THE BOXALL PROFILE

For the assessment of children and young people's social emotional wellbeing

nurtureuk

The Boxall Profile

B4229   8 y/o Female
Year 1

EBP Details   2017.8.30 ▾   Assessment   BP Report   Learning Plan   Evaluate

2017.8.30 Boxall Profile Report   [▲ Export / Print ▾] [Show Past BPs] [Show Descriptions] [Show Answers]

Developmental

Organisation of experience

A Gives purposeful attention	10
B Participates constructively	5
C Connects up experiences	6
D Shows insightful involvement	11
E Engages cognitively with peers	4

Internalisation of controls

F Is emotionally secure	9
G Is biddable and accepts constraints	12
H Accommodates to others	12
I Responds constructively to others	5
J Maintains internalised standards	4

Total Developmental Score

2017.8.30 ——— 78

Diagnostic

Self-limiting features

| Q Disengaged | 3 |
| R Self-negating | 3 |

Undeveloped behaviour

S Makes undifferentiated attachments	7
T Shows inconsequential behaviour	4
U Craves attachment, reassurance	1

Unsupported development

V Avoids/rejects attachment	7
W Has undeveloped/insecure sense of self	7
X Shows negativism towards self	4
Y Shows negativism towards others	3
Z Wants, grabs, disregarding others	2

Total Diagnostic Score

2017.8.30 ——— 41

WHAT IS THE BOXALL PROFILE?

The Boxall Profile is the most popular tool used by schools in the UK to measure the social emotional mental health (SEMH) and wellbeing of children and young people (Marshall, Wishart, Dunatchik, & Smith, 2017). Since 2018 it has been cited by the Department for Education to assess mental health and behavioural needs (Department for Education, 2018).

The Boxall Profile is the unique psycho-social assessment tool used to determine children and young people's social and emotional functioning and wellbeing (Bennathan, 1998).

The assessment provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils.

The Boxall Profile is divided into two sections, each comprising 34 questions:

DEVELOPMENTAL STRANDS – measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom.

DIAGNOSTIC PROFILE – measures children and young people's challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed.

According to the age of the pupils, you can use:

The **Boxall Profile 2017** to assess children aged between 4 and 11, attending a primary setting. The Boxall Profile 2017 was re-standardised in 2017.

The **Boxall Profile for Young People** to assess young people aged 11 to 19, attending a secondary setting or college. The tool was standardised in 2010.

WHO BENEFITS FROM THE BOXALL PROFILE?

CHILDREN AND YOUNG PEOPLE

- giving a voice to behaviours that otherwise go unexplained or overlooked
- allowing an early identification and assessment of needs
- setting individualised, achievable targets that reinforce target behaviour and skills
- tracking individual progress

PRACTITIONERS AND TEACHING STAFF

- offering a better understanding of what lies behind the children and young people's difficult behaviour
- providing individualised, achievable targets that reinforce target behaviour and skills
- supporting the planning of strategies for individual children and young people
- measuring the impact of interventions at an individual/group level over time
- increasing practitioners' confidence as they learn the underlying reasons for a pupil's difficulties and how to overcome them
- for the most vulnerable children and young people, evidencing the decision to refer to and/or deliver a specialist therapeutic provision
- offering suggestions about relevant resources and strategies

SCHOOLS AND EDUCATIONAL SETTINGS

- providing a framework for the systematic assessment of pupils
- raising awareness and providing evidence about the importance of social and emotional wellbeing for pupils' learning and attainment
- better planning and allocation of resources
- developing and supporting an evidence-based, whole-school approach that promotes positive mental health and wellbeing across the school

LOCAL AUTHORITIES AND GOVERNMENTS

- offering an insight into the social emotional landscape of children and young people across the UK
- providing data to inform conversations about mental health and wellbeing in the wider political, charitable, education and media context
- producing quantitative evidence to explore and better plan targeted approaches aimed at supporting social emotional wellbeing
- measuring the impact of mental health support offered to pupils with particular needs, across a whole local authority or whole country

WHY IS THE BOXALL PROFILE NEEDED?

HIGH LEVELS OF UNMET NEEDS

On average one in eight children and young people aged 5-19 suffers from a diagnosable mental health disorder (Sadler et al., 2018), representing almost four pupils in every classroom. Despite those high levels of need, 70% of children and young people who experience a mental health problem do not receive appropriate interventions at a sufficiently early age, therefore increasing the risk of prolonged or escalated difficulties (The Children's Society, 2008).

Recent data shows that more than 40% of children with significant behavioural and wellbeing needs may not receive any SEMH support from their school or from their community (Ruby, 2018). However, the earlier we intervene, the more effective and cost-effective the support becomes (Early Intervention Foundation, 2018).

POOR IDENTIFICATION

A reason for the lack of early interventions is that many children and young people experiencing SEMH difficulties remain unnoticed until they start exhibiting significant, obvious challenging behaviours or mental health issues. Most schools use ad-hoc identification rather than structured assessments to identify pupils with needs, and only one in seven schools in England carry out whole-school, systematic assessments (Marshall et al., 2017). As a result, pupils' needs remain overlooked for prolonged periods of time, preventing children and young people from accessing early intervention.

HOW CAN THE BOXALL PROFILE HELP?

The Boxall Profile can support schools and practitioners in the early identification of SEMH difficulties. Through the structured assessment of cognitive, social and emotional difficulties, the Boxall Profile highlights gaps in a child or young person's social and emotional development; these gaps are directly or indirectly underlying the challenging behaviours or wellbeing difficulties children and young people experience.

" The Boxall is an excellent assessment tool used for the purposes it was designed for: identifying the social/emotional needs, planning to better meet those needs and tracking progress over time. "

Kirsten, practitioner

HOW CAN THE BOXALL PROFILE HELP?

INDIVIDUAL CHILDREN AND YOUNG PEOPLE

Gaps in cognitive, social and emotional skills are often the root cause of challenging behaviours including being aggressive, uncooperative or withdrawn – 'strategies' children and young people use to communicate that something is not right.

The Boxall Profile allows schools and practitioners to look past those challenging behaviours and to understand the social and emotional difficulties that may lead to those behaviours. Once social and emotional needs are identified, staff can put in place targeted support to help children and young people develop those skills, and this in turn will lead to improved behaviour and wellbeing.

CLASSROOM AND SMALL GROUPS

SEMH and wellbeing difficulties can have a large impact on pupils' learning and attainment. By completing Boxall Profiles for a whole class, teaching staff have a better picture of the SEMH needs of their pupils. They become aware of the difficulties that prevent pupils from accessing their learning and they can adapt their teaching to pupils' needs, making the curriculum truly inclusive. Once common difficulties are identified, staff can put in place whole-class support to develop the social and emotional skills of all their pupils.

Boxall Profiles can also inform small group work by helping with the identification and selection of pupils with similar needs, planning targeted support and monitoring progress.

" Without us realising, the Boxall Profile showed us a group of children that were always self-negating and informed our classroom strategies decisions. **"**

Primary school, 1,000 pupils

THE BOXALL CLASS OVERVIEW

The Boxall Class Overview provides a clear picture of the SEMH and wellbeing needs of a whole class or group.

One row represents one child; one column represents one area of the Boxall Profile (social and emotional skills from A to J; challenging behaviours from Q to Z). Looking at the last two columns, staff can identify pupils with high levels of needs (children scoring 8+ on either measure). Looking at the last row of the overview, staff can identify difficulties common across the whole class; for example 11 out of 30 children have difficulties in Strand H "accommodating to others". Teaching staff can then put in place strategies to help pupils develop the missing social emotional skills.

Example:

Child ID	Gender	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
46157	M	20	12	12	20	8	12	16	20	8	8	0	0	0	0	0	1	0	0	0	0	0	0
40710	F	20	12	12	20	8	12	16	18	8	8	0	0	0	0	0	1	0	0	0	0	1	1
48353	F	18	11	12	13	6	9	14	16	5	7	0	0	0	0	0	4	0	1	0	0	5	2
63995	F	20	12	12	20	8	12	16	20	8	8	0	3	1	0	4	2	1	2	0	0	0	5
25608	F	10	5	3	7	3	5	10	9	3	6	11	0	2	2	1	6	2	0	0	0	10	6
34166	F	20	12	12	20	8	12	16	20	8	8	0	0	0	2	0	0	0	1	0	0	0	1
82083	M	20	12	12	18	6	12	16	20	8	5	0	8	0	0	0	1	4	0	1	0	2	2
31933	M	20	11	12	20	8	12	16	20	8	7	0	1	0	1	0	0	0	0	0	0	0	1
34366	M	10	12	10	19	7	11	16	18	8	8	1	2	0	0	0	0	1	0	0	0	0	0
44896	M	19	12	12	20	8	12	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
44620	F	20	12	12	19	7	12	16	16	8	7	0	1	1	0	3	1	2	0	0	2	1	4
55152	F	18	11	11	19	7	11	15	20	7	6	0	3	0	0	0	2	0	0	0	0	1	2
84748	M	16	11	9	19	7	11	13	17	6	4	1	2	0	0	0	2	6	3	0	2	3	4
89173	F	19	12	12	20	7	12	16	20	8	6	0	3	0	0	0	1	3	0	0	0	1	2
36290	F	17	12	10	17	6	11	16	17	8	7	1	1	0	0	0	1	2	1	0	0	3	1
61647	F	17	10	10	14	5	11	14	17	7	6	2	4	0	0	1	4	0	0	0	0	5	4
53388	M	16	9	9	12	7	6	12	18	8	5	0	1	0	2	0	2	1	1	0	0	6	2
54036	F	20	12	12	20	8	12	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
66757	M	19	12	12	19	8	10	13	19	8	6	1	1	0	0	0	1	1	1	0	0	2	0
78429	M	18	12	12	19	8	10	13	19	8	6	0	2	0	0	1	0	1	0	0	0	2	1
59969	M	14	8	6	12	6	8	10	16	5	6	8	0	0	3	0	3	2	0	0	3	10	5
12794	M	20	12	12	20	8	12	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
83732	F	10	5	6	11	4	9	12	12	5	4	3	3	7	4	1	7	7	4	3	2	10	10
49705	F	10	8	6	14	4	8	9	12	5	5	6	5	6	7	4	5	6	4	5	3	9	10
67201	M	15	12	11	18	8	8	14	15	8	8	2	2	0	1	0	6	5	0	2	2	3	7
		9	5	4	6	8	9	5	11	5	12	6	8	5	8	7	12	10	5	3	6		

Create Boxall Class Overviews in a few steps at **boxallprofile.org**

WHOLE SCHOOL LEVEL

By administering the Boxall Profile across the whole school, headteachers and senior management teams have a more rounded view of the wellbeing of the children and young people in their care.

The data helps inform strategic decisions regarding mental health and behaviour in school, and can support leadership with school development plans, budgeting and allocation of resources.

The data is also key to support schools in adopting a whole school approach to mental health and wellbeing, and ensuring every child with SEMH needs receives the support he or she deserves.

❝ Assessing all the pupils has enhanced our nurturing school to the next level and has made us think of all the provisions we want to put in place. ❞

Primary school, 300 pupils

LOCAL AUTHORITY AND NATIONAL LEVEL

The Boxall Profile is one of the assessment tools recently recommended by the Department for Education to assess SEMH and wellbeing (Department for Education, 2018).

Local authorities and governmental institutions supporting schools to access and use the Boxall Profile could not only use the data to inform strategic decisions regarding policies and funding around SEMH, but could allow hundreds of schools across their area to support the mental health and wellbeing of their pupils.

Teachers and schools are at the forefront of SEMH support for children and young people, with teaching staff being the most common professionals approached when a carer or child is worried about their mental health (Sadler et al., 2018). Giving schools access to the Boxall Profile across a whole local authority or country could support school communities to better understand and put in place early interventions for children and young people, and this in turn could have a massive impact on the wellbeing of whole communities.

❝ When schools suspect a pupil has a mental health problem, they should use the graduated response process (assess, plan, do, review) to put support in place. There are a number of measurement tools, such as […] the Boxall Profile, which can support this process. ❞

Department for Education, 2018

# BOXALL CHILDHOOD PROJECT – A WHOLE SCHOOL APPROACH TO THE BOXALL PROFILE

In 2017 we launched the Boxall Childhood Project, a two-year project exploring the benefits and challenges schools face when doing 'whole school Boxall', i.e. assessing the wellbeing of all their pupils using the Boxall Profile.

As part of the pilot project, 40 English schools were recruited and key members of staff were trained to use the Boxall Profile. Back in school, those key members then delivered training to their colleagues and put in place systems to assess all their pupils. In total, more than 5,400 children and young people were assessed in Summer 2017 (during the first assessment period).

Many primary schools taking part in the project were able to assess their whole school community, even schools hosting 600 or 1,000+ pupils!

The data showed that in **an average primary school classroom, one in three children may have some social emotional and behavioural difficulties**. Seven children had some form of social/ emotional difficulties or behavioural difficulties, four children had high levels of needs in both social/emotional and behavioural difficulties (typically, three boys and one girl) and 19 children had no apparent difficulties.
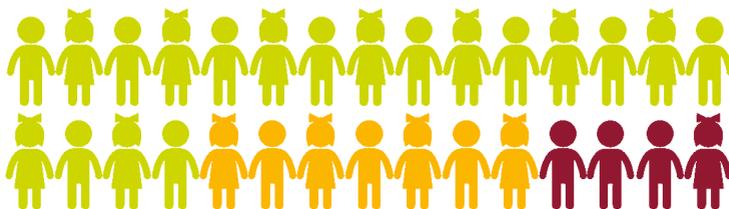
An average primary school class will have:

19 children with no apparent needs

7 children with one type of difficulty (either social emotional, or behavioural)

4 children with high levels of needs in both domains (commonly one girl and three boys)

The Boxall Profile

64229   5 y/o Female   Year 1

EBP Details   2017.8.30 ▾   Assessment   BP Report   **Learning Plan**   Evaluate

2017.8.30 Individual Learning Plan   1 Targets   2 Strategies   3 Resources   4 Create   View

+ Add another target ▾   Save as PDF   Print

TARGETS	STRATEGIES	SUCCESS CRITERIA	NOTES
Gives purposeful attention Listens with interest when an adult explains something to the class *Not really / Virtually never*	• sit near the front to be near teacher	• Listens without interrupting for 10 minutes	You can add (non-identifiable) comments about this target here... Save Note
Participates constructively Shows genuine interest in another child's activity or news; looks or listens and gains from experience *Not really / Virtually never*	• Enhance opportunities for turn taking with specific praise for appropriate contributions e.g. Circle Time, Show and Tell.	• Ask questions of others on 5 separate occasions.	You can add (non-identifiable) comments about this target here... Save Note

+ Add another target ▾

RESOURCES

Visual reminders and timetables

Visual timelines can support children's learning because they:

- are stable over time
- are relevant and meaningful to the child
- attract and hold attention

BOXALL PROFILE ONLINE

The Boxall Profile has been used by education professionals since the 1970s in paper form. The release of the Boxall Profile Online has revolutionised the use of the assessment tool, making the assessment easier and quicker to complete. To date more than 160,000 assessments have been completed online.

By completing Boxall Profiles online, teachers and professionals are able to:

Identify and assess social, emotional and behavioural needs. The Boxall Profile is a way of understanding what lies behind pupils' challenging behaviour and what may be their real social and emotional needs.

Set targets & strategies to support the development of missing skills and gaps in early development.

Browse resources that might be useful according to the targets set.

Track progress of pupils' difficulties over time and identify what strategies proved to be the most effective.

Create group overviews to highlight common difficulties and needs of the group.

Explore & better plan targeted approaches aimed at addressing social emotional difficulties and wellbeing individually and at a group level.

Measure the impact of the mental health support offered to pupils with particular needs across the UK or a specific area.

Raise awareness around mental health and wellbeing in schools and in a wider political, charitable, education and media context.

" It's a fantastic tool, it has everything you need including resources etc. "

Nicola, practitioner

A FEW BENEFITS OF THE BOXALL PROFILE ONLINE:

- easy-to-use, automatic scoring into a report
- step-by-step learning plans
- strategies and resources from the book Beyond the Boxall Profile included
- progress tracking against selected targets
- downloadable copies of the Boxall Profile reports
- step-by-step guide for practitioners, from assessment to evaluation
- class/group overview of the data
- access 24/7, everywhere with internet access
- value for money
- easy payment options to benefit from unlimited Boxall Profiles for you, your school or your local authority
- one free assessment/token to try before buying

Access the Boxall Profile Online at **boxallprofile.org**

WHERE TO START?

ACCESS THE BOXALL PROFILE

To start using the Boxall Profile, access **boxallprofile.org**, register in a few clicks and you will receive a free token you can use to complete one assessment. If you are convinced of the value of the Boxall Profile and would like to purchase a subscription or tokens, please visit the website. You will find a range of competitively priced options catering to the needs of your setting.

Note that schools and educational settings taking part in nurture**uk**'s programmes such as the National Nurturing Schools Programme or the Inclusion Support Solutions automatically receive a complementary access to the Boxall Profile Online. If you are unsure whether your school or setting is taking part in a programme, please get in touch with us at info@nurtureuk.org.

If you would like to use the paper copy of the Boxall Profile, you can purchase assessment sheets at **nurtureuk.org/ our-services/publications**.

TRAINING

Because the Boxall Profile is such a powerful resource, nurture**uk** recommends that at least one member of staff in each school or educational setting is trained to use the Boxall Profile, ensuring the assessment tool is used effectively and has the most impact.

Nurture**uk** has developed a one-day course to support teachers and professionals with using the Boxall Profile effectively. The course covers: completing the Boxall Profile, interpreting and analysing the results, setting targets and developing practical strategies. The course provides an overview of both the paper and digital version of the Boxall Profile and delegates are provided a copy of the Boxall Profile Handbook as well as a copy of the Beyond the Boxall Profile: Strategies and Resources.

To find a course near you or to access further information, please visit **nurtureuk.org**.

❝ The trainer was amazing, she had a personable and engaging way of delivering the course content. A really insightful day and a valuable approach to Nurture. **❞**

Delegate, England

ESSENTIAL READING

If you want to enhance your knowledge and confidence in using the Boxall Profile, please see below the essential reading:

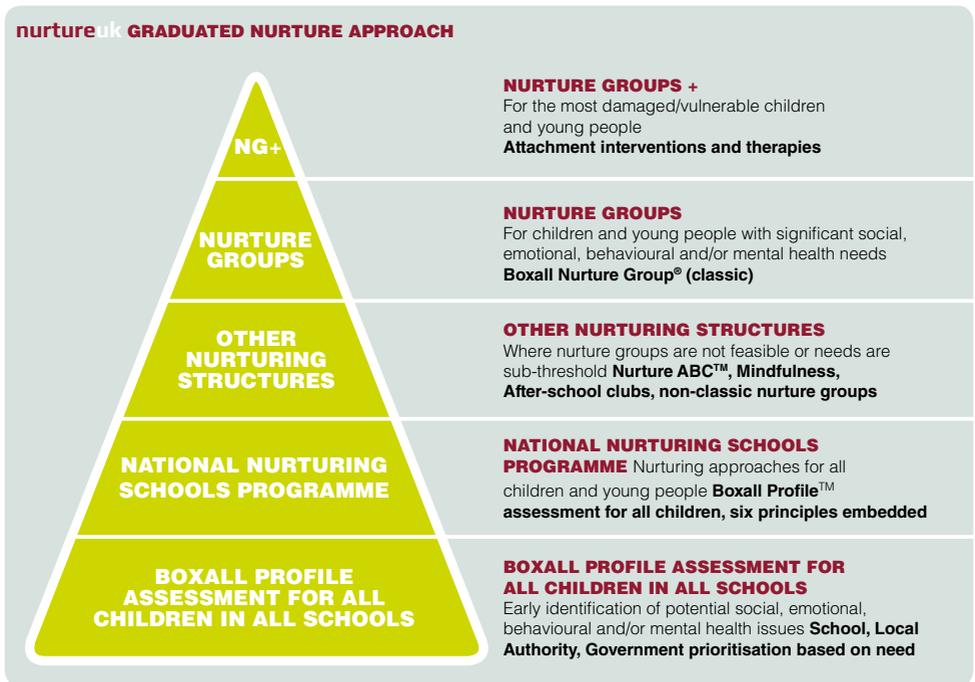| CHILDREN primary settings, from 4 to 11	YOUNG PEOPLE secondary settings, from 11 to 19
Assessment: Boxall Profile 2017	Assessment: Boxall Profile for Young People
The Boxall Profile Handbook Revised, by Marion Bennathan and Marjorie Boxall	**The Boxall Profile for Young People**, by Marion Bennathan, Marjorie Boxall and David Colley
Beyond the Boxall Profile: Strategies and Resources Revised	**Beyond the Boxall Profile for Young People: Strategies and Resources** edited by Tina Rae

THE BOXALL PROFILE AND THE GRADUATED APPROACH TO NURTURE

The nurturing interventions nurture**uk** promotes follow a graduated approach, meaning that children and young people should receive adequate support tailored to the severity of social, emotional and wellbeing difficulties they experience.

The Boxall Profile is an essential part of the graduated nurture approach and sits across all tiers of the nurture pyramid. The Boxall Profile is crucial to determine what level of support the pupil needs to receive: whether the child will require access to a targeted intervention such a nurture group, or whether other nurturing interventions such as attending a lunch time group/ afternoon club may be sufficient.

As the foundation of the graduated approach, nurture**uk** recommends all schools and educational settings to screen the SEMH of their pupils using the Boxall Profile, to ensure that all needs in school are recognised and can be supported through early interventions.

nurture**uk** GRADUATED NURTURE APPROACH

NG+

NURTURE GROUPS +
For the most damaged/vulnerable children and young people
Attachment interventions and therapies

NURTURE GROUPS

NURTURE GROUPS
For children and young people with significant social, emotional, behavioural and/or mental health needs
Boxall Nurture Group® (classic)

OTHER NURTURING STRUCTURES

OTHER NURTURING STRUCTURES
Where nurture groups are not feasible or needs are sub-threshold **Nurture ABC™, Mindfulness, After-school clubs, non-classic nurture groups**

NATIONAL NURTURING SCHOOLS PROGRAMME

NATIONAL NURTURING SCHOOLS PROGRAMME Nurturing approaches for all children and young people **Boxall Profile™ assessment for all children, six principles embedded**

BOXALL PROFILE ASSESSMENT FOR ALL CHILDREN IN ALL SCHOOLS

BOXALL PROFILE ASSESSMENT FOR ALL CHILDREN IN ALL SCHOOLS
Early identification of potential social, emotional, behavioural and/or mental health issues **School, Local Authority, Government prioritisation based on need**

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ABOUT NURTUREUK

Nurture**uk** is a registered charity working tirelessly to promote access to education for all. With increasing numbers of children and young people affected by social, emotional and behavioural difficulties inhibiting their progress and limiting their life chances, nurture**uk** has developed a range of interventions and support to give disadvantaged children and young people the opportunity to be the best they can be.

Whether it is delivering certified training, supporting whole school or authority-wide nurturing school approaches or promoting evidence-based research, nurture**uk** is providing quality support and resources to make nurturing provision a reality for pupils across the UK and beyond.

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