



JOSEPH PAXTON CAMPUS

Anti-Bullying and Cyber Bullying Policy Including Child-Friendly Version

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Adopted June 2018 Ref C34.18
Adopted Summer 2020 Ref G42.20
Adopted Summer 2023 Ref 20.23
Review date Summer 2026

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Statement of intent

All children and young people at Joseph Paxton Campus are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our Anti-Bullying Policy outlines how instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behaviour Policy which is communicated to all students, school staff and parents.

All staff, parents/carers and students will work together to prevent and reduce any instances of bullying at our school. There is a zero tolerance policy in place at Wirral Hospitals' School.

See **Appendix 3** for the Child Friendly Anti Bullying and Safeguarding Policy.

See **Appendix 4** for the Guide to a student friendly Anti Bullying leaflet (which is included in the new student induction pack for students to sign).

1. What is bullying?

1.1. Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

1.2. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs but frequent and happen over a 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.

2. What does bullying look and sound like?

2.1. Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur. It may be motivated by actual differences between young people, or perceived differences solely in order to give a feeling of power, status or other gratification, to the bully.

2.2. Categories of bullying include:

- **Verbal** – name calling, imitating, teasing, insulting, spreading rumours, swearing and making threats.
- **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.
- **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another student, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.
- **Cyber** – online threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- 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

1.2. This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

1.3. This policy will be implemented in conjunction with the school's:

- Behavioural Policy
- Cyber Bullying Policy
- E-safety Policy

1.4. Under the Equality Act 2010, the school 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; and foster good relations between people who share a protected characteristic and people who do not share it.

3.2 Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Headteachers has acknowledged this, adding to their guidelines that Headteachers must 'satisfy themselves' that their school's anti-bullying policy complies with the HRA 1998. Headteachers cannot do this without fully involving their teaching staff.

(Article 19 – Children have the right to be protected from all forms of violence, abuse, neglect and mistreatment)

3.3 Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:

- Under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or which

conveys a message which is indecent or grossly offensive, a threat, or 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 in any media including internet sites.
- Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

2. Definition

2.1. 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 a form of unacceptable behaviour.

2.2. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) 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.

2.3. Vulnerable students are more likely to be the target of bullying due to the attitudes and behaviours some young people may have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students with special educational needs and disabilities.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.
- Students who are CLAC (children looked after or in care)

3. Types of bullying

- 3.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, gender identity, sexual orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.
- 3.2. Bullying is acted out through the following mediums:
 - Verbally
 - Physically
 - Emotionally
 - Online (Cyber)
- 3.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.4. **Homophobic and Biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation as gay, lesbian or bisexual.
- 3.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.6. **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.
- 3.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.8. **Neurological Disorder/Disability bullying:** Bullying behaviour based on another person's neurological diversity or the perception that their views are less valuable as a result of their neurological diversity.

5 Prevention

- a. Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work. (Article 12 – Children have the right to say what they think when adults are making decisions that affect them, and to have their opinions taken seriously.)
- b. Bullying should be discussed as part of the curriculum, and diversity, difference and respect for others should be promoted and celebrated through various lessons.
- c. Changing and organising seating arrangements in class can help to prevent instances of bullying.
- d. Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them.

- e. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups.
- f. All members of the school community should be made aware of the school's Anti-Bullying Policy.
- g. All staff members should have received some training on identifying and dealing with bullying.
- h. A safe, supervised place, should be available for students to go to at lunch if they are involved in conflict with their peers or wish to avoid a bully.

6 Staff guidance principles

- a. Prevention will be at the forefront of our Anti- Bullying Policy.
- b. Staff will treat reports of bullying very seriously.
- c. Staff will not ignore suspected bullying.
- d. Unpleasantness from one student towards another will always be challenged and never ignored.
- e. Staff will take action immediately. This applies to all staff, not only teaching staff.
- f. Staff will respect students' privacy, and information about specific instances of bullying will not be discussed with others, unless in a setting that the victim gives consent to.
- g. Follow-up support will be given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- h. Parents/guardians/carers will be contacted regarding the incident by HoH (Head of House) or Leadership Team.

7 Roles and responsibilities

- a. It is the responsibility of all staff to be alert to possible harassment of students and deal with incidents of bullying as the highest priority. (Article 29 – Education should develop each child's personality, talents and abilities to the full. It should encourage them to respect human rights, as well as their parent, their own and other cultures, and the environment).
- b. The governors will evaluate and review the Anti-Bullying Policy, and will ensure that it is non-discriminatory.
- c. The Headteacher will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The

- Headteacher will keep a record of all reported incidents and provide appropriate training for staff members.
- d. Each head of house will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.
 - e. Form tutors will be alert to social dynamics in their class and be available for students who wish to report bullying. They will also provide follow-up support following bullying incidents.
 - f. Subject teachers will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's form tutor of such observations. Throughout the year, the composition of groups shows sensitivity to those who have been the victims of bullying.
 - g. The school nurses, often the first people to receive reports of bullying, will offer emotional support to the victims, and will alert the relevant head of house and form tutor.
 - h. Parents/Carers should inform their child's Form Tutor if they are concerned that their child may be bullied or be involved in bullying.
 - i. Students should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, students should walk away from any dangerous situations and avoid involving other students in incidents. Students should be advised to retain all evidence of cyber-bullying.

8 Procedures for dealing with bullying

- a. Minor incidents will be reported to the students' Form Tutor who should investigate the incident, set appropriate sanctions for the perpetrator, and inform the Head of House in writing of the incident and outcome.
- b. The procedure outlined below will be adopted by all staff in serious incidents.
- c. Interviews:
 - i. The victim, alleged bully and witnesses are all to be interviewed separately.
 - ii. Try to ensure that there is no possibility of contact between the students interviewed, for example by texting.
 - iii. If a student is injured, seek appropriate medical advice/intervention.
 - iv. Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
 - v. If appropriate and/or necessary, ask all parties (bully, victim, witnesses) to write down details of the incident. This may need prompting with questions from you to obtain the full picture.

- vi. Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
 - vii. Adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand more appropriate ways of behaving.
 - viii. Inform all students concerned that they must not discuss the interview with other students.
- d. Record keeping:
- i. The teacher who conducted the interviews should write out a brief summary of the incident. A separate interview sheet should be completed for each student involved and the written statements of each part should be included.
 - ii. This record should then be forwarded on to the Headteacher, who is responsible for holding all records centrally.
 - iii. A copy should also be forwarded to the Head of House for each student involved in the incident, and any witnesses who the interviewing teacher is concerned may have been involved.
- e. Action and sanctions:
- i. Sanctions, can be put in place such as working in isolation or restrictions where the student goes at lunchtime, may be pursued. In addition to this, the following actions should be taken. Discretion can be used.
 - ii. Appropriate action to deal with the bully:
If you are satisfied that bullying did take place, help the student to understand the consequences of their actions and warn them that there must be no further incidents. Inform them of the type of sanction to be used in this instance (detentions, service-based activities etc.) and future sanctions if the bullying continues.
 - If possible, try for reconciliation and a genuine apology from the bully. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
 - Use 'Social Thinking' language; Know, Think, Guess. Make them realise that some students do not appreciate the distress they are causing, and that they should change their behaviour.
 - Try to reach an agreement on reasonable long-term behaviour.
 - Prepare the bully to face their peer group - discuss what they will say to others.
 - Inform parents about bullying incidents and what action is being taken. Face-to-face meetings between the Form Tutor, Head of House and or Headteacher may be appropriate.

- The Form Tutor/ Head of House should informally monitor the students involved over the next half-term. (Article 28 – Every child has the right to an education. Discipline in schools must respect children’s human dignity)

- f. Appropriate actions to deal with the victim:
 - i. The Form Tutor should informally check whether the bullying has stopped on a weekly basis for a month after the complaint of bullying.
 - ii. The Head of House should formally check whether the bullying has stopped the week after the bullying, and again during the same half term.
 - iii. If necessary, break up group dynamics by asking staff to assign places in classes and in the form room.
 - iv. Encourage the victim to tell a trusted adult in school if bullying is repeated.
 - v. Encourage the victim to broaden their friendship groups by joining a lunchtime or after- school club or activity.

- g. Follow-up:
 - i. The progress of both the bully and the victim should be monitored by their respective of Form Tutors. One-on-one sessions to discuss how they are getting on may be appropriate.
 - ii. If the incident was sufficiently serious, follow-up correspondence with parents a month after the incident may be necessary. This should be from the Head of House.
 - iii. Students who have been bullied will be supported by:
 - Being listened to and having an immediate opportunity to meet with their head of house or a member of staff of their choice.
 - Being reassured.
 - Being offered continued support.
 - Being offered counselling where appropriate.
 - iv. Students who have bullied others will be supported by:
 - Receiving a consequence to their actions.
 - Being able to discuss what happened.
 - Reflecting on why they became involved.
 - Understanding what they did wrong and why they need to change their behaviour.
 - Appropriate assistance from parents/carers.

9 Bullying outside of the school

- a. Teachers have the power to discipline students for misbehaving outside the school premises. This can relate to any 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.

- b. Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the staff member.
- c. Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate students' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.
- 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 student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. (Article 19 – Children have the right to be protected from all forms of violence, abuse, neglect and mistreatment).

Appendix 1 – Bullying report form

This form should be sent or handed to Jackie McArdle the Designated Safeguarding Officer upon completion.

Personal details

Name of person reporting incident (optional):	
Name of student(s) being bullied:	
Male/female:	
Year group:	
Form:	
How may we contact you (please circle)?	
At school	At home
Home address if yes:	
Email: Yes/no	
Email address if yes:	
Telephone: Yes/no	
Telephone number if yes:	

Incident(s) details

What happened?
Where?
When?
Who was doing the bullying?
Did anyone else see it?
How often does the bullying take place?
How long has the bullying been going on?

Impact of the bullying

How did being bullied/seeing the bullying make you feel?
Was anybody physically hurt?
Did anybody need medical attention?
Have you informed anybody else about the bullying?
If so, who did you inform?
If you have not informed anybody else, what has put you off asking for help or informing someone?

Help and support

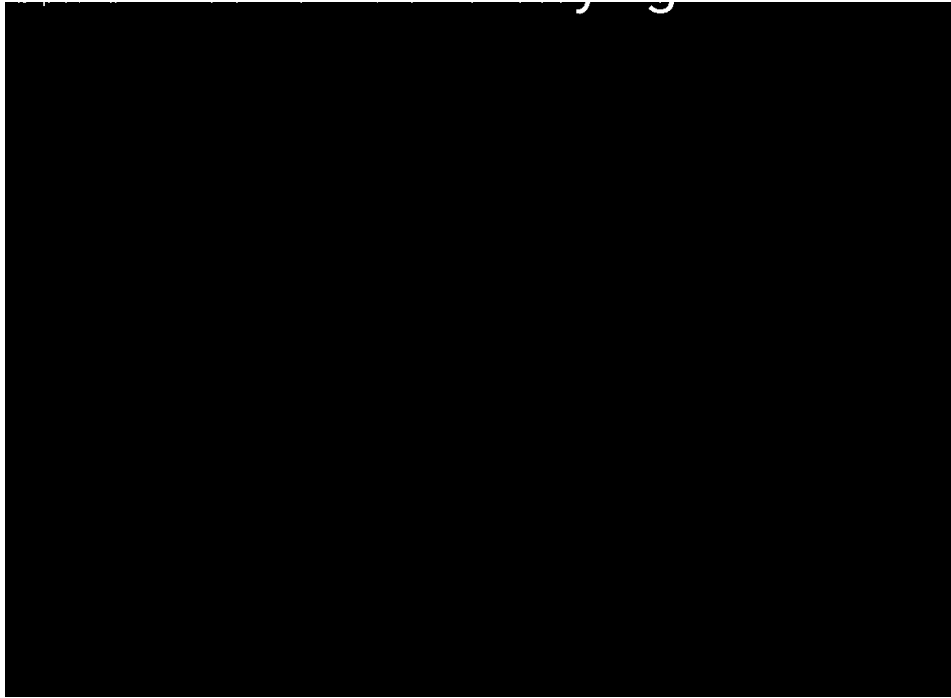
What sort of help or support can we provide for you? If you witnessed the bullying, what sort of help do you think should be offered to the victim?

Do you have any concerns about reporting the bullying?

What more do you think we could do to help prevent bullying?

Appendix 2 Stay safe slide show and useful numbers.

Stay Safe Presentation for Parents/Carers and Young People



Further information

Do not hesitate to contact anyone in school for further advice or information.

You can also use some of the following website

www.ceop.police.uk

www.thinkuknow.co.uk/

www.bbc.co.uk/webwise

www.childnet.com

www.saferinternet.org.uk



JOSEPH PAXTON CAMPUS

Child-Friendly Safeguarding and

Anti Bullying Policy

Designated Safeguarding Team



Headteacher
Mr Arrowsmith



Safeguarding Lead
Jackie McArdle

Joseph Paxton Campus

Child-Friendly Safeguarding Policy

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Feeling safe and happy at school and in my community.
(Contextual Safeguarding is feeling safe free from of risks which could cause significant harm to children and young people where the main cause of harm is outside of the family).

At [Joseph Paxton Campus](#), we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at what signs to look for and what to do and what you can do when you feel you are being harmed, or when you notice someone else being harmed.

We can help you by:

- Teaching you what peer-on-peer abuse is.
- Teaching you what to do if you feel like you are being abused, or if someone else is being abused.
- Making sure you know the grown-ups you can speak to if you are worried.



1

What is peer-on peer abuse?

A **peer** is someone who might be your friend, a child at school with you, or another child you may know.

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare**, **hurt** or **upset** that person.

Sometimes, it can be hard to know when abuse is happening, because **not all** abuse will hurt, scare or upset you, and you might not know it is happening. It's really **important** you know when you are being abused so we can make sure it stops.

There are lots of different types of abuse. It is important you know what these types of abuse are so you know what to do if you see them.

2

Bullying

Bullying can be different things, and isn't just hitting or kicking another person.

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.

Physical bullying is punching, kicking, spitting, hitting or pushing someone.



Verbal bullying is teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person sending another person to say nasty things.



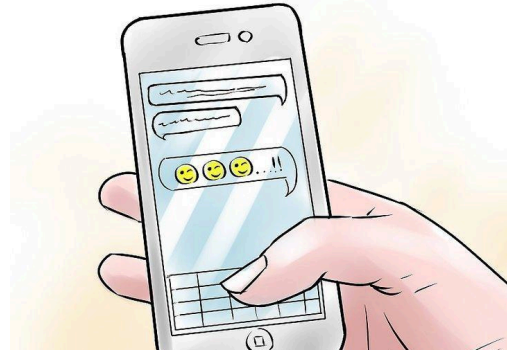
3

Sexting

This is sending **inappropriate pictures, videos or messages** – they can sometimes be called ‘nude pics’, ‘rude pics’ or ‘nude selfies’, but can also be rude messages.

Pressuring someone into sending these pictures, videos and messages is **abuse**.

Even if you are not the person who is sending them, it is **illegal** to have these kind of pictures or videos of a person if they are under 18 years old.



4

Sexual harassment

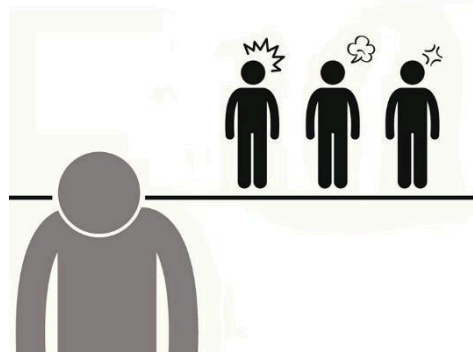
Sometimes, people can **act sexually towards others** and it might make them feel uncomfortable.

This can happen **online**, on social media, through messages and **face-to-face**.

It might make someone feel **scared, embarrassed, uncomfortable** or **upset**.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things** or saying sexual things about someone’s **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes you feel uncomfortable, messing with your clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures** and **videos**, or posting sexual comments on social media.
- It might also be **sexual threats** or pushing you to do something sexually that you don’t want to or aren’t ready for.



5

Relationships

Any relationship you have should be **good** and **happy**. A bad relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

It's really important that you know the **difference** between a good relationship and a bad relationship.

Good relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **feel**, what you are **thinking** and you **listen** to each other.
- You **support** each other and treat each other **nicely**.
- You feel **safe**.
- You **trust** that person.
- You are **equal** – you don't boss each other around or tell each other what to do.
- You feel **looked after**.



Bad relationships

- The person might **push** you, **hit** you or **destroy** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something. They might also say they will hurt you if you do something too.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to** or aren't ready for, like sex, or using drugs and alcohol.
- The person **might not take no for answer** when you say you don't want to do something.



How do I know if someone is being harmed?

It might be hard for you to know if you are being abused and you **might not really understand** it is happening. It is important you can **recognise** when behaviour isn't appropriate.

It's also important that you can notice when **someone else** might be being abused.

Some signs might be:

- Not going to school.
- Having injuries, like bruises.
- Feeling sad and down.
- Feeling like they can't cope.
- Feeling withdrawn or shy.
- Getting headaches or stomach ache.
- Feeling nervous.
- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.
- Using alcohol or drugs.
- Changing looks to look much older.
- Being abusive to someone else.



Remember: you can feel all of these things too. Listen to how you feel, and know that these signs can mean you are being abused.

If **7** What do I do if someone else is being harmed?

you see someone else being abused, it is important that you **help** that person.

You should **never walk way** and ignore the problem if you see someone else being abused, because the person might keep upsetting them.

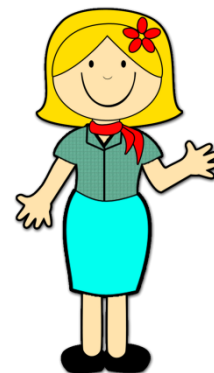
If you can, and it is **safe** to do so, tell the person abusing you to **stop**, but never get angry or hit them.

Tell a grown-up, such as a teacher, as soon as you've seen someone being abused.

Grown-ups can **stop the abuse** and make that person feel happy again.

You should **never feel scared** to tell someone about abuse.

Sometimes, you might not **see someone being abused**, but you might be **worried** about them. Or, you might think they are being abused by **someone you don't know**, or someone they have **told** you about. It's really important you **tell someone** even if you are worried, but haven't **seen** any abuse.



8

What do I do if I am being bullied?

The first thing you should do is **tell someone you trust**. This could be a family member, a friend or a teacher.

You can also **tell the person abusing you** to leave you alone. If telling them to leave you alone would **make you feel too scared or worried that they might hurt you**, make sure you **tell someone** so they can help.

You should **try not to**:

- **Do** what the person says.
- Let what the person says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being abused, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being abused. If you talk to a grown-up, we can **make the abuse stop**.



Who can I talk to?

It is important you **tell someone** as soon as you are being abused, or you notice someone else being abused.

Speaking to someone like your mum, dad, carer or teacher will mean that we can make sure the **abuse stops** and doesn't happen again.

The list below shows the **Staff** at our **school** that you can speak to:

Your can speak to any member of staff who works at JPC.

Head of Green House Miss Hoey Mentor Helen Marshall

Head of Blue House Mrs O'Loughlin Mentor Carol Bimpson



stop harm from happening?

How can I help

We can all help stop abuse at our school by:

- Making sure we **understand** how we should **act** towards others.
 - **Helping** others when they are in need.
 - Being **kind, friendly** and **respectful** to others.
 - Thinking about people's **feelings** before we say or do something.
 - Taking part in **school activities**, like assemblies, PSHE lessons and circle time, which talk about peer-on-peer abuse.
 - **Talking to someone** when we are worried.



You should know that abuse is never OK and it is serious. It is not funny, or part of growing up. If you abuse someone, you will get into trouble.

Joseph Paxton Campus

“Working together to make everything better.”

