Observation Profile: School Environment

Nurture Principle 3: **Nurture is important for Wellbeing and Self-esteem**	**Discussion Points/ Feedback**	**Agreed Next Steps**
Environment and Relationships		
Features of effective practice		
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.		
Staff acknowledge when a child or young person has done something well by commenting on what they have done rather than any personal characteristic of the pupil which they may find difficult to accept. It can be helpful to deliver this in a neutral way for some children.		
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.		

Individualised targets are set for children and young people throughout the school where appropriate – children and young people are aware of these and they are either reinforced orally or in a visual or recorded way.		
Negative beliefs are challenged by staff in a sensitive way by pointing to evidence of times that pupil was able to achieve this, for example, do you remember time where you were able to do this		
Staff promote a growth mindset in children and young people by helping them to see that they can achieve things by effort and perseverance.		