SCHOOLS FORUM

**7**

Date: 15th September 2015

Heading: Nurture Outreach Service

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| **Forum asked to be informed** | **For Information**  This report is to update the Forum on the pilot Nurture Outreach Service for all B&NES Primary Schools (£90k 2014-15; £50k 2015-16).  Evidence from this commissioned service shows significant success in increasing the capacity of schools to meet the needs of children with complex behaviour and emotional difficulties (a fuller presentation with results from independent evaluation of the service will be presented to the Forum in November 2015.)  Commissioning this service for all B&NES Primary Schools has provided a strategic approach to workforce development, a key principle in the Department of Health and NHS England’s ‘[Future in Mind’](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)report which sets out recommendations for improving services to promote, protect and improve the mental health and wellbeing of children. |
| **Time Needed** | **10 minutes** |

**Background:**

In January 2014 School Forum allocated £90,000 for a pilot nurture service following consultation with primary heads and a range of professionals. The Council successfully commissioned an **Outreach Nurture Pilot** from Brighter Futures. The pilot, initially contracted to run from September 2014-July 2015 had the following aims;

1. To increase the capacity of schools to meet the needs of children with complex behaviour and emotional difficulties by developing staff skills and confidence in using Nurture approaches.

2. To offer those schools who are receiving reception age children with behaviour and emotional difficulties to have a better understanding of the needs of these complex children so they are supported in their mainstream school wherever possible.

In November 2014, in response to initial findings of success in the model, Schools Forum agreed to provide £50,000 to extend the pilot until March 2016.

**Nurture Outreach Service**

A team of highly qualified specialists in nurture, attachment and trauma from Brighter Futures are available to schools to model practical strategies that school staff can adopt to effect change at a whole school level as well as 1:1 work with children and school staff.

Type of interventions provided by the Nurture Outreach Service:

* Multi-agency partnership with school leaders, teachers, TAs, parents and agencies using Team Around the Child integrative approach
* Individually tailored support programmes for each pupil involving specialist practitioners includes observation, consultation, and modelling for staff.
* Baseline assessment using SDQ and Thrive, with follows up assessments to evidence impact and inform planning.
* Using Thrive action plans which provide practical strategies to support the child’s emotional and social development
* Supervision for staff who are working with the most complex cases
* Modelling nurture strategies for use with groups of children e.g. ‘sunshine circles’
* Providing training and ongoing CPD for school staff e.g. on Nurture, Attachment, and Thrive Approaches.

Since commencement of work in September 2014, **51** children (82% boys) and **24** schools have received a service, exceeding their target by 50%.

The Thrive Approach provides helpful tools to identify understand and address gaps in children’s emotional, social and behavioral development. Initial findings suggest that staff highly value the advice and support that they are receiving from this service.

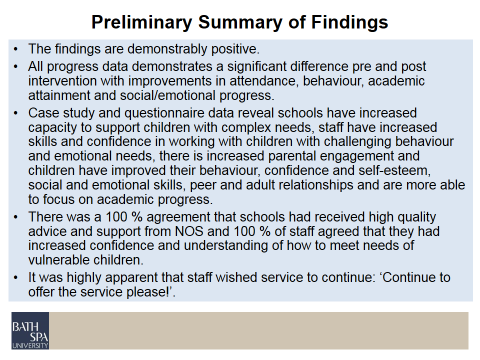
**Impact of support from Nurture Outreach Service (NOS)**

**Evaluation**

**Appendix 1** gives a summary of which schools have accessed the NOS service (in year 1 and 2) and a summary of the evaluation carried out in June 2015 (by questionnaire to school staff) to these schools.

**Independent Evaluation**

Bath Spa University has conducted an independent evaluation of the Nurture Outreach Service and has reported preliminary findings below (full report to be published November 2015)



**Conclusion**

This pilot is a good example of how advice to schools given in National Institute for Health and Care Excellence (NICE) guidance can be adopted to support a comprehensive, ‘whole school’ approach to promoting the social and emotional wellbeing of children and young people as well as providing evidence of Ofsted inspections.

**Promoting children and young people’s emotional health and wellbeing -** A whole school and college approach reference by Ofsted to Public Health England (March 2015)

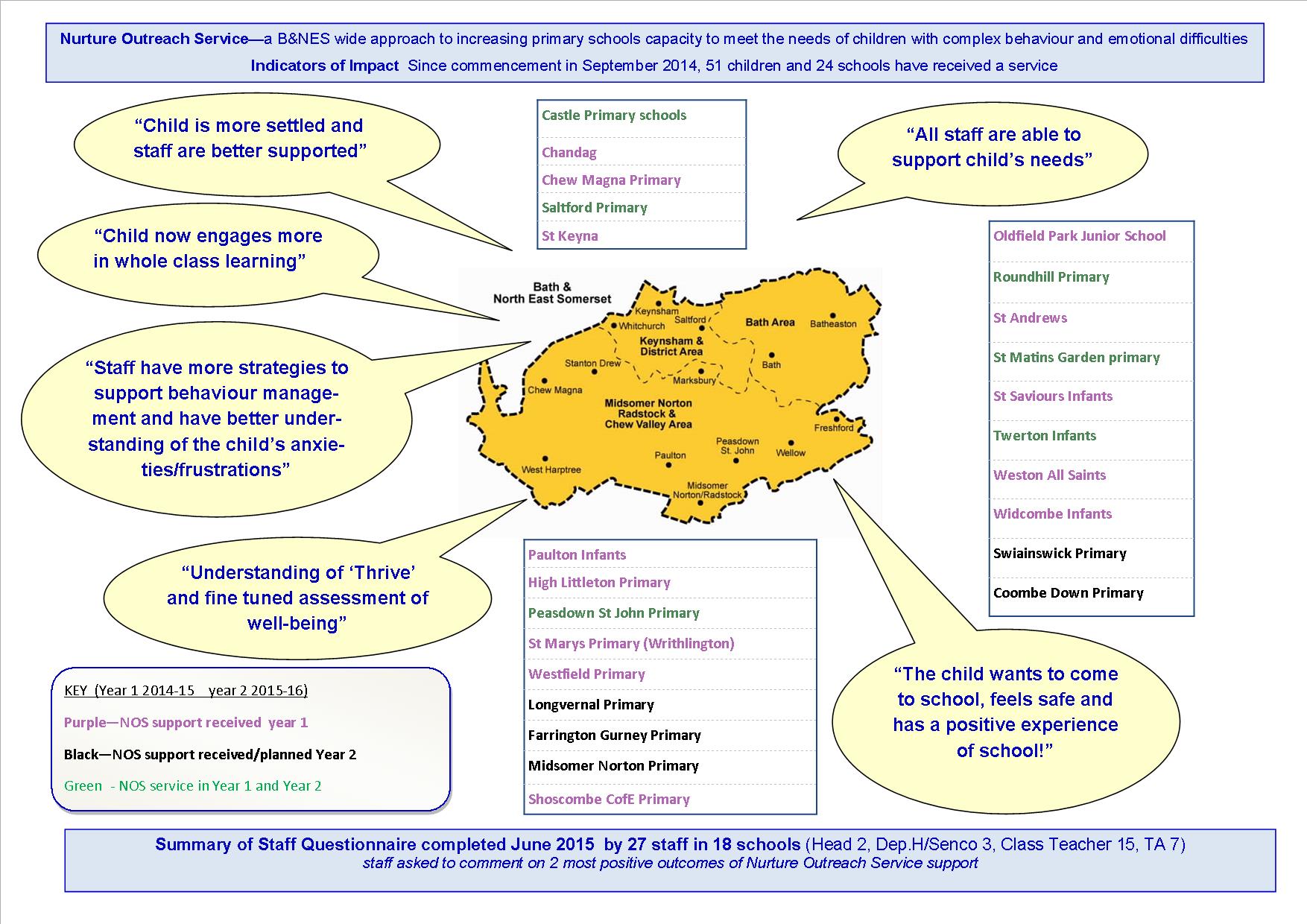
The continuation of this jointly commissioned service means that B&NES is in a strong position to

* Build a sustainable approach offering long term, on-going support for children and young people as well as impacting on individual’s pupils or single cohorts.
* Develop a workforce with a strong understanding the relevance of attachment theory in relation to behaviour
* Provide a consistent and equitable approach and a common language for those working with children with emotional and behavioural issues throughout all primary schools in the area, regardless of their governance
* Continue to offer schools practical strategies to support their pupil’s emotional and social development.
* Sustain a local team of experts (Brighter Futures), available to all schools and, with the capacity to respond to increasing need/demand by schools.

**Next steps**

* Presentation of a full report to Schools Forum in November with a request for continued funding and support.
* Review of the Bath Spa independent evaluation of the pilot to inform future commissioning
* Development of strategic links with the Behavior Strategy including informing similar work in secondary schools
* Making clear links to universal support in schools
* Make use of evidence from the Nurture Outreach Service to inform the Transformation Fund Action plan and implementation *of “*[Future in Mind’](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf) *Promoting, protecting and improving our children and young people’s mental health and wellbeing”* – Dept of Education 2012

**Appendix 1**

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