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Embedding a positive behaviour culture through staff development

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Embedding a positive behaviour culture through staff development

Building confidence and consistency in supporting SEND

School/Background Context

This school is a 2-form entry school for children age 4-7 with an onsite nursery with 30 places. The school is part of a Multi Academy Trust and works closely with the local Junior School. The school has a low percentage of children on FSM and a low percentage of diversity. 16.9% of children are recorded as having an additional need on the SEN register. 4.4% children have an EHCP and 12.5% are on SEN support. Communication and Interaction is the highest area of need. Each class has a teacher and TA support however these TAs are increasingly working with a range of children with complex needs in the classroom. This year we have also opened The Nest, a nurture based morning provision for 5 children with complex needs to receive a bespoke education. These children then have 1:1 support in class in the afternoons.

The Challenge

- Support staff adjusting to a school where children with SEN are a part of every classroom, including children with complex high needs.
- Some longstanding staff for whom a culture of positive behaviour management was new and not embedded in practice.
- The establishment of The Nest – a nurture-based learning environment for 5 children with complex needs.
- Nursery staff seeing a change in the increase of children with speech delay, toileting challenges and potential ASD.
- MSAs needing to work with individual children at lunchtime and develop a consistent approach for each child.
- A desire to encourage a whole school ownership of supporting and working with children with SEN where support staff can initiate or contribute to the APDR process.

What They Did

All TAs (15) attended the trust inset day on 3/9/24. This included the first 3 sessions of the Whole School SEND TA and Support Staff Programme. Most support staff have been able to access the remaining compulsory sessions and several staff attended a range of optional sessions including Sensory Circuits, Lego Therapy, Zones of Regulation and Precision Teaching.

All staff completed STEPS training modules online and then the final module on appropriate physical handling of children in person.



More inclusive high-quality teaching



Better outcomes for learners with SEND



More inclusive ethos/culture in the setting



Improved mental health and wellbeing of learners with SEND



Increased engagement of learners with SEND

Outcomes and Anticipated Impact

- One TA reported asking her class teacher for the opportunity to practise some techniques from the Sensory Circuit session with the whole class and was surprised at how impactful it was – she saw the class calm and be ready for learning. She has continued using the skills in and outside the class.
- QA completed in Autumn 1 showed that all TAs knew about the APDR process and understood the Support Plans and were implementing the strategies and interventions on them.
- Learning walks and whole school observations have shown many examples of support staff speaking and using scripts from STEPS training and now recorded on every lanyard.
- Nursery staff have been consistent at using calm and clear language with the children and the learning environment is focussed.
- There has been a noticeable shift in how adults speak about children. There is no longer any conversation about ‘naughty’ children. Adults are empathetic, supportive of each other and positive.
- Recording on CPOMS has become more positive with links to our school rules. Showing an increased awareness of positive and professional communication.
- One TA in Nursery has taken responsibility for the interventions with children with ASD who need a quiet space in the mornings. Her journal reflects that she has learned to “get comfortable with silence and children need time to think”. Observing her, she has shown the impact of “I try, we try, you try” in these sessions to teach the children skills such as putting on their coat. She also noted she had learned about playing alongside children and joining in play whilst introducing language. This is noticeable too in her interactions with children.
- Another TA rated herself a 3 at the start of the session on Developing Reflective Practice and an 8 at the end. Her learning included “focusing on what you can control” and “giving constructive praise.” I have heard her implementing this when working with individual children.
- We are looking to start Lego Therapy now several TAs have had training - two have volunteered as being very keen which indicates a shift in positive approach to working with children with a variety of needs.
- TAs are being asked for feedback when Support Plans are reviewed, behaviour plans are written and are being asked to join teachers for feedback from Educational Psychologists or other observations of specific pupils.
- The Nest has been visited and observed many times this term and all professionals have commented on the excellent provision and atmosphere. All staff involved are positive and use their learning everyday with the children.



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