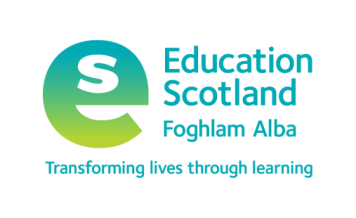
** Framework for Implementation – Nurture**

**(Adapted from Fixen et al, 2009)**

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| **Stages of Implementation** | **Core component** | **Possible Tasks** | **Where are we now** | **Next steps** |
| **1. Exploration & Adoption**  - Getting ready for change | **Readiness and commitment (Needs Analysis)**   * **Collect data** * **Gather views** * **Readiness for change** * **Involve stakeholders** * **Evaluation measures** | *Use a readiness checklist to assess readiness for change*  *Gather data from school – SIMD, exclusions, attendance, ASN referrals*  *Consult with stakeholders on their views on needs of school*  *Decide on evaluation measures to be used* |  |  |
| **Developing a clear vision**   * **Research evidence** * **Goodness of fit (evidence and data)** * **Linking to policies and practices** | *Look at research evidence into Nurture Groups/ Nurturing Approaches*  *Decide on whether a NA and/or NG best fits needs of your context*  *Carry out a SWOT analysis*  *Link with school’s current ethos, priorities, plans* |
| **Implementation Group (timeline, vision, etc)** | *Set up an Implementation/Steering Group (consider who to invite)* |
| **2. Installation**  - Capturing hearts and minds | **Building knowledge, understanding and confidence**  **Staff selection**   * **Identify appropriate staff to support training, implementation, etc.**   **Pre and In-service Training**   * **Awareness raising (all staff)** * **SMT involvement** * **Indepth training for implementation group** | *Identify the key staff who will take forward training for staff – in whole school and targeted approaches*  *Arrange an awareness raising session for all staff on Nurturing Approaches*  *Ensure that all SMT have an understanding of a NA*  *Arrange for additional training for those who are more involved in the implementation of Nurture* |  |  |
| **Organisational Structures**  **Resources**   * **Financial, organisational, human** * **Physical capacity of school**   **Consultation and Coaching**   * **Who will coach** * **How will they coach** | *Explore capacity within school to take NA/NG forward*  *Consider how you can access additional funding for either a NA or NG*  *Apply for funding for staff/resources/training*  *Decide on who is best to take coaching forward, eg. Psychological Service*  *Explore whether LA has a model for coaching and support*  *Consider whether action research might support implementation* |  |  |
| **Policies and Procedures**   * **Continue to check fit with school’s current plans and procedures – keep, rebrand or let go of those that don’t fit** * **Include on School Improvement plan** | *Ensure that a Nurturing Approach fits with current policies and procedures – adapt policies that are congruent with this approach and rebrand or get rid of those that don’t fit with this approach*  *Include the implementation of Nurture on your SIP* |  |  |
| **Evaluation and Measurement** | *Decide on what measures will be used to keep track of progress - individual pupil HWB measures, staff attitude, environment audit, parent questionnaires, attainment* |  |  |

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| **3. Initial implementation**  - Getting the ball rolling | **Developing Practice (focusing on the vision)**  **Whole School** (vision, roles, tracking, procedures, evaluations)   * **Nurture Group** (identification and assessment, target setting) | **Whole school**  *Identify Nurture Principles that you will focus on*  *Train whole staff in Nurturing Approaches*  *Identify implementation group meetings/evaluation points, etc. in school calendar*  *Develop classroom practice around nurturing approaches – discuss these at staff meetings, PRDs, etc.*  *Decide on staff who will monitor progress and support implementation.*  *Discuss and implement nurturing approaches to support pupils – discuss at staged intervention meetings, etc.*  *Develop Nurturing communities within the school – break time buddies, family support, groupwork.*  *Discuss NAs and principles at staff meetings, assemblies*  ***Nurture Groups***  *Timetable NG staff time for assessment, NG classes, etc.*  *Gather assessment data on children. Discuss children to be included in NG – set up appropriate selection processes*  *Consider how to allow time for mainstream teachers and NG teachers to liaise.*  *Liaise with parents/carers*  *Set clear targets for NG children and review regularly.* |  |  |
|  | **Problem identification and solution finding**   * **Accept barriers/problems as part of process** * **Provide opportunities to discuss these and find solutions** * **Continue to gather evidence and data and ensure decisions are based around these** | *Ensure coaching/mentoring procedures take place to share successes/ problems*  *Set up opportunities to share classroom experience – teacher learning conversations*  *Set up networking opportunities for staff or embark on an action research group to monitor and evaluate practice*  *Continue to evaluate and measure impact* |  |  |
| **4. Full Implementation**  - Making it natural | **Gaining Momentum**   * **Leadership – keep on agenda** * **Share aims with all** * **Update policies** * **Information sharing** | *Ensure the aims of the intervention are understood and shared by all staff, pupils, parents/carers and the wider community including partner agencies. Develop a communication/information sharing strategy.*  *Key members of staff should model the approach* – use the relevant language  *Keep on SMT agenda*  *Update whole staff, pupils Parent Council on progress using a wide variety of communication channels.*  *Development of an information sheet or information on the website on Nurturing Approaches for parents/carers* |  |  |
|  | **Continued Training and support for whole school community**   * **Learning rounds** * **Involvement of children/yp** * **Involvement of parents/carers** | *Follow up on whole staff training by providing more detailed, needs led training*  *Provide opportunities for staff to observe others lessons (learning rounds)- see Observation Profile*  *Introduce Nurturing Approach and Nurturing Principles to children/yp and parents/carers.*  *Highlight and share innovative practice* |  |  |
|  | **Monitor and Review Progress**   * **Continue to gather evidence in relation to progress/impact** * **Embed in systems – use language** | *Use action research or other evaluative measures to ensure that changes have had an impact*  *Make changes and adapt where necessary*  *Use language associated with a Nurturing approach* |  |  |
| **Sustainability** | **Planning for short and long term**   * **Plan for ongoing evaluation** * **Maintain and review systems** * **Ensuring planning for long term sustainability** | *Update evaluations in line with how NA is developing*  *Use self-evaluation to ensure implementation is going well and look at next steps*  *Discuss succession planning for different roles – eg. NG teacher, NA lead.* |  |  |