

CREATING A SAFE AND CARING SCHOOL: CHECKLIST



Use the checklist below to check the fidelity of your safe and caring classroom practices.



Building Caring Relationships

- ☐ I greet students by name using correct pronunciation as they enter the school building or my area of the building.
- ☐ I engage students in activities or interactions that allow me to get to know more about them and their families.
- ☐ I actively ask questions and listen to students.
- ☐ I communicate how I can help and connect students to others who can help too.
- ☐ I prioritize being consistent, reliable, and following through.
- ☐ I maintain and manage regulation before, during, and after interactions with students.



Approaching Behaviors with Understanding and Respect

- ☐ I approach student behaviors with patience and consider what might be impacting their behaviors (e.g., stressors, mental health, disability).
- ☐ I seek to learn about individual and cultural differences.
- ☐ I model respect and consideration for differences.
- ☐ I invite students and families to share about their identity and experiences.
- ☐ I use behavior-specific feedback to help reinforce positive student behavior.
- ☐ I regularly help students practice skills related to their awareness, social interactions, and self-care throughout the day.
- ☐ I take steps to make the physical environment in my area welcoming and inclusive.
- ☐ I help students view mistakes as a part of learning and growing.



Encouraging Students to Act in Safe and Caring Ways

- ☐ I regularly model cooperation, acts of kindness, and empathy.
- ☐ I demonstrate and help students how to resolve conflicts.
- ☐ I provide clear feedback to recognize student behaviors.
- ☐ I support and reinforce schoolwide expectations, rules, or policies that are consistent with acting in safe and caring ways.
- ☐ I facilitate routines, schedules, and a consistent environment.
- ☐ I help students communicate about their sense of safety at school.
- ☐ I teach and model social skills, like communication and perspective taking.
- ☐ I help students recognize the impact of their behavior on others.
- ☐ I assist students to recognize factors that influence their behavior and the behavior of others.