

# BURE PARK PRIMARY SCHOOL

## ANTI-BULLYING POLICY



**Learning, Caring, Growing, Sharing**

<b>ROLE</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>Co-ordinator</b>	<b>Yvonne Hewson</b>		
<b>Headteacher</b>	<b>Yvonne Hewson</b>		
<b>Governor</b>	<b>Clare Merendidis</b>		

<b>Next Review</b>	<b>March 2025</b>
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# Bure Park Primary Anti-Bullying Policy

## **Introduction and Aims**

At Bure Park 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.

Bure Park Primary School is a caring, safe place where everyone is equal. The safety and happiness of all our children is of paramount concern. All pupils have a right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to speak if bullying occurs. In our school, we help each other to be the best that we can be. Everyone should be treated with respect and kindness.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At Bure Park, we expect our children to have:

**Respect**

**Honesty**

**Determination**

**Teamwork**

**Self belief**

**Passion**

**Compassion**

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be well rounded, educated, respected and respectful adults. 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:

- Learning and Conduct Behaviour Policy
- E-Safety Policy
- Equalities Policy
- Exclusions Policy
- Relationship and Sex Education Policy
- Safeguarding Policy
- SEND Policy



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 ([click here](#) to 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 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:

- A Child-Friendly Anti-Bullying Policy ensures all pupils are aware of the Anti-Bullying Policy and our expectations. This is displayed in every classroom.
- Staff are trained in Restorative Practice. Restorative approaches provide support to those who may have been affected by conflict or bullying behaviours. For more information on Restorative Practice, visit Oxfordshire County Council's Anti-Bullying webpage.
- 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.
- We have high expectations of behaviour which we promote through our school motto and three golden rules which are displayed in every classroom and around the school (see below).



**Learning, Caring, Growing , Sharing**

- Be responsible
- Be kind and respectful
- Be the best that you can be

RE lessons include opportunities for pupils to understand about how we are all unique.

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 and our Jigsaw PHSE Scheme, 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 of equality and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.

Pupils are continually involved in developing school-wide Anti-Bullying initiatives through consultation with School Council and any child who has been affected by conflict or bullying. As a restorative school, we aim to work 'with' children and their families in order to effectively prevent and tackle all forms of bullying.

## **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 to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.

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.

### **Anti-Bullying Lead**

The Anti-Bullying Lead, with the support of the headteacher and School Council where appropriate, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.

In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying.

Our Anti-Bullying Lead is: Allison Holland

### **Staff (Teaching and Non-Teaching)/ Adult visitors**

#### **Staff**

All adults encountered by the children at school have a responsibility to model and promote respectful caring 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 Bure Park, we believe that **the behaviour we walk past is the behaviour we accept.**

All adults 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 their 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.

Refer to Child-Friendly Anti-Bullying Policy.

## **Role of Parents / Carers**

At Bure Park, 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 which is reviewed annually and signed by the headteacher, parents/carers and children.

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 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 5 restorative steps (which are available on their lanyard) with any child involved in conflict/bullying.

### **What are the '5 Steps of Restorative Practice'?**

**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.

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

#### **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.

Bure Park Primary records incidents of bullying on CPOMs (see Appendix) and analyses patterns of behaviours as part of Senior Leadership meetings. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the Headteacher's office. 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 the 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, school monitoring visits and focus groups with pupils. 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.

This policy is reviewed every 12 months.

The policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

## Appendix

We use CPOMS to record incidents



## **Child reflection Sheets - 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 Two

should you require more space, please attach additional sheets.

### Child's Voice / Reflection:

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** 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

Part B CONDUCT

Part C LEARNING

Total

	30
	30
	30
<b>Total</b>	<b>90</b>

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

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Part B CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
<b>6. Behaves respectfully towards staff</b> eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	1	2	3	4	5	6
<b>7. Shows respect to other pupils</b> eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	1	2	3	4	5	6
<b>8. Only interrupts and seeks attention appropriately</b> eg behaves 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
<b>9. Is physically peaceable</b> eg is 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
<b>10. Respects property</b> eg values 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
<b>1. Is attentive and has an interest in schoolwork</b> eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.	1	2	3	4	5	6
<b>2. Good learning organisation</b> eg works 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
<b>3. Is an effective communicator</b> eg speech is coherent, thinks before answering.	1	2	3	4	5	6
<b>4. Works efficiently in a group</b> eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	1	2	3	4	5	6
<b>5. Seeks help where necessary</b> eg can 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

OXFORDSHIRE COUNTY COUNCIL  
**Inclusion Support Plan**  
 OPL  
 Oxfordshire  
 Partners in Learning

Pupil:

Date of ISP meeting:	Attending:
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Attach updated Pupil Profile with strengths, strategies and outcomes

Support Plan meeting identified:

Current behaviour causing concern:

Possible triggers:

Possible strategies:

OXFORDSHIRE COUNTY COUNCIL  
**Inclusion Support Plan**  
 OPL  
 Oxfordshire  
 Partners in Learning

Actions identified from Inclusion Support Plan meeting:

What	Who/How	When

Include Support Arrangements from Outside Agencies

Arrangements for Review

Frequency of Review:	
Person Responsible:	
Date for Final Review:	

Any other information

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to all adults working with child

INCLUSION SUPPORT PLAN

OXFORDSHIRE COUNTY COUNCIL  
**Inclusion Support Plan**  
 OPL  
 Oxfordshire  
 Partners in Learning

**Inclusion Support Plan Review**

Name:	Progress discussed with:			
Date:				
QCA tracking Initial Date:	E	C	L	
Review Date:	E	C	L	

Notes from meeting

Areas of success

Areas of concern

Actions


Notes written by:


Date of next review meeting:

For further guidance, contact [vulnerable.learners@oxfordshire.gov.uk](mailto:vulnerable.learners@oxfordshire.gov.uk)

INCLUSION SUPPORT PLAN

# Pastoral Support Plan


**PASTORAL SUPPORT PLAN**




**PASTORAL SUPPORT PLAN**

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Name:.....Year:.....


School:.....


**PASTORAL SUPPORT PLAN**

**Checklist and explanation**

To begin with you need to print off ...  
 Part 1. Pastoral Support PLAN  
 and Part 2. Inclusion Support Plan and Pupil Profile

	ACTION	DATE
<b>PART 1</b>	<b>Pastoral Support Plan (Documents needed to start)</b>	
	PSP Front sheet	
	Checklist	
	Initial summary	
	Initial Meeting agenda	
	Initial Meeting Action plan	
	8 Week Review Meeting Action Notes	
	Final Review Meeting Action Notes	
<b>PART 2</b>	<b>Inclusion Support Plan (including the Pupil Profile)</b>	
<b>Appendix 1</b>	<b>INITIAL MEETING DOCUMENTS</b>	
	1 Risk assessment	
	2 Initial staff questionnaire	
	3 OCA	
	4 Pupil Questionnaire	
	5 OCA Pupil voice	
	6 Parent letter	
	7 Parent questionnaire	
<b>Appendix 2</b>	<b>8 WEEK REVIEW DOCUMENTS</b>	
	1 8 wk review Staff questionnaire	
	2 OCA	
	3 8 Week Equal Questionnaire	
	4 OCA pupil voice	
	5 8 wk review parent feedback	
	Two extra Pupil Assessments if wanted	
<b>Appendix 3</b>	<b>FINAL REVIEW DOCUMENTS</b>	
	1 Final review staff questionnaire	
	2 OCA	
	3 Final review pupil questionnaire	
	4 OCA pupil voice	
	5 Final review parent feedback	
	PSP Completed	
	HT Signature	


**PASTORAL SUPPORT PLAN**

**INITIAL SUMMARY SHEET**

NAME		DATE	
DOB	SCHOOL	YEAR GROUP	
Number of fixed term exclusions	Progress measures	ENGLISH	MATHS SCIENCE
ATTENDANCE RECORD	%		
SEN	Additional Needs Support List	SEN Support	Q S/EHCP
PRIMARY SEN NEED / CLINICAL DIAGNOSIS			
BRIEF DESCRIPTION OF SUPPORT			
Risk of permanent exclusion?	YES	NO	Risk Assessment completed? YES NO
OCA SCORE		E	C L
Other assessment scores			
Reason for PSP			
AGENCIES INVOLVED			
	✓	NAME	✓
OCC		SACS	
EF		EHATAF	
ATTENDANCE		HEALTH	
PCAMB/CAMHS		OTHER	
Parental involvement			
KEY ADULT	Proposed date for meeting:		
	Date confirmed:		

### 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 week) and final)

<b>Initial Meeting Action Notes</b>	Name	DOB
DATE OF INITIAL MEETING:	Form/Class	Year
<b>Attended by:</b>	<b>Apologies:</b>	
Main Points Airing		
<b>OUTCOMES</b> agreed with student and family		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
<b>ACTION TO BE TAKEN</b>	<b>NAME</b>	<b>DATE</b>
<ul style="list-style-type: none"> <li>• Draft PSP (ISP) shared with young person, parent/carer and relevant adults.</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
Copy of PSP programme sent to LA.		
Date for Mid-term QCA assessment:		
Date for 8-week review:		
Date for Final Review Meeting:		

<b>8 WEEK REVIEW MEETING for:</b>		
Date	PSP start date	Class Teacher
<b>Attended by:</b>		<b>Apologies:</b>
Previous QCA scores:		
E	C	L
Current QCA Assessment		
E	C	L
Summary of Progress		
•		
•		
•		
•		
Young Persons views/comments:		
Parents/carers views/comments:		
<b>Actions:</b>		
•		
•		
<b>Action</b>	<b>Name</b>	<b>Date</b>
QCA's and Questionnaires for <b>Final Review</b> to be sent by		
and returned by		