

Item

<date of meeting>



Glasgow City Council
Children and Families Policy Development Committee

Report by Executive Director of Education

Contact:

Towards a Nurturing City: *Nurtured and Included*

Purpose of Report:

To inform Committee of Education Services plans to develop further nurture approaches in schools across the city in order to achieve the ambition of becoming a *Nurturing City*.

Recommendations:

The Police Development Committee is asked to

- consider the contents of this report; and
- ask the Executive Director to bring back regular reports providing an update on progress.

Ward No(s):

Citywide: x

Local member(s) advised: Yes x No consulted: Yes No

Towards a Nurturing City

Nurtured and Included

Well-being and Glasgow's children....

Glasgow City Council's Education Services has delivered significantly improved outcomes for children and young people in recent years which are recorded in the Standards and Quality Report for session 2011-2012. These improved outcomes have aligned closely with the well-being indicators which form the framework of the national initiative Getting it Right for Every Child (GIRFEC)

For example:

Attaining and achieving significantly improved levels of attainment – strong tracking of progress, effective emphasis on wide range of achievement, positive destinations etc

Safe..... child protection, care and welfare practice etc

Respected and responsible children's voice, citizenship, children's parliament, pupil forums etc

Healthy and active active schools co-ordinators, healthy choices, health promoting schools etc

Nurtured and Included nurture groups and corners, promoting positive behaviour, joint support teams, ELOs, planning to meet needs, improved attendance, reduced exclusions etc

These indicators, however, do not represent separate strands in our drive for improvement. They are inter-connected. Many aspects of our current work cut across the strands outlined above and contribute to improved outcomes for children and young people.

The diagram above is, therefore, to help us:

- describe the ways in which our current work is improving the well-being of children and young people
- support the organisation of our planning for particular aspects of development.

The wellbeing indicators were used to provide a framework for the recent Validated Self-Evaluation (VSE) exercise undertaken with Education Scotland. The VSE process not only recognised our progress and effective self-evaluation, but also identified important challenges, including ensuring that strong partnership working is at the heart of all further development.

The VSE process also showed us that it is not easy to use the indicators in isolation and that their inter-connectivity allows greater synergy among developments.

We want to make Glasgow a ‘nurturing city’. We are committed to continuing our drive for improvement to achieve the best possible outcomes for all children and young people. We recognise that ongoing work in relation to health and wellbeing is closely connected to *nurtured and included*. For children and young people to be *nurtured and included*, they must also be *safe, healthy and active, attaining and achieving and respected and responsible*.

A *nurturing city* has schools¹ in which:

- all children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected.
- all children and young people learn and develop and are supported as they move towards their chosen positive destinations
- all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them
- all staff understand the principles of nurture and how these relate to the experiences and development of children and young people
- a web of well planned, appropriate and effective support is in place, through which staff, working in partnership with colleagues in health and in social work and with a range of other agencies and providers, ensure the needs of children and young people are met.
- children and young people who experience barriers – of any kind – to their learning have their needs carefully and holistically assessed and have appropriate and effective planned interventions put in place as early as possible and, wherever possible, within their local communities
- services and partner agencies recognise, understand and value each other’s roles, responsibilities and expertise, plan and evaluate their work together

¹ Throughout this paper ‘schools’ is used to refer to primary, secondary, ASL schools, nurseries and services

and, as a result, provide highly effective support for children, young people and families.

Through taking a strategic approach over the next three years, Glasgow will increasingly be identified as a *nurturing city*.

Current Context

The proposed areas of development have been developed in a national context of:

- the proposed Children and Young People Bill (GIRFEC)
- ASL Legislation
- Equalities Legislation
- Curriculum for Excellence – and, in particular the experiences and outcomes associated with health and well-being.
- Early intervention
- The focus on particularly vulnerable groups, for example, looked after children and young people.

and in a local context of:

- *Every Child is Included*
- *Promoting Positive Behaviour*
- Staged Intervention Framework
- Commitment from Children's Services and the Community Planning Partnerships to joint and collaborative working to improve outcomes for children and young people
- Successful nurture development
- Positive Parenting - Triple P
- Strong pastoral support along with care and welfare and child protection practices.
- *One Glasgow*
- The development of Glasgow Online – Supporting Glasgow's Learners
- Decreasing Exclusions
- Improved attendance
- Rising attainment
- Improving positive destinations

In line with our policy *Every Child is Included*, it is the responsibility of every member of Education Services staff to meet the needs of children and young people and to ensure that they are *nurtured and included*.

We will only become a nurturing city when all members of staff who work with children and young people recognise and understand their role and responsibilities in relation to *nurture and included*.

To oversee the development of nurturing approaches throughout the city, a Nurturing City Strategic Working Group (NCSWG) will be established. This group will have broad representation from education services, other key services and partners. Psychological services will play a key role in the strategic direction of the development, in particular, in the professional development of staff and in aspects of quality assurance and improvement.

It is recognised that the work being currently undertaken by some existing Working Groups is integrally connected with the work of the NCSWG. In particular, The Promoting Positive Behaviour Working Group; the Nurture Working Group and planned work which will deliver service reform and enhanced nurture provision, need to be aligned with, and report to, the NCSWG.

Over the next three years, we will take forward our ambition through a wide range of approaches which are broadly set out in Appendix 1.

Council Strategic Plan Implications

<i>Economic Impact:</i>	There are no obvious economic impacts relating to this report.
<i>Sustainability:</i>	n/a
<i>Financial:</i>	Within existing resources
<i>Legal:</i>	In line with the Standards In Schools Act (2000) and the Additional Support for Learning Act
<i>Personnel:</i>	Within existing resources
<i>Sustainable Procurement and Article 19:</i>	n/a

Recommendations

The Police Development Committee is asked to

- consider the contents of this report; and
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Appendix 1

Year 1 2012/13

See detailed plan

Year 2 2013/14

Training for PPB champions and senior managers on the use of TACLN

Year 2 of Promoting Positive Behaviour

Development of Enhanced Nurture

Training of staff group – phase 1

Year 3 2013/14

Further development of Enhanced Nurture

Training of staff – phase 2

Thematic quality review – How nurturing are our schools? Primary and early years, including ASL

Year 3 2014/15

Further development of Enhanced Nurture

Training of staff – phase 3

Thematic quality review – How nurturing are our schools? Secondary, including ASL

Note: Staff training will include relevant staff from partners such as, Social Work Services, Health and Glasgow Life.