About the Nurture Group Network

The Nurture Group Network exists to promote the development of nurture groups and to ensure the continuing quality of their delivery through accredited training programmes, research into effective practice, relevant publications and information exchange. Our aim is to make the nurture group approach available to all pupils who need it and also to ensure that the connections between learning and early development are understood throughout education.

So, if your school wishes to:

» **Increase educational engagement**

» **Reduce exclusions**

» **Ensure academic progress**

» **Foster emotional wellbeing**

» **Reduce aggression and incidents of withdrawn behaviours**

» **Create a more inclusive ethos**

» **And ultimately remove barriers for learning for ALL children and young people**

Introduce nurture as both a way of thinking and as a targeted intervention. It works.

Visit our website for references and more information
National office
t 020 3475 8980 **e** info@nurturegroups.org
18A Victoria Square, Bethnal Green, London E2 9PB
Tweet us @nurturegroups

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The Boxall Profile
The nurture group network
helping children and young people to succeed

www.nurturegroups.org

NGN presents

The Boxall Profile
online

The nurture group network®
helping children and young people to succeed

Sign up online now at:
www.boxallprofile.org

About the Boxall Profile

The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development.

The two-part checklist, which is completed by staff who know the child and young person best, is quick - and, very importantly, identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships.

Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education. Understanding what lies

behind this can make all teachers much more confident in their class management, which is where the Boxall Profile comes in.

The Boxall Profile helps with:

» **Early identification and assessment**
» **Supporting staff to develop their observational skills and their understanding of children and young people's difficulties**
» **Target setting and intervention**
» **Setting individualised, achievable targets that reinforce target behaviour and skills**
» **Tracking progress**
» **Helping staff review children and young people's target behaviour.**

The Boxall Profile Online functionality includes:

» **Easy-to-use scoring: compatible with computers and tablets.**
» **Anonymised tracking: re-assess term to term, compare results and track progress.**
» **Risk analysis: shows Boxall Profile results in three groups (high risk, borderline and low risk) to facilitate whole-school early indentification.**

How the Boxall Profile Online works

There are two Boxall Profile Tests: one for children (nursery/primary school pupils), and the other for young people (secondary school students), which the Boxall Profile Online automatically sets according to the date of birth inputted by the member of staff. On completion, the scores of each individual student are compared to the standardised emotional literacy scores of "competently functioning" children of a similar age group.

Individualised, achievable targets for social and emotional aptitudes are then set for the student which are reviewed and re-assessed periodically. Both profiles have two sections, each consisting of a list of 34 descriptive items.

Section I: Developmental strands

This measures progress through the different aspects of development in the student's early years- the first assessing the child and young person's organisation of their learning experiences, the second, their internalisation of controls.

Section II: The diagnostic profile

This consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.

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