

Antibullying Policy

West Heath School



Approved by:	The Full Board of Trustees	Date: October 2024
Creation date/ Version Date:	October 2024 Edition 10	
Last reviewed on:	October 2024	
Next review due by:	October 2025	
Lead Person		
Policy Audience:	Staff/ Volunteers/ Trustees/ Contractors/ Parents/ Students/Stakeholders All staff should have a detailed knowledge of this policy. Students will also be made aware of its contents through their day-to-day interactions with staff, during PSCHE, assemblies and form time, through displays in every classroom and through the direction of the Pastoral Team.	

Contents

Contents	2
1. Introduction & Aims	3
2. Legislation and Guidance	4
3. Definitions	4
4. Rationale	5
5. West Heath School Pre-emptive Strategies	5
6. Reasons for Bullying Behaviour	6
7. The Effects of Bullying	6
8. What is not considered Bullying	7
9. Definition of Bullying	7
10. Bullying and the School's Behaviour Systems	7
11. Bullying Procedures	8
12. Monitoring Evaluation and Review	8
13. Application of the Policy Outside of School Hours	9
14. Roles and Responsibility	9
A. The Role of Trustees	9
B. The Role of the Principal and SMT	9
C. The Role of the Staff	10
D. The Role of Parents/Carers	10
E. The Role of Students	10
15. Staff Bullying Students	11
16. Useful Websites	11
17. Links with other Policies	11
18. Consultation:	12
Appendices & Procedures	12
APPENDIX 1	13
APPENDIX 2	14
APPENDIX 3	15
APPENDIX 4	16
APPENDIX 5	17

Copies of this policy are available on the School Website - <http://www.westheathschool.com/> Staff matters - Policies or as a hard copy on request from the School Office.

1. Introduction & Aims

This policy will help staff to achieve the vision of the school, which the staff and Trustees at West Heath School follow:

Our Vision

Rebuilding lives through education

Our Mission Statement

To support and empower our community to discover their strengths by taking responsibility for their lives, through respect for themselves and others

Our Values- the 4 Rs

Responsibility- students to take responsibility for their conduct and behaviour; attend school unless there is a good reason for absence; be punctual in attendance at school and at individual lessons and take responsibility for their learning.

Respect- students will respect the whole school community, including the school equipment and resources; show self-respect by looking after themselves and treat others how they wish to be treated.

Resilience- students will develop the ability to withstand, address, adapt and adjust to misfortunes, overcome obstacles, and to bounce back from perceived failure, disappointment, or rejection. How a student learns to handle hurdles will have lasting impact in their future careers and relationships.

Relationships- good relationships with teachers help students feel a greater sense of belonging and connection to the school community and encourage them to participate more actively. West Heath School prides itself on the positive relationships developed between students and staff. Student engagement in learning is linked to greater academic performance and is vital for a sense of belonging.

This will ensure that the school provides an environment where every student can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution

To protect the rights of all students to have a safe and secure learning environment West Heath School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate students and students' ability to learn. If such a case arises, the staff at West Heath School will follow the protocols and guidelines laid out in this policy.

This policy aims to:

To enable staff to:

- identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- keep all other students safe, happy and confident
- look after and support the alleged perpetrator and alleged victims
- to promote positive relationships between students, staff and parents and carers that safeguard and promote the welfare of students, creating an effective learning environment
- to ensure every member of the West Heath School community feels valued, respected and treated fairly
- to provide an ethos and environment within which everyone feels safe
- to log bullying behaviours on Behaviour Watch and CPOMS to create a fair and transparent behaviour system that can be viewed and accessed by staff
- to support our school mission statement of 'Rebuilding Lives through Education' by encouraging students to reflect on and change their behaviour, which helps to prepare students for life beyond West Heath School

2. Legislation and Guidance

- The Education Act 1996 National Guidance (DfES/DoH 2002)
- LA Policy Statements
- Keeping Children Safe in Education 2023
- Anti-Bullying Policy as stated in Section 89 of the Education and Inspections Act 2006.

The Education Act 2002, Education and Inspections Act and Equality Act 2010 all refer to a school's legal responsibility to prevent and tackle bullying. West Heath School have a Promoting Positive Behaviour Policy on the website and follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, West Heath School have developed this Anti-Bullying Policy, a copy of which is available from the school office and on the school website for parents, staff and students to access when and as they wish.

3. Definitions

- The various types of bullying are defined in this policy
- 'Positive and Negative' behaviour are terms used in preference to 'good and bad' because they convey the sense that all behaviour has a result or consequence and also a context. There are some behaviours that would be judged acceptable in one context, but not in another
- Restorative Justice is a term for a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved and encourages the person to reflect on their behaviour and learn from their mistakes
- Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, resolve them if they do happen and enable the student to reintegrate into the West Heath School community
- The 4Rs - **Respect, Resilience, Responsibility and Relationships**

4. Rationale

We are a SEN school and are aware that disabled children and those with SEN are significantly more likely to experience all forms of bullying.

There is no legal definition of bullying and bullying is not a specific criminal offence in the UK. However, there are various laws that apply to how bullying should be addressed.

According to the Independent School Standard Regulation 2010, the proprietor of an independent school is required to ensure that an effective antibullying strategy is drawn up and implemented.

The Equality Act 2010 also requires schools to comply with The Equality Duty, which means schools are required to have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (DfE, Preventing and Tackling bullying, 2014).

Keeping Children Safe in Education (DfE, 2023) describes serious bullying (including cyberbullying) as a form of emotional abuse.

The Department for Education (DfE) defines bullying as behaviour that is a) repeated b) intended to hurt someone either physically or emotionally and c) often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

5. West Heath School Pre-emptive Strategies

West Heath School wants to make sure that all students feel safe in the school and are accepted into the community whatever their identity, race, ethnicity or sexual orientation. West Heath School's promotion of the 4Rs emphasises the importance of respect and relationships and our ethos is one of inclusion and equality.

West Heath School wants to make sure that all students feel safe in the school and are accepted into the community whatever their identity, race, ethnicity or sexual orientation. West Heath School's promotion of the 4Rs emphasises the importance of respect and relationships and our ethos is one of inclusion and equality.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. West Heath School practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the curriculum, through the active development of student's social, emotional and behavioural skills, in PSHE and assemblies and is embedded in daily school life.

It is made very clear to students that they are expected to show kindness to their peers and respect members of the public, and staff, and any intentional breach of this will result in disciplinary action.

West Heath School will undertake a number of pre-emptive strategies:

- Take part in initiatives such as Anti-Bullying Week

- ICT code of conduct is discussed with students in assemblies, PSICHE classes and IT classes
- Training for all members of staff on Anti-Bullying policy and strategy
- The supervision by school staff at lunch times and breaks
- Providing information to parents/ carers on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- The celebration of all student's backgrounds and cultures through assemblies
- The training of a cross section of students as Anti-Bullying Ambassadors
- Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet, social media platforms). The formulation of the Online Safety Staff Panel ensures that staff are up-to-date with the latest technology
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Deputy Principal. Action will be taken and recorded
- Effective recording systems
- Work with multi-agency teams including police and children's/young adult's services as appropriate
- Contact with the parents/ carers of both the child being bullied and the bully
- Challenge sexual content /harmful sexual behaviour and verbal abuse

6. Reasons for Bullying Behaviour

Reasons for bullying:

- They think it is fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other students' differences
- They are jealous of another students
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them

7. The Effects of Bullying

All forms of bullying cause psychological, emotional and physical stress.

Each student's response to being bullied is unique, however, some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- Loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed personal items: clothing, books, electronics, jewellery etc.
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating Students may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares or bed wetting
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations

- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

8. What is not considered Bullying

Actions NOT considered to be bullying:

- One-off or impromptu incident
- Not liking someone
- Being excluded (unintentionally)
- Accidentally bumping into someone
- Making other students play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour or intimidation

9. Definition of Bullying

Bullying is defined as any intentional, repeated aggressive behaviour directed by a perpetrator against a target in the same age group. One of the most noteworthy components of bullying is an imbalance of power between the bully and their victim. Sometimes the power imbalance is obvious when, for example, a bigger, stronger student bullies a weaker, smaller student or when a group of people bullies a single individual. However, sometimes the power imbalance is more difficult to discern because it involves less obvious factors, such as differences in popularity, intelligence, or ability, or knowledge of the information the victim finds embarrassing.

All students have upsets and quarrels; however, these are not classed as bullying and are dealt with through the *Promoting Positive Behaviour Policy*.

10. Bullying and the School's Behaviour Systems

Behaviour Watch allows West Heath School to centralise its own recording systems and log incidents online, eliminating the need for paper-based reports. When incidents are logged, automatic RTNs (real time notification) emails alert relevant middle managers and SMT; and intelligent analysis enables quick identification of areas for concern. Behaviour Watch can track behaviour patterns over custom time periods for any student or class. Behaviour Watch is bespoke to deal with West Heath School's specific bullying procedures and processes.

All bullying related incidents will be reported on the school Behaviour Watch system which is used as the central system to extract bullying data from.

CPOMS is West Heath School's Child Protection Online Management System. This system is used for the monitoring of child protection, safeguarding and other welfare issues. When and if the Deputy Principal/Heads of School complete a bullying investigation fact find, the investigation evidence, findings, outcome, action points and recommendations will be uploaded to the Behaviour Watch system and linked to the victim and perpetrator of the bullying incident. The final report will be passed to the Head of Care and Safeguarding or Deputy DSLs to add to CPOMS.

11. Bullying Procedures

Bullying behaviour will initially be dealt with by the Deputy Principal / Heads of School leading all fact find investigations to establish whether the bullying incident occurred or not and setting clear action points and recommendations of appropriate consequence and sanctions which should be fair, equitable, reasonable, proportionate, necessary and measured.

This behaviour will be reported on Behaviour Watch and investigated by the Deputy Principal / Head of School and reported to the Head of Care and Safeguarding and, in some circumstances, outside agencies such as the Police and CAMHS services.

Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures may or may not include the alleged perpetrator remaining in EOS provision until the case has been investigated and resolved. Support will be provided to the reported victim and alleged perpetrator.

All completed bullying Fact-Finding investigations will be uploaded/linked to CPOMs by the Head of Care and Safeguarding.

The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy, and can trigger an Emergency Review Meeting, or lead to permanent exclusion of the perpetrator.

All staff are expected to follow procedures to ensure that bullying is taken seriously, dealt with promptly and that relevant staff and parents/ carers are clearly aware and informed of next steps.

Staff implement sanctions/ consequences where a bullying incident has occurred. Sanctions are applied in appropriate proportion to the event.

In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, Trustees will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

12. Monitoring Evaluation and Review

The Trustees, Principal, Deputy Principal, Head of Care and Safeguarding and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

West Heath School will be committed to keep up-to-date with the technology used by students and enable student-friendly methods to report bullying. For example, the students in residential provision are completing a trail of an anti-bullying app entitled, iTrust. This allows students to scan a QR code and report bullying on their phone, which may be less intimidating than reporting to staff and may be more appealing for students.

The School Council will review the effectiveness of the policy biannually and their views given to the Deputy/ Principal and Head of Care and Safeguarding.

A record of all such incidents, and Restorative Meetings, will be kept both centrally and on students' files.

The numbers of incidents will be reported to Trustees annually or provided to them at any time on request.

Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

13. Application of the Policy Outside of School Hours

Schools have the legal power to make sure students behave and do not bully outside of school premises, for example, on public transport or in nearby public communal areas.

If seen as appropriate, staff can choose to report bullying to the police or local council. During school hours, including while students are taking part in school visits, trips and/or inappropriate online activity, the school has direct responsibility to ensure all students feel safe and secure.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside the School, staff will consider:

- whether the student is taking part in any school-organised or school-related activity, for example, when in the boarding premises, whether the student is travelling to or from the school, or is in some other way identifiable as a student of the School at the time of the behaviour;
- the severity of the misbehaviour, for example, whether the student's behaviour could have repercussions for the orderly running of the school;
- whether the behaviour poses a threat to another student or member of the public;
- whether the behaviour could adversely affect the reputation of the School.

14. Roles and Responsibility

The Education Act 2002, Education and Inspections Act and Equality Act 2010 all refer to a school's legal responsibility to prevent and tackle bullying. West Heath School has a 'Promoting Positive Behaviour Policy' on the website and follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

A. The Role of Trustees

The Trustees support the Deputy Principal (and in their absence Principal) in all attempts to eliminate bullying from the school.

The Trustees monitor incidents of bullying that do occur, and review the effectiveness of this policy regularly. The Trustees require the Deputy Principal/ Principal to keep accurate records of all incidents of bullying and to report to them on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint following our normal complaints procedures outlined in our *Complaints, Concerns and Compliments Policy* which can be found on the school's website.

B. The Role of the Principal and SMT

It is the responsibility of the Principal, Deputy Principal and SMT to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Principal will report to the Trustees about the effectiveness of the Anti-Bullying Policy on request.

It is the Principal, Deputy Principal and SMT who must ensure that all children/young adults know that bullying is wrong, and that it is unacceptable behaviour in school. The Principal, Deputy Principal and Head of Care and Safeguarding will draw the attention of students to this fact at suitable moments. For example, the Deputy Principal may

decide to use an assembly as the forum in which to discuss with the students why bullying is wrong.

The Principal, Deputy Principal or Head of Care and Safeguarding will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Principal, Deputy Principal and SMT will set the school climate of mutual support and praise for success, so making bullying less likely. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

C. The Role of the Staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Anti-Bullying Policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help students understand the feelings of bullied students and to practice the restraint required to avoid lapsing into bullying behaviour. Ring-fenced time will also be used to praise, reward and celebrate the successes of all students, and thus help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the relevant statements to the Tutor/ Head of School with a written statement in order that he/she can decide on an action.

All cases are individual and various strategies will be employed by the Head of Lower, Middle, Upper School, HEART and the Residential Care Manager to address the issue.

Teachers and support staff will do all they can to support a student who is being bullied.

D. The Role of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact the Head of Lower/Middle/Upper School/HEART Manager and the Residential Care Manager.

If they are not satisfied with the action taken they should follow the school's normal complaints procedure as detailed above. Parents/carers have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of this support is outlined in West Heath School's home/school agreement.

E. The Role of Students

Students are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know. The students are taught a number of strategies to help them with this.

Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied. For example, students participate in a week of activities during Anti-Bullying Week.

Pictures of the Head of Care and Safeguarding and the Deputy Safeguarding Leads are displayed throughout the school so that students are aware of a range of staff they can speak to about bullying concerns.

15. Staff Bullying Students

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Principal, Deputy Principal or Head of Care & Safeguarding, with the support of the Trustees, will deal with this; formal action will be taken where necessary.

West Heath School will take any bullying or discrimination complaint from its employees seriously and look into them as soon as possible.

The school will deal with any complaint appropriately and ensure that both staff and students feel safe and supported.

Any conversations between staff, their managers and HR will be handled with confidentiality and in a supportive approach.

The Head of HR in conjunction with the appropriate line manager will make the decision as to whether the complaint is dealt with informally or formally.

In the event of the Principal being involved in such incidents, reports will be given immediately to the Chair of Trustees who will also take formal action where necessary.

16. Useful Websites

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

17. Links with other Policies

This policy should be read alongside:

- Promoting Positive Behaviour Policy
- Positive Handling Policy
- Exclusion Policy
- Staff Disciplinary Policy
- Drugs and Alcohol Policy
- Health & Safety Policy
- Code of Conduct

18. Consultation:

Persons with particular responsibility:

- The Deputy Principal, and in their absence, Principal, Head of Care and Safeguarding and Head of Curriculum
- All staff at West Heath School have a responsibility to uphold the values of the 4Rs and to follow the Anti-Bullying flowcharts outlined in this policy
- Anti-Bullying and Online Safety Committee
- School and Boarding Student Councils

Other Participants & Stakeholders:

- Parents/Carers
- Students
- Staff

Consultees:

- The Anti-Bullying Committee and Online Safety Committee
- The Behaviour Committee
- Behavioural Consultants with SEN school experience

Monitoring and Evaluation:

- Student Council (School, Boarding and HEART)
- Student Services Committee
- SMT
- Trustees

Appendices & Procedures

This policy has 5 appendices:

- Easy Read Reporting Bullying Form for students in Main School
- Easy Read Reporting Bullying Form for students in HEART
- Easy Read Witness Bullying Form for students
- Bullying Complaint Investigation Outcome Form for students
- Emergency Review Meeting Checklist

APPENDIX 1



Reporting Bullying

Bullying is when someone is horrible to you on purpose. Anyone can be bullied.

Name _____

Date of form _____

Date of bullying incident _____

Before school	AM taxi time	Morning registration	Lessons	Break	In between lessons	Lunch	Afternoon registration	Lessons	PM Taxi Time	After School

What lesson?

Who bullied you?

What happened?

Staff Present?

You can talk to any staff member if you are being bullied.

If you would like to talk to someone about being bullied you can talk to your heads and deputy heads of year.

Signed by Pupil _____ Date _____.

Staff receiving report _____.

APPENDIX 2



Reporting Bullying in HEART

Bullying is when someone is horrible to you on purpose. Anyone can be bullied.

Name _____

Date of form _____

Date of bullying incident _____

Before school	AM taxi time	Morning registration	Lessons	Break	In between lessons	Lunch	Afternoon registration	Lessons	PM Taxi Time	After School

What lesson?

Who bullied you?

What happened?

Staff Present?

You can talk to any staff member if you are being bullied.

If you would like to talk to someone within HEART about being bullied you can talk to the HEART Manager or HEART Deputy Manager.

Signed by Pupil _____ Date _____.

Staff receiving report _____.

APPENDIX 3

Witness Bullying Form

Your name:

Date:

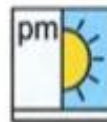
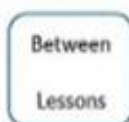


Who got bullied?

Who was being a bully?

When? (Please circle answer)

Day:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Time:	P1	P2	P3	P4	P5	P6	P7	P8



Where:



What happened?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Please return this form to a member of staff

APPENDIX 4



BULLYING COMPLAINT FORM OUTCOME

This form may be completed by anyone who has made a complaint after the conclusion of the investigation into the complaint.

****To be completed by student****

DATE:	
--------------	--

I AM HAPPY WITH THE OUTCOME / I AM NOT HAPPY WITH THE OUTCOME (please circle what was your complaint? how you feel)

SIGNATURE:

DATE:

HAVE YOU BEEN TOLD ACTION TAKEN BY STAFF TO RESOLVE COMPLAINT?

NAME OF STUDENT:

****To be completed by staff****

POSSIBLE FURTHER ACTION REQUIRED BY HEAD OF YEAR/DEPUTY HEAD OF YEAR:

**PASSED TO HEAD OF CARE AND DSL OR
DDSL ON: (Date)**

BY WHAT STAFF:
(Name of Staff)

APPENDIX 5



Before entering into an Emergency Review Meeting, please complete the following checklist and add all evidence to this form:

- 1) Have we ensured that they have contacted the parents/ carers regularly and kept them updated on how their child's behaviour is changing or escalating.

Y/N

DATE/S OF CONTACT:

INFORMATION STORED:

ADD PRINT OUT OF CONTACT LOG/ WELL-BEING INCIDENT SLIPS NOTES:

- 2) Have you kept a log of negative bullying behaviours on **Behaviour Watch** and seen a pattern of negative **bullying** behaviours **across a period of time?**

Y/N

DATE RANGE:

NUMBER OF BULLYING INCIDENTS INVOLVED:

ADD PRINT OUT OF BEHAVIOUR WATCH EVIDENCE

- 3) Have you used elements of the Teaching Therapeutic Toolkit to help students focus in lesson such as allowing students to use MP3 players to listen to music in lessons, wobble stools, desk screens?

Y/N

ADD LIST OF ITEMS USED:

- 4) Have you used restorative approaches that encourage students to reflect and learn from their behaviour, including the participation in a Restorative Meeting?

Y/N

DATE/S OF RESTORATIVE MEETING:

ADD RESTORATIVE MEETING NOTES

- 5) Have you created a bespoke student timetable and included additional interventions?

Y/N

ADD COPY OF TIMETABLE:

ADD LIST OF INTERVENTIONS (INCLUDE COT FORMS IF NECESSARY)

6) Have you reduced the student's timetable or reduced number of days at school?

Y/N

ADD COPY OF TIMETABLE:

7) Has additional work been provided for the student on Satchel One?

Y/N

ADD SCREEN SHOT OF SACHEL ONE WORK (INCLUDE WHETHER WORK HAS OR HAS NOT BEEN SUBMITTED)

ADD EXAMPLES OF WORK GIVEN

8) Has the student had:

- an Internal or External Exclusion on Behaviourwatch;
- spent time/ participated in EOS provision;

Y/N

ADD TIMES/ DATES

9) Has the student completed an Independent Learning Plan (ILP) during this exclusion?

Y/N

ADD COPY OF ILP

10) Internal Professionals Meeting

11) Has a previous meeting with the parents/ carers, Head of School and Deputy Head been completed whereby it has been made clear that the next escalation would be an Emergency Review Meeting?

Y/N

DATE OF MEETING:

ADD COPY OF MEETING NOTES

Please note that some Red Behaviour Types (such as ~~Arson~~ extreme and continuous bullying) will trigger an automatic Emergency Review Meeting