

Observing the child who has anxiety in your setting can be very useful for the practitioner to increase understanding about what is affecting the child in the school environment. It can help to indicate:

- times of day when the child is more/less anxious
- who the child is feeling more/less anxious with
- activities/ settings that engage the child and reduce anxiety.

### Considerations

- Ensure that your observations are made discreetly and that the children in the group are made aware of your role (observing play, learning etc). This is always easier if children are accustomed to adults around them making notes, such as in EYFS.
- Use only the child's initials until after the observation has taken place.
- Avoid fuzzy statements such as 'looking sullen' – try to describe the child's behaviour as neutrally as possible, e.g frowning.
- Record gestures and spoken language accurately. These are descriptors of communication that enable assessment of levels of confidence in communication.
- Review your observations with other assessment tools. If the child presents as reluctant to speak in school review your observations in respect of this assessment : [Stages of Confident Talking](#)

(Adapted from a resource by Essex County Council Specialist Teaching and Preschool Team)

**Child's Initials:**  
**Completed by:**

**Age:**  
*(Key Person/LSA/ Class Teacher/ SENCo)* **Year:**  
**Setting room:**  
**Discussion with :**

**Date of observation:**

*(adults involved)*

Time	Situation/context	Body language	Non-verbal communication	Spoken communication	Other Information