

Emotional and behavioural development checklist



| | | | | | | | |
|-----------------------|--|-----------------|--|---------------------|--|-------------------|--|
| Pupil name | | Site | | Year group | | Form group | |
| Admission date | | EHC plan | | Star reading | | Star maths | |

| | |
|---------------|---|
| Scores | 0 – not at all, 1 – rarely, 2 – sometimes, 3 –fairly often, 4–often, 5 – always |
|---------------|---|

| Emotional behaviour | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. Has empathy Eg. is tolerant of others, shows understanding and sympathy, is considerate | | | | | | |
| 2. Is socially aware Eg. interacts appropriately, is not a loner or isolated, reads social situations well, makes eye contact, uses appropriate facial expressions, uses appropriate gestures | | | | | | |
| 3. Is happy Eg. has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed | | | | | | |
| 4. Is confident Eg. is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust | | | | | | |
| 5. Is emotionally stable and shows self-control Eg. moods remain relatively stable, does not have frequent mood swing, is patient, is not easily flustered, is not 'touchy' | | | | | | |
| Total score / 25 | | | | | | |

| Conduct behaviour | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 6. Behaves respectfully towards staff Eg. answers staff politely, does not interrupt or deliberately annoy, does not show verbal aggression, appropriate physical posture | | | | | | |
| 7. Shows respect to other pupils Eg. interacts with other pupils politely and thoughtfully, does not tease, call names, swear or use psychological intimidation, aware of personal space, appropriate greeting of people | | | | | | |
| 8. Only interrupts and seeks attention appropriately Eg. behaves in ways warranted by the classroom activity, does not disrupt unnecessarily or distract or interfere with others, does not pass notes, does not talk when others are talking, does not seek unwarranted attention, is able to sit still, gains attention appropriately, asks for permission and help | | | | | | |
| 9. Is physically and verbally peaceable Eg. is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper | | | | | | |
| 10. Respects property Eg. values and looks after property, does not damage or destroy property, does not steal | | | | | | |
| Total score / 25 | | | | | | |

| Learning behaviour | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 11. Is attentive and has an interest in school work Eg. is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys school work | | | | | | |
| 12. Good learning organisation Eg. works systematically, at a reasonable pace, knows when to move onto the next activity or stage, can make choices, is organised | | | | | | |
| 13. Is an effective communicator Eg. speech is coherent, thinks before speaking, uses appropriate eye contact and hand gestures, can start, maintain and end conversations, asks relevant questions, able to negotiate | | | | | | |
| 14. Works efficiently in a group Eg. takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively, takes turns, able to share own opinion and accept other people's opinions may be different | | | | | | |
| 15. Seeks help where necessary Eg. can work independently until there is a problem that cannot be solved without teacher intervention, able to ask for help appropriately | | | | | | |
| Total score /25 | | | | | | |

| | Identified needs / interventions | | |
|-----------------|---|--------------------------|----------------------------|
| | Learning behaviour | Conduct behaviour | Emotional behaviour |
| Autumn 1 | | | |
| Autumn 2 | | | |
| Spring 1 | | | |
| Spring 2 | | | |
| Summer 1 | | | |
| Summer 2 | | | |

General comments re: year:

Identified areas/ interventions next year: