
Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire

Introduction

One of the key factors to consider in successfully implementing nurturing approaches is how to measure the impact of professional learning on staff knowledge, understanding and skills. The following questionnaire is intended as an initial baseline and follow up evaluation with regard to measuring staff knowledge, understanding and skills. It can also be used to triangulate self-evaluation activities. Other instruments/measures can be used to measure the impact on children and young people.

Instructions for use

This questionnaire is divided into two sections. The first section asks some general questions about knowledge and application of nurture using quantitative and qualitative questions.

The second section provides a quantitative measure of knowledge, understanding and skills around the extended nurture principles.

Name of Practitioner:

School/ELC setting:

Local Authority:

Date of Completion:

Section 1: General understanding and application

1. Please rate from 1 to 6 how well you feel that you currently understand the ethos and values around Nurture?

Not at all well 1 2 3 4 5 6 Very well

2. Please rate from 1 to 6 how well you feel that you know the Nurturing Principles?

Not at all well 1 2 3 4 5 6 Very well

3. Please rate from 1 to 6 how well you feel that you currently understand the Nurturing Principles?

Not at all well 1 2 3 4 5 6 Very well

4. Please rate from 1 to 6 how well you feel that you are currently able to implement the principles of Nurture in your daily interactions?

Not at all well 1 2 3 4 5 6 Very well

5. Please rate from 1 to 6 how nurturing you feel that your area or the environment where you are based or spend most time is.

Not at all well 1 2 3 4 5 6 Very well

6. If someone was to visit the school/ELC setting what evidence would they see in terms of it being a nurturing school?

7. Please give any specific examples that you feel demonstrate your understanding of Nurture in your daily interactions.

8. What do you feel are your strengths in terms of being a nurturing individual?

9. What do you feel are the areas which you would like to develop in terms of becoming a nurturing individual?

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Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
1. I have had opportunities to attend attachment and brain development training and I use this knowledge in my practice. (NP 1)	A	B	C	D	E
2. I engage in high quality collaborative problem solving with my colleagues around distressed and challenging behaviour. (NP 5)	A	B	C	D	E
3. I have opportunities within my role to model respectful and positive interactions with other adults. (NP 1)	A	B	C	D	E
4. I have clear routines in the classroom/playroom including welcome routines which support transition. (NP 6)	A	B	C	D	E
5. I have had training and have engaged in activities that help me to understand the functions of children and young people's behaviour and use this to help me support behaviour. (NP 5)	A	B	C	D	E
6. I regularly review the environment to check how safe and welcoming it feels for children and young people. (NP 2)	A	B	C	D	E
7. Any consequences that occur in the classroom/playroom are logical and proportionate and make sense to the child or young person. (NP 5)	A	B	C	D	E
8. I am aware of de-escalation practice and use it regularly in the classroom/playroom to help avoid escalation. (NP 2)	A	B	C	D	E

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
9. I am able to provide additional structure and supervision to children and young people who might need it at certain times. (NP 2)	A	B	C	D	E
10. I am aware of my relationship with children and young people and attempt to attune to them as and when they need it. (NP 4)	A	B	C	D	E
11. I provide a good balance of supporting children and young people in their learning but also providing opportunities for challenge to help build up their resilience. (NP 3)	A	B	C	D	E
12. I am aware of children and young people's language development and adapt my language according to need. (NP 4)	A	B	C	D	E
13. I am aware of children and young people's non-verbal language and pay attention to it when supporting behaviour. (NP 5)	A	B	C	D	E
14. I am aware of the theory and practice around wellbeing and resilience. (NP 3)	A	B	C	D	E
15. I am able to incorporate a range of social and emotional learning opportunities within the curricular areas/activities that I teach. (NP 1)	A	B	C	D	E
16. I take account of the number of transitions a child and young person has in their life and adapt how I support them in relation to this. (NP 6)	A	B	C	D	E

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
17. I take time to gently challenge negative and unhelpful beliefs that children and young people in the class/playroom may have. (NP 3)	A	B	C	D	E
18. I have clear routines at key transition points. (NP 6)	A	B	C	D	E
19. I adapt different types of praise, reinforcement and feedback dependent on the needs of the child or young person. (NP 3)	A	B	C	D	E
20. I provide opportunities to promote the vocabulary of feelings and emotions in my class. (NP 4)	A	B	C	D	E
21. I am able to make time to share the wider achievements of children and young people in the classroom/playroom. (NP 3)	A	B	C	D	E
22. I reflect on the verbal and non-verbal communication that I use and the message that it conveys. (NP 4)	A	B	C	D	E
23. I explicitly name and model desired behaviours when I can. (NP 4)	A	B	C	D	E
24. I take time getting to know the children and young people in the class so that I am aware of any changes in behaviour and can pre-empt this when possible. (NP 5)	A	B	C	D	E

Appendix 4 (b): Non-Teaching Staff and Support Staff Questionnaire, continued

Read the statement below and circle the answer which best describes you.	All of the time	Most of the time	Sometimes	Not very often	Never
25. I am able to use assessment and planning information on social and emotional development of children and young people to adapt my expectations appropriately. (NP 1)	A	B	C	D	E
26. I provide safe spaces in the classroom/playroom to support emotional regulation. (NP 2)	A	B	C	D	E
27. I get to know the children and young people well so that I can support and pre-empt any changes that may be happening in their life or in school. I recognise how this might contribute to their behaviour. (NP 6)	A	B	C	D	E
28. I have opportunities within my role to model respectful and positive interactions with pupils. (NP 1)	A	B	C	D	E
29. I consult regularly with children and young people about changes to routines and give them support to manage them. (NP 6)	A	B	C	D	E
30. I set clear and consistent boundaries with children and young people to support them in managing their environment. (NP 2)	A	B	C	D	E

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This activity is intended as both an evaluative tool to help highlight impact over time but can also be used to help support teacher/early years practitioner self-evaluation.

When scores are calculated it might also highlight Nurture Principles where you feel that further support may be helpful.

This can also be used as a means of determining Nurture Principles that require input at a wider level.

A high score indicates that this Nurture Principle is well embedded in your practice. A low score would indicate that this is an area of need.

A = 4 B = 3 C = 2 D = 1 E = 0

Insert the scores for each letter into the grid below. For example, if Question 1 was answered as A you would look at where there is a blank box and insert 4.

If Question 2 was answered as C, then you could go along to the blank box and insert 2.

When you have completed this for each question you should be able to calculate the scores at the bottom of each column for each Nurture Principles.

Maximum score Nurture Principle 1:	Children's Learning is understood developmentally	20
Maximum score Nurture Principle 2:	The Classroom offers a safe base	20
Maximum score Nurture Principle 3:	Nurture is important for the development of wellbeing	20
Maximum score Nurture Principle 4:	Language is understood as a vital means of communication	20
Maximum score Nurture Principle 5:	All behaviour is communication	20
Maximum score Nurture Principle 6:	Transitions are significant in the lives of children and young people	20

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Question	NP1	NP2	NP3	NP4	NP5	NP6
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30						
FINAL SCORE						

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Overall Areas of Strength

Overall Areas of Development

Next Steps