



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

SECTION A Whole school policies



Rules and implications

1	There is a clear and shared set of values and beliefs on which school policy and practice is based.	⑤	④	③	②	①
2	The values are translated into practice by all the adults working in the school.	⑤	④	③	②	①
3	A behaviour policy exists and is effective	⑤	④	③	②	①
4	Staff have clear understanding of the policy	⑤	④	③	②	①
5	The emotional wellbeing of the school community is a priority for the school: everyone feels fairly treated, valued and well looked after.	⑤	④	③	②	①
6	The leadership and management structure relating to behaviour is clear	⑤	④	③	②	①
7	The management structure and style are inclusive, empowering and motivating					
8	Rules are communicated frequently and effectively to pupils, staff (including non-teaching), parents and governors	⑤	④	③	②	①
9	Staff have a clear idea of the range of rewards available to pupils	⑤	④	③	②	①
10	Staff have a clear idea of the range of sanctions that can and cannot be used	⑤	④	③	②	①
11	Staff are aware of a good range of techniques that can be used to deal with behaviour problems	⑤	④	③	②	①
12	Pupils, as far as they are able, know the reasons behind the rules in school	⑤	④	③	②	①
13	Systems are applied fairly to all groups of children taking account of individual needs.	⑤	④	③	②	①
14	Behaviour problems are dealt with effectively in the light of equal opportunity issues	⑤	④	③	②	①
15	The school ensures that effective support systems are in place for all children, including arrangements for transitions	⑤	④	③	②	①

Support for Staff

16	There is collective responsibility for behaviour management in school	⑤	④	③	②	①
17	Staff are supportive to each other in helping overcome difficulties	⑤	④	③	②	①
18	Staff feel confident to acknowledge difficulties	⑤	④	③	②	①
19	Staff have clear means of gaining help	⑤	④	③	②	①
20	Staff have effective guidance on dealing with conflict	⑤	④	③	②	①
21	Behaviour problems are recorded fairly and efficiently	⑤	④	③	②	①
22	Staff roles are clearly defined	⑤	④	③	②	①
23	Systems for collecting information about behaviour, punctuality, non-attendance and truancy are efficient and effective.	⑤	④	③	②	①
24	Information about behaviour, punctuality, non-attendance and truancy is used in planning provision and approaches	⑤	④	③	②	①
25	Support services are used systematically, efficiently and effectively	⑤	④	③	②	①

Parents and Governors

26	Parents are involved to best effect in helping with problems	⑤	④	③	②	①
27	Parents are routinely told of pupil's good behaviour	⑤	④	③	②	①
28	Governors have agreed written principles	⑤	④	③	②	①
29	Governors are appropriately involved in issues relating to behaviour	⑤	④	③	②	①

SECTION B Classroom Organisation

30	Equipment is easily accessible	⑤	④	③	②	①
31	Furniture arranged to best effect	⑤	④	③	②	①
32	Appropriate ambient temperature	⑤	④	③	②	①
33	Sufficient ventilation	⑤	④	③	②	①
34	Lighting sufficient	⑤	④	③	②	①
35	No glare	⑤	④	③	②	①
36	Materials well labelled and located	⑤	④	③	②	①
37	Ease of movement in room	⑤	④	③	②	①
38	Appropriate storage of pupils' belongings	⑤	④	③	②	①
39	Pupils are grouped appropriately	⑤	④	③	②	①
40	Pupils are placed reflecting social relationships	⑤	④	③	②	①
41	Room organisation meets differing curriculum demands	⑤	④	③	②	①
42	Chalk board/white board etc easily seen	⑤	④	③	②	①
43	Furniture suitable	⑤	④	③	②	①
44	Classroom looks like a good work environment	⑤	④	③	②	①
45	Sufficient space	⑤	④	③	②	①
46	Quiet external environment	⑤	④	③	②	①

SECTION C Classroom management



47	Teacher or other adult arrives at lesson/classroom before pupils	⑤	④	③	②	①
48	The teacher/other adult greets the children and welcomes them in	⑤	④	③	②	①
49	Teacher's and other adults' voice is clear	⑤	④	③	②	①
50	Instructions are clear	⑤	④	③	②	①
51	Pupils are clear about what is expected of them and the time allocated for tasks	⑤	④	③	②	①
52	The teacher scans the classroom regularly and picks up early signs that children are losing focus or getting into difficulty	⑤	④	③	②	①
53	Good behaviour is noticed and acknowledged	⑤	④	③	②	①
54	Small achievements recognised	⑤	④	③	②	①
55	All pupils are able to experience success	⑤	④	③	②	①
56	A pupil's good behaviour is 'named' and reflected back	⑤	④	③	②	①
57	More positive than negative comments are made throughout the lesson	⑤	④	③	②	①
58	The teacher and other adults follow the school reward and sanction systems	⑤	④	③	②	①
59	Procedures and approaches to behaviour are consistent between teacher and other adults	⑤	④	③	②	①
60	Behaviour issues that have been tactically ignored or not dealt with during the lesson are followed up at the end of the lesson/ as soon as possible	⑤	④	③	②	①
61	The teacher and other adults acts as a role model for desired behaviour	⑤	④	③	②	①
62	Materials and equipment are prepared	⑤	④	③	②	①
63	Pupils bring correct equipment	⑤	④	③	②	①
64	Lessons well prepared	⑤	④	③	②	①
65	Curriculum delivery is varied	⑤	④	③	②	①
66	Lessons are well paced with a balance of activities appealing to all the pupils	⑤	④	③	②	①
67	Curriculum is appropriate and delivery is differentiated	⑤	④	③	②	①
68	Timetable is arranged to best effect	⑤	④	③	②	①
69	Peer support is used to best effect	⑤	④	③	②	①
70	Effective use of adult support is made in the lesson. Additional adults know what children are expected to learn and are clear about their own role in supporting this learning	⑤	④	③	②	①
71	Learning aims are shared and pupils are involved in deciding how they can show these intentions have been fulfilled	⑤	④	③	②	①

SECTION D Classroom rules and routines



Rules:

	⑤	④	③	②	①
72 Are few in number and clearly phrased	⑤	④	③	②	①
73 Are negotiated with, and understood, by pupils	⑤	④	③	②	①
74 Are regularly referred to and reinforced	⑤	④	③	②	①
75 Are positively framed	⑤	④	③	②	①
76 Are clearly displayed in the classroom	⑤	④	③	②	①
77 Behaviour to meet rules is taught	⑤	④	③	②	①

Rewards:

	⑤	④	③	②	①
78 Are valued by pupils	⑤	④	③	②	①
79 Are awarded fairly and consistently	⑤	④	③	②	①
80 Are clearly related to positive behaviour	⑤	④	③	②	①
81 Are small and readily achievable	⑤	④	③	②	①
82 Link with school reward system	⑤	④	③	②	①

Sanctions:

	⑤	④	③	②	①
83 Are related to behaviour	⑤	④	③	②	①
84 Are administered fairly and consistently	⑤	④	③	②	①
85 Are understood by pupils	⑤	④	③	②	①
86 Are understood by parents and carers	⑤	④	③	②	①
87 Are within a clear hierarchy of severity	⑤	④	③	②	①

Routines are established for:

	⑤	④	③	②	①
88 Entering or leaving the room/lining up	⑤	④	③	②	①
89 Distribution and collection of materials/equipment	⑤	④	③	②	①
90 Gaining teacher's attention and help	⑤	④	③	②	①
91 Changing activities	⑤	④	③	②	①
92 Gaining quiet/silence/attention	⑤	④	③	②	①
93 Clearing up	⑤	④	③	②	①

SECTION E Out of Classroom



	⑤	④	③	②	①
94 The external environment is safe, attractive and well maintained	⑤	④	③	②	①
95 Inside the school, the environment is safe, attractive and well maintained	⑤	④	③	②	①
96 The external environment is optimised to encourage the behaviours expected of children	⑤	④	③	②	①
97 Routines for movement around school site clear	⑤	④	③	②	①
98 Short break time rules understood by pupils	⑤	④	③	②	①
99 Short break time systems adopted by all staff	⑤	④	③	②	①
100 Lunchtime rules understood by pupils	⑤	④	③	②	①

101 Lunchtime systems adopted by all staff	⑤	④	③	②	①
102 Break times rewards/sanctions system clear	⑤	④	③	②	①
103 Behaviour policy adopted by ancillary staff	⑤	④	③	②	①
104 Corridors and social areas (including playgrounds) are well designed and monitored	⑤	④	③	②	①
105 Problem site areas identified and overcome	⑤	④	③	②	①
106 Suitable activities/equipment available for break times	⑤	④	③	②	①
107 There is an effective system for resolution of pupil conflicts	⑤	④	③	②	①

Further user-devised items



108	⑤	④	③	②	①
109	⑤	④	③	②	①
110	⑤	④	③	②	①
111	⑤	④	③	②	①
112	⑤	④	③	②	①
113	⑤	④	③	②	①
114	⑤	④	③	②	①
115	⑤	④	③	②	①
116	⑤	④	③	②	①
117	⑤	④	③	②	①

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