in the mainstream class”. The focus in nurture has always revolved around need. This new way of inquiring into students’ needs supports staff to better communicate during SEMH incidents, take a whole-child approach and a whole-school approach and to collaborate better with parents, pupils and colleagues.

Staff confidence in supporting and managing pupils’ SEMH needs

The programme builds the ability of staff to communicate better with pupils where there are behaviour or SEMH incidents, which improves their confidence in managing these incidents. Rather than being reactive, staff are inquisitive and listen to the pupil’s responses, endeavouring to find out what unmet needs the pupil is trying to communicate with their behaviour. FG3 explained: “[...] the communication has improved and everyone’s more confident, kind of, not going all guns blazing when something’s gone on. And, kind of, try to figure out what has been the trigger to them, understand why a child has reacted in that way”. This idea that ‘all behaviour is communication’ has been identified as a “hinge commitment”, a foundational belief, underpinning whole-school approaches to nurture (Procter-Legg, 2024). Staff, in turn, communicate well with their pupils, modelling the sort of consistent language and measured behaviour that they would like pupils to emulate. Staff have also reported elsewhere how consistent and non-confrontational language is particularly helpful (Colley et al., 2024). Pupils have reported that this behavioural modelling, along with regular feedback and the opportunity to get things wrong, helps them to explore better ways of behaving and communicating (Edmunds, 2021; Syrnyk, 2014). If staff are seeing the benefits of their new ways of reacting, it is not surprising that their confidence, and that of their colleagues, has improved. As they grow in confidence they are better able to make use of flexible behavioural policies and systems, in conjunction with data from the Boxall Profile®, to best meet pupils’ needs and to support pupils to find helpful ways of behaving and communicating. FG1 said: “We reviewed our behaviour policy as part of the implementation and we’ve realised that it’s not going to suit everyone, so we have to have more flexibility than we probably previously had.”

Impact of the whole-child approach on pupils

Our results showed how taking a whole-child approach (FG3) had a positive impact on the SEMH and wellbeing of pupils across the whole school and particularly for those with SEND. FG1 explained how they adapted to the needs of pupils with SEND through “the approach that you take,

and basically, how to keep those children's self-esteem, and [their] anxiety levels lower, and ways that we can adapt the environment and not be so confrontational". This is consistent with previous qualitative evidence of improvements in pupil wellbeing from the judgement of teachers, parents and pupils themselves (Callahan, 2023); as well as quantitative evidence of improvements in social, emotional and behavioural functioning (Cooper & Whitebread, 2007). These improvements in wellbeing have been seen to drive improvements in general academic progress too (Seth-Smith et al., 2010).

The whole-child approach speaks to nurture constituting a holistic approach to pupils' needs (see also O'Farrell et al., 2022). Following inquiring into a pupil's needs, staff adapt and flex to meet them. Given that the needs of pupils with SEND are often most prominent, it is only natural that they are the starting point for the implementation of a nurturing approach. But as staff practice nurture, they start to realise that each pupil has their own individual needs to support. FG3 explained how working with pupils with SEND in a nurturing way was "changing [colleagues'] viewpoints ... actually it's getting them to start to think, to process what's going on. A lot of what we have learned through nurture has become a whole-school approach". Being flexible and adaptable to needs of all learners has been identified as a key element in the planning (Rennie & Smart, 2023) and execution (Cassar & Abela, 2023; Cefai & Pizzuto, 2017; O'Farrell et al., 2022) of a successful whole-school nurturing approach.

Staff relationships with their senior leaders, colleagues and governing bodies

Our results indicate that two key influences of a whole-school approach to nurture are the school leadership and the behaviour policies in place. Staff mentioned the importance of collaboration with academy trusts ("Working collaboratively within the [academy] trust has been really beneficial", FG3) and senior leader buy-in (FG2). The importance of good communication between school staff has been stressed elsewhere in the literature (Kombou & Bunn, 2021). Understanding of the nurture programme is required throughout the school (A. J. Middleton, 2019; T. Middleton, 2018), with leaders setting out a clear vision

and values (Coleman, 2020; Rennie & Smart, 2023). Senior leaders also take responsibility for implementing this vision and values through support and training (T. Middleton, 2018; Warin, 2017), as well as behavioural modelling (Coleman, 2020). This results in improved relationships with colleagues (Grantham & Primrose, 2017; Kombou & Bunn, 2021) and improvements in staff wellbeing (Colley et al., 2024). Our findings indicate that staff worked collaboratively with their colleagues and governing bodies to ensure that everyone was "on board", able to understand the nurturing approach and to support it from their vantage point.

Staff also mentioned how they valued having flexible behaviour policies that enabled them to take a nurturing approach. FG1 said: "We reviewed our behaviour policy as part of the implementation and we've realised that it's not going to suit everyone, so we have to have more flexibility than we probably previously had." Insley (2024) explains how the Ofsted advice regarding behaviour and attitudes focuses on "identifying poor behaviour, sanctions, suspensions and exclusions" noting that "this all seems to be the opposite to what we have been arguing for in a whole-school nurturing approach". Without a whole-school approach, staff risk being forced to use contradictory approaches to managing behaviour by the school's behaviour policy.

Staff relationships with parents, carers and pupils

Working in partnership with parents/carers was seen as crucial to a whole-school approach in the Nurturing Kent Programme and elsewhere (Grantham & Primrose, 2017). Parents/carers were welcomed into school through open mornings and coffee sessions (SR22, SR27). Staff understand that parents/carers felt reassured their child's needs were being met (FG4) and they welcomed advice on nurturing approaches to apply at home (SR9, SR13, SR21, SR27). Staff used consistent language with parents/carers and pupils (SR9, SR18, SR19, SR21, SR27), which has been successful elsewhere to reinforce the adoption of nurture in the home (Coleman, 2020). Positive feedback from parents/carers, as well as pupils, has been reported to improve wellbeing of both teaching and non-teaching staff (A. J. Middleton, 2019).

Similarly, pupils' understanding of the nurturing approach (O'Farrell et al., 2022) and integration of their pupil voice through student councils, is also prized (Coleman, 2020; O'Farrell et al., 2022). Staff heard that pupils felt "safe" (FG1) through the nurturing approaches and aided pupils' self emotional regulation (FG3) with consistent language (SR9, SR18, SR19, SR21, SR27). Elsewhere, pupils have even described nurturing approaches as feeling like they are part of a family (Edmunds, 2021; Griffiths et al., 2014). As a result, in the Nurturing Kent Programme, staff identified that pupils were calmer, more able to regulate their emotions, process their experiences and seek out advice or support.

Programme limitations

In an educational environment where schools face mounting pressures to improve academic performance amid time constraints, competing demands and limited financial resources, pitching a relational approach to effectively address pupils' social and emotional needs can be challenging (Durlak et al., 2011; Alaimo & Kelly, 2025). Firstly, relationship building takes time. Participants mentioned how colleagues had been reluctant to implement the nurture groups in particular because of the time it takes to see the results. FG4 said: "I've had some resistance in trying to put it into place [...] but that's because you don't see a change immediately." Second, there are costs associated with giving nurturing support, particularly for small groups. These two criticisms are not failings of the programme, but are simply the requirements for the programme to be strong. Nurturing Kent Programme participants should be prepared to defend the importance of spending time and money on nurturing approaches for all of the benefits previously outlined, especially in a resource poor public sector climate.

Third, staff noted that senior leader buy-in could have been improved (FG1, FG2). They suggested that there be additional training for senior leaders (FG2), particularly to "sell [the programme] to the more cynical or the more data-driven people within the schools" (FG1). The training might therefore educate leaders using the data that is available, emphasising both qualitative and quantitative forms of evidence and exploring which metrics actually matter and why.

Finally, staff also noticed that they were hesitant when managing SEMH incidents that were high intensity (eg when students are more angry or violent): "[Staff] sometimes can be more reluctant, especially when children are more angry, to deal with it; and they want the support from the senior leadership team" (FG3). While confidence in managing high intensity incidents may come with time and practice, it might be possible for the Nurturing Kent Programme to explore specific strategies for these situations, to avoid staff falling back on confrontational and punitive approaches.

Recommendations

We recommend that:

1. Nurtureuk presents both qualitative and quantitative data to senior leaders demonstrating the effectiveness of a nurturing approach, to increase their buy-in and underpin the whole-school nurturing implementation.
2. Nurtureuk develops targeted training to equip staff to manage high-intensity SEMH incidents. This could include role-playing scenarios and de-escalation techniques to build confidence in handling challenging situations.
3. Senior leaders in schools articulate a clear vision and values of their nurturing approach, accompanied by flexible behaviour policies. These should be developed with nurtureuk, multi-academy trusts, trustees and governors. This vision should be communicated across all teaching and non-teaching staff to foster a united approach. Behaviour policies should align with nurturing principles and be flexible to enable staff to respond to pupils' needs rather than resorting to punitive measures.
4. Nurtureuk develops nurture leads' confidence in working with parents/carers and pupils by involving them in strategic planning and discussions about culture changes relating to the Nurturing Kent Programme. Multi-academy trusts and school senior leaders, trustees and governors should be involved. They should foster partnerships with parents/carers through regular engagement activities, such as workshops and open sessions to gather their views. This will also help parents understand the nurturing approach and how they can

support it at home. They should establish mechanisms for pupils to express their thoughts and feelings about the nurturing approach, such as student councils or feedback sessions. This will enhance their sense of belonging and ownership in the process.

5. Commissioners and schools ensure that sufficient resources, in both time and money, are available to support the implementation of a nurturing approach, including for the nurture groups. They should work with nutureuk, Kent County Council, multi-academy trusts and school senior leaders. If time and funding barriers are anticipated, then we recommend a staggered approach: participating schools regularly assess all children's SEMH needs using the Boxall Profile® Online and then graduate to developing nurture groups once the needs of all pupils have been clearly identified.
6. Nutureuk reviews the information provided to schools, reinforcing that it is not uncommon for full implementation to take approximately 18 months. This is in order to manage the expectations of multi-academy trusts and school senior leaders about how long it can take for whole-school implementation of the Six Principles of Nurture and Boxall Profiles®. We also recommend that school senior leaders and governing bodies recognise that building relationships takes time and factored this into the school's operational planning and the school development plan.

Conclusion

Staff reported a significant increase in confidence when managing SEMH incidents thanks to the Nurturing Kent Programme. The programme encouraged a shift from punitive measures to an inquisitive approach, where staff learnt to view behaviour as communication. As they became more skilled in using consistent and non-confrontational language, staff felt empowered to implement flexible behavioural policies tailored to individual pupil needs. They also noted an increase in their colleagues' confidence, creating a supportive and inclusive environment for addressing SEMH challenges. The nurturing approach positively impacted the wellbeing of all pupils, especially those with SEND. By adapting their methods to meet diverse learner

needs, staff enhanced engagement and learning outcomes. While the needs of pupils with SEND were often most prominent, staff recognised the unique requirements of each pupil, contributing to a whole-school approach to nurture. The success of the programme was also linked to collaborative relationships among staff, senior leaders and parents/carers. Strong communication and support from school leadership facilitated a unified understanding of the nurturing approach. Positive interactions with parents, including open sessions and consistent language, reinforced the nurturing ethos at home, further supporting pupil development.

This paper has considered the impact of a nurturing programme, from teaching and non-teaching staff perspectives across multiple schools within a county council area. We focussed on their confidence levels in supporting and managing pupils' SEMH needs; levels of engagement and learning of pupils with SEND; and relationships both within and beyond the school.

We have made recommendations that: nutureuk convenes a stakeholder group to identify additional training needs for school staff; school senior leaders articulate a clear vision of nurture and flexible behaviour policies; nutureuk works to build nurture leads' confidence in engaging parents and pupils; commissioners and schools ensure sufficient time and funding are available to support implementation of nurturing approaches; and nutureuk be more transparent with the time needed for relationship building.

This study is not without its limitations. In this study, we only gathered data from school staff. As a result, any comments on the thoughts, feelings and actions of parents, carers and pupils were anecdotes recounted by staff. We note that many of the subjective factors that we look at, including confidence, improvements on levels of engagement and learning and relationships were self-reported constructs from school staff. Additionally, the response to the surveys was small (19 per cent of schools participating in the Nurturing Kent Programme for the practice survey and 10 per cent for the staff survey). Running surveys for a longer period over several school terms would enable more teachers to contribute, but unfortunately this was not feasible during this study. Finally, only staff from primary schools attended the focus

groups and staff from secondary schools were under-represented in survey responses. Therefore the data may represent the experiences of primary schools better than those of secondary schools.

Future research in nurturing programmes could focus on longitudinal studies tracking staff confidence and pupil outcomes including attainment over time. Developing a comprehensive assessment framework that combines qualitative and quantitative metrics might enable regular feedback and adaptation of nurturing approaches. Additionally, a detailed analysis of parental involvement could clarify their role in supporting the nurturing approach, enhancing its effectiveness and fostering a collaborative environment for pupils' success.

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Appendix A – Focus group questions

1. How has the programme changed your thoughts about and experiences of the SEND provision (if at all)?
2. How confident do you feel when responding to SEMH incidents and behaviour management? How has this changed during the programme (if at all)?
3. Has there been any improvement in relationships with parents and pupils since the start of the programme? In what ways?

Appendix B – Practice survey instructions and questions

Instructions

Thank you for considering taking part in this survey.

It should take **5-10 minutes** of your time.

The survey forms part of an **evaluation of the Nurturing Kent Programme**. We are inviting you to participate because your school has taken up the programme.

The evaluation has three aims:

1. To understand the **whole-school impact** of the nurtureuk programme on social and emotional wellbeing across Kent schools engaged on the programme.
2. To understand the impact on emotional wellbeing, attendance and educational

engagement of **pupils with special educational needs and disabilities (SEND)** and particularly those with social, emotional and mental health (SEMH) needs on the nurtureuk programme.

3. To understand the **improved staff response** to the social and emotional needs of all children and young people and particularly those with SEMH needs.

The present survey focuses on **Aim 2: impact of the programme on pupils with SEND**.

Participation is entirely voluntary, and choosing not to take part will not disadvantage you in any way. We encourage you to read the participant information sheet (link below) and contact us if you have any questions.

You will not be asked to provide any personal information. You will be asked to provide the name, postcode and URN of your school, so that we can link data from multiple sources (eg publicly available data from the Department for Education). **Neither you nor your school will be identifiable in outputs.**

Anonymised findings will be presented in evaluation progress reports, which will capture participant insights, themes and recommendations.

If you have any queries regarding the survey, please email [redacted].

To view the participant information sheet, please copy and paste this link into your browser: [redacted]

Questions

| Question | Response |
|---|--|
| I consent to take part in this survey. | Yes / No (If No, then branch to end of survey) |
| What is the name of your school? | Short text |
| What is your school's postcode? | Short text, postcode validation (check whether MS/Google Forms has a postcode validation function) |
| What is your school's URN (Unique Reference Number)? | Short text, URN validation (must be a six-digit number) |
| So far, have you been able to apply the Six Principles of Nurture within your school setting? | Yes / Partially / No |

| | |
|--|--|
| <p>As part of the programme, you should have been provided access to a Boxall Profile® Online subscription. How have you been using this within your setting so far?</p> | <p>Using the Boxall Profile® across the whole school setting /</p> <p>Using the Boxall Profile® for a specific cohort ie year group /</p> <p>Using the Boxall Profile® for specific children and young people only /</p> <p>We have not yet taken up the two-year subscription nutureuk provides but would like to /</p> <p>Other (please state)</p> |
| <p>Has the Boxall Profile® helped you to identify and respond to the needs of the children and young people within your setting?</p> | <p>Yes / No / Not begun to use the Boxall Profile® yet</p> |
| <p>If you have been using the Boxall Profile® Online within your setting, how many children and young people have you assessed since starting the Nurturing Kent Programme?</p> | <p>Number < 10,000</p> |
| <p>How many children and young people with SEN or an EHCP have you assessed using the Boxall Profile®?</p> | <p>Number < 10,000</p> |
| <p>At the time of completing this survey, does your setting have a nurture group provision in place?</p> | <p>Yes / Planning to develop one / No (and not planning to develop one)</p> |
| <p>To what extent do you agree or disagree with the following statements:</p> | |
| <p>I can see that a nurturing approach has had a positive impact on the social, emotional, mental health and wellbeing of the children and young people across the whole school since the start of the Nurturing Kent Programme.</p> | <p>Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree</p> |
| <p>Staff can see an improvement in the engagement and learning, including attainment and progress, of children and young people with SEND needs since the start of the Nurturing Kent Programme.</p> | <p>Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree</p> |
| <p>To what extent do you agree or disagree with the following statement:</p> <p>Embedding a nurturing approach has helped to reduce relationship difficulties within the school since the start of the Nurturing Kent Programme.</p> | <p>Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree</p> |
| <p>[For those that Strongly Agree / Agree] How has the nurturing approach improved relationships with parents and pupils? Can you give some examples? (NB: New question)</p> | <p>Long answer</p> |
| <p>Is your school looking to apply for the National Nurturing Schools Award once you have completed your NNSP (national nurturing schools programme)?</p> | <p>We've already achieved it / We've already applied / Yes / No / Unsure</p> |
| <p>[If Unsure above] Why are you unsure about applying for the National Nurturing Schools Award?</p> | <p>Long answer</p> |
| <p>To what extent do you agree with the following statements?:</p> | |
| <p>We have been able to bring staff on board with the changes needed to implement our learning from the Nurturing Kent Programme</p> | <p>Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree</p> |
| <p>We have been able to use the NNSP as a framework to manage changes to staffing and support wellbeing.</p> | <p>Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree</p> |

| | |
|--|--|
| We have been able to engage our stakeholders such as parents, carers and the wider community with the changes to our setting | Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree |
| The whole-school approach has been less financially challenging than others for our environment and resources. | Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree |
| The content of the programme has helped to improve the overall skill level of staff and assist them with supporting pupils' social, emotional and mental health. | Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree |

Appendix C – Staff survey instructions and questions

Instructions

Thank you for considering taking part in this survey.

It should take **5-10 minutes** of your time.

The survey forms part of an **evaluation of the Nurturing Kent Programme**. We are inviting you to participate because your school has taken up the programme.

The evaluation has three aims:

1. To understand the **whole-school impact** of the nurtureuk programme on social and emotional wellbeing across Kent schools engaged on the programme.
2. To understand the impact on emotional wellbeing, attendance and educational engagement of **pupils with special educational needs and disabilities (SEND)** and particularly those with social, emotional and mental health (SEMH) needs on the nurtureuk programme.
3. To understand the **improved staff response** to the social and emotional needs of all children and young people and particularly those with SEMH needs.

Questions

| Question | Response |
|--|---|
| I consent to take part in this survey. | Yes / No (If NO, then branch to end of survey) |
| What is the name of your school? | Short text |
| What is your school's postcode? | Short text, postcode validation |
| What is your school's URN (Unique Reference Number)? | Short text, URN validation (must be a 6-digit number) |

The present survey focuses on **Aim 3: impact of the programme on staff**.

Participation is entirely voluntary and choosing not to take part will not disadvantage you in any way. We encourage you to read the participant information sheet (link below) and contact us if you have any questions.

You will not be asked to provide any personal information. You will be asked to provide the name, postcode and URN of your school, so that we can link data from multiple sources (eg publicly available data from the Department for Education). **Neither you nor your school will be identifiable in outputs.**

Anonymised findings will be presented in evaluation progress reports, which will capture participant insights, themes and recommendations.

If you have any queries regarding the survey, please email [redacted].

To view the participant information sheet, please copy and paste this link into your browser: [redacted].

| | |
|---|--|
| What is your primary role? | <ul style="list-style-type: none"> • Senior leadership team • Deputy head/SEN(D)Co • SEN(D)Co • Class teacher • Teaching / learning support assistant |
| How has your knowledge of supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How have your skills in supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your feeling of responsibility towards supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your confidence in supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How have your levels of optimism in supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How have your beliefs about the positive consequences of supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your intention to support pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your prioritisation of supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your ability to focus on supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your ability to keep track of your behaviour as you work towards supporting pupils' social, emotional and mental health needs changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your confidence towards the use of exclusions, whether permanent or fixed term, changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot, not applicable to my role |
| How has your confidence towards the use of part-time timetables changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot, not applicable to my role |
| How has your general mood changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your colleague's support for pupils' social, emotional and mental health support changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |
| How has your school's appreciation for pupils' social, emotional and mental health support changed since the start of the Nurturing Kent Programme? | Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot |

How has your governing bodies' appreciation for pupils' social, emotional and mental health support changed since the start of the Nurturing Kent Programme? (eg trustees, community governors, co-opted governors)

Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot

Please imagine the following scenario:

You see a child/young person in school who is responding in an inappropriate way eg being disruptive, annoying their peers, wandering around the room with no purpose and not engaging with staff.

How has your confidence in dealing with social, emotional and mental health incidents, like these, changed since the start of the Nurturing Kent Programme?

Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot

Please imagine the following scenario:

You see a child/young person upset and inconsolable, resulting in disruption in the school environment (eg outside in the playground or in the classroom).

How has your confidence in dealing with incidents where you have to manage behaviour like this changed since the start of the Nurturing Kent Programme?

Decreased a lot, decreased somewhat, no change, increased somewhat, or increased a lot

