

# Staffordshire Class Environment Checklist

School.....

Completed by.....

*This checklist is a tool to support teachers to reflect on how they organise for positive relationships, 'good' behaviour and successful learning*

[Note: CYP stands for 'Children and young people']

**The physical environment to promote positive behaviour** (\* see note on last page)

Strongly agree	Agree	Disagree	Strongly disagree
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Notes/Actions

I have labelled equipment and materials and made them easily accessible. I have done my best to provide suitable furniture and I have arranged it to best effect				
I have considered the ambient temperature, the amount of ventilation and whether the lighting creates glare				
I have used the available space appropriately				
I have considered external distractions				
I have organised the room to meet differing curriculum demands				
My voice and instructions are clear				
I rarely raise my voice or shout, nor do other adults in the classroom				

**Social, emotional environment including relationships**

I have considered social relationships when making seating arrangements				
I have a seating plan known to, and made with, the CYP				
I act as a role model for desired behaviour				
I encourage peer support and use it to best effect				
I take steps to ensure that CYP feel emotionally safe and nurtured in my classroom				
I manage changes and transitions so that CYP feel secure in knowing what is to happen and what is expected of them				
I organise a specific time for review and celebration of success				
I make sure that the CYP feel their ideas are valued				
I communicate to the CYP that they are able to take risks in their learning and make it explicit that we only begin to learn when we make mistakes				
I promote respect for one another, tolerance and cooperation				
I make sure that CYP will not be belittled or hurt by others in the classroom				
I promote positive working relationships between everyone in the classroom				
I use praise frequently				
We routinely tell parents about CYP's good behaviour				
I follow a system for telling parents about good behaviour				
I help CYP to recognise and express their feelings				

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Strongly agree	Agree	Disagree	Strongly disagree
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Notes/Actions

## Teaching and learning ( \*see note on last page)

I have grouped CYP appropriately				
I make sure learning activities are differentiated and appropriate				
I provide a balance of activities appealing to CYP's different interests and motivations				
I tailor materials/ resources to meet individual learning needs				
I prepare materials and equipment in advance				
My lessons are well-prepared				
I use adult support to best effect				
I ensure that supporting adults know lesson plans, know what is expected of them <i>in advance of the session</i> and know about any particular individual needs/ IEPs				
I communicate clearly to the CYP what is expected of them at each stage of lessons				
I teach and model desired behaviours and routines when appropriate				
I give the CYP opportunity to practise these behaviours and routines				
I routinely include a behaviour for learning objective in my lesson planning				
I give the CYP the 'big picture' regarding their own learning				
I recognise small achievements				
I give CYP the opportunity to reflect on their own behaviour and progress				
I give feedback in such a way as to increase CYP's motivation				
I speak to CYP by name in class discussion, or when they are answering questions				

## Pupil engagement

I ensure that I listen 'actively' to the CYP in my class				
I involve the CYP in setting expectations for themselves				
I involve the CYP in making decisions				
I have processes for responding to feedback from the CYP				
I actively work to build and maintain positive relationships with all the CYP				
I give the CYP opportunities to reflect on their own behaviour and progress				

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Strongly agree	Agree	Disagree	Strongly disagree
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Notes/Actions

## Routines and organisation

I arrive at lessons/ my classroom before the CYP				
I ensure that there are prompt, settled lesson starts				
I ensure that the correct equipment and materials are available at the start of the lesson				
I arrange my timetable to best effect within the given framework of the school timetable				
I have established routines for:				
➤ Entering or leaving the room and lining up				
➤ Distribution and collection of materials and equipment				
➤ Gaining my attention and help				
➤ Changing activities				
➤ Gaining quiet and getting attention				
➤ Clearing up				
➤ Moving around school				
➤ Ensuring homework tasks are understood by the CYP				

## Expectations and rules

I involve the CYP in discussing our mutual rights and responsibilities				
I teach the CYP to understand these two concepts				
Expectations and rules are few in number and I phrase them clearly				
I have negotiated expectations and rules with the CYP and they understand them				
I regularly refer to expectations and rules and reinforce them				
I have framed expectations and rules positively				
I have displayed expectations and rules in the classroom				
I have taught behaviour to meet my expectations and rules				
I have used visual prompts to reinforce CYP's understanding of rules and expectations				

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Strongly agree	Agree	Disagree	Strongly disagree
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Notes/Actions

## Positive reinforcement including rewards

I regularly notice and acknowledge good behaviour				
I name and 'reflect back' good behaviour				
CYP value the rewards				
We award rewards fairly and consistently				
We relate rewards clearly to positive behaviour				
Rewards are small and readily achievable				
We have linked rewards with the school reward system				

## Sanctions

Sanctions are related to behaviour				
I administer sanctions fairly and consistently				
CYP understand them. When necessary, I use visuals to support understanding				
Parents and carers understand them				
There is a clear hierarchy of sanctions, from least to most severe				

## Other?


Note: \* Staffordshire's Specialist Support Service provide a number of 'hot tips' for all CYP in their guide ['Vision Friendly Strategies for All CYP'](#)

Date completed.....

Re-visited.....