



Anti Bullying Policy

Fenstanton and Hilton Primary
School

2016

Fenstanton and Hilton School Anti Bullying Policy

Fenstanton and Hilton Anti Bullying Policy is placed within the School's safeguarding compendium of policies

The Policy supports the Every Child Matters Agenda which underpins the School's Ethos

The Compendium of Policies includes

Safe guarding
Anti-Bullying
Child Protection
Racial Discrimination
Intimate Care
Medical needs

Confidentiality
Curriculum
SRE
PSHE

This policy is supported by The Anti bullying Charter, the School Aims and Vision Statements

OUR VISION

*Children only have one childhood. Being part of a community of children is unique within life's experience. In this school we value every child and strive to enrich the whole person.
We believe that learning should be vivid and real: a joy in itself.
We nurture adaptable and flexible learners who are passionate about learning and have the skills to confidently embrace every challenge and opportunity.*

OUR AIMS

Equip each child with foundation skills, knowledge and expectations necessary to prosper in a changing society - encouraging creativity and ambition through lifelong learning.

Encourage happy learners who are motivated to strive for personal success - achieving their potential and aspiring to excellence.

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Establish each child's sense of responsibility, enabling them to be confident decision makers who contribute to society.

Empower each child to make healthy choices for life and develop positive personal relationships.

Engage every child in building a strong foundation of inner confidence that will keep them safe and secure throughout life.

The Anti Bullying Charter is displayed throughout school and is in Appendix C. This has been discussed by the children in Class and School Council July 2010

In our school to support our vision and aims

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote everyone's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values within a **Christian framework and respect for different ethnic groups, religious beliefs and ways of life.**
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We are committed to the National Healthy Schools Programme
- We work within our cluster to develop cultural diversity and social cohesion
- We have a strong pupil voice exemplified through our School and class councils and groups such as Eco Warriors and Playground Rangers
- We are working with BECTA to ensure the highest possible T E safety possible for all in our care
- Our golden rules underpin life in school for all

Shared belief about Bullying

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Bullying damages the mental health of children, young people and adults, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all adults, children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. We aim to create a climate and school environment in which everyone agrees that bullying is unacceptable. We are committed to tackling it in order to improve outcomes for all.

Our definition of bullying

- It is deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

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Forms of Bullying

Any one can be bullied for almost any reason or difference

Bullying behaviour across all types of bullying can represent itself in a number of different forms.

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Types of Bullying

- Racist - race, religion or culture
- Educational Difference eg more able, less able
- Disability: Special educational needs (SEN) or disabilities
- Appearance
- Health/illness
- Homophobic – sexual orientation
- Home issues – young carers or looked after children.

(See Appendix B for further explanation)

The school recognises that anyone can be involved in a bullying incident. Bullying is a complex type of behaviour occurring between individuals and groups.

Different roles within bullying situations can be identified and include:

- The ring-leader, the person who, through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Individuals can adopt multiple roles at the same time eg:

- a bullied individual might be bullying another at the same time
- a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

To ensure bullying is not acceptable in our school the following strategies are in place to support our aims:-

- *We raise the profile of bullying and the effect it has on everyone's emotional health and well being, life chances and achievement*
- *Clear agreement: no form of bullying is acceptable*
- *prevent, de-escalate and /or stop any continuation of harmful behaviour.*
- *encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.*
- *We respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy*

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- *We safeguard and offer support and comfort to those who have been bullied.*
- *We apply reasonable and proportionate disciplinary sanctions to those causing the bullying*
- *We support those who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour*
- *We identify vulnerable CYP and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding when needed.*
- *We ensure all staff are trained and supported and model positive relationships*
- *We regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors*
- *We seek parental support and peer group support and co-operation at all times*
- *publish our anti bullying policy for parents on the website*
- *We provide curriculum opportunities including using the Cambridgeshire Scheme for PHSE. This includes learning about bullying, discrimination, personal safety and domestic violence*
- *Use circle time to encourage discussion*
- *We provide worry/listening boxes in the for the older children for children to put comments in*

How to manage incidents

Stage 1

- remain calm, you are in charge. (Reacting emotionally may add to the bully's fun and give the bully control of the situation)
- take the incident or report seriously
- take action as quickly as possible establishing precisely what has happened and the accuracy/truth of incident make a record
- reassure the victim(s) (don't make them feel inadequate or foolish.).
- Make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- inform colleagues when appropriate you should never keep the whole incident a secret because you have dealt with it
- try to look objectively at the behaviour with the bully
- record the details of an incident on child's sheet in classroom record file
- **tell the class teacher** who may choose to immediately involve the team leader, deputy head or head teacher and then may record a more serious incident on a sheet kept in the Head teacher's office

Stage 2

Sanctions

- Any punishment of the bully must be considered carefully. Reacting aggressively, or unduly punitively gives the message that it is alright to bully if you have the power
- The purpose behind the punishment should be clearly explained

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- Following clarification and substantiation of the facts the headteacher may inform the parents of both bully and victim calmly, clearly and precisely. They will reassure both sets of parents that the matter will not linger on or be held against anyone. Both sets of parents will be given the opportunity to discuss the incident further with the Head teacher
- In the case of cyber bullying children will lose their STARZ account for a period of time. Their parents will be informed.

Monitoring

To ensure that incidents of bullying are monitored and reviewed effectively the following procedures should be adhered to:

- Low level incidents and action taken should be recorded by class teacher on the sheet in the class file or on SIMs. These are passed on to the next teacher.
- Incidents that require involvement of the Zone leader will be signed by the team leader also
- Incidents of a more serious nature will be recorded and logged by the use of incident forms which are located in the Headteacher's Office
- All recorded incidents will be reviewed annually by the Head teacher and overall trends reported to the governing body
- Racist, homophobic, disability, SEN, and sexist incidents will be reported to the LEA termly

Evaluation

The school has allocated specific responsibility for anti bullying work to the schools PSHE Coordinator) who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- evaluating data to inform policy development
- co-ordinating anti-bullying curriculum opportunities
- overseeing the effectiveness of the anti-bullying prevention and response strategies
- Supporting staff to ensure alignment with the school anti-bullying policy and practice

This Policy will be reviewed on a three yearly basis.

Appendices

Appendix A

Minor Incidences

Major Incidents

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Defined by school staff and school council June 2010

Appendix B

Types of Bullying

Appendix C

Anti bullying charter

Appendix D

Incident Report Form

Appendix E

Racist Incident Report Form

Appendix F

Responding to and Following Up Incidents of Bullying

Appendix B Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools have a statutory duty to log all incidents of racist or faith-based bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as

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such. The Stephen Lawrence Inquiry Report (1999) defines racism as ‘conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form’.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not ‘fitting in’ and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative

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context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted

- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual Bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Appendix D - A Sample Bullying Incident Report Form

Sheet 1

Logging and Filing information

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

<i>ALLEGED BULLYING INCIDENT</i>			
Student allegedly bullied Name(s)	d.o.b.	Year	Group
Ethnicity	Gender M / F	SEN Stage	
Home language	looked-after child Y / N		
Date of incident			
Time of incident			
Location of incident			
Nature of incident, identify details of any injury or damage to property, etc			
Circle any elements that apply: Racist Sexual/Sexist Homophobic SEN/Disability			
Member of staff to whom the incident was reported			

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<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <p>Alleged perpetrator(s): Name(s)</p> </div> <div style="width: 15%; text-align: center;"> <p>Year</p> </div> <div style="width: 30%; text-align: center;"> <p>Group</p> </div> </div>
<p>Witnesses to the incident</p>
<p>Witness reports of incident (continue on separate sheets if necessary)</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <p>Parents/carers of alleged subject(s) informed:</p> </div> <div style="width: 45%; text-align: center;"> <p>Date</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 55%;"></div> <div style="width: 45%; text-align: center;"> <p>Time</p> </div> </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <p>Parents/carers of alleged perpetrators informed:</p> </div> <div style="width: 45%; text-align: center;"> <p>Date</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 55%;"></div> <div style="width: 45%; text-align: center;"> <p>Time</p> </div> </div>
<p>Details of immediate action taken</p>

Appendix E– Sample Racist Incident Report Form

The school submits termly reports of racist incidents electronically on the RaID website <http://www.ccc-raid.co.uk/> (Schools can access their ID number and password by contacting Judith Evans at CREDS on 01480 372327 or Judith.evans@cambridgeshire.gov.uk or Health Lawrence at CREDS on 01223 568841 or heather.Lawrence@cambridgeshire.gov.uk)

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders

RACIST INCIDENT REPORT FORM			
School/Establishment			
Date & time of Incident.....			
<div style="border: 1px solid black; padding: 5px;"> <p>Victim's name.....</p> <p>Year Group/Age <input style="float: right;" type="checkbox"/></p> <p>Outside Person(s) inc. Parents/Carers <input style="float: right;" type="checkbox"/></p> <p>Teaching Staff <input style="float: right;" type="checkbox"/></p> <p>Support Staff <input style="float: right;" type="checkbox"/></p> <p>Unknown <input style="float: right;" type="checkbox"/></p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Perpetrator's name.....</p> <p>Year Group/Age <input style="float: right;" type="checkbox"/></p> <p>Outside Person(s) inc. Parents/Carers <input style="float: right;" type="checkbox"/></p> <p>Teaching Staff <input style="float: right;" type="checkbox"/></p> <p>Support Staff <input style="float: right;" type="checkbox"/></p> <p>Unknown <input style="float: right;" type="checkbox"/></p> </div>		
Nature of incident <i>(tick any that apply):</i>			
Racist comments and language <input type="checkbox"/>	Ridicule and ostracism <input type="checkbox"/>	Provocative behaviour <input type="checkbox"/>	
Verbal abuse and threats <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Possession/distribution of racist material <input type="checkbox"/>	
Physical assault <input type="checkbox"/>	Written abuse <input type="checkbox"/>	Other <input type="checkbox"/>	
	Damage to property <input type="checkbox"/>		
Details of incident:.....			
<i>To be completed by designated member of staff</i>			
Action taken.....			
<i>(continue on separate sheet if necessary)</i>			
Have parent(s)/carer(s) of victim been informed? YES NO			
Have parent(s)/carer(s) of perpetrator been informed? YES NO			
Perpetrator's ethnic origin (including Traveller or Refugee)			
Victim's ethnic origin (including Traveller or Refugee).....			
Outcome recorded in victim's/perpetrator's files <i>(please circle)</i>			
Record completed by:.....			
Signature of designated Member of SMT:.....			
Date:.....			

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This appendix outlines the reconciliation processes and approaches the school may take when responding to incidents of bullying. This appendix includes guidance on the:

- Support Group Approach (previously called No Blame Approach),
- Method of Shared Concern
- Anti Bullying Council and contract of promises
- Peer Mediation Service using the ‘My Turn, Your Turn’ approach.

The Support Group Method (No Blame Approach) – How It Works

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in Educational Psychology in Practice (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator. It should be noted that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

Step one – talk with the victim

When the facilitator finds out that bullying has happened, they start by talking to the person who has been bullied. During this conversation the listener encourages them to describe how they feel with reflective comments such as, “That must be very hard for you ... So you have felt really upset”.

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, “They have all been ignoring me, nobody will talk to me.” might be replied to with a response like, “So, you felt really lonely and you were upset that you had nobody to talk to”.

It is important that the person being bullied understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained they usually feels safe, and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

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- *Checking that nothing confidential has been discussed which should not be disclosed to the group.*
- *Asking the person to suggest the names of those involved, some colluders or observers and some friends who will make up the group.*
- *Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.*
- *Offering the person an opportunity to talk again at any time during the procedure if things are not going well.*

The person who is being bullied is not invited to join the group to present their own account, as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the person who has been bullied. A group of six to eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

Step three – explain the problem

The facilitator starts by telling the group that they, the facilitator have a problem – they are worried about ‘John’ who is having a very hard time at the moment. The facilitator recounts the story of ‘John’s’ unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- *No-one is in trouble or going to be punished*
- *There is a joint responsibility to help ‘John’ to be happy and safe*
- *The group has been convened to help solve the problem.*

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of their peer’s distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the “bully leader” to the group as a whole, whose members withdraw consent for the behaviour to continue.

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Each member of the group is then encouraged to suggest a way in which 'John' could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later, the teacher/ facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

The above description of the Support Group Method is taken from Lucky Duck Publishing website. www.luckyduck.co.uk.

The entire process showing the seven steps is available as a training video (Michael's Story - The No Blame Approach. Maines and Robinson, 1992). A fuller account of the development of the work is published in a book "Crying for Help." Robinson and Maines 1997 Lucky Duck Publishing Ltd.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process. However, having trailed this process, schools may feel that adjustments are required to ensure that the programme suits the needs of their school and individual children and young people. Schools may feel, for example, that where it is suggested that no notes are required in step 6, they may wish to make discrete notes after the meeting, for their own reference.