

# Callands Community Primary School



## Anti-Bullying Policy

PROUD to be Kind and Caring:  
A Fill-osophy

Date policy last reviewed: \_\_\_\_\_

Signed by:

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

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## Statement of Intent

Callands Community Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about acceptance and difference as part of the school's curriculum, aim to promote an inclusive, accepting and supportive ethos at the school. The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Bucket Filling is our school Fill-osophy: Proud to be Kind and Caring. This combines our School Mission statement PROUD (Preparation, Respect, Opportunity, Understanding, Determination) with our Bucket Filling behaviour. Bucket filling reduces negativity and self-centeredness and increases happiness, kindness, compassion, resilience, respect, understanding and acceptance of each other as unique.

Children learn best when they feel happy. When they feel safe and valued, their buckets are filled and their mental and emotional needs are met. Children with full buckets receive a huge boost in their ability to learn and absorb information whilst realising how special, valuable and capable they are.

**Bucket Fill-osophy** helps individuals of all ages to grow in kindness, self-control, resilience and forgiveness. There are three simple rules to follow:

- ❖ **Be a Bucket Filler**
- ❖ **Don't dip**
- ❖ **Use your lid**



Key points to remember:

When you fill someone else's bucket you also fill your own.

When you dip into someone else's bucket you also dip into your own. When someone dips into your bucket, your lid of resilience controls how much is taken out. Our PROUD to be kind and caring Fill-osophy will teach us how to fill buckets; recognise how they become empty and how to protect what is in them! Each week at Callands we celebrate this with an assembly for Bucket Filling and we have a whole school Golden Bucket award each week too, where teachers nominate a class who have filled their bucket.

We want every person in our school to ask:

**Have I filled a bucket today?**

1. **Be a bucket filler by being proud, kind and caring.**
2. **Do your best not to dip by not being mean.**
3. **Use your lid of resilience to protect your bucket and the buckets of others.**

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: Education and Inspections Act 2006, Equality Act 2010, Protection from Harassment Act 1997, Malicious Communications Act 1988, Public Order Act 1986, Communications Act 2003, Human Rights Act 1998, Crime and Disorder Act 1998, Education Act 2011, DfE (2017) 'Preventing and tackling bullying', DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges', DfE (2018) 'Mental health and wellbeing provision in schools'. DfE (2021) 'Keeping children safe in education 2021', DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies: Behavioural Policy, Child Protection and Safeguarding Policy, Positive Handling Policy, Social, Emotional and Mental Health (SEMH) Policy, Primary Relationships and Health Education Policy and Exclusion Policy.

## 2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

At Callands we define bullying as three (or more) incidents of bucket dipping by the same person over the time period of one half-term. A bucket dipping incident is an action or event that dips into someone's bucket by going against the bucket filling philosophy. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to: pupils who are adopted, pupils suffering from a health problem, pupils with caring responsibilities, pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to: pupils who are LGBTQ+, or perceived to be LGBTQ+, black, Asian and minority ethnic (BAME) pupils, pupils with SEND.

## 3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur. Bullying is acted out through the following mediums: verbal, physical, emotional and online (cyberbullying).

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

#### 4. Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment. Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites. Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

#### 5. Prevention

The school clearly communicates a whole-school bucket filling commitment and promotes this throughout all aspects of school life. All members of the school are aware of this policy and their responsibilities in relation to it. All teaching staff have completed certified training on identifying and dealing with bucket dipping or bullying. All types of bucket dipping or bullying will be discussed as part of the relationships and health education curriculum, in line with the relevant policies. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups. Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others. A safe place, supervised by a DBIs, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The DBIs supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bucket dipping taking place. These conversations will be communicated with the teacher on duty or class teacher.

Pupils deemed vulnerable, will informally talk with their class teacher on a regular basis, where appropriate, to ensure any problems can be actioned quickly. Class teachers will also offer an 'open door' policy allowing pupils to discuss any bucket dipping, whether they are victims or have witnessed an incident. Before a new pupil joins the school, particularly when this happens in-year, the pupil's class teacher and the DSL will implement a strategy to prevent bullying from happening – this will include completed documents from parents to identify any specific areas for observation or conversation. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

## 6. Signs of bullying

In school, a record of all reported bucket dipping incidents and subsequent actions is kept and monitored regularly. This enables teaching staff and SLT at Callands to know if there is a risk of bullying in school.

In addition to this, staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

Being frightened to travel to or from school	Cuts or bruises
Unwillingness to attend school	Lack of appetite
Repeated or persistent absence from school	Unwillingness to use the internet or mobile devices
Becoming anxious or lacking confidence	Lack of eye contact
Saying that they feel ill repeatedly	Becoming short tempered
Decreased involvement in school work	Change in behaviour and attitude at home
Leaving school with torn clothes or damaged possessions	Asking for extra money or stealing
Missing possessions	

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so still warrant investigation. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following: they have experienced mental health problems, which have led to them becoming more easily aggravated, they have been the victim of abuse or their academic performance has started to fall and they are showing signs of stress. If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

## 7. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying bucket filling vision. Staff will treat reports of bucket dipping or bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bucket dipping or bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored. Staff will always respect pupils' privacy, and information about specific instances of bucket dipping or bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following a bullying incident.

## 8. Peer-on-peer abuse

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence. Please see Peer on peer abuse policy.

## 9. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following: threatening, intimidating or upsetting text messages, threatening or embarrassing pictures and video clips, disclosure of private sexual photographs or videos with the intent to cause distress, silent or abusive phone calls, using the victim's phone to harass others, to make them think the victim is responsible, threatening or bullying emails, possibly sent using a pseudonym or someone else's name, menacing or upsetting responses to someone in a chatroom, unpleasant messages sent via instant messaging and unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook.

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 11 this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied: avoiding use of the computer, being on their phone routinely or becoming agitated when receiving calls or text messages.

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others: avoiding using the computer or turning off the screen when someone is near, acting in a secretive manner when using the computer or mobile phone, spending excessive amounts of time on the computer or mobile phone or becoming upset or angry when the computer or mobile phone is taken away. Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section. Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope**
- **The anytime and anywhere nature of cyberbullying**
- **The person being bullied might not know who the perpetrator is**
- **The perpetrator might not realise that their actions are bullying**
- **The victim of the bullying may have evidence of what has happened**

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Behaviour Policy will be followed at all times.

## **10. Procedures**

All incidents of bucket dipping behaviour will be reported in the class behaviour book. This is checked regularly by the class teacher and weekly by SLT. Staff will investigate the incident, set appropriate sanctions for the perpetrator, and inform the SLT of the outcome of each stage of the bucket dipping recording process, following the bucket dipping pathway.

When investigating a bucket dipping incident, the bucket dipping pathway will be followed. In addition to this the victim, alleged perpetrator and witnesses are all interviewed. If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries. A room is used that allows for privacy during interviews (for instances of bullying). Bucket dipping instances will usually happen in classrooms. A witness is used for serious incidents. If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture. The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim. Premature assumptions are not made, as it is important not to be judgemental at this stage. Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete. All pupils involved are informed that they must not discuss the interview with other pupils.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented. Additionally, if a member of SLT believes that there is an erratic but continuing pattern of bucket dipping behaviour that does not follow the half-termly pathway, they may speak with children and/or their parents or carers. This may result in further action.

## **11. Sanctions**

### **Bucket Dippers**

We are bucket dippers when we:

Make fun of someone,

Do or say mean things,

Ignore someone to upset them,

Hurt someone with our hands, feet or equipment on purpose,

Fail to accept we are unique children, who together are one!

When a bucket dipping incident occurs it is recorded in the class behaviour book. This will trigger a series of actions as explained in the bucket dipping pathway. The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

## **12. Support**

In the event of bullying, victims will be offered the following support: emotional support and reassurance from the class teacher, reassurance that it was right to report the incident and that appropriate action will be taken, liaison with their parents to ensure a continuous dialogue of support, advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff, advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online and discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents).

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities. Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy through the Nurture intervention.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory Nurture session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

## **13. Follow-up support**

Follow up support will be provided in line with the Bucket Dipping pathway.

## **14. Bullying outside of school**

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bucket dipping or bullying that occurred outside school in line with the Behaviour Policy, Child Protection and Safeguarding Policy and the Peer-on-peer Abuse Policy. The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

## **15. Record keeping**

The behaviour lead and DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bucket dipping or bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

## **16. Monitoring and review**



This policy is reviewed every two years by the headteacher, behaviour lead and the DSL. Any changes to this policy will be communicated to all relevant stakeholders. This policy is reviewed annually.

## Appendix

### Roles and Responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

The behaviour lead is responsible for:

- Keeping a monitoring sheet of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Phase leads are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Monitoring behaviour records to identify bucket dipping incidents and ensure that the subsequent actions are actioned.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bucket dipping.
- Providing follow-up support after bucket dipping incidents
- Being alert to possible bucket dipping situations, particularly exclusion from friendship groups, and informing the phase leads of such observations.
- Refraining from stereotyping when dealing with bucket dipping.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bucket dipping.
- Reporting any instances of bucket dipping once they have been approached by a pupil for support.

The school is responsible for:

- Offering emotional support to victims of bucket dipping or bullying.
- Alerting the relevant people regarding any incidents of bucket dipping or bullying.

Parents are responsible for:

- Informing their child's class teacher (via the office email) if they have any concerns that their child is the victim of bullying or involved in bucket dipping in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bucket dipping.
- Not making counter-threats if they are victims of bucket dipping.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

## Bucket Dipping Pathway

Step One		
a Self-referral by pupil or groups of children using the Worry Box in their class or the B.D.I box in school hall to inform staff that someone/ a group of people are being unkind to them.	b Pupil personally approaches and discloses an unkind act to: BDI on the playground. Class Teacher/ Teaching Assistant PPA/supply Teacher/MDA other Support Staff at any time. All of the above must report any information to the pupil's class teacher.	c Parent/carer contacts school to inform staff about a bucket dipping incident or concerns about bullying
<p>Staff will investigate any concerns or reports of Bucket Dipping or Bullying. Teachers will check behaviour logs regularly. Class teachers will record incidents in the class behaviour book and complete a bucket dipping incident form with the names of children, date, time, location and details of the incident.</p> <p>The situation (e.g. friendship groups etc.) will be monitored by staff to prevent a second incident of Bucket Dipping occurring.</p> <p>Behaviour books are monitored by Phase Leaders weekly and details of incidents recorded in the SLT monitoring book.</p>		
IF a second incident occurs move to Step Two.		
<p>If Bucket Dipping behaviour has continued the incident will be recorded in the behaviour book and the teacher will add the second incident to the bucket dipping form.</p> <p>As a result of their monitoring, SLT will complete the after second incident of bucket dipping form, completing each action on the form. They will discuss the facts and the impact on feelings of children involved and discuss actions to prevent further bucket dipping or potential bullying behaviour.</p> <p>Parents will be informed at this stage and this will be recorded on the form.</p> <p>They will review the actions established to resolve the situation with a timely follow up meeting. At this time the actions may be adjusted.</p> <p>Where necessary, they will inform all staff for break-time and lunchtimes about the issue and establish a 'Circle of Friends' if needed.</p> <p>SLT (phase leads) will inform BDIs (peers on playground who are vigilant about mean behaviour/bucket dipping) and where necessary assign both children support via a buddies/ role models.</p> <p>At this stage, staff will support the child or group of children to discover why they are bucket dipping another child or children in our school. They will consider needs of perpetrator(s) and victim(s) e.g. linked to SEMH.</p> <p>Finally, teachers and phase leads will consider whether and adjustments need to be made/ pathway amended based on the individual needs of the children? Communicate this with SLT/ SENDco.</p>		
IF a third incident occurs move to Step Three		
<p>Class Teacher/ SLT member to record the third incident in the behaviour record.</p> <p>SLT member leads a Justice Conference to try and resolve conflict. They will work with children to establish a contract, outcomes and sanctions for breaking the contract. Parents must be informed at this stage as the school are now viewing this as the start of bullying behaviour and it will be recorded as such on our school documentation and Headteacher Report to the Governing Body.</p> <p>SLT will consider support needed for victim and perpetrator.</p>		
Reviewing the Justice Conference Contract Step Four		
<p>The sanctions agreed as part of the Justice Conference Contract will be implemented. The headteacher or deputy headteacher will invite parents/carers into school to discuss their child's conduct and behaviour.</p> <p>A behaviour contract is established between the Headteacher or Deputy Headteacher, the perpetrator and their parents and carers. Further sanctions are established for breaking the rules of the contract and a bespoke Home/School Agreement will be established.</p> <p>The Headteacher/ Deputy Headteacher will consult with the school's Strategic Safeguarding Lead who will establish further internal or external support available to the perpetrator(s)/ victim(s).</p>		
If the Pupil Behaviour Contract is broken move to Step Five		
<p>The Headteacher/Deputy Headteacher will consider if there is now evidence of harassment or hate crime. If necessary, the Police will be informed.</p> <p>Chair of Governors is informed and a sanction will be enforced. Depending upon the severity of the incident, a fixed term or permanent exclusion may be actioned. For more information please see the Exclusion Policy.</p>		