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## **APPROVAL OF FINAL DRAFT OF NURTURING APPROACHES GUIDELINES**

**Report by Service Director Young People Engagement & Inclusion**  
**EXECUTIVE COMMITTEE**

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**19 January 2021**

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### **1 PURPOSE AND SUMMARY**

- 1.1 **This report proposes that the attached Nurturing Approaches Guidelines - A practical guide for schools and settings to develop a whole school nurturing approach and targeted nurture intervention groups (Appendix 1) reflects and aligns with previous SBC Inclusion guidance and legislation to provide a clear strategic direction on Nurturing practice for all schools and Early Years settings in Scottish Borders Council.**
- 1.2 The Nurturing Approaches Guidelines (Appendix 1) form part of a suite of Inclusion documents described and presented to the Executive Committee in January 2020.
- 1.3 In line with National Legislation and Guidance listed in the previous Committee Report (June 18), recent documents have been published by Scottish Government (Education Scotland) to provide further guidance to Local Authorities and their policy making and outline Scotland's vision and underlying principles of inclusion:
- 1) [Guidance on the presumption to provide education in a mainstream setting](#) (March 2019)
  - 2) [Applying nurture as a whole school approach - A framework to support self-evaluation](#) (2018)

Scottish Borders Council has a clear commitment to ensuring children and young people are *'in our sight, in our minds, in our actions and are being heard'* as part of the Council's vision to raise attainment and achievement for all learners whilst ensuring full participation and inclusion. The Nurturing Approaches Guidelines, along with other associated documents, have been designed to provide learning establishments within Scottish Borders Council a clear framework to build on the developing inclusive culture.

## **2 RECOMMENDATIONS**

### **2.1 I recommend that the Executive Committee:-**

**Agrees to approve the drafts of Scottish Borders Council's Nurturing Approaches Guidelines - A practical guide for schools and settings to develop a whole school nurturing approach and targeted nurture intervention groups (Appendix 1) and confirm this can be circulated to all learning establishments in Scottish Borders.**

### 3 BACKGROUND

Nurturing Approaches features in the Council’s Education Improvement Plan 20-21 and will feature in the following two years. It is a key element of **STRATEGIC PRIORITY 2: Developing Inclusive Practice**.

The aim is to ensure that all of our Learning establishments are nurturing and inclusive; all staff will become inclusive practitioners and will understand their personal responsibility to deliver inclusive and nurturing education across SBC; Nurturing Approaches principles will be embedded in all schools and settings over the next 3 years.

- 3.1 The Nurturing Approaches Guidelines sits within a suite of documents. These six policies and guidelines align with Scottish Borders Council Directorate’s vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*. These essential documents promote the principles of Scottish Borders Inclusion agenda, ensuring all of our young people have access to an education that takes full account of their needs, celebrates who they are and supports them to flourish.

Inclusion Framework (Jan 2020)

Inclusion Policy (Jan 2020)

Staged Intervention Framework (Feb 2019)

Nurturing Approaches Guidelines (Jan 2021)

Attendance Policy (to be updated 2021)

Respectful Relationships Policy

(to be updated 2021)



- 3.2 The totality of these documents, aim to provide a clear framework which supports Scottish Borders Council to implement the national guidance and legislation for inclusion in educational settings whilst building upon the inclusive practice that has been a focus for development in recent years. They allow for flexibility within learning communities and clusters throughout the Scottish Borders to adapt strategies to best meet the needs of learners within their own unique context.

- 3.3 The Nurturing Approaches Guidelines details practical guidance and the actions required by all learning establishments to ensure that a nurturing approach is used to support behaviour, wellbeing, attainment and achievement within Scottish Borders Council. It provides guidance on how to develop this at a whole school level (a universal approach) and for targeted groups of children and young people.

## **4 CONSULTATION PROCESS**

- 4.1 The Council consulted a range of stakeholders in order to ensure that the following aspects of the Nurturing Approaches Guidelines were reliable, relevant and valid. The aspects for consultation were:
- a) The guiding principles within the Nurturing Approaches Guidelines;
  - b) A 3 year training programme for all staff to support a Nurturing Approach in all schools/Early Years settings;
- 4.2 Aspects of SBC's Nurturing approaches and the Nurturing Approaches Guidelines document has been shared and out for consultation with a number of stakeholders, namely:
- a) Senior Leadership Teams in schools – March - October 2020
  - b) Cluster groups of school staff – October – December 2020
  - c) Parent Council Chairs (Introduction and engagement session – February 2020
  - d) Partner Agencies (Social Work, Borders College, Adult Community Learning) – February 2020
  - e) Strategic Nurture Steering Group – March 2020 and ongoing (Representatives from Early Years, Primary, Secondary, CLD and Educational Psychologists)
  - f) Quality Improvement Team – October 2020
  - g) Strategic Cluster Headteacher Chairs – October 2020 (who shared with other colleagues in the cluster and provided feedback)
  - h) Joint Trade Union Members – October 2020

Stakeholders' views have been incorporated within the Guidelines as appropriate.

- 4.2 The methods of consultation included:
- a) Online surveys for all school and setting staff
  - b) Attendance at Parent Council Chairs Meetings
  - c) Headteacher engagement day
  - d) Engagement with head teachers, teachers and wider staff
  - e) Strategic Nurture Steering Group meetings

## **5 CONCLUSION**

- 5.1 This final document has been developed based on the information gathered during consultation, national guidance and supports ongoing Professional Learning for school and setting staff.
- 5.2 The remaining policies within the suite of Inclusion documents (Respectful Relationships Policy, Attendance Policy) are due to be revised and presented to the Executive Committee later this year.
- 5.3 The Council's approach will ensure that all young people living in Scottish Borders experience an inclusive education. The Council will work together to ensure that all children and young people are included, develop a sense of self-worth, a sense of belonging and a self-confidence to achieve.

## **6 IMPLICATIONS**

### **6.1 Financial**

There are no costs attached to any of the recommendations contained in this report.

## 6.2 Risk and Mitigations

The Council has considered national documentation and ensured that Council guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

## 6.3 Equalities

- (a) An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.
- (b) It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

## 6.4 Acting Sustainably

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

## 6.5 Carbon Management

There are no significant effects on carbon emissions arising from the proposals contained in this report.

## 6.6 Rural Proofing

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

## 6.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

## 7 CONSULTATION

- 7.1 The Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, and the Service Director HR & Communications, have been consulted and any comments received have been incorporated into the final report.
- 7.2 The Chief Officer Education, has been consulted and any comments have been incorporated into the final report.

### Approved by

**Lesley Munro**

**Service Director, Young People Engagement & Inclusion**

**Signature .....**

### Author(s)

Name	Designation and Contact Number
Carolyn Didcock	Quality Improvement Officer, Education

**Background Papers:**

Scottish Government papers:

Included, Engaged and Involved (Part 1) –A Positive Approach to promoting and Managing School Attendance (2019),

Included, Engaged and Involved (Part 2) –A Positive Approach to preventing and Managing School Exclusions (2017),

Guidance on the presumption to provide education in a mainstream setting (2019),

Developing a whole school ethos and culture – Relationships, Learning and behaviour (2018)

Applying nurture as a whole school approach - A framework to support self-evaluation (2018)

Children and Young People (Scotland) Act (2014),

National Improvement Framework (2016),

Getting it Right for Looked after Children and Young People Strategy (2015-2020)

**Previous Minute Reference:** January 2020

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Information can be provided on other language translations as well as providing additional copies.