

Lowton West Primary School



Anti-Bullying Policy

Policy reviewed by N. Gould

Date policy reviewed: June 2021

Ratified by Governing Body:

Mr B Cunliffe (Chair of Governors)

Mrs J. Westhead (Headteacher)



Lowton West Primary School **Anti-Bullying Policy**

Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Anti-Bullying Policy

Bullying, especially if left undressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. At Lowton West we have a 'duty of care' towards our pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm of bullying.

"Pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus"

DfE Preventing and Tackling Bullying
Page 10, July 2017

The National and Legal Context

Every school must have measures in place to prevent all forms of bullying.

This policy links with the Safeguarding and Child Protection policy and the current DfE "Preventing and Tackling Bullying" guidelines (July 2017) and DfE Cyberbullying advice for headteachers and school staff.

This policy takes full account of the school's legal obligations under the Education and Inspections Act of 2006 to:

- promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying

There are also a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school, staff and parents:
- gives headteachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(Refer to Behaviour and discipline in schools - Advice for headteachers and school staff January 2016)

The Equality Act 2010

The Equality Act 2010 replaced the previous anti-discrimination laws with a single Act. The new Public Sector Equality Duty (PSED) this came into force on 5 April 2011. This covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires schools to have due regard to the need 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.

All schools are required to comply with the Equality Duty.
(Please refer to the school's Single Equality Policy.)

Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education

for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014, to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should report concerns to the school's designated lead, who will then take appropriate action following the school's Safeguarding and Child Protection policy, which is written in accordance with the Keeping Children Safe in Education 2020 document.

External support will be provided to any child, whether or not it is deemed a child protection concern. School will draw on a range of external services to support or tackle underlying issues leading to bullying incidents. (Chapter 1 Working Together to Safeguard Children, 2018).

Definition of Bullying

Bullying can be defined in a number of ways. At Lowton West we follow the DfE Preventing and tackling bullying guidance which defines bullying as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". (July 2017, page 8)

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- nationality
- special educational needs or disability
- appearance or health conditions
- sexual orientation (or alleged orientation)
- gender / gender identity / gender reassignment
- home circumstance including looked-after-children, previously looked-after children and young carers

Characteristics of bullying:

- Hidden/secretive nature
- Long term effects
- Bullied children may often be isolated and unhappy.
- Social codes could make bullied children feel that they shouldn't tell
- Bullies rely on power, domination and often group support
- A silent majority are often aware
- Anyone can be a bully or victim and it can take many forms (peer -peer, pupil – teacher, teacher – pupil)

Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. At Lowton West, our policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

Please refer to the school's Single Equality Policy for further information.

Types of Bullying

Bullying can be direct or indirect and includes:

Verbal bullying - name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying - kicking, hitting, punching, pushing and pinching,

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Cyber- bullying - offensive text messaging and e-mailing and sending degrading images by phone or the internet. "Virtual" bullying can occur in or outside school. Cyber-bullying, also known as online-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a "click". In the Education Act 2011 teachers have been given stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, to delete inappropriate images (or files) on electronic devices, including mobile phones, without parental consent to search through a young person's phone. (DfE guidance, July 2017, page 8)

At Lowton West, we have adopted **Impero** software which monitors ICT and internet use across the school to ensure pupils access computers safely. This monitoring occurs half-termly by the schools' SLT and Computing subject leader. School hold frequent Internet Safety events to ensure pupils learn about online safety and understand how to use social media safely. School follow the Purple Mash Computing scheme of work which teaches children how to keep safe online.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 gives head teachers the power to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside the local shops.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation but mostly in the presence of others.

School Statement of Intent

At Lowton West Primary School, we believe that:

- we are a listening and telling school
- bullying is undesirable and unacceptable
- bullying is a problem to which solutions can be found
- seeking help and openness are regarded as signs of strength not weakness
- all members of the school community will be listened to and taken seriously
- bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations
- everyone has the right to work and learn in an atmosphere that is free from fear
- all of us have a responsibility to ensure that we do not abuse or bully others

- school will provide opportunities to celebrate diversity and differences and maintain awareness surrounding bullying through assemblies, lessons, posters and displays around school
- young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- young people should be involved in decision making about matters that concern them
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

Aims of the Policy

- To assist in creating an ethos which ensures Lowton West Primary School is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with pupils, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community
- To embed the “Seven Steps Approach” as a whole school approach to deal with bullying.

Intended Outcomes

- That all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy
- That there are effective listening systems for pupils and staff within the school
- That all pupils understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- That all parents have a point of contact for the anti-bullying lead in school if they are concerned about their child and that parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no child or young persons’ educational opportunities and achievement is disadvantaged due to the experience of bullying
- That the wider school community (e.g. midday supervisors) are involved in dealing effectively with, reporting, recording, monitoring and if necessary referring bullying incidents
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters, leaflets, school website, parents’ meetings and Anti-Bullying weeks
- The school will work with the wider community such as police and children’s services where bullying is particularly serious or persistent and where a criminal offence may have been committed (including tackling bullying that is happening outside school)
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations and agencies.
- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- The school will create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

Recording of Incidents

Lowton West has a consistent approach to monitoring bullying incidents. This includes:

- keeping a record of individual incidents of bullying. (***an incident recording sheet can be found in the appendix to this policy***). Records are completed following any claim of bullying by a child or parent. These records will be kept in a central file in the Deputy Head's office and a copy in the class pastoral file.
- ensuring that an annual analysis of the bullying record is undertaken by the school including the Head Teacher (J Westhead), the Deputy Head Teacher (Mrs N Gould), the Assistant Head Teachers, the PSHE&C Subject Leader and the Governing Body.
- an analysis of the bullying record is reported to the Governing Body in annual report

Procedures and Dealing with Incidents – A Whole School Approach

Role of pupils and staff in reporting and recording a bullying incident involving pupils

At Lowton West Primary School, we take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. We follow the school guide to reporting and dealing with bullying incidents. (***See Appendix 1 for Anti-Bullying Immediate Response Chart including the Seven Steps Approach***)

Guidance for pupils

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – if possible, tell them to stop but remove yourself from the situation a.s.a.p.

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about;

- How it made you feel

If you experience bullying by mobile phone, text messages, messaging over social media websites or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

For further guidance please refer to the Online Safety policy

For contacts and details of where to seek help outside school please see appendices.

Guidance for parents/carers

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see your child's class teacher or a member of the Senior Leadership Team to explain the problems your child is experiencing.

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to discuss the matter with a member of the school's Senior Leadership Team and keep a record of the meeting
- If you are not satisfied after speaking with the Head Teacher write to the Chair of Governors who will respond within ten days.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's class teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police

Guidance for Governors

- To support the Head Teacher to eliminate bullying
- To monitor incidents of bullying
- To review the effectiveness of the Anti-Bullying Policy
- To ensure the Head Teacher keeps appropriate records of anti-bullying incidents
- To respond within ten days to a request or complaint from any parent. The Governing Body will notify the Head Teacher, ask them to conduct an investigation and report back.

Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Circle Time, Peer Massage, Mindfulness
- Buddy systems, play-leaders
- Nurture Groups

- School Council developing school rules with a strong anti-bullying message
- Personal Social and Health Education & Citizenship programme
- Liaison with the Behavioural Support Team
- Anti-bullying Week to raise awareness
- Anti-bullying displays around school highlighting what children can do if they feel they are being bullied (devised with the School Council and displayed in every classroom)
- PSHE – Jigsaw scheme of work
- In School Training for all members of staff and advice for parents on anti-bullying from the TESS team and other agencies.

Responding to Bullying

STAGE 1:

THE SEVEN STEPS APPROACH

STEP 1 - Interview with the victim

When the teacher finds out that bullying has happened s/he starts by talking to the victim about their feelings and listening to them. S/he does not question them about the incidents but s/he does need to know who was involved.

STEP 2 - Convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved, including pupils identified as being there when they felt unsafe. This will include by-standers or colluders who joined in but did not initiate any bullying (a group of about 6-8 works well).

STEP 3 - Explain the problem

The teacher tells the group how the victim is feeling and might use a piece of writing/account, poem or picture to emphasise their distress.

STEP 4 - Share responsibility

The teacher does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

STEP 5 - Ask the group for ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

STEP 6 - Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet with them again to see how things are going.

STEP 7 - Meet them again

About a week later the teacher discusses with each individual involved, including the victim, separately how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Staff members to use the Seven Steps Approach will be from the S.L.T Incidents of bullying in Reception or Key Stage 1 will be dealt with by Mrs Brooks (the KS1 Assistant Head Teacher) or Mrs J Westhead. Incidents of bullying in Key Stage 2 will be dealt with by Mr Rigby (the KS2 Assistant Head Teacher), Mrs N Gould (Deputy Head Teacher) or Mrs J Westhead.

STAGE 2:

CONTACT PARENT/CARER

STAGE 3:

CONTACT OUTSIDE AGENCIES (TESS team, Educational Psychologist, Police, Start Well)

STAGE 4:

PASTORAL SUPPORT PLAN AND/OR AN EARLY HELP

School will follow the school's Positive Behaviour and Discipline policy and guidance as outlined in the DfE Statutory Guidance 'Exclusion from maintained schools, academies and pupil referral units in England.' September 2017

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

For further guidance and support national and local help lines can be found at the back of this policy.

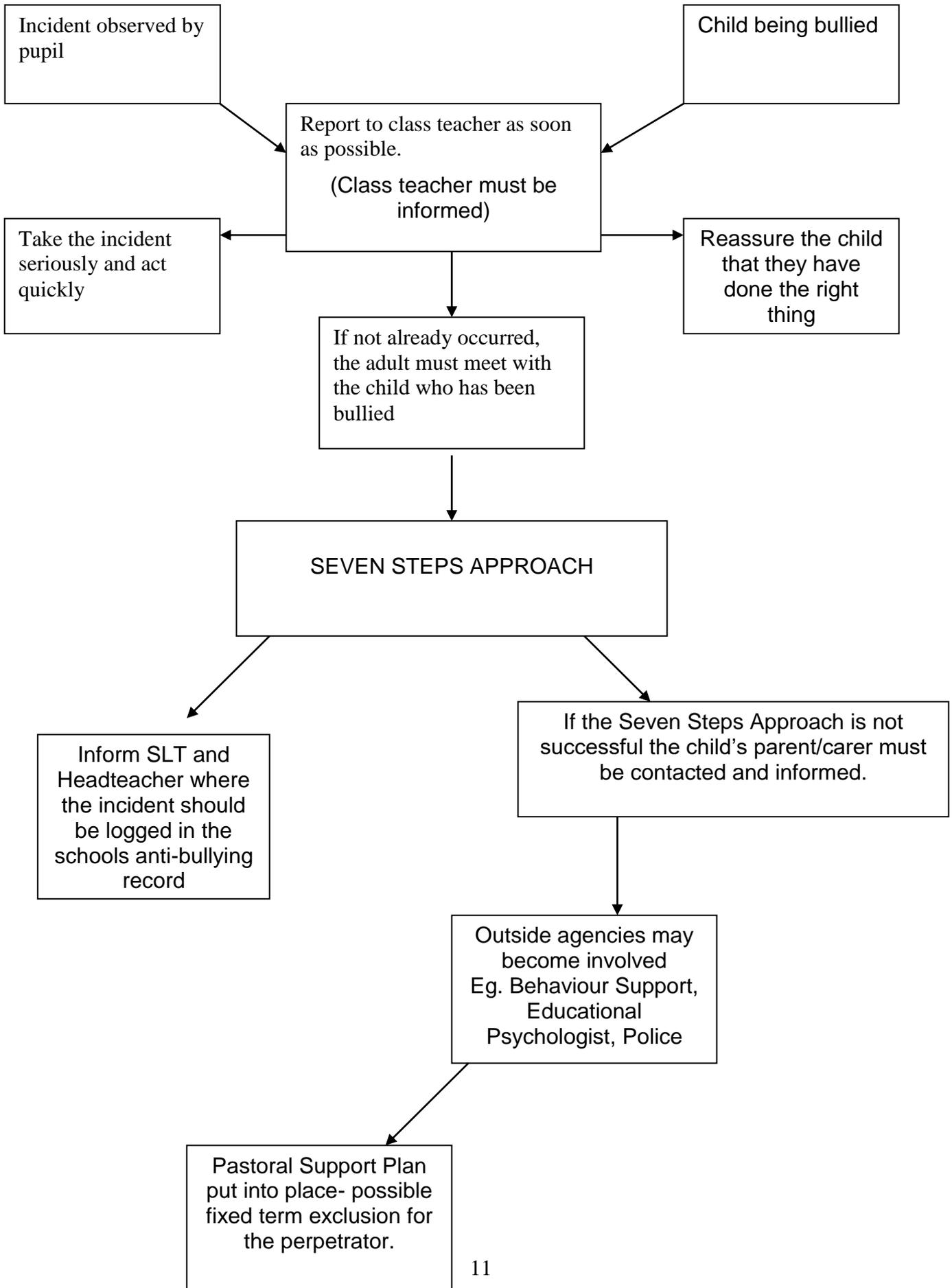
Monitoring Arrangements

This policy will be evaluated and updated annually by the whole school. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis.

The senior leadership team and governors will, on an annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

This policy should be read in conjunction with the following school's policies: Positive Behaviour Management and Discipline Policy, Safeguarding and Child Protection Policy, Online Safety Policy, The PSHCE and Spiritual, Moral, Social and Cultural Development Policies and Equality Policy.

Immediate Response Chart to Bullying



School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Male Female

Male Female

Indicate type of incident – please tick

| Verbal | | Physical | |
|---|--|--------------------------|--|
| Name-calling | | Kicking | |
| Taunting | | Hitting | |
| Mocking | | Punching | |
| Making offensive comments | | Pushing | |
| Teasing | | Pinching | |
| Other (please state) | | Other (please state) | |
| Emotional | | Cyber/ online | |
| Offensive graffiti | | Offensive text messages | |
| Excluding from group | | Offensive e-mails | |
| Spreading rumours | | Sending degrading images | |
| Being forced to do something against own will | | Other (please state) | |
| Taking possessions/money | | | |
| Other (please state) | | | |

If you feel the bullying incident was in any way motivated by any of the following, please indicate with a tick.

Appearance Disability Home circumstances

Gender Race/ethnic origin Medical condition

Religion Sexuality

Brief description of incident

Action taken

Did the incident lead to the perpetrator(s) being excluded? yes/no

Have you had contact with the victim's parent/carer? yes/no

Have you had contact with the perpetrator's parent/carer? yes/no

Have you reported this incident to any other agencies? yes/no
If 'yes' which agencies?

Signed _____

Designation _____

Return to _____

(named senior leader within school)

Offering Advice and Support

Departmental advice and guidance

DfE Preventing and Tackling bullying July 2017

DfE Behaviour and Discipline in Schools Guidance January 2016

Cyberbullying – Advice for headteachers and school staff November 2014

Legislative Links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

National Organisations

Anti –Bullying Alliance - ABA

Founded in 2002 by NSPCC and National Children's Bureau. ABA brings together over 100 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

www.anti-bullyingalliance.org.uk

Kidscape

A charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents.

www.kidscape.org.uk

National Society for the Prevention of Cruelty to Children – NSPCC

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

www.nspcc.org.uk

The Samaritans

www.samaritans.org

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people. Provides advice and resources for mental wellness.

www.beatbullying.org

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

www.bullyfreezone.co.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

www.childline.org.uk

Ofsted

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

www.ofsted.gov.uk

Cyberbullying

ChildNet International – resources for young people to raise awareness of online safety and how to protect themselves.

<http://www.childnet.com>

Think U Know – resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

LGBT

Barnardos – through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

[www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

EACH – Educational Action Challenging Homophobia is a website that provides a helpline and support for young people affected by homophobia.

www.eachaction.org.uk/

Proud Trust – helps young people empower themselves to make a positive change for themselves and their communities through peer support, youth groups, delivering training and events.

www.theproudtrust.org

Schools Out – offers practical advice, resources and training to schools on LGBT equality in education.

www.schools-out.org.uk/

Stonewall – An LGB equality organisation with expertise in LGB bullying in schools.

www.stonewall.org.uk/

SEND

Embrace - Embrace Wigan and Leigh is a user-led charity dedicated to helping people with any type of disability and their families who live, work or use services primarily within the borough of Wigan, gain the support they need to live a fulfilling life.

<http://www.embracewiganandleigh.org.uk/>

SENDIASS - Our SENDIASS Co-ordinator supports parents and carers who need information, advice and support regarding educational issues.

01942 233323

sendiass@embracewiganandleigh.org.uk

MENCAP – represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Mental Health

MindEd – a free online training tool to learn more about children and young peoples mental health problems, including information on identifying, understanding and supporting children who are bullied.

www.minded.org.uk

CAMHS - contact school to discuss concerns with our school CAMHS link worker

Race, religion and nationality

Educate Against Hate – provides teachers with practical advice and information on protecting children from extremism and radicalisation.

<https://educateagainsthate.com/>

Kick It Out – education packs for schools to educate young people about racism.

<http://www.kickitout.org/>

Tell MAMA – Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse and offers support for victims.

<https://tellmamauk.org/>

Show Racism the Red Card – providing resources and workshops to educate young people about racism.

<http://www.theredcard.org/>

Useful numbers from Wigan Local Authority

Start Well

Wigan Early Help Team 01942 828 300

Educational Psychologist

Tel: 01942 486238

School Nurse Golborne Clinic

Tel: 01942 483 558

Wigan CAMHS – Child and Adolescent Mental Health Services

Tel: 01942 775 400

Wigan Safeguarding Children Board

Children's Social Care Team Tel: 01942 828 300