



Introduction and Context

In order to facilitate the transition from primary to secondary school, and to develop students' resilience and emotional literacy, a nurture group was established. The group was run by a teacher and keyworker, who developed and implemented a range of nurturing activities for the students across the year. Examples include:

- Building 'calm down' boxes
- Social skills games
- Emotional literacy games
- Time for structured play

Impact

In Terms 1 and 6, a Boxall profile was completed for each student. The Boxall consists of two sections: a developmental section, which looks at development in the student's early years, and a diagnostic section, which looks at behaviors which inhibit or interfere with learning. Figure 1 shows the impact of the Nurture Group on the student's developmental score (N.B. – progress is shown through an increase in this score), and Figure 2 shows the impact on the student's diagnostic score (N.B. – progress is shown through a decrease in this score). The data shows that almost every single student made progress across every single domain. In terms of what this means for student's behavior and development, the nurture group led to a reduction in behaviors which interfered with learning, and progress towards the children reaching benchmarks for developmental norms.

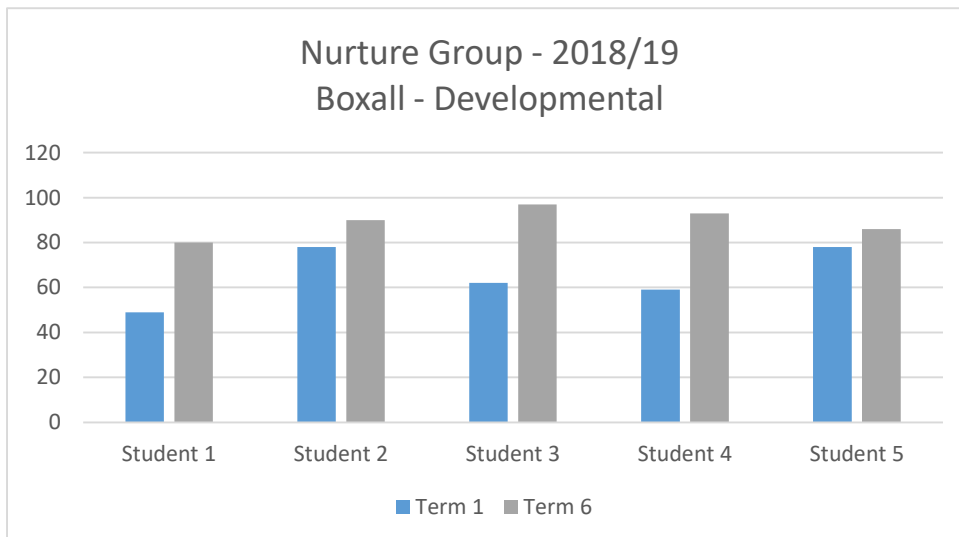


Figure 1 – Change in developmental scores for the Nurture Group – T1 vs T6

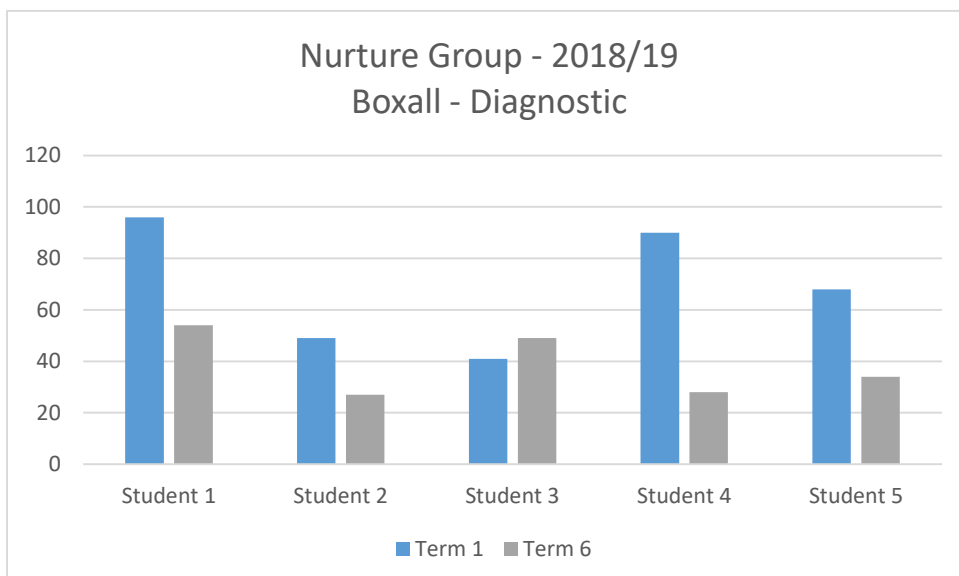


Figure 2- Change in diagnostic scores for the Nurture Group - T1 vs T6