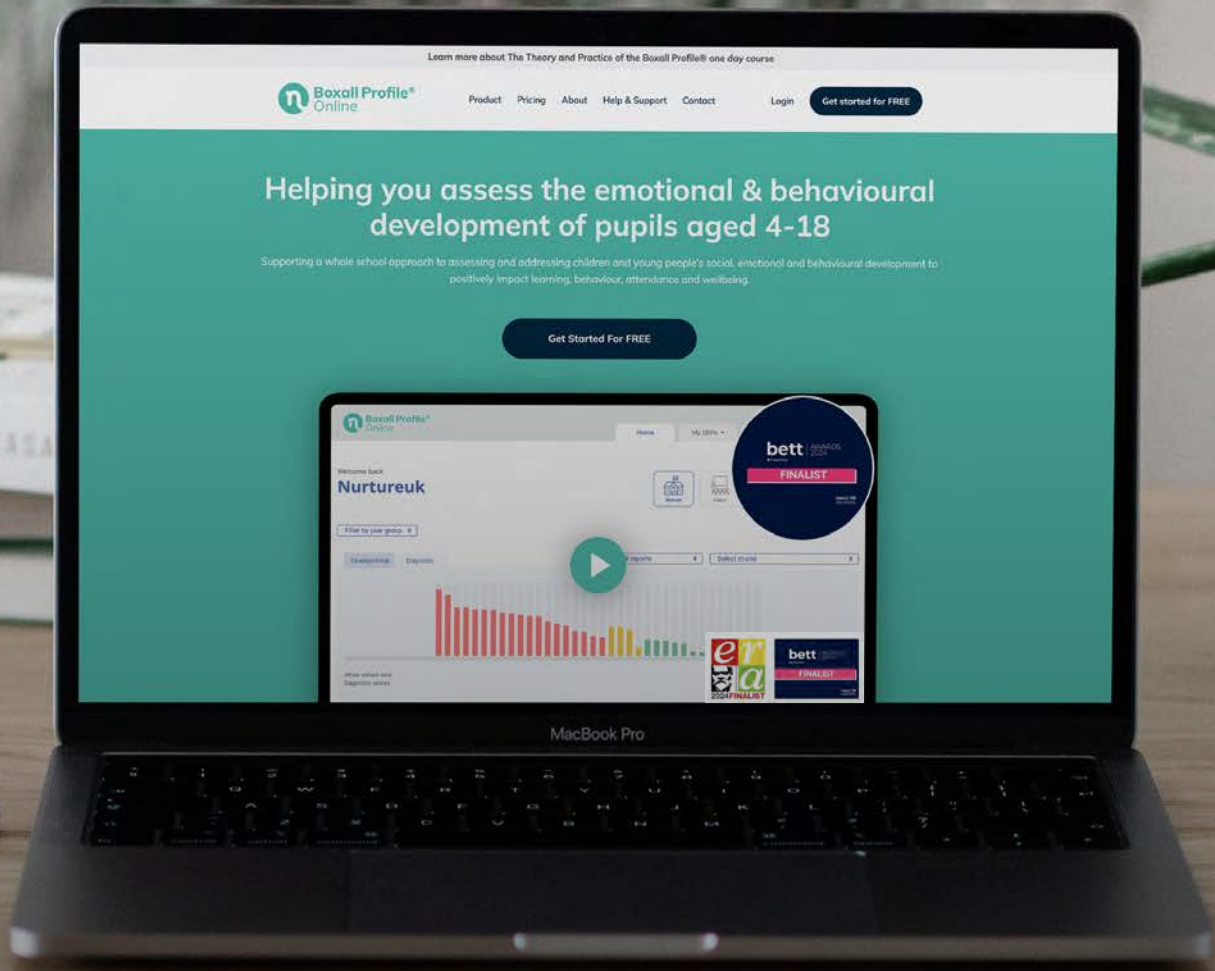




## The Boxall Profile®

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





## Championing nurture in education

We help to unlock pupils' potential,  
by removing barriers to learning.



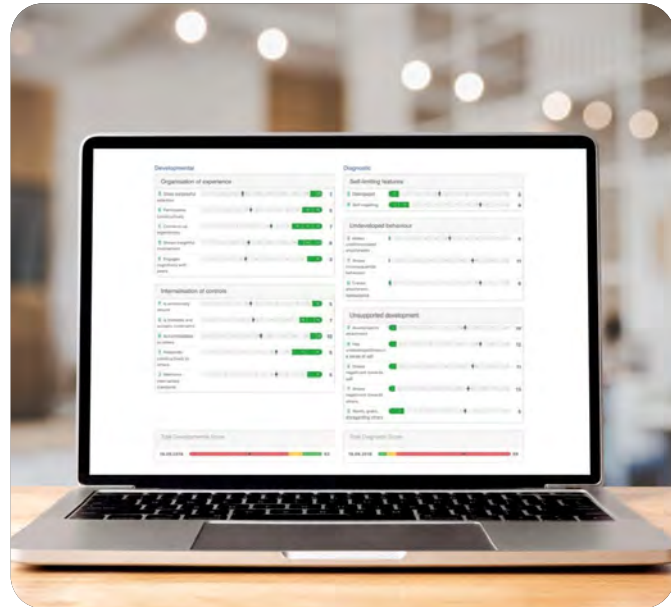
In the last two years we've reached:

**201,800**  
children and young people  
★★★★★

**10,000**  
education professionals  
★★★★★

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## 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 psychosocial 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:

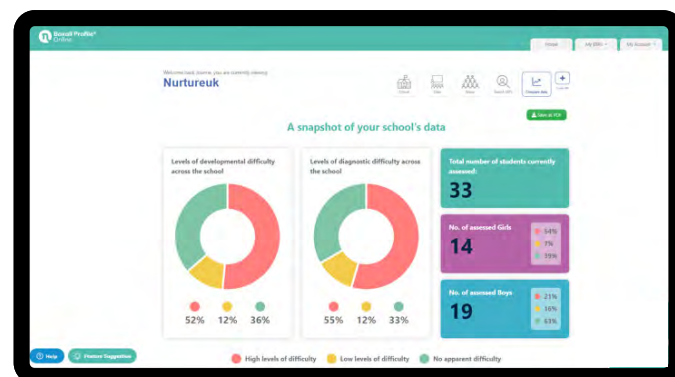
**Developmental Strands** - measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom.

**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.

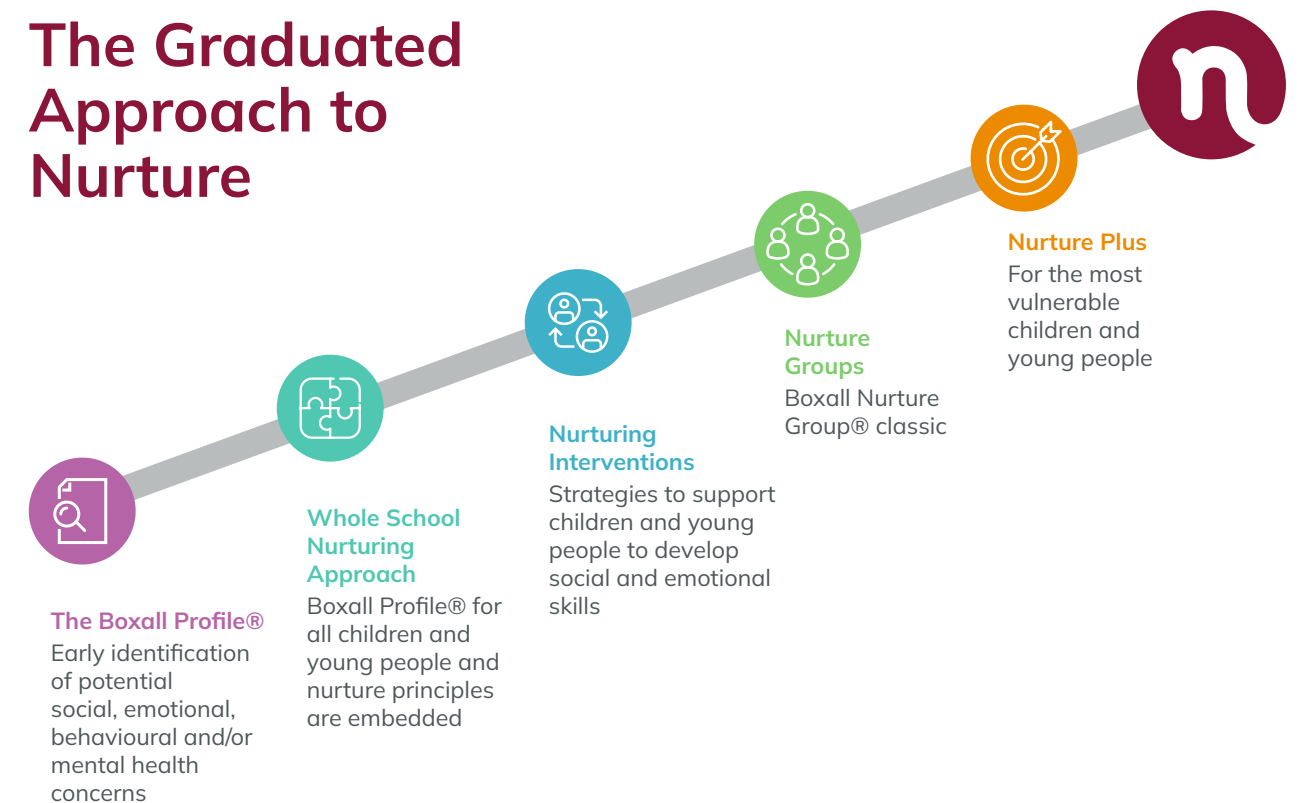


## The Graduated Approach to Nurture

Our graduated approach to nurture ensures that every child in the school has the opportunity to flourish in their education. It ensures that every child has access to the support they need, when they need it.

Whether they enter the education system with early childhood trauma, or experience it during their time in education, we work to measure and support the social, emotional and mental health of all children, so no child falls through the cracks.

### The Graduated Approach to Nurture

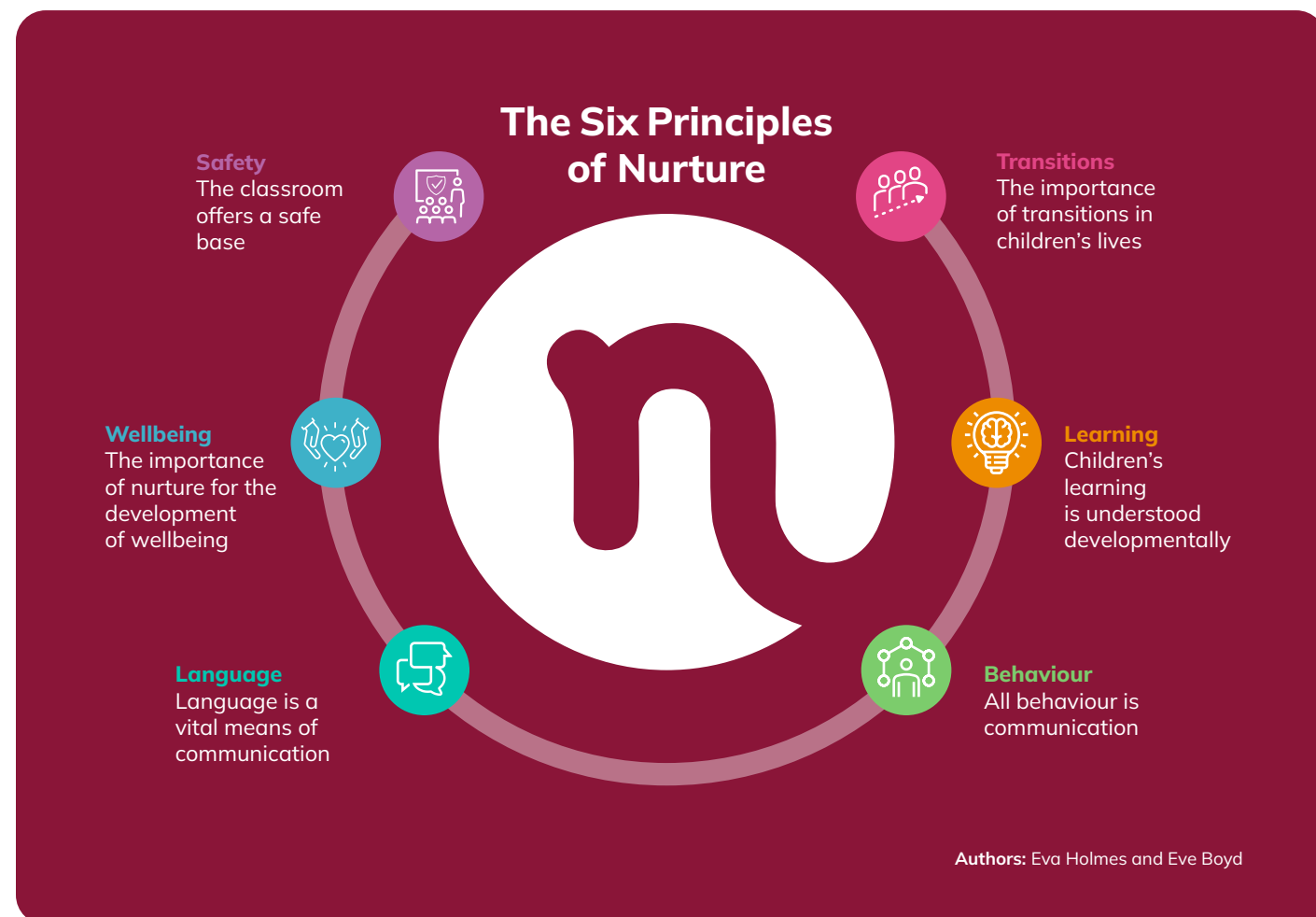




## The Six Principles of Nurture

Everything we do has been based on and guided by The Six Principles Of Nurture. For example, our National Nurturing Schools Programme is based on the six principles of nurture that have successfully underpinned nurturing approaches for over 50 years.

Today there are hundreds of National Nurturing Schools around the UK. Educators are trained to focus on emotional needs and development as well as the academic learning of all pupils, and to embed the Six Principles of Nurture throughout the policies and practices of a school.



## 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





# 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 pupils
- ✓ 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 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 and emotional wellbeing
- ✓ measuring the impact of mental health support offered to pupils with particular needs, across a whole local authority or whole country



## 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 Profile® assessments 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 Profile® assessments 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, in the class overview below, 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.

Create Boxall class overviews in a few steps at [boxallprofile.org](https://boxallprofile.org)

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		

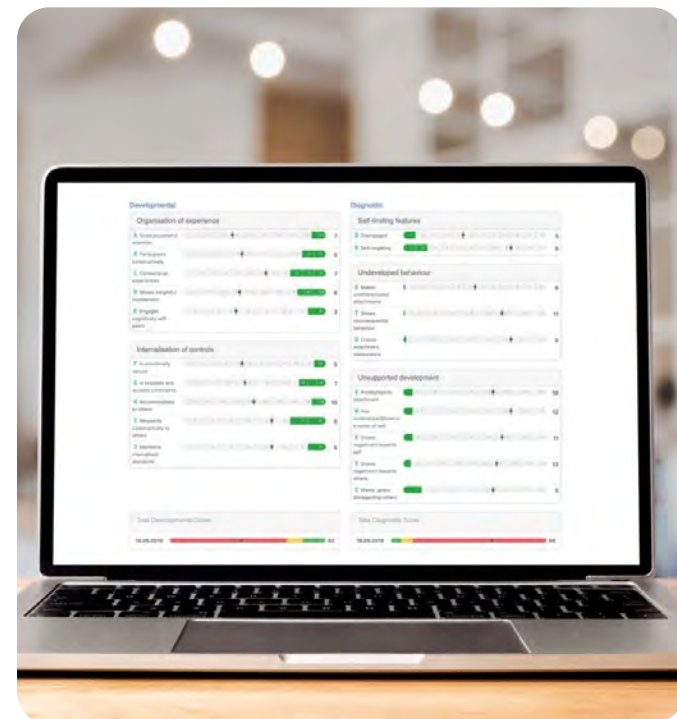


## Whole-school approach

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 they deserve.



### Local authority and National level

The Boxall Profile® is one of the assessment tools 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 county 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.

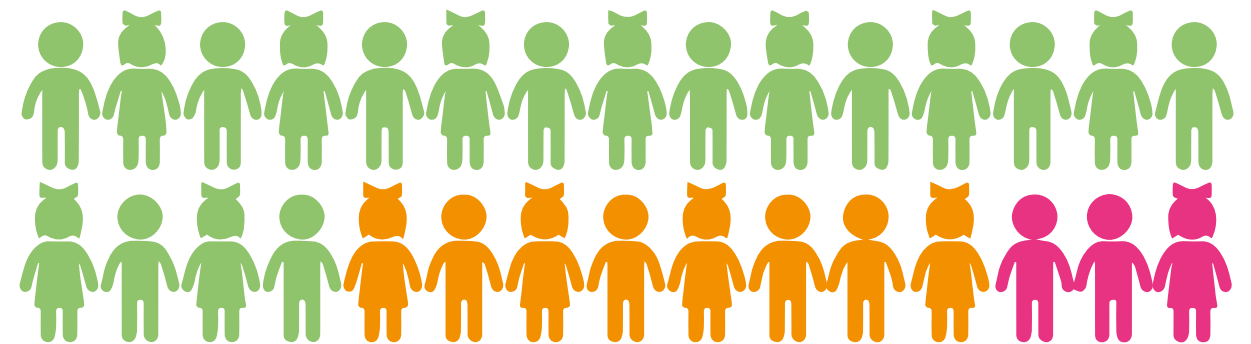
## Boxall childhood project – A whole school approach to The Boxall Profile®

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

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

**3** children with high levels of needs in both domains (commonly one girl and two boys)

# The Boxall Profile® Online

The Boxall Profile® Online supports a whole-school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.

## How the Boxall Profile® Online works

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

## The assessments

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 child 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 child 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 child'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 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.



## FEATURES

# 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, class and group, achievable targets that reinforce target behaviour and skills.



## Tracking progress

Helping staff review children and young people's target behaviour.



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



# Get started

## Access the Boxall Profile® Online

To start using the Boxall Profile®, access [boxallprofile.org](https://boxallprofile.org), register in a few clicks and you will receive a 30 day free trial you can use to complete one assessment. 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 nurtureuk's programmes such as the National Nurturing Schools Programme 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](mailto:info@nurtureuk.org).

If you would like to use the paper copy of the Boxall Profile®, you can purchase assessment sheets at [nurtureuk.org/product-category/retail/](https://nurtureuk.org/product-category/retail/)

## Training

Because the Boxall Profile® is such a powerful resource, nurtureuk 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.

Nurtureuk 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](https://nurtureuk.org).

[Take a look at our blog post, 'getting started' >](#)

“

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
<b>The Boxall Profile® Handbook Revised</b> by Marion Bennathan and Marjorie Boxall	<b>The Boxall Profile® for Young People</b> by Marion Bennathan and David Colley
<b>Beyond the Boxall Profile®: Strategies and Resources Revised</b>	<b>Beyond the Boxall Profile® for Young People: Strategies and Resources</b> edited by Tina Rae



## References

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## About nurtureuk

We are nurtureuk, an organisation dedicated to improving the social, emotional, mental health and wellbeing of children and young people (CYP).

We've been at the forefront of the nurture movement for over 50 years, and today – with ever more children and young people affected by issues that can impact their learning – our work is more vital than ever.

### Our vision and mission

Our vision is a world where:

- Child development isn't limited by lack of nurture in education
- Adults working with and caring for CYP are supported and equipped with evidence-based tools to help them flourish and learn

### Our mission

nurtureuk is dedicated to improving life chances of children and young people by promoting nurture across the whole education system and beyond:

- We are proud of being a charity and driven by social purpose
- Children's and young people's development is at the heart of everything we do
- We want to amplify the benefits of nurture for CYP within and beyond the classroom
- We are evidence-based and practice-led: guided by the Six Principles of Nurture

### Our funding and governance

- A charity registered in England and Wales, and in Scotland, nurtureuk is managed by a Board of Trustees, drawn from education and other sectors.





## For more information

 @nurtureuktweets

 /nurtureuk

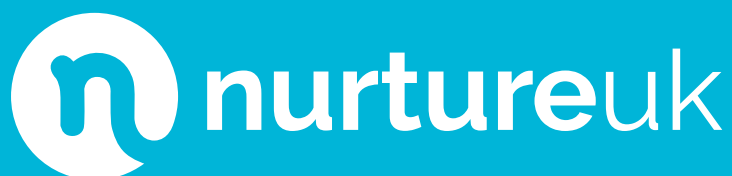
 /nurtureuk

 /nurtureuk

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 nurtureuk.org



### National Office

Insight House,  
Riverside Business Park,  
Stoney Common Road,  
Stagnated Mountfitchet,  
Essex, CM24 8PL

UK registered charity number: 1115972

Scottish registered charity number: SC042703