Getting it Right: Step 1

Behaviour and Wellbeing Environmental Checklist

A reflection, planning, and evaluation tool

## About the environmental checklist

The purpose of this tool is to prompt reflection and planning around factors in the school, teaching and learning environment that help to promote positive behaviour and wellbeing. The tool should be completed by the person who has identified a concern (e.g. the class teacher). It will be helpful to complete the tool collaboratively with a colleague, such as another teacher, a teaching assistant or the SENCo. This tool should not be used to audit or rate another person’s practice.

**What the ratings mean:**

|  |  |
| --- | --- |
| **Rating** | **Descriptor** |
| 1 | Disagree – very significant need for action |
| 2 | Moderately agree – some need for action |
| 3 | Strongly agree – no need for action |
| Don’t Know | Further information gathering may be needed |
| Not Applicable | Not applicable to that school context |

## The classroom environment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| My classroom looks and feels like a good work environment. | 1 | 2 | 3 | D/K | N/A |
| Furniture and equipment are arranged to the best effect for teaching and learning. | 1 | 2 | 3 | D/K | N/A |
| There is appropriate heat, ventilation and light. | 1 | 2 | 3 | D/K | N/A |
| Students are seated according to a seating plan. | 1 | 2 | 3 | D/K | N/A |
| The whiteboard is easily seen by all. | 1 | 2 | 3 | D/K | N/A |
| External noise levels do not interfere with learning. | 1 | 2 | 3 | D/K | N/A |
| There is sufficient space and ease of movement for all. | 1 | 2 | 3 | D/K | N/A |
| Students and teachers have adequate personal work space. | 1 | 2 | 3 | D/K | N/A |

## Managing teaching and learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I arrive at my classroom before the students and greet them on arrival | 1 | 2 | 3 | D/K | N/A |
| My instructions to students are clear. | 1 | 2 | 3 | D/K | N/A |
| I notice and acknowledge good behaviour. | 1 | 2 | 3 | D/K | N/A |
| I prepare materials and equipment before class. | 1 | 2 | 3 | D/K | N/A |
| Students bring the correct materials/equipment to class. | 1 | 2 | 3 | D/K | N/A |
| My delivery of the curriculum is differentiated so that all students can succeed at learning. | 1 | 2 | 3 | D/K | N/A |
| I am aware of the SEN/other needs/issues of the students in my class. | 1 | 2 | 3 | D/K | N/A |
| Lessons are interesting and have a variety of different activities. | 1 | 2 | 3 | D/K | N/A |
| Students are involved in the setting of their own goals and targets. | 1 | 2 | 3 | D/K | N/A |
| Students work together in a way that supports learning. | 1 | 2 | 3 | D/K | N/A |
| There are clear expectations and roles for additional adult support. | 1 | 2 | 3 | D/K | N/A |
| Students needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently | 1 | 2 | 3 | D/K | N/A |

## Promoting wellbeing in class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I help teach students to understand their own emotions. | 1 | 2 | 3 | D/K | N/A |
| I help students to communicate their feelings and seek help. | 1 | 2 | 3 | D/K | N/A |
| Students are taught/supported with self-management skills. | 1 | 2 | 3 | D/K | N/A |
| Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils. | 1 | 2 | 3 | D/K | N/A |
| Staff can recognise signs of pupils’ emotional need and are aware of how the pupils’ emotions may affect their behaviours. | 1 | 2 | 3 | D/K | N/A |
| Staff can support pupils who are upset or anxious. | 1 | 2 | 3 | D/K | N/A |
| Staff are aware of strategies to promote emotional wellbeing. | 1 | 2 | 3 | D/K | N/A |
| Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility) | 1 | 2 | 3 | D/K | N/A |

## Routines, expectations and consequences

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I have clear and established routines for gaining students’ attention. | 1 | 2 | 3 | D/K | N/A |
| I have established a clear routine for students entering and exiting the room. | 1 | 2 | 3 | D/K | N/A |
| I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up. | 1 | 2 | 3 | D/K | N/A |
| Classroom expectations are discussed with and understood by the students | 1 | 2 | 3 | D/K | N/A |
| Classroom expectations are positively framed, referred to and reinforced. | 1 | 2 | 3 | D/K | N/A |
| Classroom expectations are clearly displayed in the classroom. | 1 | 2 | 3 | D/K | N/A |
| I explicitly teach the expectations and routines of positive behaviour. | 1 | 2 | 3 | D/K | N/A |
| Rewards are small and readily achievable. | 1 | 2 | 3 | D/K | N/A |
| My classroom rewards are linked to the school’s reward system. | 1 | 2 | 3 | D/K | N/A |
| Rewards are awarded fairly and consistently. | 1 | 2 | 3 | D/K | N/A |
| In my class consequences are clear to students and appropriate to the unacceptable behaviour. | 1 | 2 | 3 | D/K | N/A |
| I apply consequences in a consistent and fair manner. | 1 | 2 | 3 | D/K | N/A |
| Consequences are understood by parents/guardians. | 1 | 2 | 3 | D/K | N/A |

## Around school

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rules and routines for movement around this school are clear. | 1 | 2 | 3 | D/K | N/A |
| Break time and/or lunchtime rules are understood by students. | 1 | 2 | 3 | D/K | N/A |
| The rules are communicated to and adopted by all staff. | 1 | 2 | 3 | D/K | N/A |
| Corridors and social areas are well supervised/monitored. | 1 | 2 | 3 | D/K | N/A |
| Problem areas are identified and adequately monitored. | 1 | 2 | 3 | D/K | N/A |
| Systems are in place for the effective resolution of students’ conflict. | 1 | 2 | 3 | D/K | N/A |
| There is adequate supervision at break and lunch. | 1 | 2 | 3 | D/K | N/A |
| There are safe spaces available for students to engage in suitable and interesting activities. | 1 | 2 | 3 | D/K | N/A |
| Staff engage positively with students across the school. | 1 | 2 | 3 | D/K | N/A |
| The students’ environment is pleasant, orderly and safe. | 1 | 2 | 3 | D/K | N/A |

## Support for students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students feel cared for and valued. | 1 | 2 | 3 | D/K | N/A |
| All students are encouraged and supported to achieve their full potential. | 1 | 2 | 3 | D/K | N/A |
| Students are encouraged to take responsibility for their learning and behaviour. | 1 | 2 | 3 | D/K | N/A |
| There are effective student welfare policies in this school (e.g. anti-bullying policies). | 1 | 2 | 3 | D/K | N/A |
| There is an effective, relevant and inclusive SEN policy in the school. | 1 | 2 | 3 | D/K | N/A |
| Behaviour issues are addressed in accordance with equal opportunities legislation. | 1 | 2 | 3 | D/K | N/A |
| Students have opportunities to make their views known and have these considered/acted on. | 1 | 2 | 3 | D/K | N/A |
| Students have someone they can talk to and listen to. | 1 | 2 | 3 | D/K | N/A |
| Students have a safe space (e.g. for calm/quiet time). | 1 | 2 | 3 | D/K | N/A |
| Whole school promotion of positive relationships and diversity. | 1 | 2 | 3 | D/K | N/A |
| Peer support and mentoring services are available to students. | 1 | 2 | 3 | D/K | N/A |
| Safeguarding concerns are taken seriously. | 1 | 2 | 3 | D/K | N/A |

## Whole school behaviour systems

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| An effective policy exists to promote positive behaviour. | 1 | 2 | 3 | D/K | N/A |
| I have a clear understanding of the school’s code of behaviour. | 1 | 2 | 3 | D/K | N/A |
| Rules are communicated frequently and effectively to students. | 1 | 2 | 3 | D/K | N/A |
| Staff (including non-teaching staff) are fully aware of, and adopt, the school rules. | 1 | 2 | 3 | D/K | N/A |
| Rules are communicated effectively to parents and guardians. | 1 | 2 | 3 | D/K | N/A |
| I have a clear idea of rewards that can be used for acceptable behaviours. | 1 | 2 | 3 | D/K | N/A |
| I have a clear idea of the range of sanctions that can be used for unacceptable behaviours. | 1 | 2 | 3 | D/K | N/A |
| A system is in place to monitor and review the code of behaviour regularly. | 1 | 2 | 3 | D/K | N/A |

## Support for staff

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| There is collective responsibility for behaviour management in this school. | 1 | 2 | 3 | D/K | N/A |
| Staff feel able to acknowledge difficulties with behavioural issues. | 1 | 2 | 3 | D/K | N/A |
| Staff can access help to deal with student conflict. | 1 | 2 | 3 | D/K | N/A |
| Behavioural issues are recorded fairly and efficiently. | 1 | 2 | 3 | D/K | N/A |
| Staff roles are clearly defined. | 1 | 2 | 3 | D/K | N/A |
| Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour. | 1 | 2 | 3 | D/K | N/A |
| Staff peer support is valued and easily accessible. | 1 | 2 | 3 | D/K | N/A |
| Support services are used systematically and effectively. | 1 | 2 | 3 | D/K | N/A |
| Staff can access training in de-escalation, support strategies, behaviour management etc. | 1 | 2 | 3 | D/K | N/A |

## Communication and joint working

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Parents/guardians are routinely told of students’ positive behaviours and successes (notes home, phone calls, meetings) | 1 | 2 | 3 | D/K | N/A |
| Parents/guardians are routinely informed about concerns about students wellbeing and/or behaviour. | 1 | 2 | 3 | D/K | N/A |
| Young people are informed of any decision that may impact on their learning. | 1 | 2 | 3 | D/K | N/A |
| Praise and concerns regarding pupils are shared between staff. | 1 | 2 | 3 | D/K | N/A |
| Staff actively ensure there is an appropriate power balance between staff, pupils and parents. | 1 | 2 | 3 | D/K | N/A |
| Staff adopt a multi-agency approach where appropriate (e.g. using early help assessment, team around child). | 1 | 2 | 3 | D/K | N/A |
| There are effective means for parents to share important information with staff, including in support planning. | 1 | 2 | 3 | D/K | N/A |
| There is effective dispute resolution with relationship repair for pupils/staff/parents. | 1 | 2 | 3 | D/K | N/A |
| Where external agencies are involved, their advice is shared effectively with teaching and other key staff | 1 | 2 | 3 | D/K | N/A |