Behaviour in the Classroom

A Proactive Checklist for Positive Behaviour for Learning

1   Establishing rights and responsibilities

- How can I involve my children in discussing our mutual rights and responsibilities?
- How can I ensure that my children understand these two concepts?
- How can I keep the idea of rights and responsibilities fresh and meaningful for my class?
- How can I involve other adults in discussing and reinforcing our rights and responsibilities?

2   My expectations of the children's behaviour

- What do I expect them to be doing at each stage of the session/lesson?
- How will I teach these expectations?
- How can I build this teaching into my curriculum planning?
- How can I involve my children in setting expectations for themselves?
- How can I reinforce the expectations over time?

3   Planning the classroom environment

- How will I physically organise the learning environment to promote positive behaviour?
- How will I ensure that children feel emotionally safe and nurtured in my classroom?

4   Managing classroom routines

- How do I want children to come into and leave my classroom?
- How will I ensure prompt, settled lesson starts?
- How do I want resources distributed and collected?
- How do I want children to move around the room?
- How will I manage activity changes within the lesson?
- How will I get children's attention when I need to speak to the class?
- How do I want children to answer questions or ask for support?
- How will I organise paired or group work?
- Which desired behaviours may I need to teach or model and how will I do this?
- When and how can children practice these routines or desired behaviours?

5   Curriculum design and differentiation

- Is what is being taught appropriate in terms of level and access?
- Is the work appropriately differentiated?
- Are the tasks interesting?
- Are the children given the 'big picture' regarding their own learning?
- Is the planning learning real and relevant, drawing on first-hand experience?
- Is there a balance of activities appealing to children's different learning styles and preferences?

6   How do I address children's motivation?

- How are my lessons structured to increase motivation?
- How do I give feedback to children (individually or as a whole group) about their behaviour?
- Do I use targets to increase motivation?
- Are children given the opportunity to reflect on their own behaviour and progress?
- Have I planned a specific time for review and celebration of success?

7   How do I promote children's well-being?

- Do I make sure they feel their ideas will be valued?
- Are they able to take risks in their learning, knowing that learning only begins when we make mistakes?
- How do I promote respect for one another, tolerance and cooperation?
- What do I do to make sure that children will not be belittled or hurt by others in the classroom?
- What do I do to encourage children to help and support one another?

8   Relationships in my classroom

- How will I promote positive working relationships?
- How will I use praise?