

Policy:	Bullying and Harassment
Responsibility:	Full Gb
Headteacher's recommendation to the Governing Body:	<i>This is a bespoke policy prepared by the headteacher. Local and national model policies have been analysed, and form the basis of this document that has been personalised to reflect Ysgol Cybi's practices. Headteacher recommends that this policy is adopted.</i>
Adopted:	15/07/17
Review:	Every three years, as dated below:

YSGOL CYBI

Behaviour and Anti-Bullying Policy

The Education Act, 1997 gives a statutory obligation on governing bodies to prepare a written declaration of general principles regarding behaviour. This policy applies to every child in the school and ensures that each child is treated equally.

Introduction

At Ysgol Cybi we will:

- promote good standards of discipline and behaviour by encouraging our pupils to develop socially through personal relationships in accordance with the school's expectations, which emphasise the Christian example and ethos.
- create a positive system to support behaviour founded on respect between everyone in the establishment
- draw up systems that aim to develop self-discipline and reflect the agreed values of the school in accordance with the principles of the Church in Wales.

Aims

- to keep children safe
- to allow children to enjoy and achieve
- to nurture and create in the pupils a sense of self-respect and self discipline
- to act upon and address cases of misbehaviours continually and fairly throughout the school.
- to nurture and reinforce co-operation between the home, parents and the teachers.

Objectives

- to insist on acceptable behaviour at all times.
- to understand the difference between good and bad, moral and immoral, civilised and uncivilised, bad behaviour and mischievous behaviour.
- to nurture and reinforce respect towards peers, adults, property and the environment.
- insist that individuals accept responsibility for their behaviour and accept the consequence of their actions
- to develop the following aspects of acceptable behaviour:
helping others, thinking before reacting, trusting others, being polite, saying "thank you", talking sensibly and thoughtfully with each other, accepting that we are all different.

Our School's Approach

The school should expect the highest standards of behaviour from the children, but the school also accepts that it has a responsibility in developing responsible behaviour in its pupils. In so doing the school seeks to work closely with parents and other family members as well as other professional services. The focus of attention needs to be constantly placed on the behaviour not the child. If a child behaves in an unacceptable way it is the behaviour that is wrong. Children need to be regularly praised for displaying acceptable behaviour, no matter how trivial. Scanning for positive behaviour and drawing attention to it is an important part of our approach. Our policy seeks to highlight certain areas of school life so as to develop a consistent approach towards the children such that good and unacceptable behaviour is responded to in a consistent and firm manner.

Every action has a consequence. Some consequences are more rewarding than others. If a pupil is not motivated to progress, develop or change and does not perceive any connection between his action and the outcomes of his actions they will become de-motivated and will experience feelings of incompetence and lack of control over their lives. Pupils need to learn to control their own behaviour and have to learn to limit some natural behaviour or to engage in activities that are not found to be intrinsically motivating. For this to happen it is agreed that certain things are required:

- **Structure**

Pupils need to know what rules they need to follow, why they need to be followed and what will happen if they are not followed. In addition, consequences need to be provided when rules are not met.

- **Support**

Pupils need to feel the interest of people who care for them. They need to feel valued and important. With this in place, pupils are more likely to mirror behaviours that are important to staff they respect.

- **Good teaching**

Good teaching develops motivation to learn, it gives pupils the opportunity to show their competence either by proving their ability or by improving their ability.

One of the strongest tools a teacher has is positive reinforcement messages used appropriately to encourage endeavour. They should notice children, use their name and give compliments. In general, our approach to promoting positive behaviour in school is based on rules, rewards and consequences.

Rules

Classroom rules may be adapted in light of discussion with children so that they reflect the needs of the class, however the following school rules should be adhered to:

- Be Honest - do not cover up the truth
- Work Hard - do not disturb others
- Listen to Others - do not interrupt
- Look after Property - do not waste or damage things
- Be Gentle - do not hurt others
- Be Kind and Helpful - do not hurt people's feelings
- Be Polite – open doors for adults, and move around the school calmly

Rewards

Rewards for recognising good behaviour at our school include:

- Verbal praise – tell the children as often as possible why you are pleased
- House points
- Teacher's special stickers, certificate or other class-specific award
- Class star of the week, to be recognised at end of week assembly

Teachers should use the Class Dojo website to allocate house points to individuals and groups of children. The house points system aims to:

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Motivate students to engage and participate
- Incentivise achievement

Consequences

Consequences for inappropriate behaviour are noted in order of severity in the table overleaf, but the steps do not have to be followed in sequence – the consequence depends on the context.

Consequence	Description	Support	Record keeping
Verbal warning	A discussion focussing on the inappropriate choice that has been made and how improved choices in future could be of benefit.	Class teacher	Informal
Loss of privileges	Most commonly missing a playtime or internal exclusion. The teacher who has issued the sanction should ensure that adequate supervision is in place.	Class teacher	Record on SIMS database.
Referral to lead teacher	When repeated attempts at correcting a child's behaviour are unsuccessful, the case should be referred to the lead teacher.	Class teacher and lead teacher.	Record on SIMS database.
Stern verbal warning	A stern verbal reprimand usually delivered by a lead teacher or senior manager.	Class teacher and lead teacher.	Record on SIMS database.
Formal written warning	This is usually the point where parents become involved. A formal written warning should be issued for the most serious of incidents, (e.g. where a victim has sustained an obvious injury) or as a result of an accumulation of smaller incidents. Normally, the content of the letter will be discussed with the parents by phone or face-to-face.	Class teacher, lead teacher, parents.	Record incident on SIMS. Provide school's attendance support officer with a copy of the letter to be scanned to SIMS as linked file.
Referral to senior management	In the event that behaviour does not improve, lead teachers should report to the senior management team, who will hold an internal strategy meeting. This could involve creating a Pastoral Support Plan and consider the involvement of outside agencies.	Class teacher, lead teacher, parents, senior managers. Where relevant: specialist teachers, educational psychologist, welfare officer, social services.	Record incident on SIMS. Provide school's attendance support officer with a copy of any minutes or referrals to be scanned to SIMS as linked file.
After-school detention	Used as an additional consequence where other strategies have not been successful and in order to avoid the use of a fixed-term exclusion. After-school detentions should only be issued by senior managers, and parents should be advised both in writing, with at least 48 hours notice, and either by telephone or in person.	Senior managers. Parents.	Record incident on SIMS. Provide school's attendance support officer with a copy of any minutes or referrals to be scanned to SIMS as linked file.
Fixed-term exclusion or lunchtime exclusion	For the most serious incidents, or where attempts to correct regular disruptive behaviour are proving unsuccessful, the headteacher may issue a fixed-term exclusion or lunchtime exclusions. In his absence, the most senior teacher may do so. Welsh Government guidance should be followed.	Senior managers. Parents. Where relevant: specialist teachers, educational psychologist, welfare officer, social services.	Record incident on SIMS. Provide school's attendance support officer with a copy of any minutes or referrals to be scanned to SIMS as linked file. Copy to LA.
Managed Move	Pupils' at risk of permanent exclusion can make use of a 'managed move'. This is when the school, parents and local authority agree that the best chance of improving a child's behaviour is by finding them a fresh learning environment.	Senior managers. Parents. Local Authority.	All minutes and records to be scanned to SIMS as linked files.
Permanent exclusion	Ultimately, the school reserves the right to permanently exclude pupils. This would be undertaken by the headteacher, or the next most senior person in his absence, and would take into account Welsh Government guidance.	Senior managers. Parents. Local Authority.	All minutes and records to be scanned to SIMS as linked files.

Managed Moves

A managed move offers a pupil the opportunity to move to a new school and have a fresh start. The transfer to the new school is carefully planned and the pupil is fully supported during the process. A managed move will be considered before reaching a 'crisis' point because that adds to the likelihood of success. This is likely to be a situation where a child's behaviour has been gradually deteriorating over time despite several interventions.

Parents may consider the possibility of a managed move for their child if they:

- are at risk of permanent exclusion but might succeed in a new environment;
- have emotional and behavioural difficulties that have not improved as a result of the supportive strategies put in place by the current school; or

- find that attendance at the current school is having a negative impact on their welfare.

Parents will be invited by the headteacher of the current school to attend a meeting to discuss a way forward. A representative of the local authority with experience in this area, the head teacher of the current school and the head teacher of the new school will also be invited to the meeting. Parents and children have no legal obligation to accept the offer of the managed move and can decline it but they will be invited to consider whether it may be beneficial in the long-term. Further information on Managed Moves is provided as an appendix.

Fixed Term and Permanent Exclusions

We would make the decision to exclude a learner only in response to serious breaches of the school's behaviour policy or if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school. A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. There will, however, be exceptional circumstances where in the headteacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence. These might include serious actual or threatened violence against another learner or a member of staff; sexual abuse or assault; supplying an illegal drug or the use or threatened use of an offensive weapon. The regulations allow headteachers to exclude a learner for one or more fixed-terms not exceeding 45 school days in any one school year. Discipline committees must convene when a learner exceeds 15 days fixed-term exclusion within a term. Exclusions should only be issued as a result of: assault/violence (staff); assault/violence (learner); defiance of rules/discipline policy; disruptive behaviour; bullying; racial harassment; sexual harassment; verbal abuse; threatening or dangerous behaviour; possession/use of weapon; theft; damage to property; or substance misuse.

Receiving Learners Back Into School After a Fixed-Term Exclusion

Headteachers should have a written policy on arrangements for receiving learners back into school after a fixed-term exclusion, which should include receipt of work completed during the exclusion. In our school's case, we publish our arrangements here as part of our Behaviour and Anti-Bullying Policy.

Any work produced during a fixed-term exclusion period that required marking should be handed to the class teacher. The procedure for the first day back should be agreed by telephone with a senior manager at the school. We will agree on bespoke arrangements that are most likely to see the reintegration go smoothly. For example, in some cases, it may be wiser for parents and children to 'slip-in' to the usual school routine without a 'fuss' being made, whilst in other cases it may be agreed by all that a meeting is required prior to starting back.

Learners' Behaviour Outside School on School Business

Our pupils often leave the school premises during school time, for example on school trips, away school sports fixtures or community visits. The school's behaviour policy applies for all off-site visits. Inappropriate behaviour in these circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline among the learner body as a whole. This will be a matter of judgement for the headteacher. Learners' behaviour in the immediate vicinity of the school or on a journey to or from school can be subject to the school's behaviour policy in order to:

- secure behaviour which does not threaten the health or safety of learners, staff or members of the public
- provide reassurance to learners who may feel threatened or intimidated by the behaviour of a small minority of their peers
- provide reassurance to members of the public about school care and control over learners and thus protect the reputation of the school
- provide protection to individual staff from harmful conduct by learners of the school when not on the school site.

Guidelines for Staff

All staff members have a collective responsibility for promoting and upholding positive behaviour around the school. This means that good behaviour should be praised and inappropriate behaviour challenged even when outside their own classroom or area of immediate responsibility, e.g. in corridors, on staircases, in the hall.

Teachers and assistants should:

- create a happy, homely environment in the class
- ensure rules and expectations are known to children
- praise good behaviour as often as possible
- attempt proactive strategies such as drawing attention to positive behaviour before directly reprimanding unacceptable behaviour
- reason with children, as a group or individually, so that they understand why a certain behaviour is unacceptable or acceptable.
- allow a "cooling-off" period if the child is agitated. It can be counter-productive to attempt to intervene or reason with a child who is angry.
- not make a decision as to which child/children is/are to blame until one has heard both sides of the story.

- after a discussion of a confrontation between two children, ask the children to face up to each other and say “sorry” and/or shake hands.
- be consistent and have the patience of Job.
- ensure discipline as pupils leave or go to their classes or to other areas in the school.
- never use force as a punishment for unacceptable behaviour.
- avoid routinely raising their voice - this is usually an indication that other behaviour management strategies are failing.

Important Matters to Consider Daily

Misbehaviour often happens as the result of poor supervision. It is essential for good supervision:

- to be in class at 8.50 am prompt, before the pupils arrive
- respond immediately to the bell at the end of break times
- accompany their class, walking in front of them when moving around the school or off-site

Staff members need to reflect upon their actions, especially when responding to pupils misbehaving. When a child misbehaves or is restless in class, consider whether the work set is appropriate to his/her needs.

When a teacher keeps a pupil in to “finish work” over playtime or as a consequence of inappropriate behaviour – then it is the teachers responsibility to supervise that/those pupils, or to make arrangements for other responsible adults to supervise. No child should be left in class unsupervised.

i) Rules for Pupils

All reprimands and discussions should focus, as far as possible, on the school rules and on the consequences when such rules are broken.

ii) Use of Force And Restraint

The school has felt it prudent to take note of the Welsh Assembly Government guidance document *Safe and effective intervention - use of reasonable force and searching for weapons* (Guidance Document No: 041/2010). The following advice from the document has been formally adopted into the school’s Behaviour policy:

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils. The use of force should only be a last resort when any of the scenarios outlined above are clearly imminent. In the school, force can generally be used for two different purposes - to control pupils and to restrain them:

* Control can mean either passive physical contact (eg blocking a pupils’ path) or active physical contact (eg leading them by the hand or arm).

* When staff use ‘restraint’ they physically prevent a pupil from continuing what they were doing after they have been told to stop. Restraint techniques are usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

These powers may be used where the pupil is on school premises or elsewhere in the lawful control or charge of the staff member. To be judged lawful the force would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. Any incidents which have resulted in the use of force should be recorded on the *Use of Force to Control or Restrain Pupils: Incident Record Form* (available in Guidance Document 041/2010).

iii) Access to toilets

The school takes the view that no child should be denied access to the toilet. On the other hand teachers need to be aware of children who make a very regular habit of asking to go to the toilet when there are no medical grounds for doing so. A reasonable approach is required. Children will be encouraged to go to the toilet during break times. The following offers guidelines to teachers of children of increasing age, as older children should be expected to display greater control over their bodies (refer to Toilet Policy).

Under 5s Department

These children have access to toilets off each classroom. Children should be discouraged from visiting the toilet during discreet learning sessions.

Years 1-6

Children should be encouraged to use the toilet during break times. In class they must ask permission and are allowed to go one by one. Requests should normally be granted, although children should be discouraged from visiting the toilet during discreet learning sessions.

iv) Access to drinking water

Children should be encouraged to bring a bottle of water to school with them – this can be kept with his/her bag in the cloakroom and accessed freely when required. Children should be taught that it is bad manners to drink from a bottle when they are being spoken to, for example when the teacher is introducing a lesson. Other drinks are not allowed. Children in years 1-6 can refill their bottles at water

coolers situated around the building. They can do so during break times, or can ask permission during lesson time to fill their bottles. Requests should be dealt with sympathetically, although again teacher discretion will be necessary if individuals seem to be taking advantage of the situation. Children should be encouraged to wash their bottles with warm soapy water at home.

v) Promoting good manners

Children should consistently be encouraged to speak politely to one another and to staff, to greet visitors cheerily and to hold doors open for adults.

vi) Dealing with a child who refuses to follow instructions

The teacher should give the child an opportunity to change his/her mind e.g. reasoning, waiting for a limited time. At the teacher's discretion, making use of 'thinking time' or being allowed to withdraw to a safe place in the class may be appropriate until the child has calmed down. The child should not be held in any way unless there is a direct danger to the child, other children or the teacher. The class teacher can invoke consequences outlined in this policy if appropriate. A record should be made of the incident on SIMS.

vii) Dealing with a child who runs away from the situation

Generally school staff will not follow a child who runs away, as this is mostly attention seeking behaviour, but it will be necessary to ensure that they are being watched from a distance for their safety. The following courses of action can then be acted upon depending on the circumstances of the incident, and teamwork should be used, utilising teachers and support staff in the vicinity, and drawing in managers if required: -

- ❖ ascertain, if possible, the child's whereabouts
- ❖ leave the child alone for a period of time (but observed from a distance)
- ❖ keep a careful check on the situation
- ❖ talk with the child
- ❖ ensure child returns to the classroom as quickly as possible.

In the event that the child has left the school premises, staff should not pursue as this can lead to the child endangering themselves further and not concentrating on their own safety – e.g. running into the path of a car. Senior managers should be informed immediately, then:

- ❖ inform the police
- ❖ inform the parents

vi) Methods of developing responsible behaviour

Responsible behaviour will be discussed in the class, school meetings and during services with groups of children. Individual discussions also take place with some children. If appropriate, Behaviour Records can be used whereby their daily behaviour is recorded and the record taken home each evening. The school also has a system of rewards and consequences.

There are also opportunities within the curriculum to promote acceptable and responsible behaviour: -

- ❖ Personal and Social Education
- ❖ Religious Education lessons
- ❖ Oral and drama work

vii) Guidelines for Teachers on Break Duty and before School 8.50 – 9.00 am

Dry Break:

- i) Teachers should be by the appropriate door as the bell rings to ensure children go out in an orderly manner, this includes keeping an eye out in the corridor.
- ii) Teachers and staff should walk around the play areas keeping a careful eye on the children – not stand in a cluster talking.
- iii) Assistants should pay regards to their designated area or other designated duties.
- iv) It is better to step in early to avoid confrontations between pupils.
- v) In the event of misbehaviour:
 - Assistants should warn pupils calmly about their inappropriate behaviour
 - Teachers should intervene where necessary and reprimand
 - For repeated or more serious incidents, teachers may isolate individuals, e.g. make them patrol the yard holding their hand (for younger pupils), or send to stand by the door.
 - For more serious incidents, children can be taken in to 'miss the rest of playtime'. Suitable supervision should be ensured.
 - For the most serious of incidents, children can be taken to see a senior manager.
- vi) On hearing the bell:
 - Foundation phase children should line up outside designated doors to be greeted promptly by classroom staff.
 - Key Stage 2 children should walk calmly to their classes. Running after the bell has sounded should lead to a reprimand.

Wet Break:

DVDs will be played or games provided in the classes, with supervision by the Foundation Phase assistants (in years N-2), or via a combination of SEN assistants and teachers on duty in KS2. Children should be discouraged from moving around the room.

Anti-Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school, as it undermines equal opportunities. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We believe that challenging bullying effectively will improve the safety and happiness of pupils.

What Is Bullying?

Bullying is deliberate action (including aggression) which has the intention of hurting another person. Whilst a one-off incident may leave a child traumatised or worried and may need to be addressed in similar ways, bullying is targeted action which is *repeated* often over time. Bullying results in pain and distress to the victim and it is often difficult for victims to defend themselves against.

Bullying can be: around race, religion and culture; around special educational needs and disabilities; cyberbullying; homophobic; sexist, sexual and transphobic bullying; or may take other forms. Pupils could experience: emotional abuse such as being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures etc); physical threats or physical injury such as pushing, kicking, hitting, punching or any use of violence; oral threat and/or mockery; or social loneliness.

Our objective in relation to bullying:

- To produce a consistent school response to any incidents of bullying that may occur.
- For all governors, teaching and non-teaching staff, pupils and parents to have an understanding of what bullying is.
- For all governors and teaching and non-teaching staff to know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child: is frightened of walking to or from school; changes their usual routine; is unwilling to go to school (school phobic); begins to truant; becomes withdrawn anxious, or lacking in confidence; starts stammering; attempts or threatens to run away; cries themselves to sleep at night or has nightmares; feels ill in the morning; begins to do poorly in school work; comes home with clothes torn or books damaged; has possessions which are damaged or "go missing"; asks for money or starts stealing money (to pay bully); has dinner or other monies continually "lost"; has unexplained cuts or bruises; becomes aggressive, disruptive or unreasonable; is bullying other children or siblings; stops eating; is frightened to say what's wrong; gives improbable excuses for any of the above; is afraid to use the internet or mobile phone; or is nervous & jumpy when a cyber message is received. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

We aim to create a climate that lessens the likelihood of bullying occurring. However, despite consistent approaches and the best efforts of teachers, children and parents, instances of bullying may still take place. Our aim is to identify cases of bullying as they arise and to deal with them quickly and effectively.

Prevention

To enable us to reduce the likelihood of bullying and to recognise when it may be happening we:

- Attempt to support all children in class and to establish a climate of trust and respect for all.
- Hold regular circle-time sessions in class that provide an opportunity for children to investigate bullying scenarios and to discuss strategies for dealing with bullying, including the importance of telling. This may be done through role-play and include specific programs in Key Stage 2.
- Provide suggestion/worry boxes in each class KS2 class that give children the opportunity to raise issues they are concerned about. These can be used by children to anonymously identify instances of bullying.
- Use School and Class Council meetings as a forum for discussion of issues related to bullying.
- Develop children's understanding of safe internet use and the potential misuse of digital and mobile technology to bully others.
- Read stories about bullying in class or assembly.
- Have discussions about bullying and why it matters.
- Hold assemblies which champion the school's rules, promote self-esteem and identify what bullying is and how to deal with it.
- Ensure that parents feel welcome to contact members of staff in person, by phone, text, letter or through e-mail whenever they have worries about the happiness of their child in school.
- Analyse results of pupil questionnaires on an annual basis to evaluate levels of risk and whole-school issues to be addressed.

Response

When an incident (or suspicion of bullying) is reported to or detected by staff the some or all of the following actions will take place:

1. Incidents or suspicions will be recorded by staff on SIMS.
2. The incidents or threats of bullying must be investigated and the inappropriate behaviour stopped quickly.
3. An attempt will be made to help the bully (bullies) change their behaviour.
4. Support and re-assurance will be given to victim/s that the bullying will stop and that they have someone that they can tell if there are any further incidences or retribution.

5. When a case is being treated as a formal case of bullying and it is thought to be targeted behavior over time, both sets of parents should be informed and will be asked to come in to a meeting to discuss the problem.

6. Repeated incidents involving the same bully are likely to lead to use of the most extreme consequences in our Behaviour Policy, as well as involvement of outside agencies.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise, and our restorative justice officer may become involved to attempt to facilitate a 'happy ending' that all are comfortable with. Other consequences may take place including sanctions in line with the school's Behaviour Policy.

2. If possible, the pupils will be reconciled through a process of mediation. This process will help the bully to see the distress/torment that their actions have caused and to reinforce appropriate behaviour in line with the school's Behaviour Policy.

3. In serious cases, suspension or even exclusion will be considered.

4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321; Children's Legal Centre 0845 345 4345; KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204; Parentline Plus 0808 800 2222; Youth Access 020 8772 9900; Bullying Online www.bullying.co.uk; Kidscape www.kidscape.org.uk

Procedures for Responding to Incidents of Bullying

In extreme cases it is possible to jump to the necessary step.

STEP 1 – referral	Self-referral by a pupil using a 'worry box'.	Pupil personally approaches member of staff or peer.	Member of staff witnesses or suspects bullying taking place.
STEP 2 – investigation and informal stage	Pupil meets with class teacher Discussion to ascertain the facts Suggested ways forward Class teacher likely to discuss with departmental team Short review time – by keeping close line of communication with victim Class teacher makes record on SIMS If a child protection concern then refer straight away to Designated Child Protection Teacher		
STEP 3 – formal case of bullying is recognised and an action plan formed	Lead teacher and/or Senior Managers involved Refer to school's Restorative Justice Officer Class teacher to make record on SIMS, Restorative Justice Officer to add any linked files Discussion/Interview with all parties Will use: suggested and agreed actions/strategies Parents informed Short term review Consequences in line with Behaviour and Anti-Bullying Policy		
STEP 4 – in the event that the initial plan does not work, further support and consequences can be explored	Support strategies put in place to support the victim. This may include: <ul style="list-style-type: none"> ● Restorative justice ● Mediation/counselling ● Anger management training & self help ● Peer Mentor/Buddy support ● External Agencies – Gyrfa Cymru, SNAP, YJS, NSPCC Circle of friends	Pastoral Support Plan Drawn up to support the bully. This may include: Directs to a variety of help strategies delivered by 'trained' personnel eg. <ul style="list-style-type: none"> ● Restorative justice ● Mediation/counselling ● Anger management training & self help ● Peer Mentor/Buddy support ● External Agencies – Gyrfa Cymru, SNAP, YJS, NSPCC Circle of friends	Deputy or Head (considers fixed term exclusions)
STEP 5 – final step when all else has failed	Headteacher considers exclusion.		

IOACC Procedures for Managed Moves

Step 1 . Discussions between the Head-teacher and the parents

Parents will already be aware of the difficulties that the pupil experiences in the school. The Head-teacher should contact the parents/carers to inform them that a further strategy can be used to assist the pupil and that would include a managed move.

Step 2. Discussions between the Head- teacher and the LEA

Following consideration that the pupil could benefit from a new start in a new environment the Head-teacher of the original school contacts the relevant Officer in the local authority and discusses options. It is necessary to share the pupil's details: behaviour, attainment, special needs and attendance.

If there is agreement then –

Step 3 . Discussions with the receiving school

The Education Officer holds a discussion with the school that will receive the pupil. The Education Officer has to monitor the numbers that move to various schools and share them fairly. All relevant information about the pupil should be shared with the receiving school before receiving a transfer.

If there is agreement then-

Action Method

Step 4 Initial Meeting

The Head-teacher of the receiving school will offer a time and date for an initial meeting. The original school's Welfare Officer will contact the Parent/Guardian, Social Worker (if it is appropriate), Education Officer, the receiving school's Welfare Officer and the original school, the receiving school's Key Worker, and the Head-teachers/Deputy of both schools. The Head-teacher of the receiving school will lead the meeting.

In the meeting the Head-teacher of the original school provides the context for the meeting and outlines the reasons why it is believed that a new start in a new school can be beneficial for the pupil.

Arrange admission day.	The pupil will not be on the new school's register. The procedure for informing the original school regarding attendance must be agreed, e.g. phoning at the end of every week.
Arrange the first review day.	Within half term or 6 school weeks.
Transport Issues	Is a taxi needed? School bus?
Coleg Menai courses	Is it possible to continue them?
New Pastoral Support	A support programme new and induction plan must be created in agreement with the pupil.
Daily registration – the new school's procedure	
Contact arrangements if the pupil is ill	
Work experience	
School Dinner	
Registration arrangements for examinations.	

The receiving school's Head-teacher will discuss the practical matters, e.g.

The pupil stays on the original school's register throughout the Managed Move It is essential that the pupil who is transferred is well supported by the new school . As a minimum the pupil should have access to a key worker with whom the pupil can share concerns and problems.

The Managed Move should be monitored regularly through discussions between the pupil, the key worker and member of the Senior Management Team. The original school should be updated regarding the pupil's progress via the Welfare Officer. The original school's Welfare Officer will work with the pupil during the Managed Move period.

Step 5 Review Meeting

A review meeting has to be held to assess the effectiveness of the transfer after 6 school weeks. Two possible outcomes. Two possible outcomes can come from discussions in the meeting:

- a) It can be agreed that the move should be extended by arrangement for a maximum of 6 further weeks, and in that case a second review meeting and a new date will be agreed.
- b) It is considered that the managed move is unsuccessful. (see below)

Emergency Review Meeting If, however, there are concerns that the managed move can break down before the agreed date, anyone of the parties in question can ask for a meeting to be brought forward.

Step 6 Final Meeting

-not more than 12 school weeks from the pupil's first day in the new school.

Success

If the movement period has been managed successfully, a date should be decided during the final review for permanent admission at the new school. The pupil will be on the new school's register from this day forward. The original school's Welfare Officer will notify the Authority of the permanent change. The original school will transfer the pupil's file to the receiving school.

Unsuccessful Managed Move

The review meeting will address any continuous concerns and they can recommend that the placement in the new school is not viable. In such circumstances consideration will be made for the pupil to return to the original school and other options are investigated.