

# Checklist of Behaviour

This test will help to identify areas of difficulty, devise behaviour targets measure progress over time.

Name: \_\_\_\_\_ DoB: \_\_\_\_\_  
 Class: \_\_\_\_\_ CoP \_\_\_\_\_  
 Audit Date: \_\_\_\_\_ Audit Teacher: \_\_\_\_\_

Not at all	Rarely	Sometimes	Fairly often	Always
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## 1: Learning Behaviour / Attention and motivation

He/she can give appropriate attention to an adult (Good listening skills)	1	2	3	4	5
He/she can start their work straight away	1	2	3	4	5
He/she can ignore distractions	1	2	3	4	5
He/she can stay on task without a lot of adult reminders	1	2	3	4	5
He/she can actively participate in lessons	1	2	3	4	5

## 2: Learning Behaviour / Organisation Skills

He/she can manage their own things: drawer; equipment; lunch box	1	2	3	4	5
He/she can follow regular routines	1	2	3	4	5
He/she can move to the next activity without support	1	2	3	4	5
He/she can work at a reasonable pace	1	2	3	4	5
He/she can present work neatly	1	2	3	4	5

## 3: Learning Behaviour / Communication Skills

He/she can alter their tone of voice/volume appropriately	1	2	3	4	5
He/she makes appropriate eye contact	1	2	3	4	5
He/she can speak clearly	1	2	3	4	5
He/she can follow instructions	1	2	3	4	5
He/she can use and respond to body language appropriately	1	2	3	4	5

## 4: Learning Behaviour / Group Work Skills

He/she can work with others in a small group without adult supervision	1	2	3	4	5
He/she can work with a partner	1	2	3	4	5
He/she can listen to what other children have to say	1	2	3	4	5
He/she can accept disappointment if they are not chosen by others in the class	1	2	3	4	5
He/she can wait for a turn	1	2	3	4	5

## 5: Learning Behaviour / Seeking Help Skills

He/she can work independently until the work gets difficult	1	2	3	4	5
He/she can put up their hand to get help if they need it	1	2	3	4	5
He/she can wait for help without distracting other children	1	2	3	4	5
He/she can make good choices about how to access help when they are stuck	1	2	3	4	5

## 1: Conduct behaviour / Approach Towards Adults

He/she can be helpful	1	2	3	4	5
He/she can listen without interrupting	1	2	3	4	5
He/she can be polite towards adults	1	2	3	4	5
He/she can apologise without a reminder	1	2	3	4	5
He/she can accept instruction without complaint	1	2	3	4	5

## 2: Conduct Behaviour / Approach Towards Pupils

He/she can play in a large group of children	1	2	3	4	5
He/she can speak nicely to other pupils	1	2	3	4	5
He/she can be trusted not to bully other pupils	1	2	3	4	5
He/she can accept responsibility without blaming others	1	2	3	4	5

Not at all	Rarely	Sometimes	Fairly often	Always
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### 3: Conduct Behaviour / Attention Seeking Skills

He/she can seek an adults attention appropriately	1	2	3	4	5
He/she can allow other children to learn without disrupting them	1	2	3	4	5
He/she can wait for their turn in a group	1	2	3	4	5
He/she can work quietly without attracting attention	1	2	3	4	5

### 4: Conduct Behaviour / Physically Peaceable

He/she can control their feelings when things become difficult	1	2	3	4	5
He/she can be calm and gentle towards adults	1	2	3	4	5
He/she can be calm and gentle towards other children	1	2	3	4	5
He/she can think about solutions to their problems	1	2	3	4	5
He/she can act as a peacemaker when other children argue	1	2	3	4	5

### 5: Conduct Behaviour / Respect for Property

He/she can ask to borrow things	1	2	3	4	5
He/she can take care of their own things	1	2	3	4	5
He/she can respect and take care of others pupil's things	1	2	3	4	5
He she can respect and take care of school property	1	2	3	4	5

### 1: Emotional Behaviour / Empathy

He/she can think about other people's feelings	1	2	3	4	5
He/she displays appropriate emotions	1	2	3	4	5
He/she can help other pupils when they are upset	1	2	3	4	5
He/she can accept negative consequences without arguing with an adult	1	2	3	4	5

### 2: Emotional behaviour / Social Awareness

He/she can play with others of their own age	1	2	3	4	5
He/she can respect another's personal space	1	2	3	4	5
He/she can make good choices about how they join in with free activities in class	1	2	3	4	5
He/she can make friends	1	2	3	4	5

### 3: Emotional Behaviour / Level of Happiness

Is able to identify positive aspects of school	1	2	3	4	5
He/she is happy when arriving at school	1	2	3	4	5
He/she is happy to join in with games and fun activities	1	2	3	4	5
He/she is generally cheerful in school	1	2	3	4	5

### 4: Emotional Behaviour / Level of Confidence

He/she can give ideas to a group	1	2	3	4	5
He/she can attempt things that are new	1	2	3	4	5
He/she can take praise in front of their friends	1	2	3	4	5
He/she can be successful at most things they do	1	2	3	4	5
He/she can try things that are hard even though they may get them wrong	1	2	3	4	5

### 5: Emotional behaviour / Level of Emotional Stability

He/she can recover quickly after being upset	1	2	3	4	5
He/she can control themselves when they are excited	1	2	3	4	5
He/she can control themselves when they are angry	1	2	3	4	5
He/she can wait for an adult to give them a reward	1	2	3	4	5
He/she can accept they will get a negative consequence when poor choices are made	1	2	3	4	5