

Learning Environmental Checklist

Planning, Monitoring & Evaluation Tool

National Behaviour Support Service





Learning Environment Checklist

LEC

A Positive Behaviour Support Tool for Teachers

National Behaviour Support Service

Promoting and Supporting Behaviour for Learning

Learning Environment Checklist (LEC)

- This Checklist is a support for teachers concerned with noting and assessing the quality of the environments in which student learning is taking place. It covers a range of factors that may be influencing students' behaviour including whole school policies, physical environment, classroom organisation and individual teaching and learning approaches and strategies. **It is not focussed on individual students.** It is designed to help teachers identify the areas within the school environment where behaviour may be causing concern.
- The fundamental principle guiding this Checklist is that teachers recognise that by creating the best possible learning environment they can contribute significantly to encouraging positive behaviour. As such, the environment in which the student operates should become the first focus for interventions (towards positive change) when there are concerns about student behaviour.
- The process of completing the Checklist may give teachers an indication of areas where solutions to behaviour issues may be found. Within this, observations by colleagues may also be found to be particularly useful.
- When completing the Checklist:
 - Do not feel obliged to consider every statement - some may not be applicable to your situation.
 - Indicate where there are problems even if it seems that change is unlikely or impractical.
- At the end of this Checklist there is a section for developing a Learning Environment Intervention Plan, which will be directly informed by the Checklist findings. The Plan should be developed to build on the strengths and address the concerns identified.

Key: **1 = Disagree** (Very significant need for action)
2 = Mostly Agree (Room for improvement / some action needed)
3 = Strongly Agree (No real room for improvement)

Whole School Environment

- | | | | |
|--|----------|----------|----------|
| 1 An effective policy exists to promote positive behaviour | 1 | 2 | 3 |
| 2 I have a clear understanding of the school's Code of Behaviour | 1 | 2 | 3 |
| 3 Rules are communicated frequently and effectively to students | 1 | 2 | 3 |
| 4 Staff (including non-teaching staff) are fully aware of, and adopt, the school rules | 1 | 2 | 3 |
| 5 Students, as far as they are able, know the reasons for each school rule | 1 | 2 | 3 |
| 6 Rules are communicated effectively to parents/guardians | 1 | 2 | 3 |
| 7 Parents/guardians are routinely told of students' positive behaviour (notes home, phonecalls, meetings) | 1 | 2 | 3 |
| 8 Parents/guardians are routinely told of students' unacceptable behaviour | 1 | 2 | 3 |
| 9 I have a clear idea of rewards that can be used for positive behaviour | 1 | 2 | 3 |
| 10 I have a clear idea of the range of sanctions that can be used for unacceptable behaviour | 1 | 2 | 3 |
| 11 I am aware of the variety of strategies that can be used in this school to address behaviour which impedes teaching and learning | 1 | 2 | 3 |
| 12 There is a consistent approach to managing behavioural issues in this school | 1 | 2 | 3 |
| 13 The Code of Behaviour is understood and has been adopted by staff | 1 | 2 | 3 |
| 14 A system is in place to monitor and review the Code of Behaviour regularly | 1 | 2 | 3 |
| 15 There is an effective health and safety policy in the school | 1 | 2 | 3 |

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Classroom Organisation and Management

- | | | | |
|--|-------------------------|-------------------------|-------------------------|
| 1 My classroom looks and feels like a good work environment | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 2 Furniture and equipment are arranged to best effect for teaching and learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 3 There is appropriate heat, ventilation and light | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 4 Students are seated according to a seating plan | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 5 The chalkboard/whiteboard is easily seen by all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 6 External noise levels do not interfere with learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 7 There is sufficient space and ease of movement for all | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 8 Students and teachers have adequate personal work space | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 9 I arrive at my classroom before the students | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 10 My instructions to students are clear | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 11 I notice and acknowledge good behaviour | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 12 I prepare materials and equipment before class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 13 Students bring the correct materials/equipment to class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 14 The curriculum is appropriate for the students | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 15 My delivery of the curriculum is differentiated, where appropriate, to help students succeed at learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 16 The timetable is arranged to best effect for teaching and learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 17 I am conscious of the social and emotional needs of students in class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 18 I act as a role model for positive behaviour | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 19 My lessons are well prepared and take account of the students' different learning styles | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 20 I recognise academic and behavioural achievements in class, no matter how small | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 21 Students are involved in the setting of their own goals and targets | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 22 Students are provided with opportunities to practice their learning behaviour skills and transfer them from one situation to another in class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 23 Peer support is used to best effect | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 24 Teacher and SNA support (if applicable) is used to best effect | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |

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Classroom Rules, Routines, Expectations, Rewards and Sanctions

- | | | | |
|---|-------------------------|-------------------------|-------------------------|
| 1 Classroom rules are negotiated with and understood by the students | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 2 Classroom rules are few in number, clearly worded and regularly referred to in class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 3 Classroom rules are positively framed and reinforced | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 4 Classroom rules are clearly displayed in the classroom | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 5 I explicitly teach the rules and routines of positive behaviour | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 6 I have high expectations for my students | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 7 Rewards are small and readily achievable | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 8 My classroom rewards are linked to the school's reward system | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 9 Rewards are awarded fairly and consistently | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 10 I have clearly established routines for gaining students' attention | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 11 I have established clear routines for students entering and exiting the room | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 12 I have established clear routines for: | | | |
| - gaining quiet and silence | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| - distributing and collecting materials/equipment and changing activities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| - clearing up and ending a class | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 13 In my class sanctions are clear to students and appropriate to the unacceptable behaviour | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 14 I apply sanctions in a consistent and fair manner | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 15 In my class sanctions are related to behaviour | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| 16 Sanctions are understood by parents/guardians | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |

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Around the School

- | | | | |
|---|---|---|---|
| 1 Rules and routines for movement around this school are clear | 1 | 2 | 3 |
| 2 Break time and/or lunchtime rules are understood by students | 1 | 2 | 3 |
| 3 The rules are communicated to and adopted by all staff | 1 | 2 | 3 |
| 4 Corridors and social areas are well supervised/monitored | 1 | 2 | 3 |
| 5 Problem areas are identified and adequately monitored | 1 | 2 | 3 |
| 6 Systems are in place for the effective resolution of student conflict | 1 | 2 | 3 |
| 7 Break and lunchtime systems are understood and adopted by all staff | 1 | 2 | 3 |
| 8 There is adequate supervision at break and lunchtime | 1 | 2 | 3 |

Support for Students at Whole School Level

- | | | | |
|---|---|---|---|
| 1 The school environment is pleasant, orderly and safe | 1 | 2 | 3 |
| 2 Students feel cared for and valued | 1 | 2 | 3 |
| 3 All students are encouraged and supported to achieve their full potential | 1 | 2 | 3 |
| 4 Students are encouraged to take responsibility for their learning and behaviour | 1 | 2 | 3 |
| 5 There are effective student welfare policies in this school (e.g. anti-bullying policy) | 1 | 2 | 3 |
| 6 There is an effective, relevant and inclusive SEN policy in the school | 1 | 2 | 3 |
| 7 Behaviour issues are addressed in accordance with equal opportunity legislation | 1 | 2 | 3 |

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Support for Staff at Whole School Level

- | | | | | |
|---|--|---|---|---|
| 1 | There is collective responsibility for behaviour management in this school | 1 | 2 | 3 |
| 2 | Staff feel confident to acknowledge difficulties with behavioural issues | 1 | 2 | 3 |
| 3 | Staff can access help to deal with student conflict | 1 | 2 | 3 |
| 4 | Behavioural issues are recorded fairly and efficiently | 1 | 2 | 3 |
| 5 | Staff roles are clearly defined | 1 | 2 | 3 |
| 6 | Parents are involved in helping with behavioural issues | 1 | 2 | 3 |
| 7 | Staff peer support is valued and easily accessed | 1 | 2 | 3 |
| 8 | Support services are used systematically and effectively | 1 | 2 | 3 |

Learning Environment Intervention Plan

Checklist completed for class: Date:

Behaviour(s) causing concern:

Environmental concerns (identified from Checklist):

Focus area(s) for intervention:

Actions:

How:

When:

Signed: Review date:

Review of Learning Environment Intervention Plan

Name of Teacher/Class:

Date:

Contributors to this review:

Progress in relation to actions (indicate if plans were fully implemented):

Any other information (including views of colleagues, student(s) and parents/guardians):

Outcome of review/Further action:

Signed:

Position:

Signed:

Position: