Anti-Bullying Policy

Key Contact Personnel:
Nominated Member of Leadership Staff Responsible for the policy:
S Quinn, Head teacher
Designated Safeguarding Lead (s):
S Quinn, Head teacher, L Johnson, Deputy Safeguarding Lead and EY Leader
Named Governor with lead responsibility:
A Carr

This policy will be reviewed every 3 years, or sooner following any concerns and/or updates to national/local guidance or procedures

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because our children matter, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because our children's achievement matters, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because our children's future matters, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat.

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our children matter, as does their achievement and so too does their future.

Because our children matter, we will work to:
- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding – taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:
- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:
- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1) Policy Objectives:

- This policy outlines what Westbrook Old Hall Primary School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community.
- Westbrook Old Hall Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- We will respect the rights of all members of the school community to safeguard and promote their welfare

2) Links with other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- Positive Behaviour Policy
- Complaints Policy
- Safeguarding Policy
- Confidentiality Policy
- Safe Computing and Acceptable Use Policies (AUP)
- Curriculum Policies, such as: PSHE
- Mobile Phone and Social Media Policies

3) Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by this policy.

5) Definition of Bullying

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally." (DfE "Preventing and Tackling Bullying", July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Children are asked to consider 'Is it just rude? Is it just mean? Is it happening all the time? Is it really bullying?

6) Forms and types of Bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying –pushing, hitting, kicking or any use of violence
- Verbal – name calling, sarcasm, spreading rumours, gossiping, teasing

- Emotional bullying –being unfriendly, excluding, tormenting, threatening behaviour
- Extortion – demanding money/goods with threats
- Sexual bullying – unwanted physical contact, sexually abusive comments including images sent via technology
- Bullying with a visual focus – offensive pictures/drawings/graffiti
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people with protected characteristics)
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School Ethos

- Westbrook Old Hall Primary School recognises that all forms of bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- Bullying behaviour is problematic for the victim and the perpetrator alike and our support and management strategies are pragmatic and non -oppressive
- By effectively preventing and tackling bullying our school can help to create a safe, happy and disciplined environment.
- We believe that bullying is best prevented through the development of a school ethos based on mutual respect, fairness and equality

- **Our Community:**
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships to prevent bullying
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported.
- Will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy.
- Seeks to learn from good anti-bullying practices elsewhere
- Utilises support from the MAT/LA and other relevant organisations when appropriate.

8) Responding to Bullying
- The following steps may be taken when dealing with all incidents of bullying reported to the school:
    - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
    - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
    - The Deputy Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
    - The DSL will be informed of all bullying issues where there are safeguarding concerns.
    - The school will speak with and inform other staff members, where appropriate.
    - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
    - Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
    - If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
    - Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the

concern is investigated to such an extent as is reasonable. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Positive Behaviour Policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on CPOMS.

Cyberbullying

- When responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - Looking at use of school systems
    - Identifying and interviewing possible witnesses
    - Contacting the service provider and the police, if necessary
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school Positive Behaviour Policy.
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

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- Advising those targeted not to retaliate or reply.
- Providing advice on blocking and removing people from contact lists.
- Helping those involved to think carefully about what private information they may have in the public domain.

Supporting Pupils
- *Pupils who have been bullied will be supported by:*
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Adolescent Mental Health Service (CAMHS).
- Pupils who have perpetrated bullying will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioning, in line with school Positive Behaviour Policy; this may include: official warnings, missing play/lunchtimes, removal of privileges (including online access when encountering cyberbullying concerns, sports or other out of school activity), removal from class/group and fixed-term or permanent exclusions.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Adolescent Mental Health Service (CAMHS).

Supporting Adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's complaints procedures
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing Bullying
Environment

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. 'Just Be Lovely!' 'We are a Family of Learners'
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
  - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after

children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.
- In addition, the issue of bullying will be raised with pupils at a number of levels including:
  - ➢ At whole school level – through PSHE assemblies when children will be formed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole school will be informed of the progress of the anti-bullying policy and any changes which may be introduced.
  - ➢ At classroom level – during circle time, Anti—Bullying lessons, E Safety Lessons, Pastoral Care lessons and use of Bubble Time Cards
  - ➢ Children will be made aware of the responsibility to use technology responsibly and to report incidents of cyber bullying
  - ➢ At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance. Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- School recognises there are locations about the school in which incidents or bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or pupils will be forbidden access to these areas.
- Children will be encouraged to talk to staff about incidents of bullying

which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

- Pupil Anti– Bullying Ambassadors monitor and support behaviours.
- Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly, if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.
- All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children, learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour. (See also policies for Positive Behaviour, Equality, E-Safety and Safe-guarding).

Signs of Bullying:

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical – unexplained bruises, scratches, cuts, missing belongings, damaged clothes, damaged schoolwork, loss of appetite, stomach aches, headaches, bedwetting
- Emotional – losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches, stomach aches, signs of depression
- Behavioural – asking to be taken to school, going home for lunch, taking longer to get home, asking for more money, using different routes to school, losing more items than usual, sudden changes in behaviour and mood, concentration difficulties, absence.

Policy and Support
- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents and carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up to date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online etc.
  - Implement appropriate sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

Education and Training
- The school community will:
  - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
  - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, anti-bullying ambassadors the school/student council, etc.
  - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
  - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
  - Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem

10) Involvement of Pupils
- We will:
  - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
  - Regularly canvass children on the extent and nature of bullying
  - Ensure that pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in school and embed messages in the wider curriculum.
- Involve pupils in actively monitoring and supporting good behaviours through the Anti-Bullying Ambassadors
- Utilise the pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11.) Involvement and Liaison with Parents and Carers
- We will:
  - Take steps to involve parents and carers in developing policy and procedure, to ensure they are aware that the school does not tolerate any form of bullying.
  - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
  - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
  - Work with all parents and carers and the local community to address issues beyond the school gates that give rise to bullying.
  - Ensure that parents and carers work with the school to role model positive behaviour for pupils, both on and offline.
  - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and Review;
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

13) Useful links and supporting organisations
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk

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- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

The school would like to acknowledge the help and support of The Education People in the writing of this document.