

Behavioural Environment Checklist

- 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 = Strongly Agree- no real room for improvement = 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 Staff have clear understanding of the policy	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 Staff have a clear idea of the range of rewards available to pupils	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 Staff are aware of a good range of techniques that can be used to deal with behaviour problems	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 Behaviour problems are dealt with effectively in the light of equal opportunity issues	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 Staff have clear means of gaining help	5	4	3	2	1
12 Staff have effective guidance on dealing with conflict	5	4	3	2	1
13 Behaviour problems are recorded fairly and efficiently	5	4	3	2	1
14 Staff roles are clearly defined	5	4	3	2	1
15 Support services are used systematically, efficiently and effectively	5	4	3	2	1

Parents and Governors

16 Parents are involved to best effect in helping with problems	⑤	④	③	②	①
17 Parents are routinely told of pupil's good behaviour	⑤	④	③	②	①
18 Governors have agreed written principles	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 Furniture arranged to best effect	⑤	④	③	②	①
22 Appropriate ambient temperature	⑤	④	③	②	①
23 Sufficient ventilation	⑤	④	③	②	①
24 Lighting sufficient	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 Ease of movement in room	⑤	④	③	②	①
28 Appropriate storage of pupils' belongings	⑤	④	③	②	①
29 Pupils are grouped appropriately	⑤	④	③	②	①
30 Pupils are placed reflecting social relationships	⑤	④	③	②	①
31 Room organisation meets differing curriculum demands	⑤	④	③	②	①
32 Chalk board/white board etc easily seen	⑤	④	③	②	①
33 Furniture suitable	⑤	④	③	②	①
34 Classroom looks like a good work environment	⑤	④	③	②	①
35 Sufficient space	⑤	④	③	②	①
36 Quiet external environment	⑤	④	③	②	①

SECTION C Classroom management



37 Teacher arrives at lesson/classroom before pupils	⑤	④	③	②	①
38 Teacher's voice is clear	⑤	④	③	②	①
39 Instructions are clear	⑤	④	③	②	①
40 Good behaviour is noticed and acknowledged	⑤	④	③	②	①
41 Small achievements recognised	⑤	④	③	②	①
42 A pupil's good behaviour is 'named' and reflected back	⑤	④	③	②	①
43 The teacher acts as a role model for desired behaviour	⑤	④	③	②	①
44 Materials and equipment are prepared	⑤	④	③	②	①
45 Pupils bring correct equipment	⑤	④	③	②	①
46 Lessons well prepared	⑤	④	③	②	①
47 Curriculum delivery is varied	⑤	④	③	②	①

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

SECTION D Classroom rules and routines



Rules:

52 Are few in number and clearly phrased	⑤	④	③	②	①
53 Are negotiated with, and understood, by pupils	⑤	④	③	②	①
54 Are regularly referred to and reinforced	⑤	④	③	②	①
55 Are positively framed	⑤	④	③	②	①
56 Are clearly displayed in the classroom	⑤	④	③	②	①
57 Behaviour to meet rules is taught	⑤	④	③	②	①

Rewards:

58 Are valued by pupils	⑤	④	③	②	①
59 Are awarded fairly and consistently	⑤	④	③	②	①
60 Are clearly related to positive behaviour	⑤	④	③	②	①
61 Are small and readily achievable	⑤	④	③	②	①
62 Link with school reward system	⑤	④	③	②	①

Sanctions:

63 Are related to behaviour	⑤	④	③	②	①
64 Are administered fairly and consistently	⑤	④	③	②	①
65 Are understood by pupils	⑤	④	③	②	①
66 Are understood by parents and carers	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 Distribution and collection of materials/equipment	⑤	④	③	②	①
70 Gaining teacher's attention and help	⑤	④	③	②	①
71 Changing activities	⑤	④	③	②	①
72 Gaining quiet/silence/attention	⑤	④	③	②	①
73 Clearing up	⑤	④	③	②	①

SECTION E Out of Classroom



74 Routines for movement around school site clear	⑤	④	③	②	①
75 Short break time rules understood by pupils	⑤	④	③	②	①
76 Short break time systems adopted by all staff	⑤	④	③	②	①
77 Lunchtime rules understood by pupils	⑤	④	③	②	①

78 Lunchtime systems adopted by all staff	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 Problem site areas identified and overcome	⑤	④	③	②	①
83 Suitable activities/equipment available for break times	⑤	④	③	②	①
84 There is an effective system for resolution of pupil conflicts	⑤	④	③	②	①

Further user-devised items



85	⑤	④	③	②	①
86	⑤	④	③	②	①
87	⑤	④	③	②	①
88	⑤	④	③	②	①
89	⑤	④	③	②	①
90	⑤	④	③	②	①
91	⑤	④	③	②	①
92	⑤	④	③	②	①
93	⑤	④	③	②	①
94	⑤	④	③	②	①

Copyright 1997,1999,2001,2003: Birmingham City Council. No part of this checklist may be altered or changed unless with the express permission of the copyright holder. The checklist may be used in full by public education bodies including copying so long as no profit is made. It must not be supplied to others without permission. Any proposed amendments or use of the checklist as a basis for associated projects should be subject to prior agreement from the agents for the Copyright holder; c/o Educational Psychology Service, Birmingham Education Department, MEC, 84 Balden Road, Harborne, Birmingham B32 2EH. 0121-303-1166. Email: enquiries@f4i.org Apply to the same address for permission for any commercial use.