

Nurturing Classroom Environment Non-Negotiables Checklist

Year group:

Class:

Teacher:

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, senior 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	