



# Behavioural Environment Checklist- SAMPLE ITEMS

- This checklist is not focussed upon individual pupils
- It is designed to help you to identify the areas within the environment(s) in which the problem is happening (e.g. classroom, playground etc)
- It is best to complete this checklist with a colleague, for example the school's behaviour coordinator (or equivalent). You may find observation by a colleague helpful
- Do not feel obliged to consider every statement- some may not apply to your situation
- Indicate where there are problems even if it seems that change is unlikely or impractical
- Once the checklist is completed it can give the basis for a Behavioural Environment Plan

Key ⑤ = Strongly Agree- no real room for improvement ① = Disagree- very significant need for action

## SECTION A Whole school policies



### Rules and implications

1	A behaviour policy exists and is effective	⑤	④	③	②	①
2		⑤	④	③	②	①
3	Rules are communicated frequently and effectively to pupils, staff (including non-teaching), parents and governors	⑤	④	③	②	①
4		⑤	④	③	②	①
5	Staff have a clear idea of the range of sanctions that can and cannot be used	⑤	④	③	②	①
6		⑤	④	③	②	①
7	Pupils, as far as they are able, know the reasons behind the rules in school	⑤	④	③	②	①
8		⑤	④	③	②	①

### Support for Staff

9	There is collective responsibility for behaviour management in school	⑤	④	③	②	①
10	Staff feel confident to acknowledge difficulties	⑤	④	③	②	①
11		⑤	④	③	②	①
12		⑤	④	③	②	①
13		⑤	④	③	②	①
14		⑤	④	③	②	①
15	Support services are used systematically, efficiently and effectively	⑤	④	③	②	①

Parents and Governors

16	5	4	3	2	1
17 Parents are routinely told of pupil's good behaviour	5	4	3	2	1
18	5	4	3	2	1
19 Governors are appropriately involved in issues relating to behaviour	5	4	3	2	1

SECTION B Classroom Organisation



20 Equipment is easily accessible	5	4	3	2	1
21	5	4	3	2	1
22 Appropriate ambient temperature	5	4	3	2	1
23	5	4	3	2	1
24	5	4	3	2	1
25 No glare	5	4	3	2	1
26 Materials well labelled and located	5	4	3	2	1
27	5	4	3	2	1
28	5	4	3	2	1
29	5	4	3	2	1
30	5	4	3	2	1
31 Room organisation meets differing curriculum demands	5	4	3	2	1
32	5	4	3	2	1
33	5	4	3	2	1
34	5	4	3	2	1
35 Sufficient space	5	4	3	2	1
36	5	4	3	2	1

SECTION C Classroom management



37	5	4	3	2	1
38 Teacher's voice is clear	5	4	3	2	1
39	5	4	3	2	1
40 Good behaviour is noticed and acknowledged	5	4	3	2	1
41	5	4	3	2	1
42	5	4	3	2	1
43	5	4	3	2	1
44	5	4	3	2	1
45 Pupils bring correct equipment	5	4	3	2	1
46	5	4	3	2	1
47	5	4	3	2	1

48 Curriculum is appropriate and delivery is differentiated	5	4	3	2	1
49	5	4	3	2	1
50 Peer support is used to best effect	5	4	3	2	1
51	5	4	3	2	1

## SECTION D Classroom rules and routines



### Rules:

52	5	4	3	2	1
53 Are negotiated with, and understood, by pupils	5	4	3	2	1
54	5	4	3	2	1
55 Are positively framed	5	4	3	2	1
56	5	4	3	2	1
57	5	4	3	2	1

### Rewards:

58 Are valued by pupils	5	4	3	2	1
59	5	4	3	2	1
60	5	4	3	2	1
61 Are small and readily achievable	5	4	3	2	1
62	5	4	3	2	1

### Sanctions:

63	5	4	3	2	1
64	5	4	3	2	1
65 Are understood by pupils	5	4	3	2	1
66	5	4	3	2	1
67 Are within a clear hierarchy of severity	5	4	3	2	1

### Routines are established for:

68 Entering or leaving the room/lining up	5	4	3	2	1
69	5	4	3	2	1
70 Gaining teacher's attention and help	5	4	3	2	1
71	5	4	3	2	1
72	5	4	3	2	1
73	5	4	3	2	1

## SECTION E Out of Classroom



74	5	4	3	2	1
75 Short break time rules understood by pupils	5	4	3	2	1
76	5	4	3	2	1
77	5	4	3	2	1

78	⑤	④	③	②	①
79 Break times rewards/sanctions system clear	⑤	④	③	②	①
80 Behaviour policy adopted by ancillary staff	⑤	④	③	②	①
81 Corridors and social areas (including playgrounds) are well designed and monitored	⑤	④	③	②	①
82	⑤	④	③	②	①
83	⑤	④	③	②	①
84	⑤	④	③	②	①

Further user-devised items



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