



Woolgrove School

Behaviour Curriculum

Woolgrove School Vision and Values

Vision	To provide a caring, nurturing and supportive environment where individuality is valued and all children reach their full potential.
Mission	Working in partnership with families we put children's needs at the centre of everything we do to provide a personalised and ambitious learning experience. We:  Provide a safe, nurturing and stimulating environment for every child.  Support and celebrate every child and their abilities.  Prepare every child with the essential skills for future life.  Develop every child's interaction and communication skills.  Create a welcoming community that offers support, advice and learning.
Motto	"Live, Laugh and Learn" For children to have the skills to live an enriched life, laugh together and learn confidently.



Live

At Woolgrove, we teach and encourage our pupils to learn how to keep themselves safe, learn about the importance of rules, look after themselves and develop an understanding of their own emotions and how to regulate them.



Laugh

At Woolgrove, we want our pupils to engage in positive relationships with peers and adults. We place a strong emphasis on developing skills related to safe and healthy relationships, being a good friend and respecting and tolerating others.



Learn

At Woolgrove, we place a strong emphasis on teaching our pupils behaviours for learning, how to communicate their needs, interests and ideas and to find out about their families, their community and the world around them.

When will we teach these valued behaviours?	Initially during first 2 weeks of the school year Ongoing throughout the day as/when situations arise Timetabled lessons to teach specific behaviours/expectations Ongoing teaching and modelling of expectations throughout the day Lunchtimes During play and learn Bucket sessions As a whole class PSED lesson Constant reinforcement and praise of positive behaviours moving at the pace of child using input Differentiated depending on situation/transitions etc. Morning routine After lunchtime Constant repetition across the day to reinforce Prevent and respond to difficult behaviours as required Shared class rules – referred to consistently Daily use of WOW board focusing on valued behaviours Interventions to support individual/small groups of pupils e.g. friendship group Lessons on recognising emotions, self and others, and how to respond to others. During snack times talking about what positive experiences the children had outside at playtime. Support pupils to recognise and praise each other During tidy up time, modelling and teaching how we tidy up
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Where will see evidence of these behaviours being taught?

Visuals in classroom/playground/around the school Planning e.g. PSHE
 During PAL sessions
 Social stories
 Photo evidence in folders - life skills, attention autism, PSED Achievement cards
 Reduction of incidents on CPOMS linked to specific pupils
 Increase of Juniper/magic moments etc.
 PTS
 Observations during Playtimes/classroom
 Observations during trips/activities
 Catch children being good
 Daily routines
 During wow board sessions
 MME messages to parents
 Magic moments on cpoms
 Visuals available in classroom and across school
 Within children's development/progression
 PSHE section of folder/observations in folder/trips
 Blue books
 Class resources, now/next, SCERTS boards, choice boards, Communicate in print,
 TRACKABLE and EHCP progress
 In the way children behave around school and in lessons/trips
 Learning walks and observations
 Visuals in the environment on display e.g. on trays, on tables, on resources
 Social stories – as needed, displayed and accessible for pupils
 Classroom rules/values – on display and used regularly
 Established routines, known songs to support transitions
 Clear modelling by adults,
 calm atmosphere in classrooms and around the school,
 children positively engaged

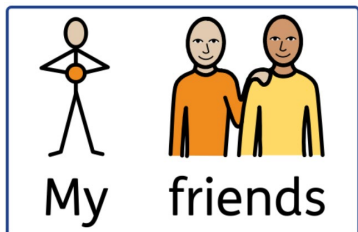
 Myself	Values: Engaged Learning Emotionally aware (recognising and understanding my emotions) Keeping safe / personal safety
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	Objectives	Strategies to support teaching
Managing Self	Range 1 5. Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company 6. Responds to and thrives on warm, sensitive physical contact and care 7. Makes needs known through crying and body movements 11. Expresses discomfort, hunger or thirst, distress and need for holding or moving Range 2 6. Shows growing self-confidence through playing freely and with involvement 9. Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) Range 3 4. Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine	- Modelling - Reinforcement of routines - Visuals - Modelling - Count down music - Build trust with adults - Visual line order and lining up songs - WOW board - Juniper - Build trust with pupils - practising using equipment/resources properly - Ensuring pupils have a sense of independence - Choice boards - Structure and continuity of routines throughout day - Ensure pupils feel valued - Lessons about safety - Internet safety lessons - Teach where items go in class and model how to use appropriately. - Share expectations before an activity - Have resources available for pupils to use when needed, - Tap Touch programme, rubbing shoulders, massage, shaking hands - Create shared whole class rules to promote ownership

	Objectives	Strategies to support teaching
	7. Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need 8. Uses physical expression of feelings to release stress Range 4 13. Begins to recognise danger and seeks the support and comfort of significant adults Range 5 2. Can tell adults when hungry, full up or tired or when they want to rest, sleep or play 5. Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely 8. Observes and controls breath, able to take deep breaths, scrunching and releasing the breath Range 6 3. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group 9. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad 13. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health 14. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others 15. Shows understanding of how to transport and store equipment safely	- Planned activities in PAL and lessons

	Objectives	Strategies to support teaching
	16. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience Range 7: 1. To know what rules are, why they are needed and why there are different rules needed for different situations Range 8 3. To know how to manage when I find things difficult Range 12: 3. To understand why we need to follow and comply with regulations and restrictions 5. To recognise reasons for rules and laws and the consequences of not adhering to rules and laws	
Self-regulation	Range 1: 1. Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies Range 2: 2. Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop 3. Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious	- Zones of Regulation - Access to multiple ways to communicate e.g. AAC, core boards, PECs books. - Feelings boards - Visuals - Modelling - Intensive Interaction - Juniper - WOW Board - Positive praise - Build trust with pupils - Choice Boards

	Objectives	Strategies to support teaching
	4. Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer Range 3: 1. Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words Range 4: 1. Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling 3. Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 4. Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Range 6: 4. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met 6. Seeks support, “emotional refuelling” and practical help in new or challenging situations.	- PSW interventions - Opportunities to play board games in small groups to develop an understanding of disappointment when not winning. - Have resources available for pupils to use when needed, - Rebound sessions - Access sensory circuits to regulate - Reparation activities - Planned activities in PAL and lessons
Relationships with others		



Values:

- Safe and positive relationships
- Non-aggressive conflict resolution
- Interacting and collaborating with staff and peers
- Reconciliation and forgiveness
- Respect and value the contribution of others

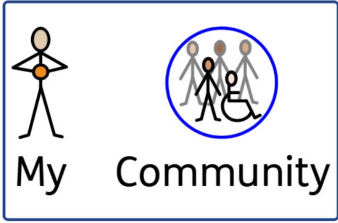
	Objectives	Strategies to support teaching
Managing Self	Range 2: 5. Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game Range 4 4. Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves 5. Is gradually learning that actions have consequences but not always the consequences the child hopes for 14. Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions Range 5 15. Enjoys a sense of belonging through being involved in daily tasks 1. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Range 7: 12. To recognise people and other living things have very different needs; about the responsibilities of caring for them	- Modelling - Reinforcement of routines - Visuals - Modelling - Count down music - Build trust with adults - WOW board - Juniper - Build trust with pupils - Clear consequences linked to a behaviour which teaches a child e.g. if they draw on a wall, ask them to help clean it and redirect to paper, if they throw items, when regulated ask them to pick them up. - Explicit teaching - PSW sessions - Circle games - Planned activities in PAL and lessons, - individual responsibilities within class - Planned activities in PAL and lessons

	Objectives	Strategies to support teaching
	Range13: 1. To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things 2. To know the importance of showing care and concern for others	
Self-regulation	Range 1: 6. Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face Range 3: 3. Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement Range 4: 4. Responds to the feelings of others, showing concern and offering comfort 6. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Range 5: 1. Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt 3. Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants 4. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Range 6:	- Zones of Regulation - Identification of preferred method of communication; signing, verbal, visual, symbols. Use of communication boards, PECS, talkers etc - Feelings boards - Visuals - Modelling - Intensive Interaction - Juniper - WOW Board - Positive praise - Build trust with pupils - Choice Boards - PSW interventions - Have resources available for pupils to use when needed, - SCERTS boards - Waiting prompts - Rebound sessions - Access sensory circuits to regulate - Reparation activities - Clear explanations as to why different people/children need different things/strategies. - Planned activities in PAL and lessons

	Objectives	Strategies to support teaching
	1. Understands their own and other people's feelings, offering empathy and comfort 2. Talks about their own and others' feelings and behaviour and its consequences 3. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 7. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	
Relationships with others	Range 1: 1. the company of others and seeks contact with others 6. They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example. Range 2: 1. Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs 5. Builds relationships with special people Range 3: 2. Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy 3. Enjoys playing alone and alongside others and is also interested in being together and playing with other children Range 4: 2. Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult	- Identification of preferred method of communication; signing, verbal, visual, symbols. Use of communication boards, WOPs, talkers etc - Modelling - Turn taking games available in PAL - Visuals - PSW friendship groups for turn taking - boards with pictures of whose turn it is next - Personalised visual aids - Sharing weekend news - structured play - Use of Nursery Nurese time to work 1:1 or in a small group - Kaspas sessions - Legp Therapy sessions - Waiting prompts - Planned activities in PAL and lessons

	Objectives	Strategies to support teaching
	3. Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it 4. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like 6. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Range 5 1. Seeks out companionship with adults and other children, sharing experiences and play ideas 2. Uses their experiences of adult behaviours to guide their social relationships and interactions 3. Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it 4. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers 5. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Range 6 1. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others	

	Objectives	Strategies to support teaching
	2. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking 3. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours 4. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support 5. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations 6. Is proactive in seeking adult support and able to articulate their wants and needs 7. Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	

	Values: Inclusion, tolerance and understanding Responsibility and self-control Following routines and patterns within school and the community Personal development
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	Objectives	Strategies to support teaching
Managing Self	Range 6 1. Recognises that they belong to different communities and social groups and communicates freely about own home and community 2. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination 4. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Range 11 5. To recognise our personal identity and what contributes to who we are e.g. Ethnicity, family, gender, faith, culture, hobbies, likes/dislikes Range 12: 2. To know how to predict, assess and manage different situations Range 14: 3. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	- Modelling - Reinforcement of routines - Visuals - Modelling - Count down music - Build trust with adults - WOW board - Juniper - Build trust with pupils - Clear consequences linked to a behaviour which teaches a child e.g. if they draw on a wall, ask them to help clean it and redirect to paper, if they throw items, when regulated ask them to pick them up. - Explicit teaching - PSW sessions - Circle games - Planned activities in PAL and lessons, individual responsibilities within class - Planned activities in PAL and lessons - Ooey Gooey sessions in PSW - Have people come in and talk about different careers e.g. firefighters, police, or visit places such as shops.

	Objectives	Strategies to support teaching
	4. To know how to manage setbacks/perceived failures including how to re-frame unhelpful thinking Range 15: 6. To realise there will be new opportunities and responsibilities as independence increases Range 16: 14. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 15. To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life 25. To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 26. To identify the kind of job that they might like to do when they are older	- positive celebrations of achievements - role play/discussion during class stories - Adults providing safe opportunities for children to take risks e.g child walking ahead of adult in environment area - Ask pupils to communicate something they did well or are proud of in their work.
Self-regulation	Range 2: 5. Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine 6. Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy Range 4: 7. Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Range 5:	- Zones of Regulation - Access to multiple ways to communicate e.g. AAC, core boards, PECs books. - Feelings boards - Visuals - Modelling - Intensive Interaction - Juniper - WOW Board - Positive praise - Build trust with pupils - Choice Boards

	Objectives	Strategies to support teaching
	5. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Range 6: 1. Is aware of behavioural expectations and sensitive to ideas of justice and fairness	- PSW interventions - Have resources available for pupils to use when needed, - SCERTS boards - Waiting prompts - Rebound sessions - Access sensory circuits to regulate - Reparation activities - Clear explanations as to why different people/children need different things/strategies. - Planned activities in PAL and lessons
Relationships with others	Range 2 8. Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations Range 3 1. Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations 5. Asserts their own ideas and preferences and takes notice of other people's responses	- Identification of preferred method of communication; signing, verbal, visual, symbols. Use of communication boards, PECS, talkers etc - Modelling - Visuals - PSW friendship groups for turn taking - boards with pictures of whose turn it is next - Personalised visual aids - structured play - Use of Nursery Nurse time to work 1:1 or in a small group - Kasper sessions - Leg Therapy sessions - Waiting prompts - Planned activities in PAL and lessons



Glossary

Intensive interaction

- observing and repnding to movements and sounds made by a child, designed to support pupils to build on communciatin and interaction skills.
- Found on the server - T:\Friday afternoon training

KASPA

- A robot designed to support communication development in pupils with communication difficulties.
- Speak to Tracey, Michaela and Sam for more information.

Lego Therapy

- A group with the aim to prompte social skills by taking on different roles, when building using Lego.
- Speak to Kate for more information.

Juniper

- An app where you can send messages to parents and badges to pupils.
- Pupils should get a minimum of one badge a week.

Ooey Gooey

- An intervention to encourage pupils to explore a wider variety of foods, by touching, licking, biting and eating.
- Speak to PSW for more information.

WOPs

- An approach to communcaition using symbols to exchange, request and comment.
- Speak to Vicky for more information.

PSW

- Pastoral support worker who supports pupils with a variety of interventions to support wellbeing,

Rebound Therapy

- An intervention using a large trampoline to allow pupils to bounce, promoting development in their motor skills balance, coordination and movement patterns.
- Speak to Vicky or Richard for more information.

SCERTS Board

- Stands for Social, Communication, Emotional Regulation and Transactional Support. It is a framework to support communication and enable increased independence in pupils.
- Found on the server - T:\SCERTS resources

WOW Board

- A board that can be used on the IWB or printed and used as a physical version. It has the pictures of each pupil on and they all get placed on the WOW Board for something they have done in the day. This can be linked to the school motto live, laugh, learn, and should be used a minimum of once a day.
- Found on the server - T:\WOW Board

Zones of Regulation

- A board that is in each class with colours which link to feelings. It is used to develop pupils' emotional literacy.
- Found on the server - T:\PSW\Zones and emotions