

2026

Promoting Positive Behaviour



**Woolgrove School,
Special Needs Academy**

Live, Laugh and Learn
Together

Owner: Headteacher

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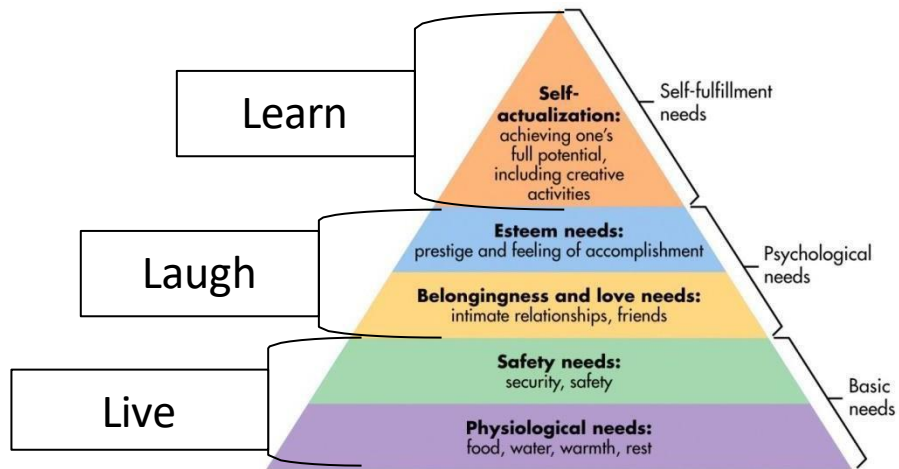




Our Ethos

Our Ethos and Vision

At Woolgrove School we believe behaviour is at the heart of pupils' opportunity to learn and that pupils need to learn positive behaviours and take an active role in being responsible for their actions. Staff also need to keep in mind that if we can predict it, we can prevent it.



At Woolgrove School, every member of staff shares a responsibility to work together to implement the Positive Behaviour Policy, using a consistent and shared approach. This policy has been put together in consultation with all school staff and parents who have all had the opportunity to share ideas, strategies and best practice.

- All behaviour is communication.
- There is an inseparable link between experiences, feelings and behaviour.
- All staff need to know how to teach and promote valued behaviour and manage detrimental, difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.
- All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- Staff will demonstrate an understanding of child mental health and wellbeing through their language and reactive behaviours.
- Staff will demonstrate a commitment to providing equity (individuals getting what they need) over equality (everybody having the same).
- Staff will encourage and support children's intrinsic control (ability to make informed choices) through explicit teaching and learning.

How we promote positive behaviour

At Woolgrove we understand that children learn behaviour through:

- Their relationships
- Patterning and copying
- Reminding

	• Repetition and structure • Clear and agreed boundaries • Praise and reward when successful • Comfort when not successful • Experiences at home and in school At Woolgrove we teach positive behaviours through • Relationships • Role modelling • Consistency • Scripts and routines • Positive phrasing • Planning • Reward and positive reinforcement • Comfort and forgiveness At Woolgrove we consider the following to be ineffective for managing and supporting behaviour: • Shouting at pupils • Belittling pupils • Use of punitive measures e.g. punishment
How we teach and promote valued behaviour	Valued Behaviour Valued behaviours are those that are held in high regard by an individual, the community or the environment. Valued behaviours; • Create helpful feelings in self or others. • Behaviour characterised by a concern for the rights, feelings and welfare of others • Behaviour which benefits other people or society Our Behaviour Curriculum We realise how important it is to teach our pupils valued behaviours. Our behaviour curriculum is designed to teach behaviours linked to our school motto; Live, Laugh and Learn. A copy of our behaviour curriculum can be found on our school website. Live: At Woolgrove, we teach and encourage 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 teach 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.

For further information; please see Woolgrove Behaviour Curriculum

Our response to difficult behaviour

Difficult Behaviour

Difficult refers to detrimental behaviours that a pupil displays that does not cause harm or injury. Staff may find these behaviours challenging.

To support staff in identifying and responding to difficult behaviours, we have created a **Woolgrove School Behaviour Ladder**. This lists common difficult behaviours presented at Woolgrove and gives suggested strategies to support. Please see **APPENDIX 1** for further reference.

- At Woolgrove we see **ALL behaviour as a form of communication**.
- Staff will work with pupils to understand **WHY** (function of behaviour) they are displaying the behaviour.
- It is important to establish whether a behaviour is **conscious** (behaviour that we choose) or **subconscious** (behaviours that choose us e.g. reacting to high levels of noise) before determining strategies and consequences to support.
- Staff will recognise and respond to pro social behaviours as outlined in the Woolgrove School Behaviour ladder.
- Staff will plan to disempower difficult behaviour through the use of therapeutic techniques as outlined in the Woolgrove School Behaviour ladder.
- Consideration will be given to equity over equality and the feelings of the child will be at the forefront of responses.

Daily support for difficult behaviour

Opportunities to provide additional support for behaviour are intentionally planned and delivered through both the formal and informal school curriculum.

Managing Transition:

- Warnings e.g. After this we are going to/remember that today is going to be a little different
- Visual timetables:
- Differentiated distribution of staff for transitional movement
- Social stories
- Visual cue cards (eg. Destination or person)

Visual Support:

- Visual class timetables
- Signs and symbols
- Now/Next boards

- Working for boards

Sensory Support

Staff will recognise the difference between sensory issues/related behaviour and challenging behaviour and to work together to provide appropriated support and strategies.

Social Stories:

- Communicate in print made instructions lists
- Communicate in print explanations
- Comic strip style scenarios

Consequences

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour. It is essential that there is always an **educational consequence**. We must be able to show how we have helped the pupil develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a **protective consequence** is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Educational consequences rely on finding the answers to two questions

1. What does the child need to learn?
2. How am I going to teach them?

If the behaviour is **conscious**, the child/young person needs to be given the motivation not to do it again.

If the behaviour is **subconscious**, the child/young person needs to be given the ability not to do it again.

Consequences may simply involve asking the child the following questions:

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences can take the form of the following;

- Completing tasks
- Limited access to outside space
- Escorted in social situations
- No availability of minibus/car
- Assisting with repairs
- Differentiated activity space
- Restorative meetings
- Practicing routines with support

Consequences **DO NOT** take the form of the following:

- Punishments/taking away pleasurable opportunities
- Creating negative feelings in learners
- Completion of tasks/activities that are unrelated to the behaviour presented

Guiding and escorting

There are occasions when it is appropriate for staff to have contact or physical intervention with pupils; however, it is crucial that this is appropriate to their professional role and in relation to the child's individual needs. Occasions where staff may have cause to have physical intervention with a child may include:

- To comfort a child in distress (so long as this is appropriate to their age).
- For affirmation/praise.
- To gently direct a child or young person.
- For curricular reasons (for example in PE, Drama, etc).
- First aid and medical treatment.
- In an emergency to avert danger to the child.

All staff at Woolgrove are trained in Therapeutic Thinking which can be used by staff to support, guide and escort children in order to aid their movements around school and to support with low level behaviour.

Woolgrove follows and adheres to the **Hertfordshire Policy for Reducing the Need for Physical Intervention in Schools**. For further information and guidance, including statutory reporting duties (DfE April 2026), please refer to this policy on our school website.

Protective behaviours

Specialist provision in Protective Behaviours is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed

Intensive Interaction

A specialised approach is used to teach the pre-speech fundamentals of communication to pupils with Autism, SLD or multiple learning difficulties. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.

Lego Therapy

Lego therapy is a way for children to learn social skills in a natural environment. The children learn to listen, cooperate, solve disputes and to help each other in order for the model to be successfully build

Therapies

At Woolgrove we are able to offer pupils 1:1/ small group sessions with Art and Rebound therapists. We also offer pupils sensory circuit sessions.

Pastoral support

Pastoral support is intended to support children throughout the school to develop a variety of social and emotion/mental health needs through

bespoke interventions

	Supporting persistent difficult behaviour: Some pupils may require ongoing planned support for persistent difficult behaviour. For all persistent behaviours please refer to the Herts Steps Flow chart for support with planning. Please see Graduated response for further reference and planned support. Therapeutic Plan These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate and include specific individualised strategies of how to consistently manage the sensory and behavioural needs of the pupil. Staff recognise the spectrum of behaviours and how these need to be met individually with consideration given to internaliser/externaliser behaviours and learning styles. Every member of staff must be aware of the contents of these plans in order to deliver appropriate provision and reduce risk and to prevent exclusion. Links With Home: Support for Parents and Carers At Woolgrove we have a Family Support Worker, an INCO and Pastoral Support Workers who work closely with pupils, staff and outside agencies to help understand children's needs as well as those of parents and carers. • to engage and build good working relationships with parents, children, staff and other agencies • to work holistically and effectively with parents in ways that will help improve their children's well-being. • to provide relevant information about the appropriate support services available for parents to improve their skills. • to plan, deliver and offer parenting support courses for groups and one-to-one support • to provide visual resources to use at home to promote and support positive behaviour. • Parent information and coffee mornings.
Strategies to respond to crisis /dangerous behaviours	Dangerous Behaviours Dangerous refers to detrimental behaviours which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Restrictive interventions (RI) may be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on promoting a positive and proactive approach to behaviour and emotional wellbeing, including de-escalation techniques (appropriate to the child), to minimise the likelihood of, and avoid the need to use, restraint.

	Staff must consider the impact of restrictive intervention on the mental health and wellbeing of young people and take into consideration previous experience and trauma. There will, however, be times when the only realistic response to a situation will be a planned restraint or restrictive intervention. Woolgrove follows and adheres to the <u>Hertfordshire Policy for Reducing the Need for Physical Intervention in Schools</u>. For further information and guidance, including statutory reporting duties (DfE April 2026), please refer to this policy on our school website. All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of <u>Therapeutic Thinking</u>. Where there is an identified need, further physical intervention training is available through Therapeutic Thinking. At Woolgrove School we have three members of staff trained to deliver Therapeutic Thinking training. Exclusion Woolgrove School follows the DfE guidelines for suspensions and permanent exclusions, both fixed-term and permanent. Exclusion is considered the very last resort and the decision is not taken lightly. The decision to exclude must be lawful, reasonable, rationale, proportionate and fair. Wherever possible the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school. This includes use of Therapeutic planning documents, referral to outside agencies for support e.g. North Herts Pupil Support Service (NHPSS), Speech, Language, Communication and Autism Team
Reparation	In the instance where restrictive intervention is used, it is vital that a restorative approach follows to ensure protection of the child's emotional wellbeing. The purpose of this is 'to revisit the experience by re-telling and exploring the story with a changed set of feelings.' Herts Steps We do this by: • Exploring what happened, what people were thinking/feeling, who was affected etc • What could be done better next time • Repairing relationships • Restorative activities eg. supported thinking boo, social stories, roll play, roots and fruits • Asking restorative questions eg. What would you like to happen next? What could we do to make it better?

Additional responsibilities	Recording of Incidents All incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents. At Woolgrove School we use CPOMS (secure online system for tracking and monitoring safeguarding and behaviour incidents) to record all incidents. All incidents involving the use of Restrictive Intervention (RI) should be recorded on CPOMS, the school online reporting system. Staff should also inform parent/carers in writing, ideally the same day, when an incident has occurred involving the use of RI Communication with Parents/Carers: It is vital that staff and parents/carers work together to promote the safety, behaviour and wellbeing of pupils. Communication with parents/carers is therefore key to supporting this process. Staff will communicate via the following ways: - A note/message in the blue home/school book - A Juniper message/badge - A phone call from Class teacher - A phone call from SLT - Virtual or face to face meetings Support and Training for all Staff Behaviour management training and physical intervention skills are taught to staff through initial training and annual refreshers on Therapeutic Thinking training. However additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours, Friday training sessions, staff solutions circles, "Lite bite" sessions to revisit key elements of Therapeutic Thinking training.
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WOOLGROVE SCHOOL Behaviour and Consequence Ladder

At Woolgrove we see **ALL behaviour as a form of communication**. It is therefore essential for staff to work with pupils to understand **WHY** they are displaying the behaviour. It is important to establish whether a behaviour is **conscious** (behaviour that we choose) or **subconscious** (behaviours that choose us e.g. reacting to high levels of noise) before determining strategies and consequences to support.

For all persistent behaviours please refer to the Herts Steps Flow chart for support with planning

Type of Behaviour	Description of Behaviour	Strategies to respond	
	All valued "good" behaviours in line with class expectations	- Class WOW board for all pupils to set, remind and reinforce class expectations - Catch being good - Positive praise - Stickers/rewards if appropriate to needs of pupil - Whole class or individual timetables - Reward time/Working for board - Communication with parents – Juniper, Blue book - Phone call to parents re positive behaviours - WOW sticker (from SLT) - Deputy Head Sticker - Head Teacher Sticker - Friday tea with Mrs Hall	
Type of Behaviour	Description of Behaviour	Strategies to Respond/ Consequence for Pre Formal and Semi Formal Learners	Strategies to Respond/ Consequence for Semi Formal and Formal Learners
 For all persistent Difficult behaviours: please refer to Herts Steps Flow chart for support with planning to support behaviour.	Saying "No" and refusing to follow the routine	Allow time to self regulate Countdown 5 minutes to 0 (or appropriate time) Now and next board. Early transitions Distractions/Diffusion Use of timers Minimise expectation Completion of activity when the child is ready	Allow time to self regulate Refer to timetable Reminder of expectations Minimise expectation Completion of activity when the child is ready Reflection time with an adult
	Name calling/Swearing at pupils or adults/shouting/calling out	Distraction/diffusion Tactical ignoring Sensory/movement break Signing/Saying sorry Time out/Safe space	Appropriate word cards Reminder of expectations Time out/Safe space Letter of apology Verbal apology Reflection time with an adult
	Refusal to move	Allow time to self regulate Distraction/diffusion Social story Early transitions Objects of reference	Allow time to self regulate Reminder of expectations Distraction/diffusion Social story Early transitions Reflection time with an adult

PROMOTING POSITIVE BEHAVIOUR

 For all persistent Dangerous behaviours: please refer to Herts Steps Flow chart for support with planning to support behaviour.	Leaving the classroom without permission	Allow time to self regulate Adult support back into area. Now and next board. Early transitions Distractions/Diffusion Use of timers Sensory/movement break Time out/Safe space	Allow time to self regulate Reminder of expectations Individualised timetable Jobs board Working for board Time out/Safe space Reflection time with an adult
	Throwing equipment/objects in class	Supported tidying up of equipment e.g. 5 mins at playtime Social story to support safe use of equipment Sensory/movement break Time out/Safe space/planned move to another class Inform parents – blue book/phone call - teacher	Reminder of expectations Distraction/diffusion Allow time to self regulate Social story Tidy up class/repair damage Time out/Safe space/planned move to another class Reflection time with an adult Inform parents – blue book/phone call - teacher
	Persistent damaging or breaking of school property	Call for support - change of face if necessary Phone call to parents – SLT Protective Consequences: reduced access to resources/equipment Supported access to activities	Call for support – change of face if necessary Phone call to parents – SLT Protective Consequences; Educational Consequence; Reflection time – SLT/HEAD Phone call to parents – SLT/HEAD Tidying up/fixing of broken equipment Limited access to activities
	Trashing of classroom/shared area	Call for support – change of face if necessary Phone call to parents – SLT Safe removal of pupil Safe removal of class if above not safe Therapeutic Thinking – Guiding and Escorting/RI as a last resort Supported tidying up of equipment e.g. 5 mins at playtime Protective Consequences; reduced access to resources/equipment Supported access to activities	Call for support – change of face if necessary Protective Consequences: Safe removal of pupil Safe removal of class if above not safe Therapeutic Thinking – Guiding and Escorting/RI as a last resort Supported tidying up of equipment e.g. 5 mins at playtime Educational Consequence; Reflection time – SLT/HEAD Phone call to parents – SLT/HEAD Limited access to activities
	Jumping over internal fences/running away within school grounds	Call for support – change of face if necessary Phone call to parents – teacher Protective Consequences; Extra support Separate/Supported transitions/areas for activity Limited access to activities Separate playtimes	Call for support – change of face if necessary Phone call to parents – teacher Educational Consequence: Reflection time with an adult Separate/Supported transitions/areas for activity Limited access to activities Separate playtimes
	Absconding from school	CODE RED Call for Support Phone call to parents – SLT/HEAD Meeting with parents – SLT/HEAD	CODE RED Call for Support Reflection time – SLT/HEAD Phone call to parents – SLT/HEAD Meeting with parents – SLT/HEAD

PROMOTING POSITIVE BEHAVIOUR

	Attacking/Hurting other pupils or adults	Call for support – change of face if necessary Phone call to parents – teacher Protective Consequences; Removal to calm room/safe space/planned move to another class Therapeutic Thinking – Guiding and Escorting/RPI as a last resort Extra support Separate transitions/areas for activity Signing/Saying sorry Separate playtimes	Call for support – change of face if necessary Phone call to parents – teacher Protective Consequences; Removal to calm room/safe space/planned move to another class Therapeutic Thinking – Guiding and Escorting/RPI as a last resort Educational Consequence; Reflection time with an adult Limited access to activities/areas Separate playtimes Letter of apology Verbal apology
	Persistent/targeted physical aggression towards pupils/adults	Call for support – change of face if necessary Protective Consequences; Removal to calm room/safe space Therapeutic Thinking – Guiding and Escorting/RPI as a last resort Signing/Saying sorry Protective Consequences; Extra support Separate transitions/areas for activity Phone call to parents – SLT Meeting with parents – SLT/HEAD	Call for support – change of face if necessary Protective Consequences; Removal to calm room/safe space Therapeutic Thinking – Guiding and Escorting/RPI as a last resort Educational Consequence; Reflection time – SLT/HEAD Letter of apology Verbal apology Phone call to parents – SLT Meeting with parents – SLT/HEAD

Therapeutic Thinking Graduated Approach

Universal Behaviour Curriculum	☐ Complete pupil induction (routines and valued behaviours). ☐ Check pupils' existing knowledge, skills and understanding. ☐ Establish a realistic starting point (baseline). ☐ Establish realistic next steps (progress). ☐ Identify every opportunity for teaching and learning. ☐ Provide guided and supported practice of behaviour skills. ☐ Review progress. ☐ Refer to and implement Behaviour Policy.
Universal Plus Behaviour Policy	☐ Check if responses to the identified behaviour are in policy. ☐ Support the pupil in line with policy. ☐ Monitor and record the impact of policy on progress. ☐ Review progress. ☐ Refer to and implement further analysis and planning.
Targeted Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Analyse the balance of dysregulation and values and beliefs ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from parents/carers. ☐ Gather information from staff and engaged multi-agency colleagues. ☐ Ensure collated information informs planning. ☐ Set a review date. ☐ Review progress. ☐ Refer to and implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	☐ Update and review all information within the targeted section. ☐ Consider involvement of multi-agency colleagues if not already engaged. ☐ Complete Risk Calculator. ☐ Identify protective consequences. ☐ Identify educational consequences. ☐ Complete Anxiety Analysis for relevant variables. ☐ Create a Predict, Prevent & Progress plan. ☐ Set a review date. ☐ Review progress. ☐ Refer to and implement further analysis and planning.
Specialist Therapeutic Plan	☐ Update and review all information within the targeted and targeted plus sections. ☐ Consider involvement of multi-agency colleagues if not already engaged. ☐ Complete the Therapeutic Tree for the individual pupil ☐ Complete a detailed Therapeutic Plan (checking specificity). ☐ Set a review date. ☐ Review progress. ☐ Consider group dynamic options. ☐ Implement multi-agency review to identify next steps.