



WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



To work collaboratively with all teams to develop proactive, reactive and reparative communication strategies that interpret and respond to behaviour as a form of communication, sensory and emotional well-being need



Embedding proactive, reactive, and reparative approaches so behaviour supports positive outcomes for CYP. Consistency across professionals improves communication pathways so that staff teams feel equipped to manage behaviours, respond effectively, and restore relationships.



All staff have the knowledge, skills and confidence to interpret behaviour as communication and use proactive, reactive and reparative strategies consistently, well matched to the needs of CYP, with clear communication from all professionals involved.

SUMMER 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Pilot a reparation fringe board with CYP working at concept curriculum to support reparative communication.	Supporting restorative conversations for CYP following a behaviour crisis is valuable for their emotional wellbeing and to ensure relationships are maintained.	Fringe boards are available and accessible to CYP for who this is appropriate for and are used alongside an adult to rebuild relationships after a behaviour incident.	Fringe board. Feedback from staff/class teams Behaviour incident recording documents. Learning walks.
Deliver a PDM focused on early development and reparation, exploring the role of play, interactions, relationships and the emotionally available adult in supporting regulation and behaviour management.	Reparation for those working at early development needs careful consideration to ensure it is meaningful and appropriate, drawing on play, relationships and interactions with adults.	All staff recognise the importance of reparative work following a behaviour incident for all CYP, and are aware of the tools and strategies appropriate for the CYP they work with.	Feedback from staff/class teams. Behaviour incident recording documents. Learning walks. Discussions with link leaders.
Work collaboratively with pedagogy core priority team to ensure vocabulary used, response and early intervention is carefully planned for and delivered across the curriculum.	Early intervention is most effective when it is embedded within high-quality teaching practice. Aligning behaviour strategies and early intervention with pedagogy ensures consistency in adult responses, may reduce escalation and supports CYP to remain engaged in learning.	Messaging from all leaders is consistent and class teams feel confident in the pedagogical approaches used to support CYP and how early intervention can be supported, responded to and embedded within the school day.	Glossary of Terms. Pedagogy 'Shorts'. Learning Walks. Weekly pedagogy PDMs.

<p>Further develop and formalise behaviour support protocols to sit alongside the behaviour pathway, ensuring clarity of processes, roles and expectations for staff when responding to CYP needs.</p>	<p>For CYP becoming highly dysregulated, having a consistent approach is fundamental to ensure safety for all involved and enable teams to be responsive as opposed to reactive.</p>	<p>All staff supporting a child at crisis point are clear on the response and as a result, this is consistent and supportive for the CYP.</p>	<p>Protocol documents. Team feedback. Leadership feedback (in light of response).</p>
<p>Launch Pathway 1 of the Essential Skills progression document in order to support CYP experiencing high levels of dysregulation.</p>	<p>CYP experiencing high levels of dysregulation require a responsive approach that is tailored to meet their needs at that point in time, with a carefully thought through plan to support reintegration into the wider class group when ready.</p>	<p>Class teams will have clear guidance on how to support a child working on pathway 1 and will be aware of the longer-term goals for these CYP which support access to the whole class curriculum. Children accessing Pathway 1 will have a clear plan of support in place which is reviewed and monitored regularly.</p>	<p>Pathway 1 document. PLPs. Annual Review documentation. Behaviour Pathway meeting minutes.</p>
<p>Ensure effective transition of behaviour, communication and regulation strategies across class teams</p>	<p>Consistency and continuity are essential in ensuring a successful transition for CYP and the handover between class teams ensures that knowledge and approaches beneficial to the CYP are shared and understood by all.</p>	<p>Staff members and teams working with a child new to them are aware of the preventative and early intervention work that supports a CYP, know the input in place from multi-disciplinary teams where they have been involved, and are confident in which pathway from the essential skills document a CYP is working on.</p>	<p>Transition documents. Class team handover.</p>

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Develop and implement a shared glossary of agreed terminology around behaviour and dysregulation.	A shared glossary ensures all adults understand and use consistent and appropriate language which is respectful and accurate when discussing behaviour.	Staff will feel more confident in using language to describe dysregulation and behaviour to different stakeholders involved with the child including families.	Glossary document. Conversations with staff. Minutes from meetings (MDT, class documentation, Annual Reviews).
Strengthen staff understanding and implementation of strategies when responding to dysregulation and behaviour.	Understanding the difference between a CYP being dysregulated and a CYP displaying behaviour enables adults to respond to the behaviour effectively, reduces escalation and supports reparative work. It encourages adults to be emotionally aware in their responses.	Staff to have a greater knowledge of and confidence in addressing and implementing clear behavioural strategies and or regulatory strategies depending on how the child is presenting and trying to communicate.	Learning Walks. Reporting documentation (incident forms). Staff feedback/discussions.
Ensure all staff have a clear and consistent understanding of early intervention within behaviour profiles and confidently apply approaches.	When adults are aware of the early interventions that can support a child and implement these efficiently and effectively before behaviours escalate, CYP are more likely to be able to reengage quicker and feel well supported by the team around them. Risks are reduced if a child does not reach crisis point.	Staff are confident in the early intervention strategies in place to support CYP and consistently use strategies outlined in behaviour profiles. CYP are supported to remain engaged in learning and daily routines.	Learning walks. Behaviour profiles. Staff feedback/discussion.
Launch behaviour pathway referral system which identifies CYP who require a collaborative approach towards supporting behaviour, sensory processing and mental health needs.	Staff are able to request additional support in a way that is manageable and recordable, and which provides clear detail to ensure that the appropriate professionals are involved and informed to move forward.	Referral system used across teams to support and enable timely identification of CYP requiring further multi-disciplinary input.	Form responses. Discussion with link leaders.
Hold first multi-disciplinary behaviour pathway meeting	Bringing together key professionals involved with a CYP into a central	Key professionals come together to identify next steps and	Behaviour pathway minutes Learning walks.

bringing together key professionals to support with behaviour, sensory processing and mental health needs	meeting enables a quicker and more efficient response whilst ensuring everyone is aware, onboard and up to date with key information and actions.	appropriate actions to best support CYP, drawing on a range of knowledge and expertise and collaborative thinking.	Meeting minutes (CAHMs, appointments etc.).
Relaunch behaviour tracking documentation to support consistent and meaningful recording and identification of patterns linked to behaviour to be able to inform practice.	Behaviour tracking enables recording and analysis of patterns, triggers and responses, which strengthen reflective practice, support early intervention and ensure decisions are informed by everyone involved and the collective picture of what is happening for the CYP.	Staff feel confident to use tracking documents to support practice and are able to implement and adapt strategies in response to key findings.	Link leader discussions. Behaviour profiles.
Share behaviour profiles with therapy teams to build awareness, understanding and collaborative approach towards expectations and behaviour management.	Sharing behaviour profiles with therapists ensures their input and practice aligns with classroom practice, they know what to expect from both CYP and the supporting adults and are better informed as to the decisions they make such as whether/how to continue working with the CYP.	Therapists and class teams work collaboratively to support CYP, understanding the roles everyone plays and the strategies most beneficial to each individual	Therapy reports. Therapist feedback. Conversations with class teams. Behaviour profiles.
Pilot a reparation fringe board with CYP working at concept curriculum to support reparative communication.	Supporting restorative conversations for CYP following a behaviour crisis is valuable for their emotional wellbeing and to ensure relationships are maintained.	Fringe boards are available and accessible to CYP for who this is appropriate for and are used alongside an adult to rebuild relationships after a behaviour incident.	Fringe board. Feedback from staff/class teams. Behaviour incident recording documents. Learning walks.
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To further develop MMS training offer to incorporate essential skills/play/behaviour expectations

To support the professional development of MMS in key areas that they are supporting our children in and ensure they are competent /confident in delivery

MMS feel more confident in teaching learning within these routines and what expectations are

Training feedback from MMS
Class team feedback
LW

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Organise regular Multi-Disciplinary Team (MDT) meetings to bring professionals together to discuss support mechanisms for Children and Young People (CYP).	Ensuring consistency across MDTs is essential to align approach towards supporting CYP and class teams. A considered, holistic approach ensures teams feel well supported to meet the needs of all CYP within their class groups. Working collaboratively with MDTs also enables early identification of CYP who may require additional support and ensure intervention is in place prior to them reaching crisis.	Clear communication from all professionals supporting CYP and teams. Early identification of CYP needing additional support/input.	Team feedback. Conversations with MDTs. Actions from MDT meetings. Learning Walks. Line manager dialogues.
Identify and implement a channel of communication for sharing information relating to professionals involved with CYP.	Our CYP often have a wide network of professionals involved with them and referrals to other professionals ensure appropriate support is in place to meet their needs. Centralising referrals ensures all professionals working with the CYP are aware of any new input or additional professional involvement.	Close working between school and therapy teams to share updates and referrals for CYP.	Collaborative working across teams. MDT minutes. Essential skills pathways.
Establish a referral system which identifies CYP who require a collaborative approach towards supporting behaviour, sensory processing and mental health needs to ensure appropriate support can be implemented.	A referral system enables clear identification and fast-tracked support for CYP where it is needed. A referral system enables professionals to align their communication to class teams.	Class teams have a system to request support in a timely manner where CYP are presenting with behavioural, sensory or emotional needs. Professionals working with the CYP are able to align their communication around the support required in response to requests.	Referral form on Sharepoint. Learning Walks. MDT minutes and actions.

<p>Ensure all staff have a clear and consistent understanding of the proactive strategies within behaviour profiles and confidently apply approaches.</p>	<p>When adults anticipate triggers and use agreed proactive strategies consistently, awareness around behaviour is improved and can support reflective practice. This raises the profile of a calmer, safer environment where CYP are well supported, and staff feel confident in their role.</p>	<p>Staff are confident in the proactive strategies in place to support CYP and consistently use strategies outlined in behaviour profiles. CYP are supported to remain engaged in learning and daily routines.</p>	<p>Learning walks. Behaviour profiles. Staff feedback/professional discussions.</p>
<p>Share best practice in proactive, reactive, and reparative communication approaches with the wider educational community, including across the Trust.</p>	<p>Disseminating best practice ensures consistency of approach beyond our own setting, strengthens partnerships, and promotes improved outcomes for CYP across the wider community.</p>	<p>Willow Dene is able to positively impact on communication through behaviour support across the Trust and wider educational community.</p>	<p>Training and support documentation. SEND Hub. External feedback.</p>