

DUNDONALD PRIMARY & NURSERY SCHOOL



Inspire. Believe. Achieve

POSITIVE BEHAVIOUR POLICY

Our school is a UNICEF Rights Respecting School and Articles 3, 12, 29 & 31 of the United Nations Convention on the Rights of the Child underpins our school vision:

“The best interests of the child must be a top priority in all things that affect children”

“Every child has the right to say what they think and to seek and receive all kinds of information, as long as it is within the law”

“Education must develop every child’s personality, talents, and abilities to the full. It must encourage the child’s respect for human rights as well as respect for their parents, their own and other cultures, and the environment”

“Every child has the right to relax, play and take part in a wide range of cultural and artistic activities”

September 2025

At Dundonald Primary School, fostering positive behaviour is embraced by all staff and Governors as fundamental to creating a nurturing, thriving and happy school environment.

Our behaviour policy is grounded in respect, encouragement, and the belief that every child plays a vital role in shaping a safe and supportive school community. Our mission is to nurture every child's unique potential by offering a rich, balanced, and engaging curriculum that meets their individual needs. Through this holistic education, we strive to guide children in developing positive behaviours and empathetic approaches, equipping them to navigate diverse situations with understanding and compassion as they grow.

We believe that a nurturing approach is key to effective learning and teaching. By setting clear expectations, providing consistent guidance, and encouraging children to take responsibility for their actions, we create a space where every child feels valued. Strong, supportive, and positive relationships are at the heart of our school community, and we deeply value the connections we build with our families and the wider community.

Inspired by our school motto—Inspire, Believe, Achieve—we are committed to helping every child flourish.

We prioritise the emotional health and well-being of our entire school community and offer a range of support services, both in school and externally, including:

- Our school counsellor (Margaret Harding) two days a week
- Staff Well Being Team
- Pastoral support programmes – Lego Based Therapy and Drawing and Talking Therapy
- Roots of Empathy
- Learning Support staff
- Tailored special needs support by our school SENCo
- Tailored pastoral support by our Vice Principal
- Beyond Bricks intervention programme
- RISE services
- EA REACH services
- Family Support Hub
- EA Educational Psychologist

We have been recognised externally through a wide range of awards, including the Gold Mental Health Award (Carnegie Centre of Excellence for Mental Health), the Eastside Award for Excellence in Mental Health and Well-being, Gold Rights Respecting School status, Green Flag Award (Eco Schools) and the School of Sanctuary Award. We are also proud to be the first school in Northern Ireland to achieve the TinyLearners award (supporting children born pre-term). We are proud to have successfully completed our Level 3 Nurture School training, demonstrating our ongoing commitment to embedding nurturing principles at the heart of our school community.

As a school we promote positive behaviour through:

- A nurturing and trauma informed approach based upon the 6 Principles of Nurture:



- An inclusive ethos where everyone feels valued
- Opportunities to celebrate our school diversity
- A positive teaching attitude of praise, encouragement, and rewards (intrinsic and extrinsic)
- An awareness of preventative measures and proactive approach to support pupils and their families
- Corrective action when necessary
- Supportive action from appropriate agencies for behaviour of a serious or ongoing concern
- Links with community groups and organisations to foster a sense of community, develop our values, and support our pupils and their families

A child's behaviour is seen to be the shared concern of child, teaching staff, ancillary staff, parent/carers, Governors, and supportive agencies. As a school, we foster this collaborative approach through open communication, consistency, regular pastoral meetings, and strong partnerships with families and external support services.

Vision Statement

'Through nurture we Inspire a love of learning, Believe in our abilities and empower each other to Achieve our personal best within a supportive school community.'

Mission Statement

"At Dundonald Primary School we aim to create a happy, caring, and supportive learning environment for each child. Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect so that the child may accept their appropriate responsibilities and show respect for others. Each child will be encouraged to fulfil intellectual, spiritual, physical, social, aesthetic, and emotional potential. High expectations will enable pupils to be self-confident, independent life-long thinkers and learners. This will be accomplished in a technologically advanced environment through the cooperation and commitment of governors, staff, pupils, parent/carers, and the community."

The Pastoral Care of our children is at the heart of everything that happens at Dundonald Primary. Our school is a child centred school with a warm, family atmosphere. It welcomes and celebrates a diverse community where each child feels happy safe and valued with the help of caring and committed staff.

Dundonald Primary School promotes high achievement, personal development and learning for life and work. To achieve this, our aims are: -

- To create a happy school environment where children learn that courtesy, good manners, consideration of others and Christian virtues are very important qualities, and where pupils, teaching and non-teaching staff and parents can work for the successful achievements of these aims
- To encourage children to be confident, independent, and responsible learners through the development of the curriculum which is adapted to suit the needs and abilities of all our pupils
- To actively engage in learning and develop fundamental skills in Numeracy and Literacy
- To help develop our pupils' thinking and enquiring minds with the spirit of curiosity
- To become highly motivated and life-long learners
- To encourage and awaken the curiosity of the world around us
- To seek to extend themselves aesthetically, culturally, intellectually, morally, physically, and spiritually
- To be able to work independently and collaboratively
- To advance and gain confidence in their technological skills
- To equip our pupils with the knowledge and skills in preparation for the opportunities, responsibilities, and experiences of modern life and the world of work
- To have high self-esteem – respecting themselves, others, and the environment
- To recognise their capabilities and maximise their individual potential in all areas of the curriculum
- To develop a healthy lifestyle
- To work in partnership with parents and the wider community

We believe that the children in Dundonald will succeed through experiencing quality in:


- A broad, balanced, and challenging curriculum that is sensitive to individual needs
- A secure, respectful, caring and stimulating learning environment
- An enriching programme of extra-curricular activities and visits
- A rich, varied and up to date range of learning resources
- Innovative teaching and an investigative approach to learning
- An ethos of support, encouragement, and challenge to succeed
- Learning partnerships between school, home, and the wider community


We demonstrate our commitment to working as a learning community by:

- Respecting the individual but working collaboratively towards common goals with shared learning outcomes
- Constantly monitoring and evaluating our progress – becoming a self-evaluating school
- Striving for continuous improvement in all that we do

The staff, pupils and governors are fully committed to the aims of the school and share a strong sense of loyalty to Dundonald Primary School and Nursery Unit. Parents and staff work in partnership to ensure that every child reaches their full potential.

POLICY AIMS

Aim:	Outcomes	Sources of Evidence include:	Timeframe
<p>To enable our pupils to make informed and responsible choices and decisions:</p> <ul style="list-style-type: none"> • By encouraging the development of interpersonal skills in situations which require pupils to co-operate to solve problems • To provide opportunities for pupils to develop mutual respect for the rights of others • To provide opportunities for pupils to reflect on their choices and develop sense of responsibility for their own behaviour • To ensure pupils understand that it is the behaviour that is unacceptable and not the pupil as a person • To provide opportunities for pupils to reflect on the choices they have made 	<p>Our learners:</p> <ul style="list-style-type: none"> • Feel safe and valued • Feel respected • Can think critically and problem solve • Self-evaluate • Progress and achieve • Are responsible • Prioritise their well being • Show awareness of their decisions and consequences • Use appropriate language • Follow school routines <p>Members of the School Community:</p> <ul style="list-style-type: none"> • Work in partnership / as a team • Support school events, initiatives, and policies • Consider impact of decisions and actions on others • Provide opportunities to express emotions and model/teach regulation strategies • Model responsible decision making 	<p>Sources of Evidence include:</p> <p>Observations Feedback PDMU/RRS/PATHS Pastoral support programmes School counsellor Curriculum schemes e.g. Mentals Maths Class Charter Pupil of the Day PASS Nurture in 5</p> <p>Parent Teacher Interviews Home school records BACF form</p>	<p>Ongoing</p> <p>As required</p> 

Aim:	Outcomes	Sources of Evidence include:	Timeframe
<p>To encourage and develop pupils' self-esteem and respect for others:</p> <ul style="list-style-type: none"> ➢ We will encourage a sense of ownership in the development of classroom charters and plans for learning ➢ We will actively work together to promote positive attitudes, self-esteem, and respect for others, ensuring the voices of our school community are sought and valued ➢ We will explore our rights and take responsibility for our actions and how our choices may impact others ➢ To reduce unacceptable behaviours by children and adults having ownership of routines and consequences throughout the school day 	<p>Our learners:</p> <ul style="list-style-type: none"> • Feel safe and supported • Feel happy • Are valued • Attend • Have a sense of belonging • Gain confidence • Are self-aware • Have opportunities to build resilience • Have a positive self-image • Know their rights as a learner <p>Members of the School Community:</p> <ul style="list-style-type: none"> • Show empathy • Work collaboratively • Are inclusive and respectful of all • Resolve conflict in a respectful and positive manner • Support and care for each other's wellbeing • Have realistic expectations that fosters a successful learning environment 	<p>Sources of Evidence include:</p> <ul style="list-style-type: none"> • PASS • Pupil of the day • SIMS attendance • Peer feedback • Classroom activities/displays • International events • PDMU curriculum • RRS school evidence • Celebration assemblies • IEPs • Class Charter • Sharing of success e.g. Dojo posts • House events <ul style="list-style-type: none"> • Attendance at events • PTA • Parent teacher interviews / communication logs • End of year reports • Support of school initiatives • Dojo feedback on school posts • Monthly newsletter / school website / Facebook 	<ul style="list-style-type: none"> • October / November (PASS) • Daily • Ongoing <ul style="list-style-type: none"> • Termly • Ongoing 

Our Shared Values It is important that everyone in our class:	In our class everyone has the right to:	In our class we work together to ensure:	Our current Behaviours for Learning are:	Our class has agreed to:
<p>Be Kind and Respectful to Everyone (Kindness & Respect) Treat others as you would like to be treated, listen when others are speaking and use kind words and actions.</p> <p>Always try Your Best (Self-Control & Responsibility) Celebrate your efforts, no matter how small, learn from your mistakes and keep going with a positive attitude.</p> <p>Work and Play Safely (Responsibility & Fairness) Take care of yourself, your friends and the environment and follow instructions to keep everyone safe and happy.</p> <p>Be Ready to Learn (Responsibility & Honesty) Come to school prepared to listen, participate, and explore. Stay focused and give your best effort during activities.</p> <p>Help and Support Each Other (Friendship, Kindness & Fairness) Share, take turns and include others in work and play. Look out for your peers and offer help when needed.</p>	1. 2. 3.	1. 2. 3.	1. 2. 3. 4. 5. 6.	
	Positive Classroom Outcomes: 1. 2. 3.		Class wide Recognition Awards Whole School and Class Based Awards Agreed reward system	Agreed Consequences

RESTORATIVE PRACTICE

Restorative practice is a way of working with conflict that focuses on repairing the harm that has been done. It is an approach to conflict resolution that includes all the parties involved. Our staff will use restorative conversations and practice when appropriate to help to resolve situations and enable pupils to take responsibility for their behaviour. The focus will be on:

- **What choice did you make?**
- **How can you put things right?**
- **What choice would you make next time?**

The Education Authority recommends using five restorative questions with pupil(s) involved to help them understand the connection between their choices, the consequences that followed, and how the situation can be resolved:

1. What happened?
2. What were you thinking, and what have you thought about since?
3. Who has been affected by what happened?
4. How have they been affected?
5. What do you think needs to be done to make things as right as possible?

This approach can be used as a Post Incident Learning strategy. It is important to remember that these conversations may happen at a later stage when all children are calm and feel able to reflect.

Rights Respecting PLAYGROUND CHARTER

Article 31

The following playground charter was devised after consultation with pupils and staff:

- ✓ We will show respect to each other
- ✓ We will play sensibly, without rough play
- ✓ We will remember words can hurt too
- ✓ We will use equipment sensibly
- ✓ We will talk to grown-ups when we need help
- ✓ We will listen to grown-ups
- ✓ We will line up when the whistle blows
- ✓ Grown-ups will provide equipment to play with
- ✓ Grown-ups will look after us
- ✓ Grown-ups will keep us safe

Rights Respecting CANTEEN CHARTER *Articles 24 & 31*

The following canteen charter was devised after consultation with pupils and staff:

- ✓ We will eat our lunch with good table manners
- ✓ We will behave sensibly so other children can relax
- ✓ We will show respect to the grown-ups who provide our lunch
- ✓ Grown-ups will provide healthy food
- ✓ Grown-ups will remind children about the charter
- ✓ Grown-ups will look after us keeping us safe

KEY SCHOOL VALUES

Our school values have been agreed upon by all staff and pupils. While many values are modelled and taught throughout the year, our key values, embedded through our nurturing school approaches are:

RESPECT
KINDNESS
RESPONSIBILITY
HONESTY
FAIRNESS
FRIENDSHIP
SELF CONTROL



RESPECT

As a nurturing primary school, respect is the cornerstone of our culture and ethos, shaping our interactions, behaviour, and the overall learning environment. We focus on:

- **Respect for individuals** – pupils are treated as unique individuals with their ideas, strengths and challenges valued. Teachers listen attentively and respond to their needs. Staff are respected and treat each other with mutual respect valuing their expertise and maintaining positive relationships. Open and respectful communication with parents and carers fosters trust and shared responsibility
- **Respect for diversity** – differences in culture, language, ability, and background are embraced and we are inclusive in our approaches
- **Respect for the environment** – pupils are taught to care for their surroundings, and we also explore how to look after our wider school environment
- **Respect for learning** – we set realistic expectations for learning and take pride in our achievements. We model good listening and ways to engage with others
- **Respect for our school values and routines** – we encourage our pupils to understand the importance of reflecting upon our actions and their impact on others as well as using restorative conversations to resolve issues, focusing on understanding, and repairing relationships

KINDNESS

Kindness is fundamental to our nurturing school environment. It underpins our relationships and daily interactions, is evident in how we treat one another, and is deeply embedded in our school ethos. We encourage:

- **Kindness in relationships**, showing empathy, celebrating successes, creating emotional safety, and supporting each other
- Positive actions and recognise **kindness in each other** and our actions
- **Kindness towards ourselves** as individuals and prioritise our emotional well being
- **Kindness in the community** by helping others and through our school charity work

- **Kindness towards the environment** by looking after our school grounds as well as our wider work linked to Eco Schools

RESPONSIBILITY

At an age-appropriate level, we foster independence, accountability, and a sense of ownership among all members of our school community. These values are embedded into our daily routines and experiences to promote growth and prepare our pupils for future challenges. We develop:

- **Personal responsibility** by considering our actions and their impact on others, encouraging independence in learning and prioritising self-care
- **Social responsibility** by caring for others and learning conflict resolution as well as providing leadership opportunities within school
- **Environmental responsibility** by caring for our surroundings and incorporating eco-friendly practices
- **Community responsibility** by following our shared values and participating in community events
- **Shared responsibility** through collaborative work, ownership of our success and modelling responsible behaviour

HONESTY

Honesty is the foundation for trust, integrity, and meaningful relationships. We teach and model honesty, creating an environment where pupils feel safe to express themselves truthfully and learn from their mistakes. This is done through:

- Building safety through consistency and nurturing approaches to allow pupils to be open and honest
- Open communication to build trust
- Role models – highlighting those that demonstrate honesty
- Encouraging transparency – praising pupils for being truthful even when difficult
- Learning from our mistakes through acknowledging them and with honest conversations to resolve conflict
- Celebrating everyone's individuality
- Self-assessment techniques in learning
- Collaborative problem solving
- Promoting fairness in relationships e.g. avoid rumours and instead to share what has been heard or said with a trusted adult

FAIRNESS

Fairness is central to ensuring that all pupils feel valued, included, and understood within a supportive and positive school environment. This is evident in:

- Our inclusive practices where every child has access to learning opportunities and after school activities
- How our individual needs are supported
- Our consistency in how we approach our shared values and Class Charters / Class Plan for Learning
- How we celebrate our diversity within the school environment
- The use of restorative practices to resolve conflict and ensure everyone has the chance to share their perspective
- Consequences are balanced in response to the behaviour and the needs of the individual, appropriate to the situation and focuses on what can we learn for the next time we find ourselves in the same situation
- Our assessment and feedback procedures including pupil personalised learning goals (age appropriate level)

FRIENDSHIP

Our school environment aims to be safe and inclusive where friendships can flourish. We:

- Promote positive interactions through our PDMU and Rights Respecting School curriculum
- Teach social skills not only in class but through social skills classes to support pupils who may have low self-esteem, self-confidence or find social situations challenging
- Teach conflict resolution
- Promote talking and listening through our school curriculum
- Create buddy systems through Literacy and ICT as well as to support new pupils
- Encourage cooperations through group work and active learning experiences
- Celebrate diversity in friendships and promote cultural awareness
- Address friendship challenges in a positive and proactive manner

SELF CONTROL

This is a crucial element in helping pupils to regulate their emotions, behaviour, and impulses. Children will develop this at different rates and as a school we will meet our pupils at their emotional level, aiming to equip our pupils with the skills to make thoughtful decisions, manage conflicts, and engage positively with their peers and their learning. This involves exploring through our curriculum, Nurture in 5 and classroom interactions:

- Emotional regulation
- Calming techniques
- Impulse control
- How to manage frustration and disappointment through developing perseverance and recognising mistakes are learning opportunities
- Sharing and turn taking
- How to avoid conflict by learning to approach situations from a positive rather than in anger
- Attention and motivation – exploring time management and ways to stay on task
- Positive role models
- How to development positive relationships

To foster positive relationships throughout the school community, everyone should be treated with respect and dignity, be aware of their rights through our class and whole school charters, and work together to create a safe, happy, and secure school environment.

EXPECTATIONS	
GOVERNORS	We will aim...
<ul style="list-style-type: none"> to be consulted and involved in key decisions linked to the running of the school to be kept informed both regarding policy and behavioural incidents 	<ul style="list-style-type: none"> to support the Principal and staff in ensuring the efficient running of the school to attend meetings and when possible, school functions to read and contribute to policies
PUPILS	
<ul style="list-style-type: none"> to be valued as members of the school community to be in a safe, secure, and healthy environment to be happy to be treated with respect and dignity to hear and be heard – to express his/her opinion to learn to achieve success and have that success acknowledged To experience a broad and balanced curriculum that allows them to extend their interests, talents, and abilities 	<ul style="list-style-type: none"> to know and follow the school rules to be equipped and ready to learn to learn from their mistakes to treat other people/property with respect to continue to learn and to work to the best of their ability to take responsibility for their behaviour and actions/not prevent learning of others seek help when needed cooperate with their teacher and peers
STAFF	
<ul style="list-style-type: none"> to be treated with respect and dignity to have job satisfaction/to enjoy their work to have a safe, clean, healthy environment in which to work to be heard to be consulted and informed on matters associated with the school to contribute to policies which they are required to reflect in their work to gain support and respect from children, parents, Board of Governors, and EA 	<ul style="list-style-type: none"> to create a stimulating, happy learning environment to prepare well and teach thoroughly to treat others with respect and support colleagues to develop children's confidence and self esteem to listen to children and to get to know children to acknowledge pupils' positive behaviour and achievement to identify and endeavour to meet pupils' needs To share concerns regarding pupil welfare with safeguarding team
PARENTS	
<ul style="list-style-type: none"> to support their child's education to be informed about school rules and procedures to be kept informed of the life and work of the school and the progress of their children to work collaboratively with staff to address concerns to have concerns dealt with in a timely manner to expect their children to be safe in school to be valued, respected, and supported by the school 	<ul style="list-style-type: none"> to ensure good attendance, punctuality and to send children to school, equipped and ready to learn to promote good behaviour and respect at school and home to support learning at home to foster a positive attitude towards school to inform the school of circumstances which might affect the child's life in school to raise concerns in an appropriate and reasonable manner and allow the school to follow procedures to support the work of the school Provide the school with necessary background information about their child, including telling the school promptly about any concerns they have or any significant change in their child's medical needs or home circumstances

RECOGNISING ACHIEVEMENTS

We continually strive to promote positive attitudes by modelling positive behaviours, reinforcing our class charter, and using specific praise. We celebrate achievements in a variety of ways, aiming to ensure that every child feels recognised. Our goal is to develop intrinsic motivation and a love for learning. When using rewards, we recognise that to effectively reward positive behaviour, consistency in approach is important and our children need to understand why they are being awarded e.g. 'This week I am looking for good manners, saying please and thank you during the school day.' We are also mindful of how children view and respond to rewards by recognising the different ways in which pupils feel comfortable receiving recognition for their work and choices e.g. quiet word, affirmations, thumbs up etc.

Positive Strategies and Motivators include:

- Brain breaks, use of sensory room and movement breaks
- Nurture in 5
- Pupil of the day (linked to PATHS)
- Emotional check ins
- Use of visual timetables, timers etc.
- Positive oral and written remarks in classwork and homework books
- Recognition of achievements and praise for positive behaviour/choices in class and during assemblies
- Displaying work in classrooms, in school corridors and in the school hall
- Stickers/certificates/stampers/reward charts (where appropriate)
- Sending children with good work or best effort to another teacher/VP/Principal for recognition
- Special award time with Principal or Vice Principal, linked to recognition of whole school values
- Highlighting positive behaviour during assemblies and circle times (Connect and Nurture)
- Roles of special responsibility
- Note via Class Dojo, appraisal ticket or phone calls home to share positive news
- Success shared via the class story on Dojo
- Lining up points
- Homework passes
- Class table awards/puppets/soft toys e.g. compliment bear
- Whole class treats e.g. earning Dojo points, extra playtime
- Star of the week (shared via Dojo)
- Monthly progress award certificates
- House points
- Golden time
- Effective use of the outdoor area/sensory garden
- Material rewards (e.g. prize box, choice cards such as "sit beside friend of choice for the day," additional iPad time etc.). When these are used, for some pupils, they may need to be adapted to suit their development e.g. smaller rewards over a shorter timeframe
- Highlighting positive aspects of a pupil during parent/teacher interviews
- Class visitors and special events
- Leadership opportunities (e.g. Eco council, School Council, Rights Respecting Council and Digital leaders)
- Special responsibilities awarded (e.g. House Captain / Vice Captain)
- Opportunities to represent the school (e.g. Shared Education, award events etc.)

Where possible, required resources are identified and budgeted for through class requisitions.

CLASS WIDE AFFIRMATIONS

To promote a sense of togetherness and a culture of positivity, we use class wide affirmations to recognise and reward positive choices and behaviours linked to our school values e.g. 'I can see X is being kind to others by helping X tidying his belongings. I am going to add a Dojo point towards our whole class Dojo treat.'

CONSEQUENCES

As a school, we encourage positive behaviour and, through our nurturing approaches, we aim to reduce incidences of inappropriate behaviour. Staff use a range of strategies to redirect and encourage positive choices (see Appendix G). We prioritise 'connection' and a key priority is always on repairing the relationship. When a consequence is required, pupils are clear about why it has been given and are provided the opportunity to reflect on their behaviour.

Consequences are agreed upon and based on our Class Plan for Learning. We recognise that minor incidents will be dealt with at class level and staff will use their discretion as to when an incident requires contact to be made with parents. More serious behaviours – such as racist language, fighting, stealing, lying, bullying behaviour or destruction of property - will be addressed by the class teacher in collaboration with a member of the senior leadership team. Some incidents will require direct involvement from a member of SLT, the VP or Principal. Parents will be informed about serious incidents while respecting all individuals involved.

Bullying behaviour of any kind is unacceptable within our school community and will be addressed in line with our Anti-Bullying Policy.

Parents should note that it is impossible to list all minor incidences. As a school, teachers are trusted to use their professional judgement when addressing minor behavioural concerns, considering the needs of those involved. We ask parents to respect the confidentiality of all pupils involved and to trust that as a school, appropriate and fair consequences have been implemented.

Staff use a range of positive strategies to encourage pupils to make 'positive' choices, with the aim of avoiding the need for the consequences wherever possible. Our PDMU and Rights Respecting School approaches actively teach pupils how to make positive choices and manage conflict appropriately.

A restorative approach is adopted to reflect on negative choices and to encourage pupils to consider how they can change their behaviour in the future. This may involve explicitly teaching the desired behaviour, either by the class teacher or by the Head of Pastoral Care. The main aim of this approach will be to:

- Discuss how the behaviour is not in line with agreed class charter or class plan for learning
- Explore how the behaviour has impacted others
- Help pupils understand the consequences of their choices
- Encourage pupils to accept responsibility for their actions
- Identify steps the pupil can take to prevent reoccurrence
- Recognise any barriers that may prevent the pupil from making positive choices and explore how these can be addressed
- Reflect on what they would do differently next time (Post Incident Learning)

However, we recognise that consequences are sometimes necessary to ensure all children are educated in a safe and secure environment. These consequences are agreed upon with the pupils when creating their class plan for learning and are:

- Appropriate to the needs of the child
- Appropriate to the nature of the behaviour

There may be times when consequences need to be adapted – for example, to meet the needs of a child with SEND or in cases of persistent negative behaviour. Discretion will be used to determine the most appropriate consequence based on the nature and seriousness of the incident.

As a school, we focus on the restorative work required after an incident, ensuring that all pupils involved are supported and that appropriate behaviours are taught and modelled. Low-level behaviours will be addressed at class level, and parents will be informed if such behaviours are persistent.

This is not a definitive list, and the Principal and/or Vice Principal may become involved at any stage in applying the consequences listed below:

- Agreed class plan for learning – displayed in classroom and created by all adults and pupils at the start of the school year (collaborative approach)
- Verbal reminder (by class teacher or adult in the room)
- Verbal discussion, followed by intervention with all parties involved
- Time to reflect on actions – a quiet space provided if required (consequences will have been agreed by all pupils through the creation of their class plan for learning)
- Adjustments to provision may be required within the school environment and these will always be in the best interests of all involved e.g. change to playground interactions, adjustment to seating arrangements etc.
- Referral to Head of Year or Head of Key Stage
- Referral to Vice Principal
- Referral to Principal
- Telephone call to parents from VP or Principal (for more serious or repeated incidents)
- Meeting between parents, class teacher, VP/Principal
- Behaviour for Learning plan or Individual Education Plan (IEP) will be implemented if behaviour is persistent and impacts educational progress
- Suspension from school (at the discretion of the Principal and the Board of Governors). This may occur in response to a serious incident such as assault, damage to school property and / or theft. Suspensions can last up to 5 days to allow for a full discussion with all parties involved and to seek advice from EA support services. The period of suspension may be extended. In the event of a suspension, the EA and Chair of Governors will be informed
- All exclusions from school will be carried out in accordance with the published EA policy.

By enrolling your child at Dundonald Primary School, you, as parents/carers, agree to support our approach to promoting positive behaviour and maintaining high standards. If you have any concerns regarding a decision, please contact the class teacher, Vice Principal or Principal. We kindly ask that derogatory comments are not made on social media or in front of your child, to ensure concerns are addressed in a positive and restorative manner, in line with our policy.

If parents/carers are dissatisfied with the outcome, they may request a copy of our Complaints Policy.

SCHOOL TRIPS AND RESIDENTIALS

Our pupils get to experience a wide range of educational trips and visits during their time at Dundonald Primary School. We have high expectations for behaviour during school trips and these are discussed with the pupils beforehand. It is important that we represent our school and uphold our shared values.

Our Primary 7 pupils are required to review and sign a Code of Conduct with their parents prior to attending a residential trip. This ensures the safety of all pupils and staff and helps to create a positive and enjoyable experience for everyone involved.

NURTURING APPROACHES IN DUNDONALD PRIMARY SCHOOL

Dundonald Primary School is a nurturing school where the principles of nurture are embedded in our ethos and approach to behaviour. All staff have received training in Nurture in 5, Connect and Nurture, and the Six Principles of Nurture, ensuring a consistent, supportive environment for all our pupils.

TRAUMA INFORMED APPROACH

As a school, we recognise the profound impact of trauma can have on our pupils and their families. We are committed to supporting pupils who have experienced trauma through safe, trusting, and collaborative relationships, and by signposting or accessing relevant support services when needed.

All staff have an awareness of trauma and understand its potential effects on individuals, families and communities. By recognising the signs of trauma, our staff adopt a trauma informed approach - adapting language, behaviour, and policies to reflect an understanding of the possible impact trauma may have on the children in our care. Mrs Burns and/or Mrs Savage will work closely with staff working with children who have experienced trauma.

ADDRESSING BARRIERS

(Link with SEND Policy and Accessibility Policy)

We always consider the individual needs, age of the pupils, and apply flexible behavioural approaches when necessary. Reasonable adjustment will be made to support identified pupils.

When a child's behaviour becomes a barrier to their learning (despite class-based interventions), this will be addressed through our Special Educational Needs Policy. The approach will be tailored to the child's individual needs and informed by discussions with:

- The class teacher
- The pupil and their parents / carers
- The school SENCO
- The Head of Pastoral Care
- The Principal

When reflecting on behaviours that may be a barrier to learning, staff are encouraged to consider the following key questions:

What has the child experienced? (consider past or current experiences that may be influencing their behaviour)

What feeling is the expressing through this behaviour? (emotion behind the action)

What is the purpose or function of this behaviour for the child? (e.g. seeking connection, need for control)

What does the child need from me in this moment? (co-regulation)

What does the child need from me in the future? (trust, consistency and support)

Outcomes of the discussions may include:

- Creation of an Individual Education Plan (IEP)
- Implementation of a Behaviour Plan, which may include a CALM plan, a Risk Reduction Plan etc.
- Program of pastoral support
- Counselling sessions with our school counsellor

These plans will be reviewed in line with our Special Educational Needs Policy (October and February) or during Annual Reviews (P7 Annual Reviews in October). They may be reviewed earlier if required or if a change of placement is deemed necessary. Pupils, staff, and parent/carers will be involved in

the review process and will have the opportunity to reflect upon progress and how they feel targets have been met. Pupils will also set personal targets and review these with their teacher.

Onward referrals to external agencies may be required. This may include:

- Behaviour Support Service
- Autism Intervention Team
- Educational Psychology
- RISE team

STAFF TRAINING AND SUPPORT

Our behaviour policy ensures that all staff are well informed and trained in key areas such as emotional health and wellbeing, medical needs, and SEND. This equips them to support pupils effectively. Regular professional development sessions (as required) and access to relevant resources help staff stay up to date with best practices and key areas for development (linked to our School Development Plan). Additionally, staff are encouraged to share their expertise and successful strategies during year group meetings and collaborative discussions during key stage meetings. This fosters a culture of continuous learning and collective improvement.

Staff have access to a wide range of training opportunities, including the Children and Young Peoples Services Training programme and the RISE directory. Whole staff training is provided in line with identified targets and action plans from the School Development Plan e.g. Nurture in 5, Trauma Informed Practice etc. PRSD targets and classroom observations are linked to key priorities listed in the School Development Plan.

All staff receive annual training in Safeguarding and Child Protection, delivered by our Designated Teacher.

Our safeguarding team receive up to date training in all areas of safeguarding including, Signs of Safety, Neglect, Operation Encompass as well as the required Child Protection training.

Key adults have completed full PEP training for Children Looked After. This includes training on Social Care Systems for schools, the role of the key adult/key contact, The Attach Programme (TAP), and writing a Personal Education Plan (PEP).

Newly Qualified Teachers are provided with an induction booklet which outlines key policies and procedures. Throughout their Induction and EPD journey, they are supported in implementing positive behavioural strategies and creating their class charter. They meet regularly with their Year Head and Teacher Tutor to identify training needs and request additional support as required.

Students on work experience or school placement receive safeguarding training, a copy of our policy and summary leaflet, and guidance on implementing our behaviour approach during their teaching practice.

Substitute Teachers are provided with a safeguarding overview, a safeguarding leaflet summarising our policy, and an outline of expectations for the school day. They are made aware of our school positive behaviour approach and know whom to contact if significant behaviour concerns arise.

As a school we are committed to supporting all staff in managing classroom behaviours, particularly those that impact the education of specific pupils. Staff are involved in the planning process for support and can access additional in class assistance or nurture breaks for pupils from the Principal, Vice Principal or SENCo. All support is tailored to meet the individual needs of the pupil and staff member. Our school counsellor is also available for advice and support two days per week.

LINKS WITH OTHER SCHOOL POLICIES

Our Positive Behaviour Policy is part of our Pastoral Care policy folder, which promote the welfare and well-being of all pupils and staff. It links to our:

- Pastoral Care policy
- Anti-bullying policy
- Child Protection and Safeguarding policy
- Accessibility policy
- Special Educational Needs policy
- Mental health and Well-being policy

LEGISLATION

Appendix B

This policy complies with key legislation, DE Guidance and has been informed by the previous use of the ISEF document. It links closely with the Child Protection and Safeguarding policy which has been informed by the ETI Safeguarding Proforma.

Key legislation/guidance includes:

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Every Schools a Good School DE 2009
- Safeguarding and Child Protection: A Guide for Schools, DE, updated September 2024
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Boards of Governors DE 2021
- Children & Young People's Emotional Health and Wellbeing in Education Framework DE/DOH Feb. 2021
- Working with the Whole-School Community to Understand, Nurture & Support SBEW SEN Resource File DE updated 2020

Key circulars include:

- Welfare and Protection of Pupils, Education and Libraries Order 2003 (2003/13)
- Pupil Participation (2014/14)
- Suspensions and Expulsions (2021/04)
- Restraint and Seclusion (2021/13)

CONSULTATION

At Dundonald Primary School, we believe that consultation with all stakeholders is essential to ensure our school community feels a sense of ownership over policies and practices. This collaborative approach fosters a positive atmosphere, promoting collective responsibility, commitment, and shared values among our whole school community – staff, pupils, parent/carers, and governors.

During the 2024/25 academic year, we consulted with all stakeholders to review our current policy:

- Staff – through specific training sessions
- Parent/carers – parent focus group and via school Dojo
- Pupils – school council / RRS council
- Governors – during Board of Governors meetings and annual report linked to Safeguarding and Behaviour

Feedback from these consultations was incorporated into the updated policy as part our 2024/25 School Development Plan targets.

BASELINING

As a school, we continuously review our behavioural approaches, particularly in response to the individual needs of pupils. Our provision is designed to reflect both individual as well as whole

class/school needs. Staff training is aligned with school action plans, identified needs and the School Development Plan. Key information/plans are shared with parents in relation to SEND, Attendance and Pastoral support provision through parent teacher meetings, SEND meetings, attendance reviews and through school correspondence e.g. social skills letters.

2024/25 Academic Year:

- PASS data reflects high satisfaction across all areas linked to 'Feelings About School'
- Attendance data – 7% below 85% and 1% below 75% attendance
- SEND data – children on the special needs register for Social Emotional Behavioural and Wellbeing (SEBW) Needs = 64 pupils (18 statements of educational needs and 11 with external provision)
- CALM plans – 1 in draft form
- Risk Reduction plans – 2
- EWO support – 1 case on wait list, 4 closed
- Family support hub referrals received, and support offered to all families referred by school
- 27 pupils accessing school counsellor on a weekly basis (during the year additional pupils receive drop-in sessions but do not require weekly sessions)

Timeframes:

- PASS – October/November every year
- Attendance – monthly reviews and consultation with Education Welfare Officer (EWO)
- SEND – throughout the year with current IEPs reviewed in October and January
- P7 Annual Reviews scheduled for November each year
- Annual Reviews scheduled for February each year

PROVISION

We offer a wide range of pastoral support within the school (as detailed at the beginning of this policy and in appendix G). In response to the data outlined above, we address behavioural concerns in connection with the identified needs of individual pupils and their classes. Interventions and support include:

- Social skill groups (children identified through PASS data and teacher judgement)
- Pastoral support sessions (children identified through PASS data, teacher referral or child, parent/carer referral – appendix G)
- Drawing and Talking therapy
- Lego Based Therapy
- Beyond Bricks intervention programme (teacher referral)
- EWO support / specific attendance strategies
- Family support hub referrals
- In house programmes delivered by Family Connections (parent sessions)
- School counsellor (via pupil referral, pupil drop-ins, parent/carer referral or teacher referral)
- EA services - Behaviour support / RISE team / REACH services etc.
- Individual Education Plans (IEPs) to meet Social, Emotional, Behavioural and Wellbeing (SEBW) needs

MONITORING AND EVALUATION

The policy will be kept under continuous review to assess its effectiveness and in light of events within the classroom, playground, and wider school environment. Evaluation will be aligned with the School Development Plan cycle and action plan targets and may include:

- Feedback from all staff (teaching, and non-teaching)
- Feedback from parent/carers and pupils
- Number of pupils referred to Principal or Vice Principal (or member of SLT / Year Heads)
- Number of IEPs linked to behaviour and the extent to which targets are met
- Number of Risk Reduction Plans, Calm Plans etc.

- PASS data and evaluation of social skills groups
- Annual report to the Board of Governors covering pastoral provision, safeguarding and SEND

REVIEW

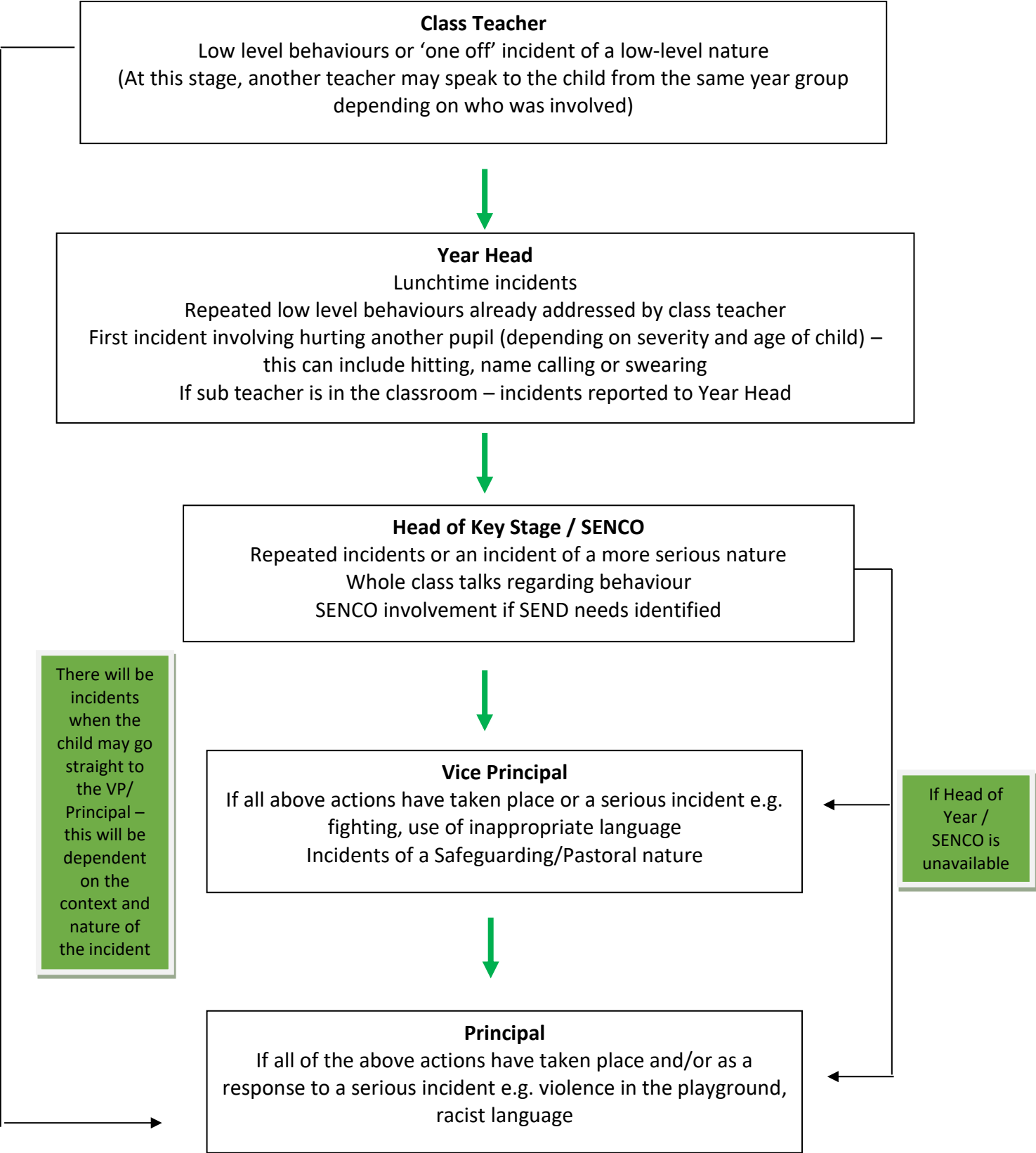
This policy will be reviewed in line with the School Development Plan cycle, or if required due to new incidences requiring policy reflection or in light of new legislation/DE Circular updates.

APPENDICES

- Appendix A - Flow Chart – Response to Behaviour
- Appendix B - Links to legislation / key documents
- Appendix C – Example Individual Education Plan
- Appendix D – Example CALM plan
- Appendix E – Example Risk Reduction Plan
- Appendix F – Example Personal Education Plan
- Appendix G – EA Behaviour Support Example Strategies
- Appendix H – Pastoral Support Provision
- Appendix I - Flowchart to refer for pastoral support

APPENDIX A – Flow Chart – Response to Behaviour

Our approach will always take account of the needs of the child and any relevant background information.



APPENDIX B

Website links to key documentation:

DENI

- The Children's Services Co-operation Act (NI) 2015
www.education-ni.gov.uk/sites/default/files/publications/education/CSCA%20-%20Guidance%20-%20Revised%20March%202022.pdf.
- SEND Act (NI) 2016
www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion#toc-0
- Addressing Bullying in Schools Act (NI) 2016
https://www.legislation.gov.uk/nia/2016/25/pdfs/nia_20160025_en.pdf
- Pupil Participation DE Circular 2014
www.education-ni.gov.uk/sites/default/files/publications/de/2014-14-pupil-participation.pdf
- Suspensions & Expulsions DE Circular 2021/04:
www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202021-04%20Suspensions%20and%20Expulsions%20Arrangements%20for%20pupils%20in%20grant-aided%20schools%20in%20Northern%20Ireland_0.pdf

updated notification DE Circular 2015/19 updated 2023
www.education-ni.gov.uk/sites/default/files/publications/de/Notification%20of%20Pupil%20Suspension%20to%20the%20EA%20-%20circular%20and%20form.pdf
- Interim Guidance on the Use of Restraint & Seclusion in Educational settings DE Circular 2021/13*
www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%2013%20of%202021%20-%20Restraint%20and%20Seclusion.pdf
- Promoting Positive Behaviour, DE 2001
www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf
- Every Schools a Good School DE 2009
www.education-ni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-05-2009.pdf
- Safeguarding and Child Protection: A Guide for Schools, DE, updated 2024
www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding%20%26%20Child%20Protection%20in%20Schools%20%28September%202023%29.PDF
- Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework DE/DOH Feb. 2021
www.education-ni.gov.uk/sites/default/files/publications/education/Children%20%26%20Young%20People%20s%20Emotional%20Health%20and%20Wellbeing%20in%20Education%20Framework%20%28final%20Version%29.PDF

- Working with the Whole-School Community to Understand, Nurture & Support SBEW SEN Resource File DE updated 2020
www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20RESOURCE%20FILE-SBEW_0.pdf

ETI

- An evaluation of the effectiveness of Emotional Health and Wellbeing support for pupils in schools and EOTAS centres 2018
www.etini.gov.uk/publications/evaluation-effectiveness-emotional-health-and-well-being-support-pupils-schools-and
- Report of a survey of Special educational Needs in Mainstream Schools 2019
www.etini.gov.uk/sites/etini.gov.uk/files/publications/survey-special-educational-needs-in-mainstream-schools.pdf
- Safeguarding Proforma – Nursery, Primary, Post-primary & Special schools and EOTAS centres 2024-2025 (updated every year)
www.etini.gov.uk/publications/safeguarding-proforma-nursery-primary-post-primary-special-schools-and-eotas-centres
- ETI framework https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/empowering-improvement-new-framework-for-inspection_2.pdf

APPENDIX C – Example Individual Education Plan

DUNDONALD PRIMARY SCHOOL Education Plan – 202X/2X



Name: DOB: Class Teacher: Supported By: -		Area of Concern <input type="checkbox"/> Cognition and Learning <input checked="" type="checkbox"/> Social, Behavioural, emotional and well being <input type="checkbox"/> Speech, language and communication needs <input type="checkbox"/> Sensory <input type="checkbox"/> Physical <input type="checkbox"/> Under review <input type="checkbox"/> Medical Condition/Syndrome				SEN Stage: Stage 1 Date of Plan: October 202X Date of Review: February 202X											
Reason for Provision: x is overwhelmed in the school environment, and this shows in her behaviours which can range from angry outbursts, to shouting, screaming, crying as well as throwing/damaging school property.																	
Results from Standardised Scores																	
PIE P3	PIE P4	PIE P5	PIE P6	PIM P3	PIM P4	PIM P5	PIM P6	P4 CAT				P6 CAT				NRIT	
85	82							Non Verbal	Verbal	Quantitative	Mean	Non Verbal	Verbal	Quantitative	Mean	P3	P5
								87	90	86	87						
SMART Targets				Strategies and Resources				Success Criteria									
<ul style="list-style-type: none"> X will be able to use her emotion card with an adult to show she needs support X will be able remain on her seat to complete a task for a 3-minute period. X will wait her turn in a small group 				<ul style="list-style-type: none"> Use of calm corner when X is feeling overwhelmed Use of Nurture in 5 strategies as well as e.g. deep breathing, blowing a feather etc to calm down. Use of sensory room to help X regulate emotions. Visuals of different emotions. Use of emotion card Adult support to complete written tasks. Visuals to encourage sitting Angled chair cushion to support X when sitting on chair. Use 'quiet table' as an area for X to focus on work and avoid distractions. Use of visual timer Wait card visual Indoor/Outdoor voice cards Praising 'good waiting' 				<ul style="list-style-type: none"> X will be observed using her emotion card with an adult on 2 out of 3 occasions a day. X will be able to sit on her seat and complete a task for a 3-minute period. She will be observed doing this once a day. X will be observed waiting her turn on 2 out of 3 occasions a day. 									
Parent Signature				Teacher Signature				Support Teacher Signature									
Staff Involvement				Specialist Involvement				Medical/Pastoral Involvement									

Parental Role		Child's View	
Inform school if x has had a challenging evening or morning. Encourage and model behaviours linked to shared school targets. Use timers at home to complete small tasks. Play games – modelling turn taking			
Review of Targets			
Targets		Evaluation	Action
<ul style="list-style-type: none"> X will be able to use her emotion card with an adult to show she needs support X will be able remain on her seat to complete a task for a 3-minute period. X will wait her turn in a small group 			
Notes			
Attended Review:			
Evaluation		Future Action	
1. Target attained 2. Pupil progressing towards target 3. Pupil lacked interest/motivation 4. Target too complex 5. Target not attained	Key Action a. Maintain Target b. Generalise target c. Employ alternative teaching method d. Simplify Target e. Withdraw target f. Set new target g. Amend/extend target	Parents Informed <input type="checkbox"/> In Writing <input type="checkbox"/> At Parent Interview By: Date:	

APPENDIX D

Example Calm plan

	Looks like...	Feels like...	I Can Try to...	Recommendations for Adults Adults can...
5	<ul style="list-style-type: none"> -Running away -Climbing -Punching, kicking, and hitting -Swearing and shouting 	<ul style="list-style-type: none"> -Angry feelings -Wanting to run fast -Fast breathing 	<ul style="list-style-type: none"> -Go to a safe and calm space -Let my emotions out -Breathe using the breathing ball 	<ul style="list-style-type: none"> -Make space safe for me to have time to calm -Stay with me but give me space -Teach me ways to share my emotions (when calm) -Use the breathing ball with me when I am ready
4	<ul style="list-style-type: none"> -Throwing items in the classroom -Calling my teacher and peers names -Shouting 'I hate this place' -running in and out of the classroom 	<ul style="list-style-type: none"> -Being really annoyed at everyone -Getting angry 	<ul style="list-style-type: none"> -Go to calm corner while waiting on my safe adult -Use the sensory room -Breathe using the breathing ball 	<ul style="list-style-type: none"> -Give me a safe space to go to -Breathe with me -Let me use the sensory room
3	<ul style="list-style-type: none"> -running around the classroom -swinging on seat -touching my peers -jumping over my peers -sliding on the floor -ignoring my teacher and classroom assistant 	<ul style="list-style-type: none"> -I can't sit on my seat or on the floor -I want to get my friends to move -Annoying -I need to move 	<ul style="list-style-type: none"> -Play football or basketball outside with one of my safe adults --Take a break in the classroom or with Mrs Savage or Mrs Burns -Use the sensory room 	<ul style="list-style-type: none"> -Play football or basketball with me -Play Lego with me or draw pictures -Use Nurture in 5 approaches with me – (massage but not raindrops or similar actions)
2	<ul style="list-style-type: none"> -Talking over my teacher -Moving around the room -Humming/beat box noises 	<ul style="list-style-type: none"> -annoyed -I want to move away -Finding it hard to listen 	<ul style="list-style-type: none"> -Take a break in the classroom or with Mrs Savage or Mrs Burns -have a movement break -use my rubix cubes or build with Lego 	<ul style="list-style-type: none"> - Use Nurture in 5 approaches with me – (massage but not raindrops or similar actions) -play a game with me -Give me a movement break outside
1	<ul style="list-style-type: none"> -Sitting at my table -Listening to the teacher -Completing jobs in the classroom -Sharing with my friends 	<ul style="list-style-type: none"> -Happy -Calm 	<ul style="list-style-type: none"> -make good choices -be gentle with others -complete my tasks 	<ul style="list-style-type: none"> -praise my good choices and model positive language and actions -give me jobs to do in school -help me with my tasks

RISK REDUCTION: ACTION PLAN

			<ul style="list-style-type: none"> • High level of 1-1 teacher input and support • Individual support from classroom assistant with all tasks • Use of visual cues to support with language barrier • Range of additional practical activities to support XXXX with periods he finds the most challenging e.g. whole class teaching <u>time</u> • Support from Vice Principal/SENCO if additional adult required in classroom to support XXXX 				
<p><u>2 Disruptive</u> behaviour which can also be posing a risk to himself</p>	<p>20</p> <hr/> <p>25</p>	<p>15</p> <hr/> <p>25</p>	<p>A wide range of strategies are used and varied to engage with XXXX on a daily basis. Some examples are listed below (as well as those detailed above):</p> <ul style="list-style-type: none"> • Use of reinforcers i.e. <u>rewards</u> • Model expected behaviours – praise and reward positive behaviours • Clear and consistent rules and boundaries • Discussion around safe and not safe behaviours • Use of visuals to show expected behaviours • 1-1 support from teacher or teaching assistant • Supervision when in classroom, playground and when going to the toilet (where possible) • Use of social stories / story books 	<p>Source advice from Educational Psychology (with mum's permission)</p> <p>'Repair and rebuild' sessions – to support XXXX in making appropriate choices e.g. when things do not go as he <u>plans</u></p> <p>Consideration to be given to additional classroom support to cover 2 hours per day to support XXXX in the classroom setting</p>	<p>Class teacher</p> <p>Classroom assistant</p> <p>Vice Principal</p> <p>SENCO</p>	<p>Term 1</p>	<p>Fewer risk taking behaviours displayed</p> <p>Following class rules / routines</p> <p>Less incidents of defacing classroom property</p>

RISK REDUCTION: ACTION PLAN

<p><u>3 Absconding from</u> classroom / learning areas / playground designated space</p>	<p>15</p> <hr/> <p>25</p>	<p>12</p> <hr/> <p>25</p>	<p>A wide range of strategies are used and varied to engage with XXXX on a daily basis. Some examples are listed below (as well as those detailed above):</p> <ul style="list-style-type: none"> • Clear rules for playground / safe areas i.e. safe areas • Position in line close to teacher or classroom assistant • Use of distraction techniques or special roles of responsibility • P1 doors <u>closed</u> and gates locked – playground areas • Markings on playground to show his 'playtime space' i.e. this is where our class play • Use of social stories • Supervision at toilet time (where possible) • Visuals during less structured times e.g. PE hall, break time etc. • Use of countdown – we will be going back to class in ... • Use of visual reminders for expected behaviours 	<p>Source advice from Educational Psychology (with mum's permission)</p> <p>'Repair and rebuild' sessions – to support XXXX in making appropriate choices e.g. when things do not go as he <u>plans</u></p> <p>Consideration to be given to additional classroom support to cover 2 hours per day to support XXXX in the classroom <u>setting</u></p>	<p>Class teacher</p> <p>Classroom assistant</p> <p>Vice Principal</p> <p>SENCO</p>	<p>Term 1</p>	<p>Lining up when asked</p> <p>Fewer episodes of leaving classroom</p> <p>Staying within the classroom or designated play area outside</p> <p>Sensible use of toilets</p> <p>Remaining beside an adult in the line during home time dismissals</p>
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Types of Behaviour Causing Concern: Level of Risk, Frequency, People to whom Behaviour Exhibited.

BEHAVIOUR	VERY LIKELY	LIKELY	QUITE POSSIBLE	POSSIBLE	UNLIKELY	FREQUENCY H - Hourly D - Daily W - Weekly M - Monthly T - Termly
DISRUPTION:						
Vandalism In context of P1	✓					
Bullying						
Fighting						
Violent and Aggressive	✓					
Angry Outbursts	✓					
Impulsive Dangerous Behaviour	✓	Running with scissors				
Self Harms						
Medically Related Behaviour						
Threatening and Abusive						
Other (please specify)	✓	Attention seeking behaviours / constant movement				
PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED						
Classroom Teacher	✓					
Subject Specific Teacher (please specify)						
Classroom Assistant	✓					
Technician						
Ancillary Staff (lunchtime supervisors, caretakers)						
Member of SMT	✓					
Male Staff						
Female Staff						
Other Pupils in Class						
Other Pupils in School						
Male Pupils						
Female Pupils						
Younger/Older Pupils						
Ethnic Minority Pupils						

APPENDIX F - Exemplar PEP document from EA Children Looked After Service



Personal Education Plan - Template

PERSONAL EDUCATION PLAN

Primary Children Looked After Advisory Service

Child	
School	

1

Relevant Information Significant Events	<p>xxxx is subject to a Care Order. Her next Looked After Children Review is due in October 202X</p> <p>She has family time with her father xxxx on the last Friday of the month unless it is December. The date for December's contact will be organised in November.</p> <p>xxxx has not seen or heard from her mother xxxx or any of her extended maternal family in two years. This has been difficult for xxxx to understand and she continues to struggle with feelings of rejection.</p> <p>Foster carer hold delegated authority for xxxx however as the Trust share parental responsibility for xxxx, Social Worker continues to sign documentation where parental consent is required.</p> <p>ABC Trust Therapeutic Support Services facilitate Network Consultations in relation to xxxx every six months - next due in November 202X</p> <p>xxxx would like to be known as xxxx in her new school</p>
Strengths	<p>xxxx has been afforded stability within her long-term placement with her carer xxxx, who she has been with for 10+ years.</p>
We are helping (Child's Name) xxxx to.....	<p>Feel safe and supported by the team around her by ensuring all around her are aware of her care status and birth family involvement in her life.</p>

Trauma Informed Goals	SMART Trauma Informed Actions (What we need to do)	By Whom and When	Review	
			Outcome (RAG) Comments	Next Steps
Co-operative & Collaborative working relationships to be established between all involved in xxxx's Core Network.	Post Primary School to receive updated copies of all updated PEP Profiles	Primary School Named Contact and Social Worker to Post Primary School Named Contact	<input type="checkbox"/> Red <input checked="" type="checkbox"/> Amber <input checked="" type="checkbox"/> Green Completed - Profiles shared with Txxxx in preparation for this meeting	No further action
	Social Worker will send copy of CLA1 Form and Delegated Authority to xxxx as well as dates of upcoming Child Looked After Reviews, Care Planning Meetings and Trust Therapeutic Consultations.	Social Worker to Post Primary School Named Contact by September 202X	<input type="checkbox"/> Red <input checked="" type="checkbox"/> Amber <input type="checkbox"/> Green	Ongoing xxxx will provide dates for upcoming meetings and CLA1 to xxxx before start of upcoming academic year
	Social Worker to confirm in writing that, while xxxx will retain her surname of xxxx, she is to be known as xxxx within her new school	Social Worker to write to Post Primary School Named Contact by September 202X	<input type="checkbox"/> Red <input checked="" type="checkbox"/> Amber <input type="checkbox"/> Green	Ongoing xxxx will advise xxxx in writing of xxxx informal name change

APPENDIX G – EA Behaviour Support

Examples of Positive Behaviour and Well Being Support Strategies

Strategies to address low level behaviours	Definition
Diversionary activities	When a pupil shows signs of e.g. restlessness that may escalate into disruptive behaviours, intervene early, and provide them e.g. word puzzles, number games, drawing, small job role etc.
Re-direction	Guide the pupil towards a positive interaction
First and then	First 'answer 3 questions' then 'choice time'
Movement Break	Plan and agree opportunities for movement break e.g. delivering a message
Mentoring	Pupil / staff modelling behaviours/support for peers
Bubble time	Planned, uninterrupted time 1-1 with a 'significant adult' during which the pupil's emotional development can be supported according to their needs e.g. time can be used to teach calming activities/exercises, recognise/manage emotions, set and review targets/goals etc.
Proximal praise	Praise children either side of pupil to encourage pupil to change to a positive behaviour
Choices	Give child 2 choices that appeal to encourage them to make the right choices, move from negative behaviours, and take responsibility for their choices. Ensure that you give the preferred option last, offer praise for making a good choice, remind consequences if required and follow through with positive expectation e.g. "Thank you, comic now in your bag."
Positive Scripts	Teach positive scripts e.g. 'I can ...' statements as well as "You can make a good choice"
Positive Correction	Give an instruction the pupil can follow e.g. "Walk, thank you"
Person neutral phrases	Example – Hitting is not okay
Reminder – Class Plan for Learning	Whole class reminder e.g. Remember our rule for answering questions is hands up" If required, followed by private reminder - remind child of expected behaviour.
Partial agreement	Agree in part with the pupil but encourage the desired behaviour/compromise to meet target set

Take up Time	Allow time to process and follow instructions, repeat instruction as required
Safe Place	Agreed safe and quiet area that can be supervised but provide pupil with space, agreed beforehand with the pupil. Agree a signal with the pupil to use or that you can use e.g. red pencil on table
Non-verbal cue	Signal to child by a look or agreed signal that you wish for them to change their behaviour
Model behaviour / Offer Alternatives	Teacher/peer models positive behaviour If trying to eliminate a behaviour e.g. table tapping then identify, define, and teach a replacement behaviour e.g. fiddle object. Think of positive role models for pupil and consider seating plan to model expected behaviours.
Distraction	Give child a task/job to do to move their attention away from negative behaviour
Yes tag	Ask a question that encourages a positive response e.g. 'You know how to line up, don't you?'
Proximity to pupil	Stand/sit next to the pupil as a gentle reminder that they need to correct their behaviour
Catch pupil meeting expectations	Acknowledge, approve, and affirm e.g. "Thank you for putting your hand up, well done, you've met your target."
Provide praise through unexpected 'treats'	Example – "You have worked so well this morning; we are going to play a game for five minutes as a treat." This is known as 'intermittent' reinforcement and is known as one of the most powerful forms of reinforcement.
Pupil target setting and celebration of success	Pupils involved in creating and agreeing targets, reviewing targets, and celebrating successes
Teach assertiveness	In positive way model how, we can share our expectations of others e.g. "I don't like it when..."
Use role play	Opportunity to teach e.g. turn taking, sharing words, restorative approaches etc.
Post Incident Learning	Use of PIL app or on paper – reflect on incident Use conflict resolution approaches and encourage reparation e.g. encourage a fresh start for all involved

APPENDIX H

Pastoral Provision in Dundonald Primary School

	<p>VERUM Sui Therapy Counselling Service</p>	
<p>We have taken the pledge to achieve the TinyLearners Award.</p>		

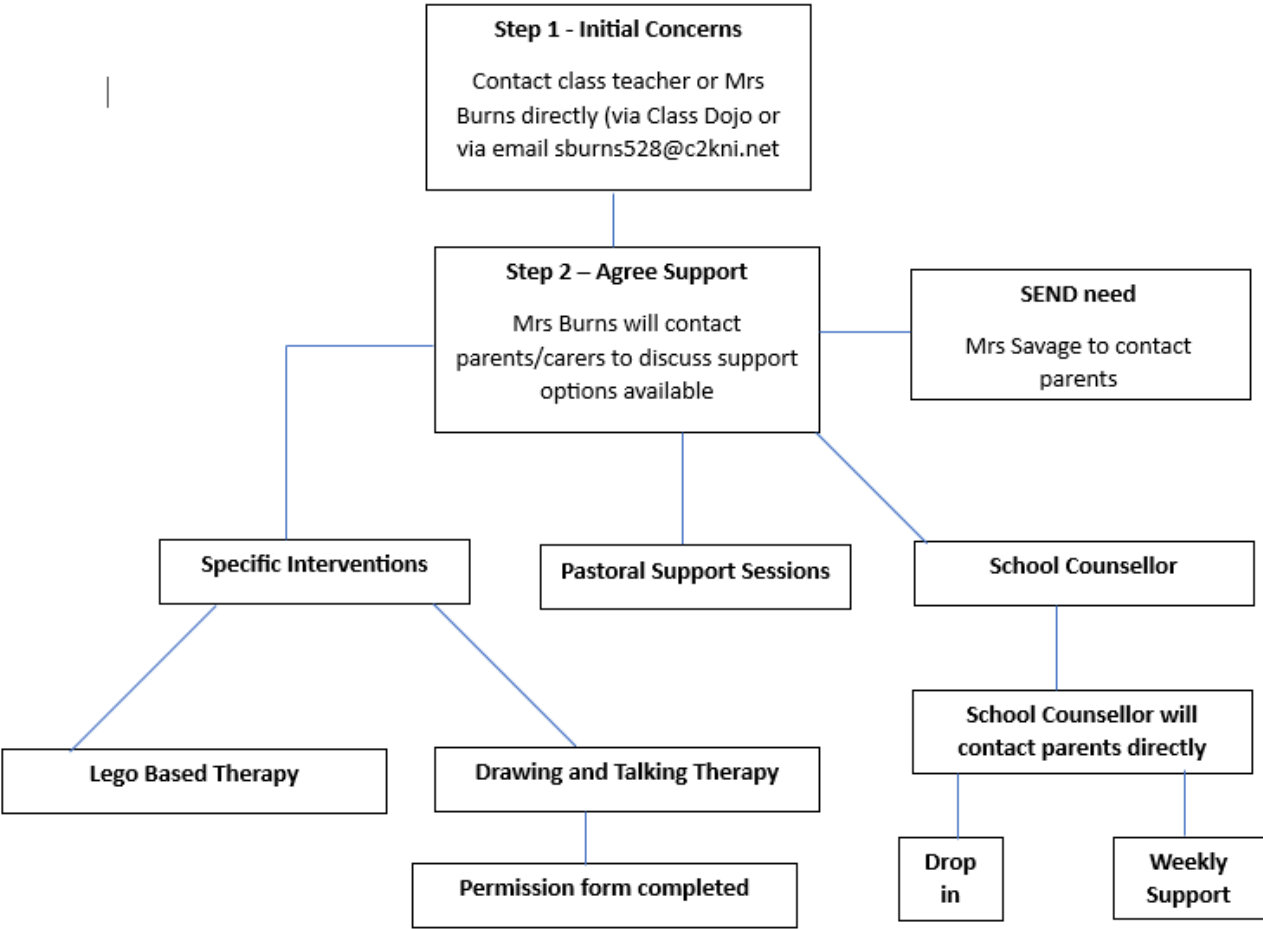
Access to Pastoral Support



Inspire. Believe. Achieve

We understand that children and families may face a wide variety of challenges – some may be minor and short-term, while others may require ongoing support. We offer a wide range of pastoral support within school and this can be accessed by all pupils and parents/carers when required. This flowchart outlines the steps you can take to access this support. Whether you have a small concern about your child’s wellbeing, behaviour, or emotional health or you’re seeking longer-term guidance and support, we’re here to listen and work with you. Example of support required may be:

- Minor concerns that have recently arisen
- Ongoing issues affecting your child’s wellbeing
- Family circumstances that may be impacting your child
- Any situation where you feel your child would benefit from additional care



As a school we can also refer you to the Family Support Hub to access external support to meet the needs of your child and/or family.