

The Marjorie Boxall Quality Mark

Boxall Nurture Group™

Application Guidance

| Contents | Page |
|---|-------------|
| Accreditation | 2 |
| Re-accreditation | 3 |
| Criteria | 4 |
| Additional Guidance | 5 |
| Procedures | 6 |
| Standards | 7 |
| Appendix One: Frequently asked questions | 14 |

Accreditation

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 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 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.

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.

Re-accreditation will consist of evidence which *updates* on the establishment information, assuring that the standards are maintained, evidence 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.

Criteria

| Essential Criteria |
|--|
| 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 pupils 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. It would be desirable for more than one member of staff per establishment to 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. |
| 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. |
| There must be a minimum of six pupils in the nurture group for the majority of the time (with a maximum of 12 pupils) |
| In mainstream key stages one and two, the nurture group must run for a minimum of four half-day sessions per week with the same core group of children, with a fifth session for preparation, |
| In other settings the nurture group must run for a minimum of 20% of the timetable per week with the same group of children, with additional time for preparation and work with stakeholders. The input provided must be <i>regular and sustained</i> with evidence of successful outcomes as well as incorporating the Six Principles and practices of nurture groups. |

Additional guidance for nurture groups run by support staff 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

Procedures

Establishments **must** send **Part One ONLY** to awards@nurtureuk.org. You will receive an acknowledgement of receipt of your application and the timescales for moderation.

Your application will be moderated. If your application does not meet the essential criteria, then you will be informed.

Assuming that the essential criteria has been met, the establishment will be asked to submit Part Two and the supplementary evidence in the format required. Timescales will be provided.

All essential criteria need to be met, desirable is optional

Standards

| 1. Whole establishment management and staffing | | Self-Assessment | |
|---|--|-----------------|-----------|
| Area and standards | Consider | Essential | Desirable |
| 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. | 1a.1 Reference to the nurture group in behaviour, inclusion and special needs and staff support policies | | |
| | 1a.2 There is an additional policy relating to the nurture group | | |
| | 1a.3 The nurture group team work regularly with the SMT and mainstream colleagues to review school policies | | |
| | 1a.4 The nurture group policy has been reviewed within the last 12 months | | |
| 1b. Promotes the active involvement of mainstream staff in the life of the nurture group | 1b.1 Protocols are evident for the involvement of other staff | | |
| | 1b.2 Evidence of whole establishment training relating to nurture group | | |
| | 1b.3 Staff are regularly invited to join with activities in the nurture group | | |
| | 1b.4 Appropriate staff show knowledge of nurture group routines and the reasons for them | | |
| | 1b.5 Staff are able to offer consistent expectations and routines across mainstream settings and the nurture group | | |
| | 1b.6 Nurture group successes are celebrated in the mainstream and vice versa | | |
| 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 | 1c.1 At least one nurture group staff member has completed the accredited certificate course with at least a pass grade | | |
| | 1c.2 Nurture group staff are never required to cover for absent colleagues | | |
| | 1c.3 The group does not run with temporary staff | | |
| | 1c.4 Visits by other children and adults are carefully planned | | |

| 1. Whole establishment management and staffing | | Self-Assessment |
|---|---|-----------------|
| Area and standards | Consider | Essential |
| 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 | 1d.1 Parents and caregivers are regularly invited to join in for nurture group activities | |
| | 1d.2 Staff support parents and caregivers to develop appropriate management and interaction strategies | |
| 1e. Encourages multi-agency approaches to support children and parents | 1e.1 Staff in the nurture group regularly discuss and support referrals to outside agencies | |
| | 1e.2 Staff liaise with additional agencies where appropriate and support interventions wherever possible | |

| 2. Attendance | | Self-Assessment |
|---|--|-----------------|
| Area and standards | Consider | Essential |
| 2a. Has a pattern of attendance whereby children/young people attend the group for substantial and regular sessions | 2a.1 The timetable is clear | |
| | 2a.2 Routines for collection from mainstream classes (where applicable) | |
| | 2a.3 Evidence of planning | |
| 2b. Offers short- or medium-term placements, usually for between two and four terms, depending on the child's specific needs | 2b.1 Individual child/young person records | |
| | 2b.2 Boxall Profile© assessments | |
| | 2b.3 Minutes of termly admission and review meetings | |

| 3. Assessment. Resettlement and Evaluation | | Self-Assessment | |
|---|---|------------------------|------------------|
| Area and standards | Consider | Essential | Desirable |
| 3a. Ensures that children/young people attending the nurture group remain members of a mainstream class where they register daily and attend selected activities | 3a.1 Shared planning and target setting | | |
| | 3a.2 Termly regular admission and review meetings | | |
| | 3a.3 Clear communication between the nurture group staff and the mainstream staff | | |
| 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 | 3b.1 Clear selection and resettlement procedures | | |
| | 3b.2 Boxall Profiles are completed termly | | |
| | 3b.3 Use of observation schedules/records to identify progress with behaviour, use of language, social interaction skills | | |
| | 3b.4 Individual resettlement plans exist with clear targets, strategies and responsibilities identified Individual child/young person records | | |
| 3c. Is monitored and evaluated as to its effectiveness in promoting positive social, emotional and educational development of each child/young person | 3c.1 Boxall Profile assessments | | |
| | 3c.2 IEP targets clearly linked to Boxall Profile areas to be developed | | |
| | 3c.3 Use of Goodman Strengths and Difficulties Questionnaire | | |
| | 3c.4 Access to all other available information and reports, e.g. parental and child/young person views, EP and other agency reports etc. | | |

| 4. Environment | | Self-Assessment | |
|--|--|-----------------|-----------|
| Area and standards | Consider | Essential | Desirable |
| 4a. Supplies a setting and relationships for children in which missing or insufficiently internalised essential early learning experiences are provided | 4a.1 Room provides opportunities for early learning experiences | | |
| | 4a.2 Planning reflects how children's/young person's learning is understood developmentally | | |
| | 4a.3 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 | | |
| | 4a.4 Positive relationships between adults and children/young people in which adults show interest in and enthusiasm for developing their learning needs | | |
| | 4a.5 The curriculum is explicitly interwoven into all learning experiences | | |
| 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 | 4b.1 Emphasis on sharing social experiences often based around food, and developing recognition of emotions | | |
| | 4b.2 Children/young people's attendance and timekeeping is seen to improve | | |
| | 4b.3 Predictable and stable daily routines are known and understood by the pupils | | |
| | 4b.4 Appropriate praise/reward is offered and children/young people are encouraged to value the efforts of others as well as their own | | |
| | 4b.5 Children/young people are able to describe the progression in their own learning | | |

| 5. Curriculum and Activities | | Self-Assessment | |
|--|---|-----------------|-----------|
| Area and standards | Consider | Essential | Desirable |
| 5a. Ensures that the requirements of current curriculum guidance and legislative requirements are fulfilled | 5a.1 Joint planning with appropriate staff | | |
| | 5a.2 Planning records indicate good knowledge of individual attainments and set appropriate challenges | | |
| | 5a.3 Classroom resources and routines allow for frequent incidental reinforcement of basic skills in numeracy and literacy | | |
| | 5a.4 A thematic approach is taken to the curriculum that starts with children/young people's direct experience and immediate environment | | |
| | 5a.5 Evidence of both adult and child/young person led activities | | |
| 5b. Provides opportunities for social learning through cooperation and play in a group with an appropriate mix of children/young people | 5b.1 Selection of children/young people routinely considers the current dynamics of the nurture group | | |
| | 5b.2 School routines and rules and social and conversational behaviours are explicitly taught and reinforced in small incremental steps | | |
| | 5b.3 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 | | |
| 5c. Recognises the importance of quality play experiences in the development of children's learning | 5c.1 Planning and support strategies show recognition of an individual's stage of play and aims to extend this | | |
| | 5c.2 Adults play regularly with the children, with similar age-appropriate activities for young people, modelling language, behaviours, emotional states and the use of equipment | | |
| | 5c.3 There is a broad range of play equipment available | | |

| 6. A nurturing approach | | Self-Assessment |
|---|--|------------------------|
| Area and standards | Consider | Essential |
| 6a. Offers support for children's/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 | 6a.1 Children/young people are praised explicitly for all achievements | |
| | 6a.2 Children/young people are not criticised for inconsistencies in their performance | |
| | 6a.3 Staff are able to help children/young people regulate their more extreme emotional responses | |
| | 6a.4 Staff provide experiences which challenge the child/young person's specific difficulties | |
| | 6a.5 Staff model good relationships | |
| 6b. Places an emphasis on communication and language development through intensive interaction with adults and children/young people | 6b.1 Language is a central element of all nurture group activities | |
| | 6b.2 Children/young people are explicitly taught the words for emotions and feelings | |
| | 6b.3 The emotional literacy of all is supported and developed | |
| | 6b.4 Adults are skilled at actively listening to children/young people | |
| | 6b.5 Children/young people engage adults through conversation rather than behaviour | |
| | 6b.6 Opportunities to model and practice interactional language are built into the nurture group routines | |

Appendix One: Frequently Asked Questions

It is important to note that the application pack has detailed and clear advice so please read the application pack carefully before looking at the Frequently Asked Questions.

How do I apply for the Marjorie Boxall Quality Mark Award?

If you have completed the Theory and Practice of Nurture Groups course your trainer will have emailed you the application pack following the training. This pack is also available on the nurtureuk website. Once the essential criteria are checked and met, send Part One ONLY to awards@nurtureuk.org.

Can you clarify the processes involved in the award?

Assuming that the essential criteria have been met, the establishment will be allocated an assessor, to whom the full file of standards and evidence (Part Two) should be sent to awards@nurtureuk.org.

The allocated assessor will review the application and the supporting documentation. The establishment will be notified of any further information required.

A mutually convenient date for a visit to your establishment will be arranged by the assessor. The assessor will discuss the requirements for the visit with you when they make contact to arrange the visit.

Following the visit, the assessor will outline the recommendations.

The assessor will moderate with senior members of nurtureuk and a final decision will be made as to the outcome of the visit. The establishment will be informed of the final decision via an email from nurtureuk within 48 hours after the visit.

Should you be successful in your assessment nurtureuk we will send you a certificate and plaque. With your permission the award and this will also be celebrated on social media.

Each setting is invited to contribute photographs to a celebratory video prepared by nurtureuk.

Can you clarify the timescales for the application?

On receipt of Part One of the application, the assessment timescales will be outlined.

How much does the award or re-accreditation cost?

The cost for both accreditation and re-accreditation is currently £495 + VAT (nurtureuk reserves the right to amend the charges at any time).

I am replacing a qualified nurture practitioner; can we finish our application as soon as I receive my certificate?

As long as the group has been running for at least two years, once you have passed your assignment, you can apply for the award.

What about confidentiality and GDPR?

Please ensure you remove any traces of names of pupils when submitting evidence. The only people who will read the evidence submitted will be yourselves and the assessor, who will ensure the information remains safe and will not share anything with any other person, unless a specific written agreement has been given from your school.

What if I have a problem with my application?

Email awards@nurtureuk.org and explain your issue, someone will help you following this.

Can I speak to someone if I have a question?

Yes, email awards@nurtureuk.org with your phone number and the question and someone will contact you to help.

I have lost my Theory & Practice of Nurture Group training certificate, what can I do?

To issue a replacement certificate you should email submission@nurtureuk.org with the following information:

- Name at the time of the training
- The venue of the training
- The name of the trainer/s
- The dates of the training
- Information regarding the date of submission and outcome of the assessment of the assignment.

Can my assessment date be amended?

Every effort will be made to accommodate you if this is necessary. Simply contact your assessor and liaise with them directly.

What happens on the day of the assessment?

There is an expectation that the assessor will spend half a day from 8.30 a.m. to 12.30 pm online via Zoom. They will also expect to:

- Receive an itinerary of the day beforehand
- Have a virtual tour of the school, before the assessment day and a “live” short nurture group session, on the assessment day, your assessor will give you details on how to achieve this
- The virtual meeting should be with key stakeholders, which could include: Head of Establishment, SENCo, mainstream staff, parents, children - your assessor will provide you with guidance for timings.

All of the above will be discussed in greater detail with the assessor beforehand.

What happens if the setting does not meet the criteria fully?

The essential criteria are there because this is an award celebrating excellence and therefore these standards are very important. If you are a primary school you will be informed immediately if Part One of the application does not meet the essential criteria, before any assessment visit is arranged. If the standards are not met, there will be an expectation that you address this issue before applying again. All other settings are an adaptation of the primary model and therefore taken on individual merits. Your assessor will be in touch if they have questions regarding your adaptation of the criteria before arranging your assessment visit.