



Inclusive and nurturing Schools programme

FAQs

Why is a whole school approach important?

This is in line with national and international thinking: [Department of Education](#) guidance advised that the most effective violence prevention education programmes were achieved through a whole school approach. The [World Health Organisation](#) asserts that the most successful projects “work towards making sure that the whole school shares the same vision towards reducing violence, and that the school head, teachers, administrative staff, students, parents and the community work together towards this shared goal”.

What will the cost be for my school?

There is no cost for schools, the programme has been paid for. However, there may be financial implications in the event of schools having to arrange cover for their staff attending courses. Most of the courses run between the hours of 9 - 4pm but we try to arrange network events and some of our other sessions after school hours in order to get around this.

How is the programme delivered, online or in person?

The Inclusive strand is made up of online training courses and online Network events. Schools have the option to have in person consultancy with their consultants, taking place in the school or these can also be online too if preferred.

The Healthy Relationships strand is made up of online meetings with the RE:SET Project Delivery Team. The workshops and assemblies with children and young people are delivered in person. The staff training and parent/carer sessions can be a blended approach of in person and online. All school staff are required to complete a 30 minute E-Learning course.

Will the programme require the same staff members to complete each of the courses?

Schools can choose to send whichever members of staff they wish to all of the different courses, however, it is a requirement that at least one member of the SLT attends the National Nurturing Schools Programme.

It is also advisable that the groups are led by two different members of staff across the two different strands because they are two distinct programmes.

What's the process for booking places on the courses?

For the Inclusive strand, we send information and booking links for our courses to schools with plenty of notice and time to book places. We will then send delegates the training resources and workbooks that go with the courses within the two weeks before the course is due to take place. Meeting links will be emailed to the delegates the week before.

For the Healthy Relationships strand, a school can register for the RE:SET Programme by emailing reset@tender.org.uk or going to www.tenderreset.org.uk. The Tender team will also be proactively contacting schools when they have coordinated with Borough Leads.

What is the Tender mentor's role?

The Tender Mentor is part of the Healthy Relationships strand and are committed, but not limited, to:

- Regularly meeting with the project delivery team (we would suggest every 6 weeks but this is to be agreed with the partner school).
- Co-create lesson and assembly plans with the partner school.
- Devising and delivering CPD training to support staff grow their confidence in promoting healthy relationships. They will support at least 80% of school staff completing Tender's e-learning course; An Introduction to Domestic Abuse Awareness (45-60 mins long).
- Supporting the project delivery team to complete monitoring and evaluation during completing the five blocks as well as the start and end of the project.
- Maintain the partner schools dashboard and promptly approve any additional the project delivery team makes to their portfolio of work.
- Keep schools up-to-date with relevant news and developments in relationship education.

Healthy Relationship Workshops with children and young people FAQs:

- Won't these issues upset students?

By using drama and the arts, we're able to engage young people in violence prevention in a safe and supported environment, enabling them to recognise and avoid abuse and violence. We look for positive solutions that create the possibility of change where young people understand their rights and their responsibilities to healthy relationships, free from abuse and violence. Schools recognise the value of arts-education; particularly in raising levels of self-esteem and developing team building and communication skills. We also work closely with the school to complete pre-project audits when we ensure Tender facilitators know the support or pastoral support available to students in the school, as well as safeguarding leads. Tender can also support schools to ensure students are signposted to who and where they can go to for extra support.

- Are these issues relevant to students at my school?

The reality of domestic and sexual violence is that it is present across all socio-economic and cultural groups, and whilst the Harmful Practices are more prevalent in certain communities, it's important to remember they are human rights issues and therefore everyone needs to be made aware of them. Students will be going on to mix with a diverse range of people from different communities during their professional adult lives.

- How do you make it age appropriate?

We have worked hard to develop the most engaging methods to reach young people. We focus on key themes from each of the different issues, and approach them in a creative and sensitive way. Drama allows participants to experience what it feels like to be in 'someone else's shoes' which increases empathy and understanding and creates a platform where participants engage emotionally as well as intellectually.

- **How much detail do you go into?**

In primary schools, we don't use the words abuse or sexual violence; instead we focus on personal space, boundaries and safe touch, pressure, power, and secrets.

- **Won't speaking about these issues increase the likelihood that they will happen?**

There are often concerns that Relationship and Sex Education might encourage young people to start doing things they may not have previously considered. It is important to remember that to educate is not to advocate. "National and international research shows that good quality RSE has a protective function as young people who have had good RSE are more likely to choose to have sex for the first time later. There is no evidence that RSE hastens the first experience of sex." ([Sex Education Forum](#)).

How many boroughs/schools are signed up to Nurtures accreditation and what does it represent?

In the London area, seven boroughs/nine schools have been awarded.

We offer two forms of accreditation in recognition of the work undertaken by schools who are working to achieve nurture status. Both awards demonstrate that the establishments have met the criteria set out by each Award. The schools have submitted their application, portfolio of evidence and have met with their allocated assessor.

Specifically, how does the Tender and Nurture approach help to reduce exclusions?

Nurture gets to the root of children's social, emotional and mental health difficulties and gives schools the proven tools they need to deliver the right support. It helps children and young people develop the social skills and resilience they need to thrive, improving attendance, behaviour and attainment and making children much less vulnerable to exclusion.

A 2017 Glasgow Psychology Services report found that "Nurture has been a substantial part of a success story in education in the city which can point to a clear reduction in pupil exclusions, an increase in attendance and a dramatic improvement in Glasgow establishments' capacity to hold on to the most vulnerable young people."

The Timpson Review of School Exclusion published in May 2019 highlighted nurture groups, saying: "they support children who have not had strong early nurturing experiences, by providing a safe and structured environment where children are encouraged to develop positive and trusting relationships with both teachers and other pupils" and that "Done well, as I have seen during this review, they can be an effective approach in reducing children's social, emotional and behavioural difficulties while strengthening their academic performance." (Timpson Review p. 70).

You mentioned that schools can apply for an 'Award' - Please explain the process.

For the Healthy Relationships strand, when a school/setting has completed all the tasks of the RE:SET programme they are awarded the status of 'Healthy Relationships Champion School', which remains valid for three years if the school/setting completes annual evaluation sessions with their Tender Mentor.

For the Inclusion strand, if you'd like your school to be recognised for providing pupils with a higher level of nurturing support, you can apply for *The National Nurturing School Award*, which is assessed and awarded by nurtureuk against the NNSP Standards.

This award from nurtureuk demonstrates that you have achieved our standards and are able to support your children in school to achieve their full potential, in house meaning that you are less likely to need to bring in outside agencies, saving money in the long-term.

If your school is successful, this award lasts for 3 years, after which you can apply for re-accreditation.

When will the six modules of training to 20 professionals in each borough be delivered?

These will mirror the nurtureuk Borough cohorts so delivery will be phased across the three years.

How will you be measuring progress?

We will be collecting data throughout the programme to ensure that we can monitor and evaluate progress. This will be in different forms: surveys, questionnaires, one-to-one meetings with schools etc

What happens when the project finishes?

For the Inclusion strand, Schools have the option for re accreditation after 3 years. Schools will receive two years free membership to nurtureuk, which includes Boxall Profile Online discounts and discounts for products and services as part of the offer.

For the Healthy Relationships strand, the Tender Mentor will support the project delivery team to complete the "Project End" reflective sessions with staff and students. Once completing all tasks in the five blocks the partner school will be awarded their Healthy Relationships Champion School badge to use on all online and offline communication and a plaque to display in the school. The Tender Mentor will support the Project Delivery Team to set new goals and actions for the upcoming academic year. The Healthy Relationships Champion School status is valid for three years and an annual audit will be completed to assess any refresher training or delivery needs to be done to maintain the school's champion status.

Time commitments per school - nurtureuk **(Programme length in total - 18 months)**

Initial meeting - (Head and SLT programme lead)
Length - 1 hour meeting

Theory & Practice of the Boxall Profile® Online (TPBPO)
Length - 1 Day online training course (9am until 4pm)
(x 2 members of staff per school)

The National Nurturing Schools Programme (NNSP)
Length - 18 Month Programme
(x 2 members of staff per school)

Module 1 - 3 hours
Audit for module 2 - 2 hours (Independent task)
Module 2 - 3 hours
Module 3 - 4 hours
4-month review - 3 hours
8-month review - 3 hours
12-month review - 1 hour

Boxall Profile® Online competencies course

Length - 2-3 hours online, independent online course, can be accessed at any time
(there will be 20 access codes available to school staff)

The Theory and Practice of Nurture Groups (TPNG)

Length - 3 Days online training course (9am until 4pm)
(x 2 members of staff per school)
2 days consecutively and the final day is 6 weeks later

Accreditation

Delegates are invited to submit an assignment within twelve months of completing the programme

Optional Pathways (Choice of three options)

Length - Due to the variations of these three optional elements of the programme, duration varies but this will be somewhere between 2-3 days online (9am - 3pm)

Bespoke consultancy

Length - 3 days total of consultancy time.

This will involve your school's consultant visiting your school, for any 3 days of your choice across the span of your time with the programme. These sessions can also take place online, and can be broken down to hours and half days if required

Community summits - Network events - Expert speaker Network events

Length - These meetings will range in length and take place online.

Network events will mostly take place after school in order to allow for more staff to attend with minimal impact on the school day and these meetings aren't mandatory

Time Commitments per school - RE:SET

(Programme length in total - 3 months preparation and 12 months delivery)

Project Preparation - 3 months

Initial Induction - Project Delivery Team

Length - 2-3 hours (including introductory meeting, audit and online toolkit induction)

Project Delivery - 12 months

8 x Reflective Sessions - Project Delivery Team

Length: These are regular meetings across the three terms of delivery - they range from 30 minutes to 1 hour and can take place in person or remotely.

Introduction presentations to staff and governors - Involving School Staff

Length - 20-30 minutes (delivered by the Tender Mentor)

Basic Awareness of Domestic Violence E-Learning - Involving School Staff

Length - Up to 1 hour (can be done during or after an INSET and all staff are given individual logins to complete)

INSET - Involving School Staff

Length - Up to 4 hours on one of the following possible sessions: Dynamics of DSV (including Coercive Control), Impact of DSV on Children and YP, Peer on Peer Abuse, Online Harms, Working with Children and Young People (delivered by the Tender Mentor or Tender facilitator)

2 x Enrichment Days for 2 x year groups - Working with Children

Length - 10 hours total (delivered by two Tender facilitators)

1 x Activity Day for whole student population - Working with Children

Length - 5 hours (delivered by two Tender facilitators)

OR

1x Day for Year group assemblies - Working with Children

Length - 5-6 hours (delivered by two Tender facilitators)

5 x Targeted Sessions - Working with Children

Length - Up to 5 hours for groups of children disproportionately affected by abuse and inequality: including girls/ young women, young people with SEN/SEMH, care-experienced and LGBTQ+ young people (delivered by two Tender facilitators)

Engagement with student council/ equalities groups - Working with Children

Length - Up to 5 hours total to create and lead peer campaigns within the school (delivered by the Tender Mentor)

Parent and Carer Sessions - Involving Families and Communities

Length - Up to 6 hours for focus groups or sessions on 3 out of 5 possible topics: Healthy Online Relationships, Facing change & transitions, Healthy friendships & relationships, Peer pressure & consent, and Managing emotions (delivered by the Tender Mentor or Tender facilitator)

End-of-Project Reflection Meeting - Project Delivery Team

Length - Up to 90 minutes (delivered by the Tender Mentor)