

St Kenelm's C of E Primary School



Anti-Bullying Policy

October 2023

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

Our Vision, Values and Ethos

Our Vision

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

ANTI BULLYING POLICY

Introduction and Aims

At St Kenelm's Primary School, we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. As a Church of England School, our core Christian vision and values of Respect, Honesty, Friendship, Compassion, Thankfulness and Wisdom will be key to tackling bullying and offering support to victims of bullying.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at our school. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

We actively encourage every child to embrace and live by our school values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, their secondary school, workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

This policy should be read in conjunction with the following school policies:

- [Behaviour Policy](#)
- [E-Safety / Cyberbullying Policy](#)
- [Equalities Policy](#)
- [Exclusions Policy](#)
- [Relationship and Sex Education Policy](#)
- [Safeguarding Policy](#)
- [SEND Policy](#)

What is bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.”

- Anti-Bullying Alliance

Table 1: Source - Psychology Today

is it BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's

RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's

MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*
even when you tell them to stop or show
them that you're upset—that's

BULLYING.

Whether intended or not,
hurtful behaviour must be
challenged.

**Everybody has the right to
feel safe.**

No form of bullying will be
tolerated in our school and all
incidents will be taken
seriously.

Below are some factors that can make people vulnerable to bullying:

When dealing with bullying-related incidents, schools must refer to the [Equality Act 2010](#) and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence

- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

Types of bullying:

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, ‘jokes’/banter (view the Anti-Bullying Alliance’s ‘Banter or Bullying?’ webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer**.

We acknowledge that some acts of bullying will constitute a criminal offence ([Bullying and the law – Anti-Bullying Alliance](#)). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority’s Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

‘Where bullying outside school is reported to school staff, it should be investigated and acted on.’

(DfE Preventing and Tackling Bullying, p.6)

For more information, refer to the below Department for Education (DfE) publications:

- [Bullying outside school](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Education and Inspections Act \(2006\)](#)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend St Kenelm's CE School, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- At St Kenelm's School, we have high expectations of behaviour.
- RE lessons include opportunities for pupils to understand about how we are all unique and made in the image and likeness of God.
- The RSHE programme of study includes opportunities for pupils to learn:
 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 - that people sometimes behave differently online, including by pretending to be someone they are not.
 - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The school values are embedded across the curriculum – we strive to be inclusive in everything that we do.

Reporting – Roles and Responsibilities

Governors

The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher/DSL to ensure the health, safety and welfare of all children in the school, with the support of the assistant head/DDSL.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.

Staff

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At St Kenelm's CE Primary, we believe that **the behaviour we walk past is the behaviour we accept.**

All adults at St Kenelm's CE Primary should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform the child's class teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Role of Parents / Carers

At St Kenelm's CE Primary we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school.

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At St Kenelm's Primary, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via parent newsletters, our website and the Parent/Carer Agreement.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.

For more information, go to Oxfordshire County Council's ['Help if your child is being bullied'](#) webpage.

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

Stage 1

- a) As it can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the incident with any child involved in conflict/bullying.

Step 1: Tell the story - What has happened? Start from the beginning... What happened just before that?

Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

Step 4: Needs – What do you need in order to find closure? What do you need to move forward?

Step 5: What next? What do you think will make things better? What needs to happen?

Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

- b) The incident will be recorded on CPOMS without delay (see Appendix).

Stage 2

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion (1 or 2 days off the playground) and will be decided by the headteacher.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children’s consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on an Inclusion Support Plan (ISP). An ISP (see Appendix) requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment (see Appendix). The children who have been harmed should be safeguarded from the harmer until the point a meeting can be arranged with the parents/carers of the harmer. In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The ISP should be reviewed weekly with key adults in school.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parent/carer.

Stage 4

Should negative behaviours persist following the implementation of an Inclusion Support Plan (ISP), the headteacher should seek advice* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child’s best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

* At Stage 4, the headteacher should also refer to the Learner Engagement Team’s Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school. In all of these cases, a multi-agency meeting should be arranged to reduce the risk of exclusion:

- If a child has an **Education Health and Care Plan** you must contact your SEN Officer to discuss the risk of exclusion
- If the child is a **Looked After** you must contact the Virtual School for Looked After Children
- If the child is open to social care (**Child in Need or Child Protection**) you must contact the social worker

Cyberbullying

At St Kenelm’s Primary School, pupils are taught how to:

- Understand how to use technologies safely and know about the risks and the consequences of misusing them.
- Know what to do if they or someone they know are being cyber bullied.

- Report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989.

Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Recording and Reporting

St Kenelm's CE Primary records incidents of bullying on CPOMs (see Appendix) and analyses patterns of behaviours as part of weekly Senior Leadership meetings. Termly feedback is made available for governors via the headteacher's report.

Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Board on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report and school monitoring visits. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

Signed on behalf of the school

Signed on behalf of the governors

Date: October 2023

Date to review: October 2024

Appendix

CPOMS

[SCREENSHOT OF CPOMS FORM HERE]

Child Reflection Sheet

Key Stage 1

Child's Voice / Reflection:

What's happening / happened? Use this space to write or draw what's happening / happened...

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How did it make you feel at the time?



How are you feeling now?



What will make it better?



Other:



Key Stage 2

Child's Voice / Reflection:

SHOULD YOU FEEL? FEEL? FEEL? FEEL? FEEL? FEEL? FEEL? FEEL? FEEL? FEEL?

What's happening / happened? Use this space to write or draw what's happening / happened...

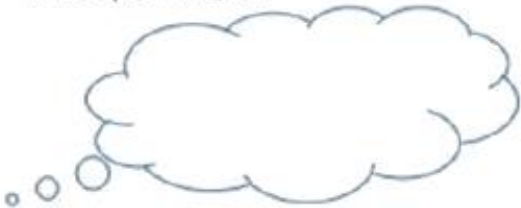
What were you thinking at the time?



And feeling inside?



What are you thinking now?



And feeling inside?



What needs to happen to put things right/move forwards?

What could help things be different next time? Who could help?

QCA Behaviour Assessment



QCA Behaviour Assessment Child's Name..... Date of Birth.....

Date..... Year Group..... Term..... Age at this date..... Years and..... Months.

School.....

This assessment completed by.....
(Please give your name and role, e.g. class teacher, year coordinator, SENCo, Parent, etc)

Is this the first use of this assessment (baseline) for this child?

(Please circle) **Yes** **No** - QCA assessment has been used before

Baseline was completed Date.....

Then further assessment(s).....

Part A. EMOTIONAL

30

Part B. CONDUCT

30

Part C. LEARNING

30

Total

90

Part C EMOTIONAL BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
11. Has empathy <u>eg is</u> tolerant of others, shows understanding and sympathy, is considerate.	1	2	3	4	5	6
12. Is socially aware <u>eg interacts</u> appropriately with others, is not a loner or isolated, reads social situations well.	1	2	3	4	5	6
13. Is happy <u>eg has</u> fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	1	2	3	4	5	6
14. Is confident <u>eg is</u> not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.	1	2	3	4	5	6
15. Is emotionally stable and shows self control <u>eg moods</u> remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	1	2	3	4	5	6

+

Part B CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
6. Behaves respectfully towards staff <u>eg respects</u> staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	1	2	3	4	5	6
7. Shows respect to other pupils <u>eg interacts</u> with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	1	2	3	4	5	6
8. Only interrupts and seeks attention appropriately <u>eg behaves</u> in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	1	2	3	4	5	6
9. Is physically peaceable <u>eg is</u> not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	1	2	3	4	5	6
10. Respects property <u>eg values</u> and looks after property, does not damage or destroy property, does not steal.	1	2	3	4	5	6

Part A LEARNING BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
1. Is attentive and has an interest in schoolwork <u>eg is</u> not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.	1	2	3	4	5	6
2. Good learning organisation <u>eg works</u> systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.	1	2	3	4	5	6
3. Is an effective communicator <u>eg speech</u> is coherent, thinks before answering.	1	2	3	4	5	6
4. Works efficiently in a group <u>eg takes</u> part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	1	2	3	4	5	6
5. Seeks help where necessary <u>eg can</u> work independently until there is a problem that cannot be solved without the teacher's intervention.	1	2	3	4	5	6

Inclusion Support Plan (ISP)

<p style="text-align: center;">Inclusion Support Plan</p> <p>Pupil:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Date of ISP meeting:</td> <td style="width: 50%;">Attending:</td> </tr> </table> <p>Attach updated Pupil Profile with strengths, strategies and outcomes</p> <p>Support Plan meeting identified: <u>Current behaviour causing concern:</u></p> <p>Possible triggers:</p> <p>Possible strategies:</p>	Date of ISP meeting:	Attending:	<p style="text-align: center;">Inclusion Support Plan</p> <p>Actions identified from Inclusion Support Plan meeting:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>What</th> <th>Who/How</th> <th>When</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Include Support Arrangements from Outside Agencies</p> <p>Arrangements for Review</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Frequency of Review:</td> <td> </td> </tr> <tr> <td>Person Responsible:</td> <td> </td> </tr> <tr> <td>Date for 2nd Review:</td> <td> </td> </tr> </table> <p>Any other information:</p> <p>Signed: _____ Date: _____</p> <p style="text-align: center; font-size: small;">Copies to all adults working with child INCLUSION SUPPORT PLAN</p>	What	Who/How	When																Frequency of Review:		Person Responsible:		Date for 2 nd Review:		<p style="text-align: center;">Inclusion Support Plan Review</p> <p>Name: _____ Progress discussed with: _____</p> <p>Date: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>QCA Tracking</td> <td>Initial date:</td> <td>E</td> <td>C</td> <td>L</td> </tr> <tr> <td>Review date:</td> <td> </td> <td>E</td> <td>C</td> <td>L</td> </tr> </table> <p style="text-align: center;">Notes from meeting</p> <p>Areas of success</p> <p> </p> <p>Areas of concern</p> <p> </p> <p>Actions</p> <p> </p> <p>Notes written by: _____</p> <p>Date of next review meeting: _____</p> <p style="text-align: center; font-size: small;">For further guidance, contact vulnerable.learners@oxfordshire.gov.uk INCLUSION SUPPORT PLAN</p>	QCA Tracking	Initial date:	E	C	L	Review date:		E	C	L
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Pastoral Support Plan (PSP)

<p style="text-align: center;">PASTORAL SUPPORT PLAN</p> <p>Name:.....Year:.....</p> <p>School:.....</p>	<p style="text-align: center;">PASTORAL SUPPORT PLAN</p> <p style="text-align: center;">Checklist and explanation</p> <p>To begin with you need to print off ... Part 1. Pastoral Support PLAN and Part 2. Inclusion Support Plan and Pupil Profile</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>ACTION</th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>PART 1 Pastoral Support Plan (Documents needed to start)</td> <td> </td> </tr> <tr> <td>1 PSP Front sheet</td> <td> </td> </tr> <tr> <td>Checklist:</td> <td> </td> </tr> <tr> <td>Initial summary</td> <td> </td> </tr> <tr> <td>Initial Meeting agenda</td> <td> </td> </tr> <tr> <td>Initial Meeting Action plan</td> <td> </td> </tr> <tr> <td>2 Week Review Meeting Action Notes</td> <td> </td> </tr> <tr> <td>Final Review Meeting Action Notes</td> <td> </td> </tr> <tr> <td>PART 2 Inclusion Support Plan (including the Pupil Profile)</td> <td> </td> </tr> <tr> <td>Appendix 1 INITIAL MEETING DOCUMENTS</td> <td> </td> </tr> <tr> <td>1 Risk assessment</td> <td> </td> </tr> <tr> <td>2 Initial staff questionnaire</td> <td> </td> </tr> <tr> <td>3 QCA</td> <td> </td> </tr> <tr> <td>4 Pupil Questionnaire</td> <td> </td> </tr> <tr> <td>5 QCA Pupil voice</td> <td> </td> </tr> <tr> <td>6 Parent letter</td> <td> </td> </tr> <tr> <td>7 Parent questionnaire</td> <td> </td> </tr> <tr> <td>Appendix 2 2 WEEK REVIEW DOCUMENTS</td> <td> </td> </tr> <tr> <td>1 2 wk review staff questionnaire</td> <td> </td> </tr> <tr> <td>2 QCA</td> <td> </td> </tr> <tr> <td>3 2 Week, Pupil Questionnaire</td> <td> </td> </tr> <tr> <td>4 QCA pupil voice</td> <td> </td> </tr> <tr> <td>5 2 wk review parent feedback</td> <td> </td> </tr> <tr> <td>6 two extra Pupil Assessments if wanted</td> <td> </td> </tr> <tr> <td>Appendix 3 FINAL REVIEW DOCUMENTS</td> <td> </td> </tr> <tr> <td>1 Final review staff questionnaire</td> <td> </td> </tr> <tr> <td>2 QCA</td> <td> </td> </tr> <tr> <td>3 Final review pupil questionnaire</td> <td> </td> </tr> <tr> <td>4 QCA pupil voice</td> <td> </td> </tr> <tr> <td>5 Final review parent feedback</td> <td> </td> </tr> <tr> <td>PSP Completed</td> <td> </td> </tr> <tr> <td>HT Signature</td> <td> </td> </tr> </tbody> </table>	ACTION	DATE	PART 1 Pastoral Support Plan (Documents needed to start)		1 PSP Front sheet		Checklist:		Initial summary		Initial Meeting agenda		Initial Meeting Action plan		2 Week Review Meeting Action Notes		Final Review Meeting Action Notes		PART 2 Inclusion Support Plan (including the Pupil Profile)		Appendix 1 INITIAL MEETING DOCUMENTS		1 Risk assessment		2 Initial staff questionnaire		3 QCA		4 Pupil Questionnaire		5 QCA Pupil voice		6 Parent letter		7 Parent questionnaire		Appendix 2 2 WEEK REVIEW DOCUMENTS		1 2 wk review staff questionnaire		2 QCA		3 2 Week, Pupil Questionnaire		4 QCA pupil voice		5 2 wk review parent feedback		6 two extra Pupil Assessments if wanted		Appendix 3 FINAL REVIEW DOCUMENTS		1 Final review staff questionnaire		2 QCA		3 Final review pupil questionnaire		4 QCA pupil voice		5 Final review parent feedback		PSP Completed		HT Signature		<p style="text-align: center;">PASTORAL SUPPORT PLAN</p> <p style="text-align: center;">INITIAL SUMMARY SHEET</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>NAME</td> <td> </td> <td>DATE</td> <td> </td> </tr> <tr> <td>DOB</td> <td>SCHOOL</td> <td>YEAR GROUP</td> <td> </td> </tr> <tr> <td>Number of fixed term exclusions</td> <td>Progress measures</td> <td>ENGLISH</td> <td>MATHS</td> </tr> <tr> <td>ATTENDANCE RECORD</td> <td>%</td> <td> </td> <td>SCIENCE</td> </tr> <tr> <td>SEN:</td> <td>Additional Needs Support List</td> <td>SEN Support</td> <td>Q</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td>S/EHCP</td> </tr> <tr> <td colspan="4">PRIMARY SEN NEED / CLINICAL DIAGNOSIS</td> </tr> <tr> <td colspan="4">BRIEF DESCRIPTION OF SUPPORT</td> </tr> <tr> <td>Risk of permanent exclusion?</td> <td>YES</td> <td>NO</td> <td>Risk Assessment completed?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td>YES</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td>NO</td> </tr> <tr> <td colspan="4">QCA SCORE</td> </tr> <tr> <td> </td> <td>E</td> <td>C</td> <td>L</td> </tr> <tr> <td colspan="4">Other assessment scores</td> </tr> <tr> <td colspan="4">Reason for PSP</td> </tr> <tr> <td colspan="4">AGENCIES INVOLVED</td> </tr> <tr> <td>OCAC</td> <td> </td> <td>NAME</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td>SACS</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td>EMAT/EP</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td>HEALTH</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td>OTHER</td> <td> </td> </tr> <tr> <td colspan="4">Parental involvement</td> </tr> <tr> <td>KEY ADULT</td> <td>Proposed date for meeting:</td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td>Date confirmed:</td> <td> </td> <td> </td> </tr> </table>	NAME		DATE		DOB	SCHOOL	YEAR GROUP		Number of fixed term exclusions	Progress measures	ENGLISH	MATHS	ATTENDANCE RECORD	%		SCIENCE	SEN:	Additional Needs Support List	SEN Support	Q				S/EHCP	PRIMARY SEN NEED / CLINICAL DIAGNOSIS				BRIEF DESCRIPTION OF SUPPORT				Risk of permanent exclusion?	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Initial Meeting Agenda

1. Welcome (to include finish time) Length of meeting 1 hour. Introductions and apologies.
2. Purpose and aims of meeting.
3. What the student does well and summary of concerns (incidents/behaviour log).
4. Parent and/or student comments and questionnaire feedback.
5. Feedback and analysis of staff questionnaires.
6. Summary of school inclusion support plan meeting.
7. Strategies to support outcomes including rewards.
8. Monitoring and review arrangements.
9. Dates of next meetings (interim (8 weeks) final)

Initial Meeting Action Notes		Name	DOB
DATE OF INITIAL MEETING:		Form/Class	Year
Attended by:		Apologies:	
Main Points Arising			
<p>OUTCOMES agreed with student and family</p> <ul style="list-style-type: none"> • • 			
ACTION TO BE TAKEN		NAME	DATE
<ul style="list-style-type: none"> • Draft PSP (ISP) shared with young person, parent/carer and relevant adults. • • • 			
Copy of PSP programme sent to LA.			
Date for Mid-term GCA assessment:			
Date for Assess review:			
Date for Final Review Meeting:			

8 WEEK REVIEW MEETING for:		
Date	PSP start date	Class Teacher
Attended by:		Apologies:
Previous GCA scores:		
E	C	L
Current GCA Assessment		
E	C	L
Summary of Progress		
<ul style="list-style-type: none"> • • • 		
Young Persons views/comments:		
Parents/carers views/comments:		
ACTIONS:		
<ul style="list-style-type: none"> • 		
Action	Name	Date
GCA's and Questionnaires for Final Review to be sent by		
and returned by		