

Observation Profile: School Environment

Nurture Principle 2: Environment offers a safe place	Discussion Points/ Feedback	Agreed Next Steps
Environment and Relationships		
Features of effective practice		
Clear and consistent expectations and boundaries are set for behaviour and conduct in this area. These are displayed clearly.		
There are designated safe areas that children and young people can go to if they find this area overwhelming or challenging. Children and young people have a choice in how they use these areas.		
De-escalation practices are evident within the area when required.		
Staff model positive relationships with other members of staff in this area, for example, "Hello Mrs... nice to see you today."		
Staff speak in appropriate tones of voice and volume in this area. Tones are adapted for the area, for example, more playful in the playground.		
Appropriate adult support and structure is provided to children and young people who need it, for example, more adults available in the playground.		

The language used by staff in the area clearly communicates to children and young people that they are welcome and will be supported to achieve and feel safe and happy.		
Staff make good use of positive relationships to help encourage and guide children and young people in appropriate behaviour and avoid an over-reliance on rewards and punishments as a way of managing or controlling behaviour.		
Staff are able to stay calm and patient when children and young people are distressed to help them feel emotionally contained when their feelings are overwhelming.		
Learning and Teaching		
Staff build up resilience in children and young people by helping them to achieve small successes in tasks throughout the school – feedback is given on how they have managed to achieve this.		