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| **Learning Walk: Behaviour** | | | | | | | |
| **Date:** | | **Class** | **Class** | | **Class** | | **Class** |
| Children are on track and engaged in their learning | |  |  | |  | |  |
| The school behaviour system is used effectively | |  |  | |  | |  |
| Low level disruption is addressed and doesn’t impact on teaching and learning | |  |  | |  | |  |
| There is an enthusiasm for learning, reinforced by positive praise from adults | |  |  | |  | |  |
| Teaching and support staff share the responsibility for behaviour management | |  |  | |  | |  |
| Key Strengths | |  |  | |  | |  |
| Development Areas | |  |  | |  | |  |
| Action/Support | |  |  | |  | |  |
| Follow up date  Who? | |  |  | |  | |  |
| Not Yet, | Nearly there | | | Yes | | Excellent practice to be shared across the school | |