

**The National Nurturing Schools Programme  
Assessment Report**



<b>Establishment name and address</b>	<b>Hadlow Primary School School Lane Hadlow TN11 0EH</b>
<b>Headteacher/Principal</b>	<b>Nicole Chapman</b>
<b>NNSP trained staff</b>	<b>Sam Wright – Family Liaison Officer [FLO] Sharon Vanns – SENCO and DSL</b>
<b>Assessment date</b>	<b>30<sup>th</sup> September 2025</b>
<b>Assessor</b>	<b>Sarah Norwood</b>
<b>Trainer</b>	<b>Adele Wilkinson</b>
<b>Review date</b>	<b>September 2028</b>

## STANDARDS

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of pupils are assessed and tracked.		✓	
1a.2	Nurture principles are defined and explained to pupils.		✓	
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy		✓	

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and carers feel valued and welcomed in the establishment.			✓
1b.2	Nurture principles are defined and explained to parents and carers.		✓	
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need.			✓

1. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.			✓
1c.2	Nurture principles are defined and explained to all staff.		✓	
1c.3	Staff are given opportunities to discuss, develop and review shared values.			✓
1c.4	There are clear expectations of how all adults in school relate to children when in or out of class.			✓
1c.5	Staff are actively involved in The National Nurturing Schools Programme.		✓	

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d. 1	The establishment works with stakeholders within the community.			✓
1d. 2	Nurture principles are defined and explained to stakeholders.		✓	
1d. 3	The establishment is used as a resource within the community.			✓
1d. 4	The community is included in development plans.			✓

1. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a. 1	Nurture principles are incorporated in curriculum planning and delivery.		✓	
2a. 2	The social and emotional needs of pupils are addressed.			✓
2a. 3	Behaviour is dealt with consistently by all staff.			✓
2a. 4	Pupils are involved in developing and evaluating their learning.			✓

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b. 1	Provision and strategies promote pupil welfare and wellbeing			✓
2b. 2	Pupils feel safe and secure.			✓
2b. 3	Pupils feel valued, respected, included and listened to.			✓
2b. 4	Pupils are prepared for transitions in life.			✓

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b.5	Provision and strategies promote staff welfare and wellbeing			✓
2b.6	Staff feel valued, respected, included and listened to.			✓
2b.7	Staff access relevant professional development.			✓
2b.8	There are opportunities for reflective collaborative problem solving for staff			✓

2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	Nurture principles are reflected in the development of the environment.			✓
2c.2	The environment is safe and welcoming for all stakeholders.			✓

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing
3a.1	Organisational and curriculum policies reflect and support nurture principles.		✓	
3a.2	Stakeholders are involved in the development and review of policies.			✓

3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
3b.1	Partnership working reflects a nurturing rationale.		✓	

3. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
3c.1	There are clear development priorities regarding nurture principles and practice.		✓	
3c.2	Resources are deployed to develop nurturing principles and practice across the setting.		✓	

3 Leadership and Management		3d. Monitoring and evaluation		
Standard		Developing	Establishing	Enhancing
3d. 1	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme (please include attendance and exclusion data from the first self-assessment and in all subsequent self-assessments).		✓	

**Assessors Summary**

This report cannot reflect the hard work that goes on at school every day. A comprehensive evidence file and related documents have been provided as part of the assessment process by the school. This includes attendance and exclusion data and Case Studies for Partnership, Community and The Boxall Profile along with a clear understanding of The Six Principles of Nurture, evidenced in the application and Principles into Practice report.

It was a privilege to spend the morning with you all at Hadlow Primary School, witnessing firsthand the impact of your commitment to nurture and relational approaches across the school. This report highlights the remarkable outcomes achieved through your consistent focus on the Six Principles of Nurture, use of Boxall Profile assessments being used strategically and consistently, staff wellbeing, the team around the child, parental engagement, and pupils.

**Examples of excellent practice include:**

**The Six Principles of Nurture**  
**Children’s learning is understood developmentally**  
 At Hadlow Primary School, every adult understands that children develop at different rates, and that emotional safety and readiness must come before academic learning. Staff “meet children where they are rather than where we expect them to be,” taking care to understand the developmental needs beneath behaviour or presentation. The

school's day is structured to support this — with a 30-minute soft start each morning that allows time for authentic connection, gentle co-regulation, and being together before learning begins. This approach, described by one teacher as “a gift of time,” ensures that children arrive calm, settled, and ready to engage. The Boxall Profile® has further strengthened this developmental understanding, helping staff to “reflect and review” their approach so they can respond to needs early and effectively. The Five School Values – Relationships, Recognition, Regulation, Resilience and Reflection – thread through everything, ensuring that learning is viewed through a compassionate, developmental lens.

### **The classroom offers a safe base**

Safety and belonging are felt immediately upon entering Hadlow Primary School. Every morning, adults are at the gate to “scoop up a child with kindness and love,” setting a tone of calm connection that carries through the day. Classrooms are consistent, ordered, and familiar — visual timetables, displays, and routines create a clear structure in which children can relax and thrive. The 30-minute soft start is central to this sense of safety; it is a time to greet, talk, play, draw, or simply be. Staff notice, listen, and attune, helping children settle emotionally before expectations of learning are introduced. After lunch, “regulating reading” offers another opportunity for calm re-entry — a predictable pause that bridges the transition between play and learning. Across the school, there is a tangible sense that the environment and timetable are set up for nurture. As one observer noted, “Transitions are an actual part of the day.”

### **The importance of nurture for the development of wellbeing**

Wellbeing is the foundation on which Hadlow Primary School builds every success. The school's motto – Happiness, Progress and Success – is lived out daily through practices that make children feel safe, valued, and understood. Staff hold the unshakable belief that “if you haven't got a happy, settled child, you can't learn,” and every part of the timetable reflects that conviction. Morning check-ins, mindful transitions, and afternoon calm periods support emotional regulation as naturally as reading or writing. Pupils know that they are seen, and they speak openly about the adults who help them when things feel difficult. This nurturing rhythm of the day — connection, learning, reflection — fosters security and builds children's confidence in themselves and others. The result is a community that flourishes because wellbeing is not an add-on, but a way of being.

### **Language is a vital means of communication**

At Hadlow Primary School, language connects everyone. Staff use consistent, calm, and relational language that models respect and reinforces emotional safety. From the shared vocabulary of the Zones of Regulation to the reflective dialogue of circle time, children learn to name, understand, and manage their feelings with increasing sophistication. Staff describe having “a consistent language with everyone and about everything,” which extends beyond classrooms into corridors, playgrounds, and meetings with parents. The Friday “Reading Café” and the emphasis on talk-rich learning experiences reflect the school's deep belief in language as both a tool for literacy and a

bridge for relationships. When words are hard to find, adults are patient, attuned, and curious — reminding children that communication takes many forms, and all are valued here.

### **All behaviour is communication**

Behaviour at Hadlow Primary School is understood through the lens of emotion and experience. Staff are guided by the principle that “when something doesn’t go right, we always start with curiosity.” This compassionate stance transforms interactions: challenges become opportunities for understanding, and dysregulation is met with calm and care. The Boxall Profile® plays a central role in identifying patterns and triggers, helping staff to respond to need rather than symptom. Consistency is key — the Behaviour Blueprint and Positive Relationships policy ensure that children experience predictable, fair, and nurturing responses from all adults. Dedicated spaces such as the Galaxy Room and Quiet Area offer sanctuary when emotions run high, allowing pupils to regulate and rejoin learning when ready. This thoughtful approach communicates a powerful message to children: You are safe, you are understood, and you can always begin again.

### **The importance of transition in children’s lives**

Transitions are not seen as interruptions at Hadlow Primary School — they are woven into the very fabric of the day. As one staff member beautifully described, “Transitions are an actual part of the day.” The environment and timetable are intentionally designed around this truth, recognising that moving between activities, spaces, and emotional states requires time, support, and understanding. Visual timetables, social stories, and clear routines help children navigate change confidently, while the soft start and post-lunch reading time bookend the day with regulation. Larger transitions, such as moving year groups or preparing for secondary school, are handled with the same care — involving familiar adults, early introductions, and tailored support. Whether it is a moment between lessons or a milestone between phases, every transition is treated as an opportunity to reinforce belonging and stability. The school’s reflective approach, supported by the Six Principles of Nurture, ensures that each child steps forward with confidence, continuity, and calm.

### **Pupil Wellbeing**

Pupil wellbeing at Hadlow Primary School is exceptional. Children speak with pride, warmth, and genuine affection for their school, describing it as a place where “teachers really care about us and want us to do well.” The rhythm of the school day — gentle starts, calm transitions, and predictable routines — creates a secure base that nurtures emotional safety. Circle times and wellbeing sessions are integral to class life, giving children time to share, listen, and support one another. The combination of soft starts and “regulating reading” after lunch has created a beautiful flow to the day, ensuring children have repeated opportunities to return to calm, connect, and reset.

During my visit, I had the pleasure of joining a circle time with the children, which beautifully echoed the school's collective theme of time. One pupil explained, "School gives us enough time to regulate and do things we like — like football." Another added, "They make sure I'm given enough time to feel calm." The group's reflections were strikingly thoughtful, with one child noting, "It's important not to be too hard on yourself." Their words captured a genuine sense of self-awareness and emotional literacy, demonstrating how deeply the language and rhythms of nurture have become part of everyday life at Hadlow Primary School.

The Boxall Profile® and Zones of Regulation underpin this practice, allowing staff to identify emotional needs and teach strategies that support regulation. Pupil voice is highly valued; through the School Council, peer leadership, and feedback sessions, children feel empowered to shape their environment and relationships. The shared vocabulary of nurture and emotion regulation means that children can name how they feel and seek support confidently — a clear sign of the deep emotional understanding the school has cultivated.

### **Staff Wellbeing**

Hadlow Primary School is a community where staff feel valued, heard, and supported. The headteacher's open-door policy and commitment to listening underpin a strong culture of trust. Staff described the sense of teamwork as "authentic and kind," and spoke warmly about being part of a school that genuinely lives its values.

Two teachers who began their journey at Hadlow Primary School as supporting adults shared how deeply they have felt nurtured through their professional growth. Both were supported to gain Qualified Teacher Status within the school and spoke with visible pride about their development. "Our wellbeing always comes first," one explained. "We feel so supported to communicate." Their passion and clear compassion to support curiosity reflected the ethos that runs throughout the school. They concluded simply, "The children can't learn if they're not settled — and that is a whole school understanding, a culture, and a school passion."

Wellbeing initiatives are not tokenistic — they are thoughtful and responsive. "Golden Ticket Days," opportunities for flexible working, and a beautifully designed staffroom all contribute to a sense of appreciation and care. Professional development is both nurturing and ambitious. Training in attachment, trauma, and emotional regulation has given all staff a shared understanding of how to respond to children's needs. Regular coaching, reflective supervision for DSLs, and time set aside for professional dialogue ensure that staff wellbeing is prioritised alongside children's. As one teacher reflected, "We're consistent in language, expectations, and care — for each other as much as for the children."

### **Use of the Boxall Profile®**

The Boxall Profile® is a cornerstone of Hadlow Primary School's practice. It has "helped us to reflect and review," transforming the way staff understand children's emotional development. Boxall data informs targeted interventions, group work, and referrals to NELFT and other partners, ensuring that support is joined up and proactive. The process itself has become a reflective tool for staff — an opportunity to pause, think, and connect around a child's story rather than react to their behaviour.

Staff spoke about how this work has deepened empathy and strengthened consistency across the school. It allows class teams to notice patterns early and adapt teaching or support before problems escalate. In this way, Boxall profiling has shifted the school's culture from "reactive to proactive," reinforcing the belief that understanding always comes before action.

### **Team Around the Child**

Collaboration sits at the heart of Hadlow Primary School's nurture approach. The SENCO, FLO, and class teams work closely together, ensuring that each child is surrounded by a consistent network of adults who know them well. Multi-agency partnerships with NELFT, the Emotional Wellbeing Team, the Specialist Teaching Service, and Speech and Language Therapy are strong and well established. These relationships are built on shared understanding, mutual respect, and an unwavering focus on the child.

Meetings are reflective rather than procedural — opportunities to explore the why behind behaviour and consider what a child might be communicating. The use of the Six Principles of Nurture provides a unifying language for professionals across disciplines, ensuring that every discussion centres on development, not deficit. This holistic, coordinated approach ensures that children receive the right support at the right time — and that no child's needs fall between the gaps.

### **Parental Engagement**

Parental relationships are a standout strength at Hadlow Primary School. From the moment they arrive at the school gate, parents are met with warmth, openness, and consistency. The daily presence of staff on the gate has created a culture of accessibility and trust; it is where many small but meaningful conversations happen.

The parents I spoke with shared moving reflections about their experiences of the school. One parent began simply, "When I walked through the door, I could feel that the school was kind and caring." Another added, "They just care — and it is a community. Every adult knows and cares about every child." The depth of trust and connection was tangible in every conversation. "If he needs a cuddle, he gets a cuddle," one parent smiled, "my children are understood."

Parents spoke with great warmth about the impact this has on their families. "I can't praise the staff highly enough," one said. "My children feel safe, seen, and heard — and so do we." Another shared, "He's happy here. He looks forward to coming here." Time

and again, families described the same feeling of belonging and care: “They’re just so supportive of not only the children, but of us too,” and “They go above and beyond.” Perhaps the most poignant words came from a parent who captured the collective sentiment perfectly: “The teachers love the children. There is a lot of love here.” These voices reflect the strength of the relationships that define Hadlow Primary School — a school where home and school work hand in hand, grounded in trust, warmth, and shared purpose.

Workshops, “Tea and Talk” sessions, and joint parent-and-child activities offer practical ways for families to engage in their children’s learning and emotional development. Parents have also been introduced to the Six Principles through leaflets, assemblies, and displays, helping to align the language of home and school. This shared understanding means that when challenges arise, families and staff approach them together, using the same calm, curious language.

### **Conclusion**

There is a remarkable coherence to Hadlow Primary School’s practice — a rhythm that balances structure with warmth, and time with purpose. The Six Principles of Nurture have given the school “a consistent language with everyone and about everything,” embedding relational understanding into every aspect of daily life. Children are calm, confident, and connected; staff are proud, reflective, and united; and families feel genuinely part of a shared community of care.

Headteacher Nicole Chapman described with heartfelt appreciation how Sam Wright and Sharon Vanns have “done an amazing job at transcending nurture everywhere.” Their leadership has been transformative, ensuring that nurture is not a project but a presence — visible in every classroom, conversation, and corridor. As one teacher expressed, “The children can’t learn if they’re not settled — and that is a whole school understanding, a culture, and a school passion.” The children themselves echo this truth with simple wisdom: “School gives us enough time to regulate and do things we like,” and “It’s important not to be too hard on yourself.” Parents too describe Hadlow Primary School as “kind and caring,” a place “full of love,” where “every adult knows and cares about every child.” In those words, lies the essence of Hadlow Primary School’s approach — a community where time, care, and understanding are given freely, and where nurture is not something children receive, but something they live.

Hadlow Primary School stands as a shining example of what happens when time, empathy, and structure are used with intention. Here, nurture is not an initiative — it is a way of being. And in doing so, the whole community thrives.

Thank you for welcoming me so warmly into your school community and allowing me to experience first-hand the passion and commitment that shines through from everyone. It was wonderful to feel the love that sits at the heart of every decision made — alongside your shared commitment to high aspirations for all. The strong sense of belonging at

Hadlow Primary School promotes self-confidence, self-belief, and pride in every child, and it was a genuine privilege to witness that in action.

### **Quotes from the assessment day:**

#### **Pupils**

“School gives us enough time to regulate and do things we like — like football.”

“They make sure I’m given enough time to feel calm.”

“It’s important not to be too hard on yourself.”

“Our teachers always give us time to calm down if something feels tricky.”

“We all look out for each other here — everyone is kind.”

“I like that I can talk to any adult and they’ll listen.”

“When I come into school, it feels like home.”

“We have time to talk, time to play, and time to learn.”

#### **Staff**

“Our wellbeing always comes first.”

“We feel so supported to communicate.”

“The children can’t learn if they’re not settled — and that is a whole school understanding, a culture, and a school passion.”

“We always start with connection before correction.”

“The Six Principles have given us a shared language — we all speak nurture now.”

“Every adult here genuinely believes that relationships come first.”

“The soft start has transformed mornings — children walk in smiling and ready.”

“Time is our most powerful tool; giving it freely changes everything.”

“We’re a team that cares deeply — about each other as much as the children.”

#### **Parents**

“When I walked through the door, I could feel that the school was kind and caring.”

“They just care — and it is a community. Every adult knows and cares about every child.”

“If he wants a cuddle, he gets a cuddle.”

“My children are understood.”

“I can’t praise the staff highly enough.”

“My children feel safe, seen, and heard — and so do we.”

“He’s happy here — he looks forward to coming here.”

“They’re just so supportive of not only the children, but of us too.”

“They go above and beyond.”

“The teachers love the children. There is a lot of love here.”

“There’s a warmth as soon as you walk in — it feels like family.”

“Staff always have time to talk — nothing is ever too much trouble.”

“They know every child inside and out — not just what they can do, but who they are.”

“It’s not just about learning; it’s about growing confident, happy children.”

**Recommendation**

**We recommend Hadlow Primary School for the National Nurturing Schools Award**

Areas for development	Timescale
<p>The Boxall Profile. Continue to use:</p> <ul style="list-style-type: none"> <li>• The Boxall Profile® as a reflective tool across the school so that assessment outcomes consistently inform planning, intervention, and review — ensuring early, proactive support for children’s emotional development.</li> </ul>	Ongoing
<p>Nurture Principles.</p> <ul style="list-style-type: none"> <li>• Continue to promote and embed nurture group principles throughout the provision for pupils and staff.</li> <li>• Continue to familiarise your families and community with the 6 Principles, for example, mention them in reports, on letters and emails, in Newsletters and keep updates on your website and social media platforms to ensure all stakeholders are familiar with their meaning and impact.</li> </ul>	Ongoing
<p>Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.</p>	Ongoing
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	2028