

The Marjorie Boxall Quality Mark Award (MBQMA)

Application and Guidance (2018)

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The Marjorie Boxall Quality Mark Award

Information for: Schools/Special schools/Alternative provisions/Early Years settings/further education settings (Establishments)

The Marjorie Boxall Quality Mark Award (MBQMA) involves assessing the work of a nurture group against a set of quality standards. These standards are derived from the six key principles of nurture groups and their clearly defined operational characteristics. These principles and characteristics have been instilled and refined over a number of years by those people most directly concerned with the growth of the nurture group model including the originator, Marjorie Boxall. The principles and characteristics are those contained in what has become known as the 'classic Boxall' model, which was trademarked in 2017 by nurtureuk, hereafter referred to as the Boxall Nurture Group®.

A key component cited in the Queen's University Belfast (2016) research into nurture groups and their impact and cost-effectiveness, is that the quality of delivery is vital to the success of the group. Nurtureuk provided all the training for the staff running the nurture groups in this study, with groups being run by the standards set by the MBQMA. Therefore a group that meets these standards and who have been officially and successfully assessed, can now carry the Boxall Nurture Group® registered trademark.

The nurture group model is now well established for children in Key Stages 1 and 2 with ever-increasing successful applications from Key Stages 3 and 4 and alternative provisions. (In Scotland this applies to Early Years, primary, secondary, specialist schools and alternative providers). Whilst it is recognised that there are inevitable differences in how the model is applied in different settings, the importance of close adherence to the six key principles remains the same.

Other variant models are acknowledged by nurtureuk as 'good practice' but do not qualify for this particular, special award which is based on Marjorie Boxall's work and 40 years' experience of quality and effectiveness in the classic nurture group approach. The process of achieving the MBQMA ensures that there is an evidential base of good practice set against national standards, which is not only useful for inspections, but also planning, reviewing and reflecting on effective practices and the impact and outcomes.

Re-accreditation

Establishments who gain the MBQMA are required to be assessed for re-accreditation after three years. Re-accreditation will consist of a file of evidence which *updates* on the establishment information, assuring that the standards are maintained, evidences changes and developments, provides quantitative and qualitative progress of current and past children/young people and includes whole school training and developments. Particular strengths and good practice evolved in light of experience should be articulated, particularly in respect of achieving a nurturing ethos across the school, multi-agency working, planning, resource development, supporting parents, etc. There will also be an expectation that any areas identified for further development in the previous award allocation, will have been addressed, showing evidence of the impact.

The cost for both accreditation and re-accreditation is currently £395 + VAT.

(nurtureuk reserve the right to amend the charges at any time).

The Marjorie Boxall Quality Mark Award - Application

Before completing the application, establishments should check that they meet the **essential criteria, as follows:**

Essential Criteria	Check list
The establishment applying for the MBQMA must be a member of nurtureuk.	
There must be two of the same members of staff working with the children/young people at all times.	
At least one member of the nurture group staff, currently working with the children/young people must have completed nurtureuk's Theory & Practice of Nurture Groups training course and passed the related assignment. However, ideally <i>more</i> than one member of staff per establishment will have completed the course.	
The Boxall Profile assessment tool must be used to refer children to the nurture group, inform practice and support the process of reintegration (<i>if appropriate</i>).	
The nurture group must have been running for a minimum of two years prior to an application, with at least one certificated staff member working with the children/young people during this time.	
In primary schools, the nurture group must run for a minimum of four half-day sessions per week with the same core group of children, with the fifth session for preparation, work with parents etc. In Early Years settings, secondary schools and alternative provisions, each application will be considered according to its own merits. However the input provided must be <i>regular and sustained</i> with evidence of successful outcomes as well as incorporating the six key principles and practices of nurture groups.	
There must be a minimum of six children in primary nurture groups for the majority of the time (with a maximum of 12 children), understanding that numbers change during re-integration; Also realising that some degree of flexibility in other settings is necessary, as mentioned above.	

APPLICATION PROCESS

There are **two parts** to the application process. In making their application, establishments are required to complete **Part One** and send it to awards@nurtureuk.org electronically.

PART ONE

Part One consists of:

- **Application Form:** Provides core information about the establishment, the nurture group and the staff working in the group.
- **Further Information:** In addition, further written information is requested demonstrating how the nurture group operates within the establishment and in the wider community linking with other agencies involved with the children/young people.
- **Six Key Principles Submission:** Establishments must show how their practice incorporates the six key principles. This short report can take the form of a narrative approach which tells a story as to why their nurture group practice has reached a specific stage of excellence.

Part One: Application Form: (Complete electronically and send to awards@nurtureuk.org along with **Further Information** and **Six Key Principles Submission**).

Name of Head of establishment	
Name of establishment	
Type of establishment	
Address	
LEA	
Email	
Telephone number	
Name of nurture group	

Further Information

Nurtureuk membership number	
Number of half day sessions with same core children and staff	
Date group was established	
Number of children (on average) within the group	
Age range of children within the group	
Any other relevant additional information	
If there has been an inspection since the nurture group began, provide the reference number and any comments specific to the nurture group	

Name and role of staff within the group <i>(In the case of nurture groups run by support staff, name the teacher supporting the nurture practitioners)</i>		Dates attended the Theory & Practice of Nurture Group Training	Course provider <i>(Name of trainer/s & location)</i>	Successfully completed assignment YES / NO
Name	Role			

I would like to apply for the Marjorie Boxall Quality Mark Award: Accreditation / Re-accreditation
(Please delete as appropriate)

Name:	Designation:
Signature:	Date:

If your nurture group receives the MBQMA, are you happy for your details to be given to other establishments who want to visit a high quality nurture group? **YES / NO** *(Please delete as appropriate)*

Part One: Further Information: (Complete electronically and send to awards@nurtureuk.org along with **Application Form and Six Key Principles Submission**).

Describe how the group operates

Describe how communication takes place between the nurture group staff and mainstream colleagues

Give a description of how parental work happens

Provide evidence/examples of outside agency involvement, including a list of current multi-agency working

Outline the selection and resettlement procedures

Part One: Six Key Principles Submission: (*Complete electronically and send to awards@nurtureuk.org along with **Application Form** and **Further Information**).*

In addition to the submitted evidence, establishments must show how the practice of their nurture group provision incorporates the six key principles of nurture group work, showing how they are embedded in within the establishment.

Children's learning is understood developmentally

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The classroom offers a safe base

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The importance of nurture for the development of wellbeing

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Language is a vital means of communication

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All behaviour is communication

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The importance of transition in children's lives

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PART TWO

Part Two: Standards and Evidence (hard copy evidence file) DO NOT SEND THIS UNTIL YOUR ASSESSOR HAS BEEN IN TOUCH WITH YOU

Requires the establishment to check their nurture group provision against a set of standards, providing (hard copy) evidence, within a file, for each standard/sub-standard, which are:

- Whole Establishment Management and Staffing
- Attendance
- Assessment, Resettlement and Evaluation
- Environment
- Curriculum and Activities
- A Nurturing Approach

* (See pages 7 - 11 for more information)

* Part Two: Standards and Evidence (hard copy evidence file)

Please note: These are guidelines, examples and suggestions of the kind of evidence that **might be** provided. This list is not exhaustive.

Area and Standards	Consider	Suggested Evidence	
1. Whole Establishment Management and Staffing	1a. Is located clearly within the policies and structures of the school's continuum of special educational needs provision* Is taken full account of in school policies and is fully considered in their development and review. (*In Scotland this refers to ASL – Additional Support for Learning)	<input type="checkbox"/> Reference to the nurture group in behaviour, inclusion and special needs* and staff support policies (*In Scotland: Additional Support Needs) <input type="checkbox"/> There may be an additional policy relating to the nurture group <input type="checkbox"/> Nurture group team work regularly with the SMT and mainstream colleagues to review school policies <input type="checkbox"/> Policies refer to the developmental factors which underpin successful learning and the Boxall profile <input type="checkbox"/> Policy has been reviewed within the last 12 months	Copy of policies
	1b. Promotes the active involvement of mainstream staff in the life of the nurture group	<input type="checkbox"/> Protocols are evident for the involvement of other staff <input type="checkbox"/> Evidence of whole establishment training relating to nurture group <input type="checkbox"/> Staff are regularly invited to join with activities in the nurture group <input type="checkbox"/> Mainstream staff show knowledge of nurture group routines and the reasons for them <input type="checkbox"/> Staff are able to offer consistent expectations and routines across both settings <input type="checkbox"/> Nurture group successes are celebrated in the mainstream and vice versa	Minutes of staff meetings Records of training
	1c. Is staffed by two adults of whom at least one has completed and passed the Certificate Course - The Theory and Practice of Nurture Groups	<input type="checkbox"/> Nurture group staff have completed the accredited certificate course with at least a pass grade <input type="checkbox"/> Nurture group staff are never required to cover for absent colleagues <input type="checkbox"/> The group does not run with temporary staff <input type="checkbox"/> Visits by other children and adults are carefully planned	Copies of certification provided Protocol written to deal with absence

	<p>1d. Is staffed by adults who have and promote a positive attitude towards parents/carers of all children and encourage their involvement in activities supportive of the nurture group programme</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback from parents about their perceptions of the nurture group and how well they feel listened to <input type="checkbox"/> Parents/carers are regularly invited to join in for nurture group activities <input type="checkbox"/> Staff support parents in non-contact times <input type="checkbox"/> Staff provide ideas/equipment for adult/child activities at home <input type="checkbox"/> Staff support parents to develop appropriate management and interaction strategies 	<p>Parental feedback form completed</p> <p>Description of how parental work happens</p>
	<p>1e. Encourages multi-agency approaches to support children and parents</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff in the nurture group regularly discuss and support referrals to outside agencies <input type="checkbox"/> Staff liaise directly with outside agencies where appropriate and support interventions where ever possible 	<p>Evidence of outside agency involvement</p> <p>List of current multi agency working</p>

	Area and Standards	Consider	Suggested Evidence
2. Attendance	<p>2a. Has a pattern of attendance whereby children/young people attend the group for substantial and regular sessions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Timetable is clear <input type="checkbox"/> Routines for collection from mainstream classes (where applicable) <input type="checkbox"/> Evidence of planning 	<p>Copy or example of a timetable</p> <p>Description of how the group operates</p>
	<p>2b. Offers short or medium term placements, usually for between two and four terms, depending on the child's specific needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Individual child / young person records <input type="checkbox"/> Boxall Profile scores <input type="checkbox"/> Minutes of termly admission and review meetings 	<p>Minutes of relevant meetings</p>

	Area and Standards	Consider	Suggested Evidence
3. Assessment, Resettlement and Evaluation	<p>3a. Ensures that children/young people attending the nurture group remain members of a mainstream class where they register daily and attend selected activities (<i>where applicable</i>)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shared planning and target setting <input type="checkbox"/> Termly admission and review meetings <input type="checkbox"/> Clear communication between the nurture group staff and the mainstream staff 	<p>Copy of IEP/ILPs</p> <p>Description of how communication takes place</p>

	<p>3b. Ensures placements are determined on the basis of systematic assessment using the Boxall Profile and other appropriate diagnostic and evaluative instruments, with the aim always being to return the child/young person to full-time mainstream provision (<i>where applicable</i>)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear selection and resettlement procedures <input type="checkbox"/> Boxall Profiles are completed termly <input type="checkbox"/> Use of observation schedules/records to identify progress with behaviour, use of language, social interaction skills <input type="checkbox"/> Individual resettlement plans exist with clear targets, strategies and responsibilities identified <input type="checkbox"/> Individual child/young person records 	<p>Who has final say on attendance in the nurture group?</p> <p>Examples of observations completed</p>
	<p>3c. Is monitored and evaluated as to its effectiveness in promoting the positive social, emotional and educational development of each child/young person</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completed Boxall Profiles <input type="checkbox"/> IEP targets clearly linked to Boxall Profile areas to be developed <input type="checkbox"/> Use of Goodman Strengths and Difficulties Questionnaire <input type="checkbox"/> Use of all other available information and reports e.g. parental and child/young person views, EP and other agency reports etc. <input type="checkbox"/> Tracking evidence of progression with social, emotional, behavioural and educational targets <input type="checkbox"/> Tracking evidence of educational progression and achievements, including attainments following re-settlement and as they progress through education. <input type="checkbox"/> Collection of parental and mainstream staff's views of children's/young people's progress 	<p>Copy of: Boxall Profile</p> <p>Goodman's SDQ data</p> <p>Tracking data</p> <p>Parental views</p> <p>Children/young people's views</p>

	Area and Standards	Consider	Suggested Evidence
<p>4. Environment</p>	<p>4a. Supplies a setting and relationships for children in which missing or insufficiently internalised essential early learning experiences are provided</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Room provides opportunities for early learning experiences <input type="checkbox"/> How progress has been made on the Developmental Strands section of the Boxall Profile <input type="checkbox"/> Planning reflects how children/young person's learning is understood developmentally <input type="checkbox"/> A variety of stimulating activities are planned around individual needs with evidence of adult flexibility to respond to children/young people's needs in the here and now <input type="checkbox"/> Positive relationships between adults and children/young people in which adults show interest in and enthusiasm for developing their learning needs <input type="checkbox"/> The curriculum is explicitly interwoven into all learning experiences 	<p>Photograph of the room</p> <p>Timetable Planning</p> <p>Boxall Profile scores</p>

	<p>4b. Provides a warm, welcoming and educational environment, that incorporates aspects of both home and school and where children/young people are accepted and valued</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Emphasis on sharing social experiences often based around food, and developing recognition of emotions <input type="checkbox"/> Children/young people’s attendance and time keeping is seen to improve <input type="checkbox"/> Predictable and stable daily routines are known and understood by the children <input type="checkbox"/> Appropriate praise/reward is offered and children/young people are encouraged to value the efforts of others as well as their own <input type="checkbox"/> Children/young people are able to describe the progression in their own learning 	<p>Attendance information</p> <p>Reward and sanction system</p> <p>Discussions with the child / young person</p>
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	Area and Standards	Consider	Suggested Evidence
5. Curriculum and Activities	<p>5a. Ensures that the requirements of current curriculum guidance and legislative requirements are fulfilled</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Joint planning with appropriate staff <input type="checkbox"/> Planning records indicate good knowledge of individual attainments and set appropriate challenges <input type="checkbox"/> Classroom resources and routines allow for frequent incidental reinforcement of basic skills in numeracy and literacy <input type="checkbox"/> A thematic approach is taken to the curriculum that starts with children/young people’s direct experience and immediate environment <input type="checkbox"/> Evidence of both adult and child/young person led activities 	<p>Example of curriculum planning</p> <p>Portfolio of work completed by the children/young people</p>
	<p>5b. Provides opportunities for social learning through co-operation and play in a group with an appropriate mix of children/young people</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Selection of children/young people routinely takes into account the current dynamics of the nurture group <input type="checkbox"/> School routines and rules and social and conversational behaviours are explicitly taught and reinforced in small incremental steps <input type="checkbox"/> Individual and group planning accommodates the level of support required by each child/young person at that time and builds in opportunities for challenge that enable progression in the application of skills 	<p>Outline of selection procedure</p>
	<p>5c. Recognises the importance of quality play experiences in the development of children’s learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning and support strategies show recognition of an individual’s stage of play and aims to extend this <input type="checkbox"/> Adults play regularly with the children, with similar age appropriate activities for young people, modelling language, behaviours, emotional states and the use of equipment <input type="checkbox"/> There is a broad range of play equipment available 	

	Area and Standards	Consider	Suggested Evidence
6. A Nurturing Approach	6a. Offers support for children/young people's positive emotional, social and cognitive development at whatever level of need the children/young people show, by responding to them in a developmentally appropriate way	<input type="checkbox"/> Children/young people are praised explicitly for all achievements <input type="checkbox"/> Children are not criticised for inconsistencies in their performance <input type="checkbox"/> Staff are able to help children/young people regulate their more extreme emotional responses <input type="checkbox"/> Staff provide experiences which challenge the child/young person's specific difficulties <input type="checkbox"/> Staff model good relationships	
	6b. Places an emphasis on communication and language development through intensive interaction with adults and children/young people	<input type="checkbox"/> Language is a central element of all nurture group activities <input type="checkbox"/> Children/young people are explicitly taught the words for emotions and feelings <input type="checkbox"/> The emotional literacy of all is supported and developed <input type="checkbox"/> Adults are skilled at actively listening to children/young people <input type="checkbox"/> Children/young people engage adults through conversation rather than behaviour <input type="checkbox"/> Opportunities to model and practice interactional language are built into the nurture group routines	

Summary of Suggested Evidence	
Copy or example of : <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour/Nurture group/discipline policies <input type="checkbox"/> Reward and sanction system <input type="checkbox"/> Minutes of relevant staff/nurture group meetings <input type="checkbox"/> Records of certification and other relevant training <input type="checkbox"/> Protocol to deal with nurture group staff absence <input type="checkbox"/> A timetable <input type="checkbox"/> Nurture group/curriculum planning <input type="checkbox"/> Pupil attendance information 	Child/Young Person Profile (including) <ul style="list-style-type: none"> <input type="checkbox"/> Boxall profile <input type="checkbox"/> Goodman's SDQ <input type="checkbox"/> IEP/ILP <input type="checkbox"/> Tracking data <input type="checkbox"/> Parental views <input type="checkbox"/> Child/young person's views <input type="checkbox"/> Examples of observations completed
<ul style="list-style-type: none"> <input type="checkbox"/> Photograph of the room <input type="checkbox"/> Description of how the group operates <input type="checkbox"/> Description of how communication takes place between the nurture group staff and mainstream colleagues <input type="checkbox"/> Description of how parental work happens <input type="checkbox"/> Evidence/examples of outside agency involvement, including a list of current multi-agency working <input type="checkbox"/> Outline of selection and resettlement procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental feedback form <input type="checkbox"/> Discussions with the child/young person <input type="checkbox"/> Portfolio of work completed by the children/young people <input type="checkbox"/> Who has final say on attendance in the nurture group?

NEXT STEPS

- When both parts of the application have been completed, establishments **must** send **Part One ONLY** to awards@nurtureuk.org. You will receive an acknowledgement of receipt of application.
- Assuming that the essential criteria has been met, the establishment will be allocated an assessor, **to whom the file of evidence (Part Two) should be sent**. You will be notified of the name, address and contact details of the assessor by email. (Evidence **could** be presented electronically and details of how to do this will be given to you on receipt of application). If your application does not meet the essential criteria, then you will be informed immediately.
- The allocated assessor will review the supporting documentation (Parts One and Two). The establishment will be notified if any further information is required. A mutually convenient time and date for a visit to your establishment will be arranged by the assessor. During the visit, the assessor will need to see the nurture group in action and also have an opportunity to spend time with the nurture group staff, the Head of the establishment and any other key stakeholders. This will be discussed in greater detail with the assessor at the time of arranging the visit

Additional guidance for nurture groups run by teaching assistant nurture practitioners

A teacher or senior leader in an establishment must be responsible for overseeing, supporting and co-ordinating the nurture group. In this situation the teacher should undertake the following duties:

- Spend regular time within the nurture group to support the nurture practitioners and gain knowledge of pupils to inform assessment and planning.
- Advise on strategies for individual children/young people within the nurture group where necessary.
- Carry out and contribute to school policies and procedures, including safeguarding procedures where appropriate.
- Oversee the activities and advise and collaborate with the nurture practitioners on delivering the curriculum, bearing in mind the individual needs of each child/young person.
- Meet regularly with the nurture practitioners to monitor daily individual records of the children/young people's progress and intended programmes of work.
- Liaise with outside agencies when necessary.
- Actively work with the nurture practitioners in partnership with parents to support and extend the work of the nurture group.
- Liaise with the nurture group staff, child/young person's class teacher, SENCo (*where applicable*) and attend regular reviews under the Code of Practice/Staged Intervention etc.
- Liaise with nurture practitioners to observe children/young people in alternative settings e.g. classes, playground and at lunchtimes and work together to develop strategies for managing these children in the nurture group and mainstream classroom.
- Participate in joint planning with the class teacher, nurture practitioners and school regarding IEPs etc.

During the application for the MBQMA, the teacher **must** demonstrate that he/she has developed a strong relationship with all the nurture group children/young people and the nurture practitioners. They should be able to show that they know the children/young people well, and be able to talk about their strengths, difficulties, progress and opinions.

There should also be an indication of the amount of time the teacher is involved with the group. This should be at least *2 to 4 hours per week*, preferably with daily contact, but will vary according to individual circumstances, times of the year, settings etc. The *ideal* situation would be for the teacher overseeing the

nurture group to have undertaken the Theory & Practice of Nurture Groups course, even if they are unable to complete the assignment. However, although this is recommended it is not part of the essential criteria.

Additional supporting evidence in the file could include:

- Annotated photographs, showing the teacher working in the group
- IEPs/ILPs which include the name of the teacher
- Planning, showing the input of the teacher
- Minutes from meetings with parents and/or nurture practitioners with the teacher
- The role of the teacher clearly stated in policies.

Following the assessment visit – should the establishment be successful:

- After the assessor has collaborated with senior members of nurtureuk and reflected on **Part One** and **Part Two** of the application and the **assessment day** itself, a senior member of nurtureuk, will phone the establishment (*usually*) within two working days of the assessment to congratulate them.
- Nurtureuk's Senior Policy and Public Affairs Officer will email the establishment (*usually*) within a week to discuss a celebration event (a representative from nurtureuk would come to your setting to present you with an award and a plaque), political representation and publicity – ***should the establishment wish to celebrate their achievements in this manner.*** This will be discussed in greater detail with Nurtureuk's Senior Policy and Public Affairs Officer.
- Our termly newsletter/social media will highlight the achievements, with prior permission from the establishment.
- Following the visit, the assessor will complete a short report reflecting their findings, which will be sent out to the establishment (*usually*) within the school term of the visit, depending on which month the visit takes place.

Following the assessment visit – should the establishment be unsuccessful:

- If the award is not to be given at this time, the establishment will be informed of the reasons for this and advised on the areas needed for development, in order for a 2nd opportunity to take place. Discussions with a senior member of nurtureuk will take place with the establishment, with a focus on the findings from the assessor.

Please refer to Appendices One and Two - FAQs and Top Tips and if you have any further questions, or would like to talk to someone regarding your application, please do not hesitate to get in touch at awards@nurtureuk.org.