




Southville Primary School

Preventing and Managing Bullying Policy

Policy written by:	Andy Bowman (Headteacher)	
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Signed: (Headteacher)		Date: 24.1.24
Signed: (Chair of Governors)		Date: 24.1.24

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1. Aims

This policy is to be read in conjunction with our Relationships and Behaviour Policy. It is based upon the same trauma-informed principles and reflects our school values of connection, courage, imagination and care.

The aims of this policy are to:

- Clarify what we mean by bullying.
- Outline the active steps we take in school to prevent bullying.
- Clarify the specific steps we take when bullying behaviour is identified.

2. Legal Duties

The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Source: *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, DfE, July 2017*

2.1 Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and may report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Source: *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, DfE, July 2017*

2.2 Equalities

Although the relationship between one pupil and another is not within the scope of the Equalities Act, schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

Source: *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, DfE, May 2014*

In line with our school Equalities Statement, we work to nurture a richly diverse and inclusive culture in which everyone feels proud of their identity, and we robustly challenge and address all forms of prejudice and/or harmful behaviour. Through our Relationships and Behaviour Policy we encourage children to understand that their behaviour affects others and vice versa, and that unkind words and actions related to differences of any sort are not tolerated. We act swiftly and strongly in response to any incident in which one child unkindly highlights differences in another, including but not limited to physical or cultural differences and we are committed to ensuring that anyone affected by discriminatory or harmful behaviour feels cared for and safe within our school.

Any behaviour which targets, or appears to target, a child with protected characteristics will receive an immediate and heightened response in line with this policy. The recognised protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

3. Identifying Bullying

3.1 Defining Bullying

In line with DfE guidance, we define bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti or gestures.
Prejudicial behaviour	The use of language and/or targeted unkind behaviour related to a protected characteristic, religion or motivated by difference or perceived difference.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate contact.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

3.2 Differentiating between Unkind Behaviour and Bullying

It is important to note that many behaviours that occur and cause upset are **not** bullying. Typically, such behaviours occur in isolation or infrequently (for example unkind words during an argument) and there is a contextual explanation for the behaviour, such as an identifiable provocation or cause.

Therefore, when identifying bullying, staff will refer primarily to the first two parts of the definition of bullying in this policy to determine whether the behaviour:

- Appears to be deliberately hurtful, harmful or unsafe.
and
- Has been repeated, regardless of the period of time.

Whilst we also define bullying as being 'difficult to defend against' we do not use this as a criterion with which to identify bullying.

If unkind and potential bullying behaviour is identified by staff, parents/ carers or a child, it will be referred to a Deputy Head or the Headteacher to determine whether or not bullying has taken place. The Deputy or Headteacher will use a range of sources of evidence to achieve this and to determine the next step in line with the escalated responses outlined in this policy and those within our Relationships and Behaviour Policy.

3.3 Record keeping

We use CPOMs to record behaviour incidents in line with our Relationships and Behaviour Policy and by categorising behaviours can identify patterns over time. Within this system we log all correspondence from parents and carers related to behaviour and if the word 'bullying' is used by the parent/ carer, the incident is categorised as 'bullying', even if further investigation suggests that the behaviour does not currently fit within our school definition of bullying.

Our record keeping enables us to quickly identify emerging patterns of bullying behaviour, and this supports early intervention as outlined in 4.1.

4. Preventing Bullying

Through our Relationships and Behaviour Policy we define and promote three clear expectations for behaviour:

- Aim High
- Be Kind
- Behave Safely

These expectations are designed to foster and maintain kind and safe behaviours throughout the school and their promotion is the first step in preventing bullying behaviour. They are frequently referred to by staff to set and maintain expectations and specifically referenced by staff when addressing unacceptable behaviour, as outlined in our Relationships and Behaviour Policy. This repeated and consistent reinforcement means that children are very aware of the behaviours expected of them and also of the standards of behaviour they can expect from others. This empowers them to recognise and 'call out' unkind and/or unsafe behaviour.

To specifically address bullying behaviours, we provide children with the following steps, linked to our school values, and these are displayed in our halls and referred to in assemblies:



Care: Being kind and behave safely.



Courage: Having the courage to speak out.



Connection: Talking to a trusted adult.

Alongside this we share the mnemonic STOP (Several Times On Purpose) to enable children to understand the difference between unkind behaviour and bullying so that they can prevent it in themselves and recognise if it happens to them.

5. Our Escalating Response

We recognise the emotional impact bullying has on the child who has experienced it and our response is always centred around supporting them to feel safe both in the short and long term. Their physical and emotional safety sits at the heart of the three stages of our

escalated response, balanced with, but not superseded by, a commitment to understand the cause of the behaviour and identify support the perpetrator may require.

In line with our Relationships and Behaviour Policy we recognise that all behaviour, including bullying behaviour, is underpinned by an emotion, and identifying and establishing the cause of this emotion is an essential part of our response. We recognise the impact neuro-diversity can have on a child's ability to regulate their emotions and if this leads to bullying behaviours our knowledge of the child will shape our response. This knowledge is never used to excuse bullying behaviour but can be helpful to understand and ultimately to end it.

We use an escalating set of plans to support this, as outlined below. The plans are written by senior leaders in conjunction with the child and with ongoing communication with the parent/ carer. As the plan will focus upon the behaviour of the perpetrator of the unkind/bullying behaviour, a copy of the plan will not be shared with the parent/carer of the child who has experienced the unkind/bullying behaviour. However, some specific mitigating steps that are put in place will be communicated with both/all sets of parents/ carers as appropriate.

Although the stage 3 plan is in the form of a risk assessment, also at stages 1 and 2 the level and points of risk are evaluated and the measures in the plan are implemented with the intention of eradicating the identified risk. A formal meeting with parents/ carers of the perpetrator will take place to sign off the Stage 3 risk assessment.

5.1 Stage 1 – Safe Relationships Plan (Appendix 1)

Stage 1 is when a pattern of behaviour is identified which, if left unaddressed, may become bullying as defined in Section 2 of this policy. If a Stage 1 Safe Relationships Plan is implemented it does not mean bullying has been identified however bullying can often emerge from an otherwise healthy relationship and a Safe Relationships Plan supports a child or children in ensuring their behaviour towards each other keeps the other party emotionally safe.

A Safe Relationships Plan is intended to raise the perpetrator's awareness of the impact of their actions on the other child and to provide them with clear next steps to ensure the behaviour does not continue. It is structured as follows:

1. Courage: Embrace your emotions

Identify which unkind or unthoughtful behaviours have occurred, and when.
Identify why these behaviours occurred (use Zones of Regulation to explore emotions).

2. Connection: Be mindful

Identify what the impact of the behaviour was on the other person.

3. Imagination: Create solutions

Agree specific steps to ensure the emerging pattern of behaviour does not continue in the future.

4. Connection: Find the meeting point

Agree how the relationship with the other child will be restored and/or repaired (a senior leader will then facilitate such a meeting).

5. Care: Aim high

Positive reinforcement of the expectations and next steps to ensure the child is clear on how to meet expectations and feels able to do so.

The aim of this plan is to raise the child's awareness of the impact of their actions on their peer(s) and provide them with clear expectations to ensure these behaviours and responses do not continue.

There is no fixed duration for a stage 1 plan however it will be monitored informally through regular check-ins with the children and will be revised if a further incident occurs. Typically, as a stage 1 plan is about building new habits and responses, there will not necessarily be a defined end-point at which the plan ceases. However, after a period of around three months without incident, the senior leader's involvement in the plan will typically move to monitoring the relationship.

5.2 Stage 2 – Management of Bullying Plan (Appendix 2)

If the steps agreed at Stage 1 are not successful in preventing the identified behaviours from reoccurring, this will be defined as bullying and a Management of Bullying Plan will be implemented. Having fully explored the impact on the other child at Stage 1, at Stage 2 we recognise it is likely the perpetrator is acting with an awareness of the potential impact on the other child and the Management of Bullying Plan is intended to be sufficiently robust to reflect this.

A Management of Bullying Plan is structured as follows:

1. **Courage: Embrace your emotions**

Identify which unacceptable behaviours have continued to occur.
Identify why these behaviours have continued despite the previously agreed measures.

2. **Connection: Be mindful**

Identify and hold the perpetrator to account for the impact of their behaviour on the other child.

3. **Imagination: Create solutions**

Agree steps from the Safe Relationships Plan which should continue.
Agree additional measures to ensure the bullying behaviour ceases. These may include using a support card (Appendix 4), implementing daily or weekly home-school communication, restricting play or lunchtime activities, implementing a part-time class move, or implementing a full-time class move.

4. **Connection: Find the meeting point**

Agree how the relationship with the other child will be restored and/or repaired. How this is managed will be agreed with the child who experienced the bullying and their parent/ carer.

5. **Care: Aim High**

Agree a review date and reiterate the expectations and next steps to ensure the child is clear on how to meet expectations and feels able to do so.

There is no fixed duration for a stage 2 plan however it will be monitored through regular check-ins with the children and will be revised if a further incident occurs. The senior leader overseeing the plan will make the decision to end the plan when they are satisfied that the pattern of bullying behaviour has ceased and parents/carers will be notified of this.

5.3 Stage 3 – Management of Bullying Risk Assessment (Appendix 3)

In the unlikely event that despite review and revision of the Stage 2 Management of Bullying Plan the pattern of bullying continues, the headteacher and/or deputy head will meet with the perpetrator's parent/ carer to put in place a risk assessment. This process guides a review of provision and support to implement mitigating steps and ensure the risk of bullying is eradicated.

At this stage there is a recognition that mitigating and restorative measures implemented at Stage 1 and 2 have not been sufficiently effective. The risk assessment format supports decisive action been taken following an objective and evidenced-based decision-making process.

At this stage we continue to recognise that the bullying behaviour is connected to an emotion and/or unmet need and plan for continued support, intervention for the perpetrator as required. However, the primary aim of the Management of Bullying Risk Assessment is to ensure the emotional and physical safety of the child who has experienced bullying and the mitigating steps will be weighted towards this aim.

As a stage 3 plan is implemented following persistent bullying, it is considered a long-term intervention. A plan will therefore typically remain in place indefinitely, however it will be periodically reviewed and it is likely that the measures within it will be adapted to reflect any changes to the level of risk identified. Any adjustments will be discussed with the parents/ carers of both/ all children as they are made.

The Managing Bullying Risk Assessment is structured as follows:

What is the task/ activity/ environment/ trigger you are assessing?

Identifying whether there is a common location, time of day or set of circumstances in which bullying behaviour is likely to reoccur.

What behaviours may occur?

Identifying the specific bullying behaviours which have been exhibited through stages 1 and 2.

Who is affected or exposed to the behaviour?

Identifying the specific child/ren who are most likely, according to our records, to be affected.

What degree of harm can reasonably be expected?

Assessing the level of impact on the child experiencing bullying as this may change over time and is therefore a key aspect of the risk assessment process.

What measures are in place to either eliminate or reduce the risk of bullying occurring?

Identification of specific measures which may include, but will then go further than, those identified at stages 1 and 2.

Identification for the perpetrator of specific interventions, support and assessments required.

What likelihood is there of bullying occurring?

Assessing the likelihood of bullying reoccurring – the risk assessment will not be signed off unless the likelihood is judged to be *Low (Improbable)*.

What is the risk rating?

Assessing the overall risk, using a matrix to balance the severity of harm with the likelihood of occurrence. The risk assessment will only be signed off if the overall assessment of risk is *Low or No Significant Risk*.

6. Internal Seclusions, Suspensions and Permanent Exclusions

Whether or not a Stage 1, 2 or 3 plan is in place, an internal seclusion, suspension or permanent exclusion may be considered as an appropriate consequence for a single behavioural incident which breaches our Relationships and Behaviour Policy.

If the behaviour represents a continuation of an identified period of bullying, this will be reflected in the level of consequence, following which the Managing Bullying Plan or Risk Assessment will be reviewed and further measures implemented as required.

All suspensions and permanent exclusions will be carried out in accordance with our Suspensions and Permanent Exclusions Policy.

7. Bullying which Occurs Outside of School Premises

DfE guidance states: School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Source: *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, DfE, July 2017*

If bullying occurs outside of school via social media, gaming or messaging apps, we will investigate and address this in line with the school Relationships and Behaviour Policy and this policy. The same definitions and processes will apply.

8. Related Policies and Guidance

- Southville Primary School Relationships and Behaviour Policy
- Southville Primary School Suspensions and Permanent Exclusions Policy
- Southville Primary School Equalities Statement
- Preventing and Tackling Bullying: DfE guidance, 2017
- The Equality Act 2012 and Schools: DfE, May 2014
- Part 1 of Keeping Children Safe in Education – DfE, Reviewed Annually
- Chapter 1 of Working Together to Safeguard Children – DfE guidance, 2023

Appendix 1


Stage 1: Safe Relationships Plan


Plan created by:


On:



Courage																	
	<p><i>Embrace your emotions.</i> What behaviours have occurred several times on purpose?</p>																
Date (s):																	
Date (s):																	
Date (s):																	
Date (s):																	
	<p><i>Embrace your emotions.</i> Why did this occur?</p>																
	<div style="text-align: center;"> <h3>The ZONES of Regulation</h3> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blue Zone</td> <td>Green Zone</td> <td>Yellow Zone</td> <td>Red Zone</td> </tr> <tr> <td>Sad Bored Tired Sick</td> <td>Happy Focused Calm Proud</td> <td>Worried Frustrated Silly Excited</td> <td>Overjoyed/Elated Panicked Angry Terrified</td> </tr> <tr> <td><input style="width: 40px; height: 20px;" type="text"/></td> <td><input style="width: 40px; height: 20px;" type="text"/></td> <td><input style="width: 40px; height: 20px;" type="text"/></td> <td><input style="width: 40px; height: 20px;" type="text"/></td> </tr> </table> </div>					Blue Zone	Green Zone	Yellow Zone	Red Zone	Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	Overjoyed/Elated Panicked Angry Terrified	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
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Connection																	
	<p><i>Be mindful.</i> What was the impact of your behaviour?</p>																

Imagination	
	<p><i>Create Solutions.</i> How can you ensure this pattern of behaviour does not continue in the future?</p>
Make different play choices: _____	
Make different seating choices / play separately: _____	
Find a quiet space to regulate my feelings: _____	
Seek help to explain how I feel _____	
Use a support card focusing on: _____	
Home school communication: _____	

Connection	
	<p><i>Find the meeting point.</i> What will you do to re-connect with the other child or children?</p>

Care		
	<p><i>Aim high.</i> We will review this plan on: _____</p>	
<p>Review:</p>		
Agreed next step:	End plan	
	Continue plan	Next review date:
	Add to plan	Next review date:
	Move to Stage 2 plan	
	Personalised Plan	

Signed (SLT): _____ Date: _____

Appendix 2


Stage 2: Management of Bullying Plan


Plan created by:


On:



Courage																	
	<p><i>Embrace your emotions.</i></p> <p>What behaviours have continued to occur?</p>																
Date (s):																	
Date (s):																	
Date (s):																	
Date (s):																	
	<p><i>Embrace your emotions.</i></p> <p>Why has it continued to occur?</p>																
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Connection																	
	<p><i>Be mindful.</i></p> <p>What is the continued impact of your behaviour?</p>																


Imagination	
	<i>Create Solutions.</i> What new actions do we need to put in place to ensure this pattern of behaviour does not continue in the future? Existing Actions and New Actions
Make different play choices: _____	
Make different seating choices / play separately: _____	
Make different lunch / break time arrangements: _____	
Find a quiet space to regulate my feelings: _____	
Seek help to explain how I feel _____	
Use a support card focusing on: _____	
Home school communication: _____	
Class move: _____	

Connection	
	<i>Find the meeting point.</i> What will you do to reconnect with the other child or children?

Care		
	<i>Aim high.</i> We will review this plan on: _____	
Review:		
Agreed next step:	End plan	
	Continue plan	Next review date: _____
	Add to plan	Next review date: _____
	Personalised Plan	
	Risk Assessment	

Signed (SLT): _____ Date: _____

Appendix 3

Stage 3: Managing Bullying Plan Persistent Bullying Risk Assessment 						
Name:				Plan written by:		
Date of Plan:						
Review 1:		Review 2:		Review 3:		Review 4:
What is the Task/ Activity/ Environment/ Trigger You Are Assessing?	What Behaviours May Occur?	Who is affected or exposed to Behaviour?	What Degree of Harm Can Reasonably be Expected (Risk Rating Matrix Table 1)?	What Measures are in Place to Either Eliminate or Reduce the Risk of Bullying Occurring (Existing Controls)?	What Likelihood is there of Bullying occurring? (Risk Rating Matrix Table 1)?	What is The Risk Rating (See Note Below & Risk Rating Matrix Table 2)?
Notes						

RISK RATING MATRIX

(Notes To Aid Completion Of The Risk Assessment Format)

Table 1

Potential Severity of Harm	Meaning	Likelihood of Harm	Meaning
Fatal/Major	Death, major injuries or ill health causing long-term disability/absence from work.	High (Frequent)	Occurs repeatedly / event only to be expected
Serious	Injuries or ill health causing short-term disability/absence from work (over three days absence)	Medium (Possible)	Moderate chance/could occur sometimes
Minor	Injuries or ill health causing no significant long-term effects and no significant absence from work	Low (Unlikely)	Not likely to occur.

Table 2

Risk Rating - Degree of Injury by Likelihood/Probability			
	High (Likely)	Medium (Possible)	Low (Improbable)
Fatal/Major harm	Very High Risk	High Risk	Medium Risk
Serious harm	High Risk	Medium Risk	Low Risk
Minor harm	Medium Risk	Low Risk	No Significant Risk

Table 3

Action Required : Key To Ranking	
High or Very High Risk	STOP ACTIVITY!. Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
Medium Risk	Implement all additional precautions that are not unreasonably costly or troublesome.
Low Risk	Implement any additional precautions that are not unreasonably costly or troublesome.
No Significant Risk	No further action required. The risk is no more than is to be encountered in normal <u>every day</u> life & is, therefore, regarded as being acceptable.

Appendix 4

Behaviour Support Chart



Name: _____ Class: _____ Week Beginning: _____

Focus: _____

3 = Excellent
2 = Satisfactory
1 = Poor

Week 1

Date:	Morning 1		Play	Morning 2		Lunch	Afternoon			SLT	Home
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Summary:											

Week 2

Date:	Morning 1		Play	Morning 2		Lunch	Afternoon			SLT	Home
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Summary:											
Continue		Phase Out		Increase Support		Signed					