**Nurturing Classroom Environment Non-Negotiables Checklist**

**Year group: Class: Teacher:**

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| Non-negotiables | Evidence |
| Visual timetable |  |
| Worry monster/book |  |
| Sensory materials |  |
| Seating plan considering Boxall areas of need, left/right handed, sensory needs |  |
| Writing area- range of resources to motivate and encourage children to write |  |
| Photographs displayed of positive classroom experiences, every child and adult represented to remind children of actions and create a sense of unity and belonging |  |
| Resources showing a range of learning styles |  |
| Keep calm kits. (Kits could include: fiddle toys, positive advice/ affirmations, teddies or other transitional objects. Rules should be clear ahead of use) |  |
| Lining up plan |  |
| All drawers and resources labelled to create order |  |
| Positive affirmations displayed in the classroom and referred to regularly; e.g. posters, success boards. Diversity in all its forms visibly celebrated |  |
| Resources to include equipment and or display visual images, reflecting children’s family lives in an inclusive manner |  |
| Noticeboards for each classroom-letters, key information, names and grouping, homework to encourage independent learning |  |
| Access to fresh drinking water/snacks |  |
| Displays are interactive and clearly labelled |  |
| Displays to showcase good work for the individual. Each child to have at least one piece of celebrated work named and displayed |  |
| Toys for break/lunch match developmental stage not age |  |
| Reading corner- to be stimulating and inviting for all children. If space permits, then have communication friendly spaces |  |
| Birthday Board to celebrate children and staff birthdays. Where possible give birthday cards to children from class staff (this reaffirms that they are special) |  |
| Alternative learning spaces in all classrooms- e.g. role play, small world, sand and water, curiosity tables etc. |  |
| Time out/calm down area- either in classroom or in a designated space outside |  |
| Class welcome information booklet, pupil passports, information on each pupil, seating plans/personal targets etc. This aims to help visitors to classroom such as supply teachers, governors, senor leaders etc. keep up to date |  |
| Class behaviour/ rules and reward system |  |
| Spelling/phonic/maths resources on tables to support or scaffold learning |  |
| An environment which fosters independence- clearly labelled resources, clutter free and tidy |  |
| Mood boards/emotional check in to be discussed in year groups how these should be organised |  |