Observation Profile: School Environment

Nurture Principle 4: **Language is a vital means of communication**	**Discussion Points/ Feedback**	**Agreed Next Steps**
Environment and Relationships		
Features of effective practice		
Staff in these areas use language that helps to co-regulate with the children and young people when needed, for example, I am here to help and support you.		
De-escalation practices are evident within the area when required.		
Staff pay attention to the body language and cues of the children and young people and know when to intervene to avoid situation escalating, for example, may use humour or distraction		
Staff are aware of their own body language and non-verbal cues and adapt these to the situation, for example, do not invade children and young people's personal space, turn to pupil and nod when approached.		
Restorative conversations and language are used when incidents occur, for example, 'What happened?; What were you thinking at the time?'		
Opportunities are given for restorative meetings after an incident so that all involved have an opportunity to voice their feelings and thoughts.		

Staff model positive relationships with other members of staff in this area, for example, “Hello Mrs… nice to see you today.”		
Staff model positive relationships with the children and young people in this area for example, “Good morning Carol, how are 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.		
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.		
Learning and Teaching		
Staff promote a growth mindset in children and young people by helping them to see that they can achieve things by effort and perseverance.		
Behaviours that are expected within this area are explicitly named and demonstrated by staff, for example, listening, sharing, helping others.		
The language used by the teachers in the area suits the developmental needs of the children and young people, for example, instructions are broken down and understanding checked.		
Staff have an awareness of language development and modify the language they use depending on the children and young people needs.		
Staff do not assume that children and young people understand the language of emotion and help to scaffold their understanding of this.		

Staff recognise that children and young people need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management and support children and young people in the development of these skills.		
Staff provide running commentaries on what the pupil is doing and thinking to help them make sense of the world around them (Note: this is more effective for an adult who has a relationship with a child.)		