

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 2026

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, tailored support, and co-regulation, and encouraging children to reflect on their actions and choices, we create an environment 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
- Nurture in 5
- Connect and Nurture
- Theraplay
- 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
- EA Child Looked After Service (CLA)
- 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, AwareNI Investors in Mental Health Gold Award in recognising Education, 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. We are on a journey to become a recognised School of Care working alongside the EA CLA service.

We promote positive behaviour through a nurturing, relationship-based approach that recognises the individual needs of every child. We support our pupils through:

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



- Co-regulation strategies (with a supportive adult) and activities that help children to **Protect, Relate, Regulate, Reflect and Repair**



- An inclusive ethos where every member of the school community feels valued, respected, and supported
- Providing opportunities to celebrate and embrace the diversity within our school community.
- A positive and encouraging approach to teaching, using praise, encouragement, and both intrinsic and extrinsic rewards
- Early intervention and preventative strategies, alongside a proactive approach to supporting pupils and their families
- Flexible consistency to ensure that our approaches to supporting behaviour are tailored to each pupil's age, needs, and stage of development
- Appropriate support and intervention from relevant agencies when behaviour is a serious or ongoing concern
- Strong links with community groups and organisations that foster a sense of belonging, promote our shared values, and provide additional support for 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, respective, 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
To encourage and develop pupils' self-esteem and respect for others: ➤ 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	Our learners: • 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 Members of the School Community: • 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	Sources of Evidence include: • 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 • 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	• October / November (PASS) • Daily • Ongoing • Termly • Ongoing



Aim:	Outcomes	Sources of Evidence include:	Timeframe
To enable our pupils to make informed and responsible choices and decisions: - 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	Our learners: - 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 Members of the School Community: - 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	Sources of Evidence include: 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 Parent Teacher Interviews Home school records BACF form	Ongoing As required 

Aim:	Outcomes	Sources of Evidence include:	Timeframe
To create an environment in which pupils are motivated and work well with everyone in school in an atmosphere of mutual respect and co-operation by: - Prioritising the emotional health and wellbeing of every child - Providing well planned, appropriate, activities which meet the needs of all children - Creating an atmosphere in which pupils respond positively, take pride in their work, and show both interest and motivation as well as developing appropriate levels of independence - Create and maintain a safe and purposeful working environment for everyone - To establish a sense of community - To use a range of nurture / therapy-based approaches both in class and on a small group/1-1 basis - To provide opportunities for pupils to achieve success and have that success acknowledged	Our learners: - Feel safe, valued and supported - Feel proud - Feel positive - Experience success - Take risks in learning - Positively contribute to classroom activities - Build confidence - Demonstrate high levels of engagement and independence - Set goals for learning Members of the School Community: - Celebrate successes - Model and foster an inclusive learning environment - Demonstrate fair expectations of all pupils - Support independence - Provide a nurturing environment - Support each other - Work positively together - Following classroom routines	Sources of Evidence include: - End of month assemblies / Progress awards - Pupil of the Day - Star of the Week - Nurture in 5 - Class/school responsibilities e.g. councils - Pastoral support programmes/counsellor - CEFR/Newcomer support - Differentiated curriculum - PDMU/RRS/PATHS - Extra-curricular activities - School display boards - Effective feedback and marking - Individual Education Plans - Pupil targets - Successes celebrated via Dojo/School Website and Facebook - Welcoming school environment (including school building) - Parental communication	Monthly Daily Weekly Ongoing Ongoing 

ROUTINES AND CLASS CHARTERS

Routines and classroom charters are an important part of everyday life in class and throughout the school. They:

- Enable children to know what is expected of them and the schedule for the school day
- Ensure appropriate behaviours are explicitly taught and modelled
- Provide opportunities to rehearse routines until they are well established
- Give pupils a sense of ownership over their classroom behaviour and learning
- Instil a sense of pride in our school and classroom
- Link pupils' rights to our class charter
- Connect to the class plan for learning

CLASS PLAN FOR LEARNING

At the beginning of the school year, all pupils contribute to developing their class plan for learning. They are encouraged to reflect on this plan throughout the year and make amendments to address any concerns / issues in their learning environment.

Through our class charter, pupils' rights are clearly displayed and referred to throughout the school day.

Children discuss helpful and unhelpful behaviours and, through our shared values, explore how they might be achieved and maintained. These values are recognised and reinforced by teachers, teaching assistants, wider school staff, the Vice Principal, and the Principal.

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:
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.	1.	1.	1.	
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.	2.	2.	2.	
Work and Play Safely (Responsibility & Fairness) Take care of yourself, your friends and the environment and follow instructions to keep everyone safe and happy.	3.	3.	3.	
Be Ready to Learn (Responsibility & Honesty) Come to school prepared to listen, participate, and explore. Stay focused and give your best effort during activities.			4.	
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.			5.	
			6.	
	Positive Classroom Outcomes:		Class wide Recognition Awards	Agreed Consequences
	1.		Whole School and Class Based Awards	
	2.		Agreed reward system	
	3.			

RESTORATIVE PRACTICE

Restorative practice is a relationship-based approach that focuses on understanding what has happened, repairing harm, rebuilding relationships, and supporting children to move forward positively. It provides opportunities for everyone involved to have their voice heard and to work together towards a positive resolution.

In keeping with our nurturing and trauma-informed approach, restorative conversations take place when children feel safe, calm, and ready to reflect. This may not happen immediately following an

incident. Time may be needed for co-regulation before meaningful reflection can take place. The timing of restorative discussions will always be guided by the individual needs of the children involved.

Our staff use restorative approaches to help children understand the impact of their choices, develop empathy, strengthen relationships, and learn from experiences. The focus is on supporting children to take responsibility in a safe and supportive way while identifying positive steps for the future.

Restorative Reflection Questions

During restorative conversations, children may be encouraged to consider:

- What happened?
- What were you 'thinking' or 'feeling' at the time?
- Who has been affected by what happened?
- How have they been affected?
- What can be done to help put things right?
- What might you do differently next time?

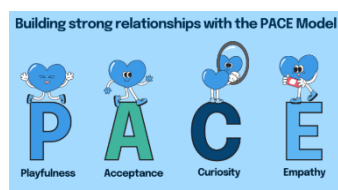
As part of the **Repair** stage of our *Protect, Relate, Regulate, Reflect, Repair* approach, children are supported by a trusted adult to reflect on events, understand the impact of their actions while validating their feelings which led to the behaviour, and identify ways to rebuild relationships and move forward positively.



The PACE model (Dan Hughes) will be used by experienced staff to support individual pupils focusing on the importance of connection before correction.

The 4 Pillars of PACE

- P** – Playfulness
- A** – Acceptance
- C** – Curiosity
- E** – Empathy



Post-Incident Learning

Restorative conversations form an important part of our post-incident learning approach. These discussions help children to develop self-awareness, empathy, emotional literacy, and problem-solving skills. It is important to recognise that these conversations may take place at a later stage, when all children involved are regulated, feel emotionally safe, and are able to engage in reflection and learning. A key supportive adult will guide these discussions.

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 develop the skills to regulate their emotions, behaviour and impulses. Children develop these skills at different rates and, as a school, we recognise the importance of meeting pupils at their stage of emotional development. Through supportive relationships, consistent routines and explicit teaching, we aim to equip pupils with the skills and confidence to make thoughtful decisions, manage challenges and engage positively with their peers and their learning. Through our curriculum, Nurture in 5 and everyday classroom interactions, pupils will explore and develop:

- Emotional awareness and regulation
- Calming and self-regulation strategies
- Ways to manage frustration and disappointment appropriately for their age and stage of development
- An understanding that mistakes are valuable opportunities for learning
- Sharing, turn-taking and cooperation
- Perseverance when faced with challenges
- Ways to approach conflict positively through problem-solving, communication and empathy
- Attention, motivation and strategies to support focus, organisation and staying on task
- Skills from positive role models
- Positive relationships
- The ability to resolve disagreements respectfully and seek help when needed
- Increasing responsibility for their behaviour and actions

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.

Everyone has the right to...	We will work together to...
GOVERNORS	
- be appropriately consulted and involved in key decisions relating to school policy and direction - be kept informed about behaviour, wellbeing and school practice - be supported to fulfil their statutory and strategic responsibilities	- support the Principal and staff in ensuring and maintaining a safe, nurturing and inclusive school - promote a relational, restorative and rights-respecting school ethos - attend meetings and, where possible, support the wider life of the school
PUPILS	
- feel safe, welcomed, included, valued and treated with dignity and respect - be listened to and have opportunities to express their views - learn in an environment where individual needs are recognised and success is celebrated - experience a broad and balanced curriculum that develops interests, talents and abilities - receive help and support when it is needed	- understand and work towards our shared school and class expectations - come to school ready to participate in learning, with appropriate support where needed - treat people, property and the learning environment with care and respect - seek help when needed and work cooperatively with adults and peers - develop responsibility for behaviour and understand how choices can affect themselves and others - be supported to regulate, reflect, learn from mistakes and repair relationships where needed
STAFF	
- feel safe, valued, listened to and treated with dignity and respect - work in a safe, supportive and positive environment - be consulted and informed on matters relevant to their work - contribute to policies and practice - receive appropriate support from colleagues, parents/carers, governors and relevant services	- treat others with respect and support colleagues - build safe, trusting and respectful relationships with pupils and get to know the children they teach - create calm, inclusive and stimulating learning environments with clear boundaries and expectations - respond to behaviour calmly and with curiosity, recognising that behaviour can communicate an underlying need - support regulation and co-regulation and explicitly teach, model and reinforce positive behaviour - apply expectations with flexible consistency, taking account of age, stage of development, individual need and circumstances - notice and celebrate effort, progress, positive behaviour and achievement - use restorative conversations and support reflection, responsibility, repair and learning after difficulties - identify and respond to pupils' needs and share welfare or safeguarding concerns through agreed school procedures
PARENTS	
- support their child's education - be kept informed of the life and work of the school and the progress of their children - be welcomed, valued, listened to and treated with respect - be informed about school expectations, policies and procedures - be kept appropriately informed about their child's learning, wellbeing and behaviour - work collaboratively with staff when concerns arise - expect concerns to be considered and addressed in a timely and respectful manner - to expect their child to be safe and appropriately supported in school	- promote good behaviour and respect at school and home - promote regular attendance, punctuality and readiness for learning - to support school expectations and encourage respectful, positive behaviour - to support learning at home and foster a positive relationship with school - to share relevant information or changes in circumstances that may affect their child's wellbeing, learning or behaviour - to work in partnership with staff to identify supportive strategies when difficulties arise - to raise concerns respectfully through agreed school procedures, allowing the school to respond while maintaining the confidentiality of all pupils

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 Approaches include:

- Brain breaks, use of sensory room and movement breaks
- Nurture in 5/Connect and Nurture/Circle Time
- 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 with Principal or Vice Principal, linked to recognition of whole school values
- Highlighting positive behaviour during assemblies
- 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 in addition to Outdoor Learning experiences
- 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 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 AND RESPONSES TO BEHAVIOUR

At Dundonald Primary School, our approach to behaviour is nurturing, relational and restorative. We recognise that behaviour can communicate a child's experiences, emotions or individual needs. Staff seek to understand what may be underlying a behaviour while maintaining clear, consistent and appropriate expectations and boundaries.

Our priority is to support pupils to regulate, reflect, understand the impact of their actions, take responsibility where appropriate and repair relationships. Positive behaviours are explicitly taught, modelled and reinforced through our Class Charters, Class Plans for Learning, PDMU and Rights Respecting School approaches.

When difficulties arise

Staff use their professional judgement and a range of positive strategies to redirect behaviour, support regulation and encourage constructive choices (Appendix G). Where an incident has occurred, our restorative approach aims to help pupils:

- reflect on what happened and how this relates to agreed expectations;
- understand the impact on themselves and others;
- take responsibility where appropriate and repair harm or relationships;
- identify underlying needs or barriers to positive behaviour;
- develop strategies for making positive choices in the future; and
- feel supported to move forward positively.

While our primary focus is on connection, teaching, reflection and repair, we recognise that consequences may sometimes be necessary to maintain a safe, calm and supportive learning environment for everyone.

Appropriate consequences

Expectations and age-appropriate consequences are discussed with pupils through the development of the Class Charter and Class Plan for Learning. Any consequence will be:

- **appropriate** to the child's age, individual needs and stage of development;
- **proportionate** to the nature and impact of the behaviour;
- **respectful** and implemented without shame or humiliation;
- **restorative**, where appropriate; and
- used as an opportunity for learning, reflection and growth.

We recognise that fair does not always mean the same. Some pupils, including those with SEND, additional needs or experiences of adversity or trauma, may require a more flexible or individualised response. Staff will use professional judgement, taking account of the circumstances, the needs of the pupil and the needs and safety of others.

This does not mean that inappropriate behaviour is overlooked. The boundary remains clear, while the support and response may be adapted to help the pupil understand, learn and successfully meet that boundary.

Responding proportionately

Low-level concerns will normally be addressed by class staff through positive behaviour support, reinforcement of expectations, regulation support and restorative discussion. Parents/carers will not necessarily be contacted about every minor incident.

Where behaviour is recurring, parents/carers will be involved in identifying appropriate strategies to support the child at home and in school.

More serious behaviours, including racist language, physical aggression, bullying behaviour, theft, persistent dishonesty or deliberate damage to property, will involve the class teacher and/or a member of the Senior Leadership Team as appropriate. Parents/carers will be informed about serious incidents while respecting the confidentiality of everyone involved.

Bullying behaviour is unacceptable and will be addressed in accordance with our Anti-Bullying Policy.

Possible responses and consequences

Depending on the behaviour, its impact and the needs of those involved, responses may include:

- reminder and reinforcement of the Class Charter or Class Plan for Learning;
- supportive discussion or restorative conversation;
- time and a safe space to regulate and reflect, with adult support where required;
- restorative work with those involved;
- reasonable adjustments to provision, routines, seating or playground arrangements;
- involvement of the Head of Year or Head of Key Stage;
- involvement of the Vice Principal or Principal;
- communication or meeting with parents/carers;
- an individual Behaviour for Learning Plan or appropriate individual support plan where required; and
- suspension or other formal action in exceptional circumstances and in accordance with relevant statutory requirements and Education Authority guidance.

The Principal and/or Vice Principal may become involved at **any stage**, depending upon the seriousness, circumstances or impact of an incident.

Working in partnership with parents and carers

We value a positive partnership with parents/carers and ask families to support the school's approach to positive behaviour. Teachers and school leaders will use their professional judgement to ensure responses are fair, proportionate and appropriate to the individual circumstances.

We also ask parents/carers to respect the confidentiality of all pupils involved. Concerns about a behavioural incident or the school's response should be raised directly with the class teacher, Vice Principal or Principal so that they can be addressed respectfully and constructively. We kindly ask that derogatory comments are not shared on social media or in the presence of children. This helps ensure that concerns are addressed in a positive, respectful and restorative manner, in line with our policy.

Where a parent/carer remains dissatisfied, the school's Complaints Policy is available.

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 had trauma awareness training 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 and act as key adults for identified children.

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 child 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)

This will allow staff to put the appropriate strategies and support in place.

Additional 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 SEBW plan, a Risk Reduction Plan etc.
- Program of pastoral support / access to school based therapies
- Counselling sessions with our school counsellor
- Access to external support

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:

- Family Support Hub
- 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, nurture, trauma 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 handovers, 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). As a school we are working closely with the PCLAA service (Child Looked After) on our journey to become a recognised 'School of Care.'

Our Vice Principal has had additional training in the areas of mental health and well being, trauma informed practice, Theraplay, Zones of Regulation and is a Mental Health First Aider. Our school

SENCo has also accessed trauma informed practice, Zones of Regulation as well as being a Mental Health First Aider.

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 and whole school behaviour audit
- 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 of our 2024/25 School Development Plan targets.

During the 2025/26 academic year, we revisited our policy with staff and pupils to develop our Class Plan for Learning and completed an internal staff audit to identify priorities for 2026/27.

As part of the 2026/27 academic year, our policy will be:

- shared with all stakeholders
- be embedded through further training for staff in the area of Trauma and key behavioural approaches
- shared with our new school council for feedback
- shared with parents through parent workshops linked to key behavioural approaches

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)

Changes within 2025/26 Academic Year:

- EBSA – 4 pupils experience emotionally based school avoidance – supported by school EWO, SEN team and pastoral provision in place

- EWO support – 2 open cases, 1 case on wait list, 4 closed, 3 requests for summer input to support pupils transitioning from P7 to Year 8
- CALM plans – 2 / 1 SEBW plan
- Risk Reduction plans – 2
- Family support hub referrals received, and support offered to all families referred by school
- 27 pupils accessing school counsellor on a weekly basis with an additional group accessing support as and when required (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)
- School counselling sessions
- Drawing and Talking therapy
- Lego Based Therapy
- Newcomer support sessions
- 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.

Class Teacher

Low level behaviours or 'one off' incident of a low-level nature
(At this stage, another teacher may speak to the child from the same year group depending on who was involved)



Year Head

Lunchtime incidents
Repeated low level behaviours already addressed by class teacher
First incident involving hurting another pupil (depending on severity and age of child) – this can include hitting, name calling or swearing
If sub teacher is in the classroom – incidents reported to Year Head



Head of Key Stage / SENCO

Repeated incidents or an incident of a more serious nature
Whole class talks regarding behaviour
SENCO involvement if SEND needs identified



Vice Principal

If all above actions have taken place or a serious incident e.g. fighting, use of inappropriate language
Incidents of a Safeguarding/Pastoral nature



Principal

If all of the above actions have taken place and/or as a response to a serious incident e.g. violence in the playground, racist language

There will be incidents when the child may go straight to the VP/ Principal – this will be dependent on the context and nature of the incident

If Head of Year / SENCO is unavailable

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:		Area of Concern				SEN Stage: Stage 1											
Class Teacher: Supported By: -		☐ Cognition and Learning ☒ Social, Behavioural, emotional and well being ☐ Speech, language and communication needs		☐ Sensory ☐ Physical ☐ Under review ☐ Medical Condition/Syndrome		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					
- 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								- 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'				- 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	Notes	
- 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					
Attended Review:					
Evaluation		Key	Future Action		Parents Informed
1. Target attained 2. Pupil progressing towards target 3. Pupil lacked interest/motivation 4. Target too complex 5. Target not attained		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			☐ In Writing ☐ At Parent Interview By: Date:

APPENDIX D

Example Calm plan

	Looks like...	Feels like...	I Can Try to...	Recommendations for Adults Adults can...
5	-Running away -Climbing -Punching, kicking, and hitting -Swearing and shouting	-Angry feelings -Wanting to run fast -Fast breathing	-Go to a safe and calm space -Let my emotions out -Breathe using the breathing ball	-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	-Throwing items in the classroom -Calling my teacher and peers names -Shouting 'I hate this place' -running in and out of the classroom	-Being really annoyed at everyone -Getting angry	-Go to calm corner while waiting on my safe adult -Use the sensory room -Breathe using the breathing ball	-Give me a safe space to go to -Breathe with me -Let me use the sensory room
3	-running around the classroom -swinging on seat -touching my peers -jumping over my peers -sliding on the floor -ignoring my teacher and classroom assistant	-I can't sit on my seat or on the floor -I want to get my friends to move -Annoying -I need to move	-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	-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	-Talking over my teacher -Moving around the room -Humming/beat box noises	-annoyed -I want to move away -Finding it hard to listen	-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	-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	-Sitting at my table -Listening to the teacher -Completing jobs in the classroom -Sharing with my friends	-Happy -Calm	-make good choices -be gentle with others -complete my tasks	-praise my good choices and model positive language and actions -give me jobs to do in school -help me with my tasks

APPENDIX E

Example Risk Reduction Plan

RISK REDUCTION: ACTION PLAN

This risk reduction action plan is informed and guided by the outcomes arrived at by working through the attached DE risk assessment grids

The plan has been drawn up in consultation with:

Pupil: XXX Class: P1

Agreed by: Date: September XXXX

Chair (B.o.G):

Parent/carer:

BSA:

Learning Support Coordinator:

Principal:

Code of Practice: Stage: 1

IEP linked: Yes No

Review process: weekly/ monthly/ termly

By whom:

Risk Reduction Plan Review Date: End of Term 1

Further action required: Yes No

RISK FACTOR: Level of Risk (RE) based on completion of attached DE GRIDS - Types of Behaviour & Flash Points/Location
 RF = Likelihood X F = Frequency If appropriate in Summary box circle severity rating: 1 2 3 4 5 (1 = lowest: 5=highest)

Score	Level	Behaviour 1	L x F	RF	Score	Level	Behaviour 2	L x F	RF	Score	Level	Behaviour 3	L x F	RF
21-25	V. High	Non compliance	5x5	25	21-25	V. High	Disruptive behaviour	5x4	20	21-25	V. High	Absconding	5x3	15
15-20	High				15-20	High				15-20	High			
8-12	Medium				8-12	Medium				8-12	Medium			
6-10	Low				6-10	Low				6-10	Low			
1-5	V. Low				1-5	V. Low				1-5	V. Low			

SUMMARY BOX: The behaviours to be targeted are:

1 Non compliance in the classroom Severity score: 1 2 3 4 5

2 Disruptive behaviour Severity score: 1 2 3 4 5

3 Absconding Severity score: 1 2 3 4 5

Member of staff with responsibility for conducting a post-incident de-briefing session with all relevant pupil/s/staff is:

Name:

Post held:

RISK REDUCTION: ACTION PLAN

Targeted Behaviour & Context for (RF of 15 & above)	RF L x F = ?/25		Strategies currently in use	Additional Strategies It has been agreed to:	Action By Whom	Action by When	Success Criteria: Staff /pupil assessment based on observable & measurable outcomes listed below.
	Current RF	Desirable RF					
1 Non compliance in the classroom – refusal to cooperate with teacher / teaching assistant and peers	25	20	A wide range of strategies are used and varied to engage with XXXX on a daily basis. Some examples are listed below - Use of reinforcers i.e. rewards - Tasks shared with XXXX before session begins – clearly outlined expectations at beginning of the day and all tasks to be completed - Personalised visual timetable including those specific to e.g. morning routine - Clear rules (displayed) and routines discussed - Frequent rewards and opportunities to experience success – constant praise and recognition - Personalised choice box when tasks completed - Visuals to demonstrate choices - Countdown timers/visuals to support with end of choice time - Use of transitional object to support with changing tasks - Use of current interests to motivate - Distraction techniques employed - Consistency in rewards and consequences – visuals used - Use of choices – ‘you can chose this or this’	Source advice from Educational Psychology (with mum's permission) Consideration to be given to additional classroom support to cover 2 hours per day to support XXXX in the classroom setting	Class Teacher P1 Classroom Assistant Vice Principal SENCO	Term 1	- Following instructions on first request (visual and verbal reminders) - Following classroom routines as directed by teacher or classroom assistant - Tasks completed - Make use of choices
	25	25					

RISK REDUCTION: ACTION PLAN

			- 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				
2 Disruptive behaviour which can also be posing a risk to himself	20 25	15 25	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): - 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	Source advice from Educational Psychology (with mum's permission) 'Repair and rebuild' sessions – to support XXXX in making appropriate choices e.g. when things do not go as he <u>plans</u> Consideration to be given to additional classroom support to cover 2 hours per day to support XXXX in the classroom setting	Class teacher Classroom assistant Vice Principal SENCO	Term 1	Fewer risk taking behaviours displayed Following class rules / routines Less incidents of defacing classroom property

RISK REDUCTION: ACTION PLAN

3 Absconding from classroom / learning areas / playground designated space	15 25	12 25	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): - 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	Source advice from Educational Psychology (with mum's permission) 'Repair and rebuild' sessions – to support XXXX in making appropriate choices e.g. when things do not go as he <u>plans</u> Consideration to be given to additional classroom support to cover 2 hours per day to support XXXX in the classroom <u>setting</u>	Class teacher Classroom assistant Vice Principal SENCO	Term 1	Lining up when asked Fewer episodes of leaving classroom Staying within the classroom or designated play area outside Sensible use of toilets Remaining beside an adult in the line during home time dismissals
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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 (<i>please specify</i>)		✓	Attention seeking behaviours / constant movement				
PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED							
Classroom Teacher		✓					
Subject Specific Teacher (<i>please specify</i>)							
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							

ENVIRONMENTS AND TIMES OF GREATEST RISK - FLASH POINTS /HOT SPOTS

[illegible]

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	xxxx is subject to a Care Order. Her next Looked After Children Review is due in October 202X 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. 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. 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. ABC Trust Therapeutic Support Services facilitate Network Consultations in relation to xxxx every six months - next due in November 202X xxxx would like to be known as xxxx in her new school
Strengths	xxxx has been afforded stability within her long-term placement with her carer xxxx, who she has been with for 10+ years.
We are helping (Child's Name) xxxx to.....	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.

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	☐ Red ☐ Amber ☒ 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	☐ Red ☒ Amber ☐ 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	☐ Red ☒ Amber ☐ Green	Ongoing xxxx will advise xxxx in writing of xxxx informal name change

APPENDIX G – EA Behaviour Support

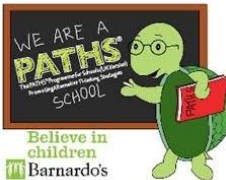
Examples of Positive Behaviour and Well Being Support Strategies

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	This can be in class e.g. organising the books, or by delivering a message and can also be whole class
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 them and encourage them to make the right choice. Ensure that you give the preferred option last, offer praise for making a good choice 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.
Pupil target setting and celebration of success	Pupils involved in creating and agreeing targets, reviewing targets, and celebrating successes and provides ownership over learning.
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.
Value the Fun (brings connection)	Play a fun game either 1-1 with the pupil or as a whole class e.g. Theraplay activities

APPENDIX H

Pastoral Provision in Dundonald Primary School

	   	
 	VERUM Sui Therapy Counselling Service 	
 	  	
We have taken the pledge to achieve the TinyLearners Award.  	 	
    	  	  

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

