

**EDUCATION AUTHORITY**  
**Behaviour Plan**

**September 2024 - August 2025**

The Education and Libraries Order, 1998 Article 6 tasks the Education Authority (EA) with preparing a statement setting out arrangements for the education of children, relating to behaviour, including the support, and training that is provided to schools. The specifics of this are contained in Department of Education Circular 1998/25 linked below:

<https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-1998-25-promoting-and-sustaining-good-behaviour-in-schools.pdf>

In the EA there are 3 services within Children and Young People's Services (CYPS) who primarily support schools and children and young people with Social, Behavioural, Emotional and Well-being (SBEW) needs. These are Primary Behaviour Support and Provisions (PBS&P), Post Primary Behaviour Support and Provisions (PPBS&P) and Exceptional Teaching Arrangements (ETA).

This plan, from September 2024 to August 2025, outlines what is in place for schools and children and young people, from early intervention and prevention support to direct intervention. The plan is dynamic and agile and will be reviewed formally annually but will also be updated as and when needed.

## 1. Whole School Support and Professional Development

The EA Behaviour Support and Provisions Services offer whole school capacity building programmes for an identified area of development within the School Development Plan or through the Education Training Inspectorate (ETI) inspection process, linked to SBEW needs across all phases. The aim is to create a school culture where the strategies and resources provided through the training programme can lead to real and lasting success.

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**A whole school behaviour framework** is a strategic planning approach which enables schools to develop an evidence based SBEW methodology for staff and pupils which is sustainable and grounded in strong school policy and ethos. In line with the current Special Education Needs and Disability (SEND) and Addressing Bullying in Schools legislation, this approach puts the child and young person's voice at the centre and is firmly embedded in evidence based good practice, applying trauma informed and nurture principles.

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**Positive Behaviour Policy Development** advice and guidance in relation to existing Positive Behaviour, Addressing Bullying and Use of Reasonable Force and Safe Handling Policies is available from the EA Behaviour Support and Provisions Services.

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The **Nurture in Education Programme** is an early intervention and preventative framework that seeks to embed nurture approaches and ethos within all schools. The programme promotes the principles of nurture to enable children who attend school, in challenging circumstances, to begin to have more consistency and stability in their lives. The programme encourages schools to embed a trauma informed approach to all aspects of school life.

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**Addressing Bullying in Schools Team** support schools with the effective implementation of the Addressing Bullying in Schools Act. Training and support for schools in relation to policy development, using effective responses, including the use of restorative approaches. Advice on individual cases of bullying is also available to schools.

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**High Five Friday** is a primary aged whole school emotional health and wellbeing programme based on the Public Health Agency's "Take 5 Steps to Wellbeing" approach and developed as an enhancement programme to PBS&P's High Five newsletter. Each school will determine the development of the whole school programme, relevant to their school's area of need and strengths to promote a holistic approach to emotional health and wellbeing on a Friday, in conjunction with the publication of the High Five newsletter. Schools involved organise the learning and activities for every other Friday. Training is provided to schools in conjunction with the Health and Social Care Trusts (HSCT), focusing on staff health & wellbeing.

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**Attachment Specific Support** is a whole school or targeted group training available on attachment issues and the impact on behaviours delivered by a multidisciplinary team of Education Psychologists and Behaviour Support Officers.

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**Classroom Assistant (CA) Support and Training** is available to all schools. This support can be tailored to provide the following training: the needs of individual Classroom Assistants, training needs specific to supporting individual pupils, whole school best practice training.

**Professional Development Opportunities**

A range of training and professional development opportunities for school staff supporting pupils with SBEW needs, including policy development and risk assessment processes, is available to all educational settings on the CYPS training calendar. Training related to behaviour is provided principally by the EA's Pupil Wellbeing and Protection Division of CYPS. The main services responsible for the training delivery are Primary and Post-Primary Behaviour Support and Provisions services but are complemented by involvement from other EA services including Nurture Advisory & Support Services, Education Psychology, Pupil Support Services, and partner Allied Health Services.

**The Guiding Principles of all training and professional development are:**

- understanding that behaviour is a form of communication
- to move away from controlling or managing behaviour to nurturing and support SBEW needs
- establishing positive and nurturing relationships to promote learning
- creating a network around a school and the child
- child centred: voice of the child is captured in support plans developed
- a trauma Informed/ trauma sensitive approach is encouraged
- understanding of neurological development
- creating safe and supportive learning environments

**Training provided covers the following areas:**

- Legislation and Guidance relating to behaviour management in education settings
- Overview of updated SBEW Guidance within the Special Educational Needs (SEN) Resource File Behaviour mapping
- Development and Implementation of a SBEW Plan, incorporating the pupil's voice
- Developing a Calm Plan
- De-escalation and diffusion strategies,
- Understanding and Managing Children and Young People that Present with Social Behaviour Emotional and Wellbeing (SBEW) needs
- Managing a Child in Crisis
- Supporting Pupils with a Statement for Social, Behavioural, Emotional and Wellbeing (SBEW) needs
- Creating safe and supportive learning environments
- Establishing positive and nurturing relationships to promote learning
- A Positive Approach to Risk Reduction
- Development of a Positive Behaviour Policy
- Safe handling training for Special Schools and EOTAS Centres is delivered through Team Teach Ltd accredited courses
- Developing a Nurturing School / nurturing approaches in schools and embedding the principles of nurture
- Bespoke SBEW / nurturing approaches and interventions
- Supporting a child in crisis
- Supporting young people with ADHD in the post-primary classroom

**Trauma Informed Practice level 1** training is available for all education staff. Level 2 training is currently available through Being Well Doing Well Programme. This online training resource is available via the Supporting learning website at: <https://www.supporting-learning.com/learning-modules/supporting-pupils/adverse-childhood-experiences-aces>

## 2. Pupil, Staff and Parent /Carer Specific Support

**Direct Support and Telephone Advice:** Teaching staff and school managers from Primary and Early Years settings can access initial advice (for referred and non-referred pupils) via the Telephone Advice and Support Helplines, prior to making a referral to the service. Helpline Telephone Number: **028 3831 4461**

**Allocated Assistant Advisory Officer (AAO)** to schools for ongoing direct support and advice.

**Targeted Support** provides preventative, early intervention and focused support for school staff which may include a consultation process, pupil observation, advice, modelling of strategies & signposting to appropriate agencies. If a more sustained programme of intervention is required following a period of Targeted Support a multi-disciplinary meeting should be held, the outcome of which maybe to progress a referral for Intensive Pupil Intervention. The type and duration of support is determined by presenting needs outlined on referral. This is available from the Primary and Post Primary Behaviour Support and Provisions Services.

**Multi-Disciplinary meetings:** Behaviour Support officers can be invited to actively contribute and participate in school led multi-agency/ service meetings across all phases. Officers in attendance provide advice and support to respond in a preventative manner, in collaboration with the school and others, to meet the presenting SBEW and learning needs.

**Parental Support (Early Years only): Support from** Primary Behaviour Support and Provisions (PBS&P) is available to both school staff and parents/ carers. These programmes directly support parents/carers to recognise and respond to their child's interests, needs and capabilities.

**Solution Circles** is a short, person-centred and effective problem-solving tool. It is a values based approach to inclusion, helping participants to collectively seek solutions and plan for a specific situation. Solution Circles enable the sharing of best practice and networking through cluster arrangements.

**High Five Magazine** for staff, young people and parents available on the EA webpage, EA Healthwell and C2k Resource Hub. This is issued every two weeks and an Irish language and accessible version is also available. [High Five Newsletter | SEND Plan \(eani.org.uk\)](#)

**The NASS's Nurture in Education Programme** supports schools to improve SBEW and educational outcomes for children and young people through a whole school nurture approach framework.

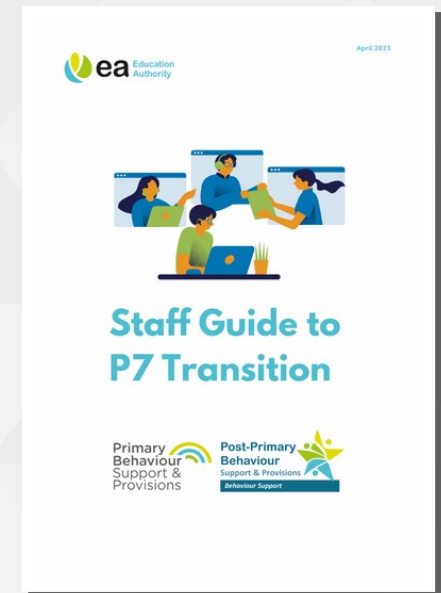
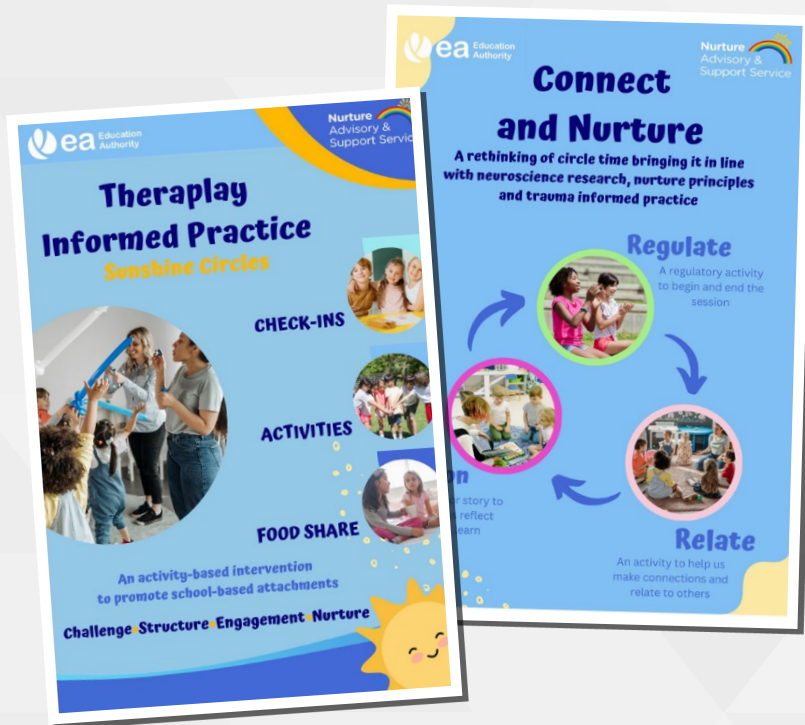
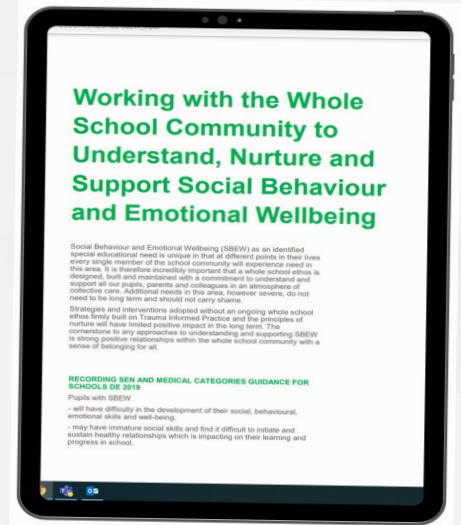




**Code of Practice (COP) Stage 3 Intervention** offers advice and possible intervention support for pupils who have received a statement of Special Education Needs where SBEW is identified as a primary need. The offer of support will be determined by the presenting needs of the pupil and may include training for the pupil’s adult assistant (if allocated), advisory support, pupil observation or a period of intensive pupil intervention.

**Transition support** for pupils exiting Woodlands Juvenile Justice Centre is available to post primary settings to support the SBEW needs of young people in transferring successfully to their next educational provision.

**Post Expulsion Placement** supports young people following expulsion process with educational provision. This is in agreement with the child and the parent/carer, and the child remains entitled to attend a mainstream school.



## Exceptional Teaching Arrangements (ETA)

### ETA Continuum of Support

**Individual Teaching (Community-based ETA)** is a short term provision for those pupils who by virtue of physical or mental health difficulties are unable to attend school for more than 20 days. It is not a duplication of mainstream school.

Individual teaching, often referred to as Community-based ETA, can take place in any of three locations:

- Individual Teaching at Home: Individual teaching at home will only be provided when it is deemed absolutely necessary.
- Individual Teaching in the Community: This will usually be situated in EA premises, but community facilities may also be utilised. It is usually the first step in a phased return to school.
- Individual Teaching in the Registered School: This will require the co-operation of the school. It is a very important step in the reintegration process and requires careful planning.

### Cluster Groups

The service can offer cluster groups consisting of 2 to 3 pupils. The aim of these cluster groups is to assist the pupils to overcome the SBEW barriers that are preventing them from accessing learning while addressing their educational needs.

### Group Provision

The ETA service currently operates larger group provisions for Key Stage 4 pupils who are unable to attend any other form of educational provision because of their profound mental health difficulties. Due to the necessity of a thorough mental health risk assessment, referral to these provisions is only through CAMHS professionals. They will refer only those pupils who they believe will benefit from the curriculum offered at the centres. This is specifically tailored to the needs of pupils and places an emphasis on educational attainment alongside a strong pastoral programme.

### Regional Provisions

There are three education settings which support children who are in-patients in hospital:

#### ***ETA Belfast***

Provides educational support to children and young people who have extended stays in hospital for medical treatment.

#### ***Children's Service at the Iveagh Centre***

Iveagh is a specialist purpose-built unit in Belfast which provides acute, short-term, multidisciplinary inpatient assessment and treatment for children and young people up to the age of 18 who have a learning disability, additional mental health difficulties, and who may display associated complex patterns of behaviour.

#### ***Beechcroft Education Unit***

Beechcroft Education Unit provides an education service to post primary young people from EA registered schools whilst receiving inpatient treatment at the CAMHS Regional Psychiatric Hospital at Beechcroft.



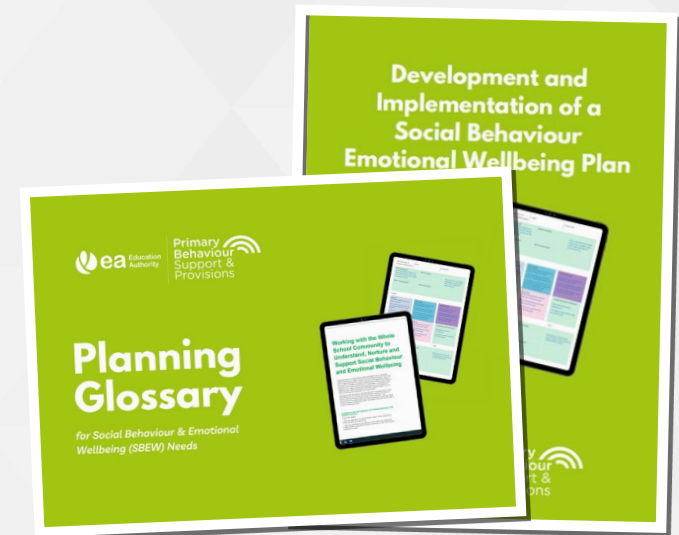
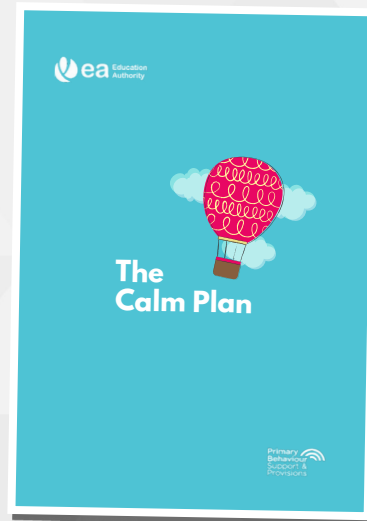
### 3. Development of plans to support individual pupils

Emotional Wellbeing (SBEW) needs. The plans lead staff to build supportive strategies using the evidence-based models of the Take 5 Steps to Wellbeing and the Neurosequential model. Working through the process of developing, implementing, monitoring and reviewing these plans leads to positive outcomes for the children and adults involved. Examples of the types of plans available include:

**Wellbeing Plans** are detailed plans for each young person accessing EOTAS provisions with a focus on wellbeing and actions from pupil, professionals and family involved.

**Individual Risk Reduction Action Plans (RRAP)** focus on up to three areas of presenting behaviours, committing to understand the need underlying each one. A RRAP is focused on creating a safe, supportive learning environment for young people.

**Developing a Calm Plan/ Development and Implementation of a Social Behaviour Emotional Wellbeing Plan**, incorporating the pupil's voice are bespoke individual SBEW plans developed in conjunction with the pupil that focus on reducing presenting SBEW barriers to learning.



Schools and parents/carers can access a range of resources on the EA Website to support and empower staff, families, and young people on social, emotional, behaviour and wellbeing needs can be found at <https://www.eani.org.uk/services>

**The Updated SEN Resource Chapter for SBEW** can be found at [https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20RESOURCE%20FILE-SBEW\\_0.pdf](https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20RESOURCE%20FILE-SBEW_0.pdf) This chapter is available for all education staff and has ideas and strategies for working with the whole school and individuals. All the ideas in this chapter reflect trauma informed practice and the principles of nurture.

**Transition Resources:** Schools and parents can access a range of resources via the EA website. These cover transition from pre-school to P1, from P7 to Post Primary and from year group to year group.



## Behaviour Support Services

### Primary Behaviour Support and Provisions

Telephone Advice Support Helpline (TASH): 028 3831 4461

NASS Tel: 028 3831 4473

Locality East Tel: 028 9056 4385

Locality North Strabane/Derry/Londonderry/Coleraine Tel: 028 7138 3975

Mid & East Antrim Tel: 028 9448 2278

Locality South West Tel: 028 3831 4450

All other referral forms are issued to schools and should be submitted via C2K Any Comms portal  
Any general queries can be raised by contacting [primarybsp.enquiries@eani.org.uk](mailto:primarybsp.enquiries@eani.org.uk).

### Post Primary Behaviour Support and Provisions

ABSiT Tel: 028 38314462

Locality East Tel: 028 9056 4093

Locality North Tel: 028 9448 2262

Locality South West Tel: 028 3831 4452 Website referral forms are available at

<https://www.eani.org.uk/services/post-primary-behaviour-support-provisions/making-referrals-school-support>

Any general queries can be raised by contacting [PPBSPqueries@eani.org.uk](mailto:PPBSPqueries@eani.org.uk)

### Exceptional Teaching Arrangements

<https://send.eani.org.uk/support-services/exceptional-teaching>

[Etaenquiries@eani.org.uk](mailto:Etaenquiries@eani.org.uk)

ETA: 028 7186 3525