

PARK ROAD COMMUNITY PRIMARY SCHOOL



ANTI BULLYING AND HATE CRIME POLICY

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Anti-Bullying Policy

Introduction

The Government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally.”

Therefore, at Park Road, we consider bullying to be:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power

At Park Road, our School Mission statement is ‘Unique Individuals Learning Together’. We believe everyone has the right to feel welcome, secure and happy. We treat everyone with respect and recognise all groups of pupils are unique and equal; at Park Road, we celebrate our differences.

Children learn best when they feel happy. At Park Road, we firmly believe that when children feel safe and valued, their mental and emotional needs are met. Children who feel valued receive a huge boost in their ability to learn and absorb information whilst realising how special, valuable and capable they are.

Our Behaviour Policy promotes children’s understanding of the importance of valuing and respecting others, this encourages less self-centredness and increases happiness, kindness, compassion, resiliency, respect, understanding and tolerance of differences. This ethos attempts to avoid the need for anti-bullying.

However, we recognise that, at times, children may display less than positive behaviours and on occasions a child’s behaviour may become bullying behaviour.

This policy is part of a multi-faceted approach to supporting children to develop resilience, self-esteem, confidence, independence and the ability to manage conflict in addition to the confidence and ability to tell staff when they feel bullied.

What is Bullying?

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened
- Bullying is repeated over time and unprovoked
- Bullying makes those being bullied feel powerless to defend themselves

At Park Road, we consider behaviours are bullying when any of the below is repeated by one child to another on three or more occasions within a six-week period.

What types of Bullying are there?

Emotional – being unfriendly, excluding, tormenting, threatening behaviour towards any children including those with SEN, disabilities, health conditions or linked to home circumstances

Verbal – name calling, sarcasm, spreading rumours, teasing

Physical – pushing, kicking, hitting, punching or any use of violence

Extortion – demanding money/goods with threats

Cyber – all areas of the internet, email and internet chat room misuse mobile threats by text messages and calls as well as the misuse of associated technology i.e. camera and video facilities including those on mobile phones and devices

Racist – racial taunts, graffiti, gestures linked to a person’s race, religion, culture

Sexual – unwanted physical contact, sexually abusive comments including images sent via mobile phone, tablet or on the internet

Homophobic/biphobic/transphobic – because of, or focussing on the issue of sexuality, sexual identity or gender identity

Bullying can take various forms and includes the following types of behaviour:

Physical Bullying	Verbal Bullying	Indirect Bullying	Cyberbullying
Pushing, kicking, hitting, punching, spitting, hair-pulling or any use of physical violence	Name-calling; the range of possible unpleasant language is wide and usually focuses on someone’s appearance, personal hygiene, family or ability	Being unfriendly, not talking to someone	Misuse of areas of the internet, such as email and internet chat rooms
Sexual assault	Sarcasm, teasing, mocking, ‘put-downs’	Excluding from social groups and activities	Mobile phone threats by text messaging and calls
Making people do things they don’t want to do	Spreading rumours	Tormenting (e.g. hiding books), making someone feel uncomfortable or scared	Misuse of technology, e.g camera and video facilities used to record inappropriate behaviours
Stopping people doing things they want to do	Saying or writing nasty things	Using threatening gestures, looks and signs/symbols	
Damaging someone’s belongings	Blackmail and threats		
Taking someone else’s belongings. The threat of violence can accompany theft and therefore can be clear instances of extortion focused on weaker pupils.	Making offensive remarks, including comments about someone’s gender, race, disability, religion or sexual orientation. This bullying is discriminatory and may be unlawful.		

Hate Crime

Due to the nature of bullying, it may be classed as a **Hate Crime**.

Hate Crime can be defined as:

“Behaviour that a victim or any other person thinks was caused by hatred of age, disability, gender identity, race, religion or sexual orientation.

A victim of Hate Crime does not have to be a member of a minority or someone who is generally considered to be vulnerable. For example, a person who is the friend of someone from a different ethnic group, a different sexual orientation or a disabled person may be targeted because of their association.

Hate Crime can be actual or perceived and can include:

- Verbal abuse, threats, insults, nuisance calls, name-calling
- Physical assaults and violence, anything from pushing to a serious attack
- Property damage – graffiti, vandalism, theft, damage to vehicles, arson
- Hate Crime attacks can be a combination of the above. For example, bullying at school may consist of name-calling and physical abuse.

Any form of Hate Crime should be reported to the police

Bullying of any kind from children, staff or parents is not tolerated at our school.

Aims and Objectives

At Park Road, 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. 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.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should 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.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Possible 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)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- 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"
- 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
- is nervous and/or 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

The Role of Governors

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Head teacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying through staff meetings.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

Staff will challenge all forms of bullying by:

Adhering to the school Behaviour Policy and following the hierarchy of sanctions

Promoting our school values at all times using classroom Justice Conferencing, circle time and PSHCE. This addresses issues that are affecting the whole class and diffusing problems before they escalate.

Refer victims and wrongdoers to the Senior Leadership team when necessary.

Recording poor choices of behaviour from class and break times on CPOMs by all staff.

Recording in first aid logs which are linked to behaviour so that we are able to identify any recurring physical incidents involving the same children which could indicate physical bullying.

CPOMs is used to record all incidents and will evidence when three incidents of the same type of bullying behaviour or if a variety of bullying type behaviours have been displayed by one child and experienced by another or a number of other children, as monitored by Senior leaders.

At two incidents, this is also communicated verbally to the SLT and dealt with accordingly to prevent bullying from happening.

The Head teacher has a duty to report termly bullying incidents to the Omega MAT trustees.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying using Justice Conference type approaches to resolution as well as Circle Time and during PSHCE lessons as appropriate. See Appendix 1 for guidance on Justice Conference approaches.

Once any member of staff at our school becomes aware of a bullying, or a suspected bullying incident, we follow these steps to ensure it is dealt with quickly and calmly using the Justice Conference strategies outlined in Appendix 1 which consist of:

Speaking to all the children concerned to find out everything that has happened
Reassuring the victim that the situation will be sorted out and that it is not their fault.
Trying to determine the cause of the bullying. Is it a cry for help from the bully?
Inform all parents concerned if appropriate.

Setting up a monitoring system between Home and School to support the 'victim' and help the 'bully'.

If the current behaviour policy procedures are applied and found to be ineffective then an IBP will be drawn up by the class teacher/SENCO/Head teacher

Rewards and Consequences

The following statements from the Elton Report should be considered as important on this issue:

"Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed Punitive regimes seem to be associated with worse rather than better standards of behaviour."

"This does not mean punishments are not necessary. Schools need to establish a healthy balance between reward and punishment."

"Pupils should learn from experience to expect fair and consistently applied punishments for bad behaviour which make the distinction between serious and minor offences apparent."

Discipline is part of the broad framework of improving standards and as such the positive elements of praise, encouragement, inducements and incentives are to be used as this leads pupils to react favourably.

In the disciplinary system of the school the emphasis will be in the main on the positive approach, restoring justice rather than the more negative one of criticism and sanctions. Bullying behaviour is discussed and consequences are made clear, making reference to the 'Golden Essentials'.

Praise can be given in many ways such as:

- A quiet word or encouraging smile
- Positive points
- A written comment on a piece of work picking out specific positive points
- A 'shout out' on a shout out board
- A visit to a more senior teacher/Head for commendation
- Public praise in front of peers at assembly
- Special awards of merit or the award of stickers
- The award of a school behaviour certificate
- Comments on reports or letters to parents

Our Behaviour Policy gives further information on positive behaviours and their rewards.

Learning to Cope

It is important that everyone learns how to cope if he/she is being bullied and knows whom to turn to for help. People don't often admit they are being bullied, as they are afraid of reprisals and of being accused of 'splitting'.

Why do some people bully others?

- They get pleasure from seeing others upset or humiliated
- It helps them get their own way
- It makes them the centre of attention
- They may have been bullied themselves – it is a way, therefore, of working through their own experiences and/or a cry for help.
- Due to mirroring or copying behaviours they themselves have witnessed or experienced outside of school or within their home and as a result;
- They may be spending too much time in 'threat' mode and 'lash out' as a result.

There is evidence that ACEs (Adverse Childhood Experiences) may be linked to increased bullying type behaviours.

It may on occasion be necessary to work with the victim of bullying particularly if they are often 'targeted'. This is not to suggest that it is their fault in any way, but to enable them to have strategies in place to deal with incidents i.e. not giving the bully the reaction they want.

As part of our multi-faceted approach to supporting children to develop resilience, self-esteem, confidence, independence and the ability to manage conflict, we may support pupils in developing the following strategies;

Some strategies for coping with perceived bullying

- | | |
|---------------|---|
| Fogging | if people make remarks, don't argue. Try to imagine yourself in a thick fog, which is swallowing up the insults instead of you so that you are untouchable |
| Broken record | reply to insults with a standard reply such as 'thank you' or 'really?' Just keep saying it – the bully will get bored. |
| Ignore | the best way of all is to ignore what is said, pretend it doesn't matter and walk away. Bullies want a reaction and, if they don't get one, they often look elsewhere for a victim. |

Make sure that there are consequences to the bully's action so he or she can apologise and make amends to learn that bullying does not pay.

Children, parents and teachers should have access to books about bullying with practical suggestions, which will help them cope.

Children should be taught how to respond to aggression, name calling etc. techniques like fogging, broken record and ignoring are very useful.

Lessons on co-operation, bullying and how to cope with it are integrated into our curriculum and PSHE lessons and circle time.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The school takes part in Anti-bullying week and the 'Social, Emotional Aspects of Learning' curriculum introduced in October 2005 to provide strategies for children and adults to deal with this issue.

Guidelines for Action

Prevention

Our children follow our school values led approach to positive behaviours and this is reinforced at all levels in school. Children can be recognised for showing these values and positive behaviours by receiving positive points which can lead towards a certificate and a 'points mean prizes' award.

Bullying is believed to occur at Park Road when any of the above is repeated by one child to another on three or more occasions within a six-week period.

Throughout the year, children in each class will be made aware of this policy as appropriate to their level of understanding. A child friendly version of this policy will be shared with all children at the start of the year and they will have access to this throughout the year.

Each child will take part in Anti-Bullying Week, and issues pertaining to this topic will be re-visited within the curriculum for Personal, Health and Social Education, through assemblies and as the need arises. This will be linked to strategies for improving the social and emotional skills of our children. Each week, we start the week with a values assembly, linked to the value of that half term. School has 12 school values which we promote on a rolling, two-year cycle, with a focus value each half term (see appendix 1). In Key Stage 1 and EYFS, this value is explicitly promoted each day and children are recognised by moving towards the 'golden star' if they display this. The children are encouraged to 'shout out' to recognise a friend who has displayed this value and how, during registration (i.e. 'Emily was kind to me because she helped me do my shoe laces'). In KS2, each classroom door has a 'shout out' board on, where children can leave 'post-its' for their class friends for showing the school value and these will be collected and read out at the end of each week.

School has a 'Happiness' Team, consisting of pupils appointed through a recruitment process and who act as the voice of other children to monitor, consider, improve and develop behaviours and behaviour systems in school with the aim of ensuring all within our community feel happy at all times.

When Bullying occurs

It is important that any display of bullying is quickly identified and dealt with. Children and their parents must be re-assured that appropriate action is taken.

When resolving issues of bullying, real or perceived, the aim should always be to effect a positive outcome with regard to the victim and the perpetrator. To resolve a situation satisfactorily would include the following successful outcomes.

- Pupils who are victims must feel supported and helped with their concerns.
- The unacceptable behaviour by the bully should be made clear to the bully and his/her parents.
- The bully should be encouraged and persuaded to show some concern for their victim and supported in changing their behaviour.
- The emotional characteristics of the identification and management of feelings will be built into the programme of support.
- Children will be taught strategies for controlling their impulses and developing their empathy for others.

Consequences

Initially, it may be sufficient for the class teacher to talk to the children and resolve the situation informally. A quiet word on different strategies for response is often sufficient to check unsuitable behaviour.

A confidential record is kept on incidents and interaction as appropriate. We use a secure electronic recording portal, CPOMs, to record all safeguarding issues and concerns. As part of this, we record all behaviour incidents here, as we believe behaviour forms part of effective safeguarding in school. This way, we can track easily any patterns or trends that may start to appear with a child's behaviour and that may indicate or become bullying behaviours.

However, if this procedure, with the teacher resolving with the children involved, alongside school's behaviour systems and policy, is not effective and the activities continue, then the following sanctions will be applied firmly, fairly and consistently.

Children will be referred to school's Deputy Head teacher or Head teacher.

They can also report any issue they would like to talk about but don't feel confident enough to report directly via class worry boxes. These will be checked daily by staff.

Every break time and lunchtime, Play Leaders and 'buddies' as well as members of our Happiness Team will monitor playground behaviour alongside MDAs and will be available for children to report to those on duty. Any member of staff can be approached at any time, should any child feel they want to discuss an issue upsetting them.

Restorative Justice

Restorative Justice strategies are used to resolve situations of bullying and conflict. These are usually led by Senior Leaders and will be held when necessary where they will investigate incidents of bullying and hold conferences with victims and wrongdoers.

Before the session, every child involved will be interviewed separately and given the opportunity to outline the details of the event/incident. These will be recorded by the Senior Leader and agreed with the child at the end of the interview. Once this has taken place, all of those involved, perpetrator/s and victim/s, will be invited back in to meet together with the Senior Leader to resolve.

During the conference, the facilitator will remind children of the following:

- Turn taking
- Listening to others
- Not interrupting
- No shouting
- Respect for everyone

The Senior Leader will lead this meeting and will start by stating what they have found from the interviews. They will invite the victim to share with the perpetrator/s how their perceived actions have made them feel. The perpetrator will be given the opportunity to reflect and to comment upon this and to give their 'side' of the incident and the affect if any on them. The children, with the Senior Leader's support, will discuss this, the perpetrator will be encouraged to accept what they have done and the impact they have had, if appropriate and depending upon the circumstances (i.e. it may be that this is found to be an accident and that the perception of the 'victim' is based upon misunderstanding for example) agree outcomes and actions.

Records of these meetings will be kept on CPOMs and reviewed regularly by SLT as will progress following these sessions.

- Parents will be contacted and asked to come in to school to discuss their child's behaviour.
- The children involved and witnesses may be asked to write an account of the incident.
- An undertaking must be given that the bullying activities will stop.
- Children who engage in bullying activities may receive an internal exclusion and work with the Head teacher for a specified amount of time.
- Children will not be included in the school's extra-curricular activities. Children will be given activities to continue during playtimes and lunchtimes.
- Further incidents will lead to exclusion at lunchtimes following the school's procedures.
- Children who continue to display unacceptable, harmful behaviour would be excluded from the school, following the Local Authority's guidelines.
- A report of the incident and all involved, will be kept on file and may be sent to the High School on transfer.
- We will always bear in mind that a positive outcome for all concerned is the key aim.

When an incident is brought to the Head's attention, it will be investigated and dealt with promptly. The Head teacher will report back to the parent/carer quickly and explain what action has been taken. The Head teacher asks parents/carers to get in touch immediately should there be any further incidents. (see Anti-Bullying Pathway Appendix 1).

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Guidance for how parents/carers can report concerns about bullying

If a parent or carer has any concerns whatsoever about any form of bullying affecting their child or another child, they should inform the class teacher in the first instance, E-safety lead, Mrs Angela Callaghan or the Head teacher if linked to online safety/inappropriate use.

If parents/carers feel they are unable to discuss the matter with the class teacher, they should not hesitate to contact a member of the SLT.

The happiness, safety and wellbeing of all children at Park Road, is paramount to all staff and we will endeavour to resolve any issues as soon as they are brought to our attention.

As a school, we can only deal with bullying if it is brought to our attention. We always encourage children to tell someone if they feel unhappy, upset or are experiencing bullying.

All children are fully informed about the Anti-Bullying Pathway and how to report any bullying. In addition to this, anti-bullying is a regular focus in Computing, PHSCE lessons and collective worship.

In collective worship, respect, tolerance and kindness to others form a key part of our school Vision, Values and our British Values and they lay at the heart of everything we do.

All children complete a Pupil Questionnaire twice a year which has a bullying section where children inform their teachers and SLT if they feel in any way that they or others have been or are being bullied at school. Results from this questionnaire are published on the school website.

In addition to this, we also ask children to read the E-Safety for Children Policy and to sign an agreement to say they will adhere to safe use of the internet, mobile phones and cameras following that guidance and our SMART rules.

This will also inform parents what to do if they have any concerns about the unacceptable use of the above.

Advice for parents who know or suspect their child is being bullied at school or en route to and from school

- Firstly, gather as much evidence and information as you can about suspected incidents. Speak to the class teacher in the first instance. If you feel you need support, take a friend along to the appointment and explain to the teacher your worries, feelings, suspicions and records.
- Ask the teacher if they have noticed anything similar and then ask for advice. It is important that you come away from school knowing exactly what action the staff are going to take.
- After seeing the teacher, are you satisfied that the school are going to tackle the problem to the best of their ability?
- If you are not satisfied that the school will help you with this problem, go through the following steps.
- Make another appointment and ask if the school can assist you further
- Make an appointment to meet with the Head teacher to discuss.

- If you are not satisfied on this occasion, ask the Head teacher to make an appointment for you to discuss the matter with the most appropriate school governor
- If the school and governors are unable to help you further then write to the Area Manager, Education Services or Senior Education Welfare Officer (the school will provide you with their name and address). In your letter outline the steps you have gone through to arrive at this stage and ask if the appropriate person from the area office can offer you advice. This course of action should lead to a resolution of the problem. If it does not then the area manager or Senior Education Welfare Officer will outline the next steps in the process.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy and on any incidents of bullying.

Safeguarding files are monitored regularly by the Head teacher. Further analysis is completed at the end of each term to monitor incidents.

This anti-bullying policy is the governors’ responsibility and they review its effectiveness annually. They do this by examining the school’s anti-bullying and behaviour logs, and by discussion with the Head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Linked Policies

- PR002 Behaviour
- PR007 Equality
- PR011 Safeguarding - Child protection
- PR030 Health and Safety
- PR034 Pupil Wellbeing

HELP ORGANISATIONS:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 1 – Anti-Bullying Pathway
Bullying

Step 1a
Self-referral by pupil using worry box in class



Step 1b
Pupil personally approaches:
Class teacher/teaching assistant/PPA/supply teacher/MDA/other support staff
All must report any information to the pupil’s class teacher
Class teacher will record this in the child’s

Step 2

If anti-bullying behaviour has continued, the teacher, will intervene and will meet with those involved for a classroom conference for:

*Discussion of the facts
Suggested ways forward
The teacher*

Implement the Behaviour Policy and reinforce our values and School Golden Essentials (Ready, respectful, responsible)

Short review time with follow up meeting planned

Log on CPOMs

At this stage, staff will support the child to discover why they are displaying bullying type behaviour towards another child or children in the school

If continues and occurs three times within a half term, it is now a Bullying Incident

Step 3

*Class teacher to inform a member of SLT who records on half termly MAT bullying monitoring form.
Senior member of staff leads Justice Conference to try and resolve conflict, establish contract and outcomes.
Parents may be informed at this stage.*

If continues

Step 4

Head teacher will inform parents and seek advice from LA Head of Inclusion services, MAT Strategic Safeguarding Lead

If continues

Step 4

Head teacher/Chair of Governors will seek advice from MAT SSL/ LA Head of Inclusion services



