Appendix 3 (c): Observation Profile – school environment (select area of school as appropriate)

Background

This Observation Profile is designed to be used to support self-evaluation of a nurturing approach in the wider school and should be used alongside *Applying Nurture as a Whole School Approach: A Framework to support the self-evaluation of nurturing approaches in early learning and childcare (ELC) settings and schools*. Some features contained in this Observation Profile have been taken from the Observation Profile for the classroom as they also provide examples of nurturing practice in wider school areas but it is expected that schools will spend some professional learning time adapting other aspects of nurturing practice that would be evident in these areas. It is divided into two categories for ease of implementation:

- Environment and Relationships
- Learning and Teaching

It also links practice to each of the Nurture Principles which are outlined below in a colour coded key for your convenience.

Nurture Principle	Colour code
NP1: Learning is understood developmentally	
NP2: Environment offers a safe base	
NP3: Nurture is important for Wellbeing and Self-esteem	
NP4: Language is a vital means of communication	
NP 5: All behaviour is communication	
NP6: Transitions are important in children's lives	

Implementation

The examples of features provided are not specific to any particular area but can be adapted to suit.

Areas which the school may consider adapting an Observation Profile for might include:

- Playground/yard
- Street Area
- Dining Hall
- Corridors
- Changing Rooms
- Reception Area
- SMT area
- Guidance Corridor
- Wellbeing Area

Once a specific area is identified, staff may go over the profile and identify features they think may be relevant for that area. They may also add additional features that they think may be relevant for that area. These additional features can be drawn from staff knowledge of a nurturing approach or can be drawn from the Applying Nurture framework or other additional appendices. It would be helpful for staff to familiarise themselves with this before using this profile.

This Observation Profile can then be used in a number of ways. It can be completed by a member(s) of staff who are observing practice in a specific area, to support self-evaluation (for example, member of SMT/SLT) and would be followed up by a learning conversation with a focus on feedback from the observation as well as a shared discussion about next steps. This can be initiated by a concern that may have arisen around that specific area (from children and young people/parents/carers or staff) or can be used as part of a process of self-evaluation about the wider school environment generally. It can also be used to support the implementation of a particular Nurture Principle. When used in this way staff may choose to develop features of practice based on that particular Nurturing Principle to populate the rest of the profile.

Observation Profile: the school environment

Name of Observer 1 _____ Area Observed/Focused on _____

Name of Observer 2 _____ Date of Observation _____

Name of Observer 3 _____ Date of feedback and agreed next steps _____

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Clear and consistent expectations and boundaries are set for behaviour and conduct in this area. These are displayed clearly.	NP 2	(orange)		
	NP 5	(blue)		
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.	NP 2	(orange)		
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.	NP 4	(green)		
	NP 5	(blue)		
	NP 5	(blue)		
De-escalation practices are evident within the area when required.	NP 2	(orange)		
	NP 4	(green)		
	NP 5	(blue)		

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
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.	NP 4			
	NP 5			
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.	NP 4			
	NP 5			
	NP 5			
Restorative conversations and language are used when incidents occur, for example, '"What happened?; What were you thinking at the time?"	NP 4			
	NP 5			
Opportunities are given for restorative meetings after an incident so that all involved have an opportunity to voice their feelings and thoughts.	NP 4			
	NP 5			
	NP 6			
Staff model positive relationships with other members of staff in this area, for exaomple, "Hello Mrs… nice to see you today."	NP 1			
	NP 2			
	NP 4			

Observation Profile: the school environment, continued

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
Staff model positive relationships with the children and young people in this area for example, "Good morning Carol, how are you today?"	NP 1			
	NP 4			
	NP 5			
	NP 4			
	NP 5			
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.	NP 2			
	NP 4			
Appropriate adult support and structure is provided to children and young people who need it, for example, more adults available in the playground.	NP 2			
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.	NP 2			
	NP 3			
	NP 4			
Staff take a step back from a situation when they are aware that they may be responding in an overly emotional or inappropriate manner. They may ask another member of staff to step in or may try to diffuse the situation themselves by moving on from situation.	NP 5			

Environment and Relationships				
Features of effective practice	Nurture Principle	Code	Discussion Points/Feedback	Agreed Next Steps
Staff demonstrate their understanding of the fact that behaviour is communication, for example, they give the opportunity to the child or young person to explain what has happened – either at the time when appropriate or after a situation has occurred.	NP 5			
Staff acknowledge to children and young people how they are feeling or at least are attempting to understand it.	NP 5			
Staff support conflict resolution by giving children and young people the opportunity to find their way back from situations. Children and young people are also supported by staff coaching them in how to step back from a situation, for example, "I can see you are feeling a bit frustrated, it might be helpful to take a wee minute to cool down."	NP 5			
Staff move on from challenging situations after they have occurred by behaving in a calm and fair manner with the child or young person.	NP 5			
Where any consequences are applied to behaviour – these are fair, proportionate and logical.	NP 5			

Environment and Relationships				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
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.	NP 2			
	NP 3			
	NP 5			
	NP 3			
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.	NP 2			
	NP 3			
	NP 5			
Staff recognise that children and young people may be unable to comply with external rewards and reinforcements so support them to comply with requests, for example, "I see you need help with…".	NP 5			
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.	NP 3			
Staff either guide children and young people to seek out 'cool down' or allow children and young people the choice to seek this out for themselves.	NP 5			

Observation Profile: the school environment, continued

Learning and Teaching				
Features of effective practice	**Nurture Principle**	**Code**	**Discussion Points/Feedback**	**Agreed Next Steps**
There are opportunities for wider achievement and tasks that are not curricular related throughout the school.	NP 1	(red)		
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.	NP 2	(orange)		
	NP 3	(yellow)		
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.	NP 1	(red)		
	NP 3	(yellow)		
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 you were able to do this.	NP 3	(yellow)		
Staff promote a growth mindset in children and young people by helping them to see that they can achieve things by effort and perseverance.	NP 3	(yellow)		
	NP 4	(green)		
	NP 4	(green)		
	NP 5	(blue)		

Learning and Teaching				
Features of effective practice	Nurture Principle	Code	Discussion Points/Feedback	Agreed Next Steps
Behaviours that are expected within this area are explicitly named and demonstrated by staff, for example, listening, sharing, helping others.	NP 4			
	NP 5			
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.	NP 1			
	NP 4			
Staff have an awareness of language development and modify the language they use depending on the children and young people needs.	NP 1			
	NP 4			
Staff do not assume that children and young people understand the language of emotion and help to scaffold their understanding of this.	NP 4			
Transitions between different parts of the day are well managed, for example, children and young people are given clear warning and opportunities to get ready to move on.	NP 6			
Holistic assessment information is made use of across the school.	NP 1			

Learning and Teaching				
Features of effective practice	Nurture Principle	Code	Discussion Points/Feedback	Agreed Next Steps
There is evidence that information is taken from assessment tools relating to wellbeing in this area, for example, wellbeing indicators, National Practice Model, HWB assessments.	NP 1			
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.	NP 1			
	NP 4			
	NP 5			
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.)	NP 4			
	NP 5			

Environment and Relationships				
Features of effective practice	Nurture Principle	Code	Discussion Points/Feedback	Agreed Next Steps