



Anti-Bullying/ Prejudice Policy

(With reference to Wirral Children's Services Anti Bullying Strategy)

September 2023

Slight changes made to Alleged Bullying form to include hate crime definitions and response to incidents specifically of prejudice. Updated posters added to appendices.

This policy was adopted by the Governing Body in September 2023.

This policy is due for review **September 2024**

Our School states that **bullying and prejudice** in whatever form will not be tolerated. We aim to create a caring, happy, listening environment where everybody will respect each other and accept differences. We encourage all who come to our school to feel good about themselves. The school shall make no discrimination or differentiation on the grounds of race, colour or ethnic background and shall treat every person with equality, esteem and respect. We are all mutually responsible for the well being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Bullying can cause a great deal of unhappiness; the only efficient way to deal with bullying is to bring it out in the open.

Our school is a Rights Respecting school and aims to ensure all children are kept safe and well. [Article 19: to ensure that all children are protected from all forms of violence, abuse, neglect and mistreatment.]

What is bullying?

The pupils of the school have agreed the following definitions through assemblies, class councils and school council meetings:

- Bullying hurts
- Bullying frightens
- Bullying threatens
- Bullying is not a one off

Bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain and distress to the victim. There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves

(The Children's Act 2004)

Following whole school consultation at Liscard Primary we defined bullying as having occurred **Several Times On Purpose (S.T.O.P)** which is indicated to children with a palm of hand held up as a stop signal.

ALL Staff, governors, pupils and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed.

The school will be proactive in respect of unacceptable conduct which occurs outside the school that is connected to the school.

Types of Bullying:

Physical	Pushing, kicking, hitting, spitting, biting, punching or any use of violence.
Verbal	Threatening, name-calling, sarcasm, spreading rumours, teasing.
Psychological -	Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them
Indirect	Ignoring or excluding from groups, tormenting (i.e. hiding books, threatening gestures), being unfriendly, and glaring and staring,
Cyber bullying	Mobile, Internet and Wireless technologies used to taunt or abuse others. (This is a very specific type of bullying from outside school which impacts within school and needs to be dealt with.)

What is prejudice/ discrimination?

Prejudice is a preconceived, irrational, sometimes unconscious thought, belief, attitude, opinion or emotion not based on facts. Prejudice often involves strong feelings that can be difficult to change. Prejudice is pre-judging. A person who thinks, "I don't like (name of group)," is expressing a prejudice.

When people act on the basis of their prejudices or stereotypes, they are discriminating. Discrimination may mean putting other people down, not allowing them to participate in activities, or denying them something they are entitled to by right and law.

Liscard Primary School believes that no person should be excluded or teased on the basis of race, religion, nationality or ethnicity, accent, gender, disability, sexual orientation, or appearance.

Discriminatory prejudice:

- **Racism** Racial taunts, graffiti, gestures.
- **Religion or Belief** Offensive comments based on belief, religious stereotyping
- **Sexual Harassment/Sexism** Sexist remarks, offensive stereotyping or belittling of a person's sex. Unwanted physical contact or abusive comments.
- **Homophobia/ Biphobia and Transgender** Name calling, offensive use of HBT language.
- **SEND** Offensive comments based on SEND, name calling

- **Disability** Physical, verbal, emotional abuse of a person because of their disability.

Hate Crime/Incident:

A hate crime is a serious and intentional prejudice and is not to be confused with a hate incident which is a prejudicial comment made by a child in school which requires education and support.

A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence and is based on one of the five protected characteristics, it is known as a hate crime.

If an incident appears to be a hate crime, Liscard Primary recognises the need for this to be reported to the police if appropriate.

How do you know if someone is being bullied?

The person might seem quiet, scared, tearful or upset. The victim might start missing school or might not want to join in with games and activities. Their schoolwork might suffer and bags, stationary or other possessions might go missing.

How do bullies behave?

Bullies like to have power over people. Bullies are often loud and bossy but not always. Sometimes they work alone and sometimes in groups. Bullies try to scare people. Often they are very cowardly and try to persuade others to join in with them. Bullies often spread horrid rumours about people.

What the school is doing:

At Liscard Primary we safeguard all children who report bullying or incidents of prejudice and always listen to any concerns.

Share flow chart with children and parents demonstrating the process followed in school.

Request all children read and sign our Anti-Bullying contract which encourages good communication to enable school to deal with bullying when Class Charters are established at the

beginning of the year. Every September, classes will write their own class rules and display them in class, linked to our Rights Respecting Code.

Ensure regular training updates occur for staff on identifying bullying or prejudice and following school policy and procedures and they are alert to signs of distress and other possible indications of bullying. Seek support from outside agencies if necessary.

Ensure children are aware of immediate 'safe places' supported by staff for vulnerable children eg Lunch Club.

Regularly canvas children's views on the extent and nature of bullying or prejudice in school.

Involve children in anti-bullying campaigns, participation in National Anti-Bullying week and updating the policy.

Class teachers will discuss bullying and prejudice openly and the effects of this on a regular basis as part of their Literacy work, drama, class councils and through units of work in the PHSE curriculum. All children will be taught about their rights and responsibilities to others.

Use child led anti bullying literature and film to promote awareness and demonstrate procedures.

Ensure playgrounds have a high level of supervision during playtimes and lunch breaks.

Whole school termly focus on Anti-Bullying (One ½ term out of every term) & whole school termly focus on Friendships (One ½ term out of every term)

When necessary, a class, Key Stage or School Assemblies are arranged to reinforce the anti-bullying message.

Anti-bullying messages and information including the telephone numbers of CHILDLINE will be displayed around school.

What are the staff doing at the school?

1. Be good role models by word and example showing that everyone is equal and treat each other respectfully.
2. Listen and take time to talk to children who disclose bullying/prejudice, take what they say seriously and investigate and report to member of SLT.
3. Be alert to signs of distress or other possible signs of bullying eg changes in behaviour
4. Be consistent with consequences for bullying/prejudice.
5. Boost children's self-esteem with praise, compliments, encouragement and use of Class Dojos.
6. Safeguard all children who report bullying/prejudice. Watch/ monitor regularly and refer to pupils made anti bullying video.
7. Ensure the school playground is patrolled effectively and highly supervised.
8. Address the importance of friendship in PHSE and class council meetings particularly with regard to the development of the emotional and social competence of pupils. The process will include how to make friends and how to cope with friendship breakdowns and reinforce the importance of class identity.
9. Facilitate Class Council meetings with representatives from each class forming a School Council and ensure awareness of the role of Play leaders and Peacemakers. Problems, issues and concerns of the pupils are discussed openly and, wherever possible, solutions are found. All children are encouraged to discuss concerns and rights and responsibilities through regular class council meetings.
10. All children are aware of the S.T.O.P. message and the meaning involved.
11. All complaints are investigated and if found necessary, parents of victims and bullies are contacted. Sometimes it may be necessary to arrange a meeting with both sets of parents to discuss the issues.
12. Bullying and prejudice are open subjects and are discussed at assemblies and in class and children are encouraged to discuss any problems.
- 13 Children are encouraged to accept responsibility for their actions. Children are told that hurting people, whether physically or emotionally, is wrong.
- 14 Emphasis is placed on caring and kindness to counteract bullying behaviour. Language such as 'Why have you chosen to ...?' is used to encourage the child/children to think through their actions. Children are taught strategies of how to deal with bullying and prejudice through PHSE and Class Councils discussions.

- 15 Every effort is being made to develop a positive attitude in all the children whereby tolerance/acceptance of others and respect for individual differences are seen as being of paramount importance in relationships with others.
- 16 Each class will also have a 'Concerns/Worries Etc.' box. Children will be encouraged to write down their problems and they will be discussed during Circle Time/ Class Councils or privately with the child. Any major concerns will be brought to the attention of SLT and parents contacted.
- 17 Monitor any alleged bullying/ prejudice claims.

The school procedures: (See Appendix 6 Flow Chart)

The school will:

- Complete an alleged bullying/prejudice incident form.
- Establish if actions are Several Times On Purpose and therefore bullying or a one off serious incident of bullying.
- Take all bullying/prejudice problems seriously.
- Investigate all incidents thoroughly.
- Ensure appropriate actions are taken (see behaviour policy also)
- Keep a written record of the incident, investigation and outcome. (including sanctions)
- Monitor behaviour regularly.
- Inform parents of concerns.
- Provide relevant support to the victim, bully and family if necessary.
- Participate in National Anti-Bullying Week
- Obtain the views of the School Council
- Monitor and review the policy

What will the school do for the victim?

The school will:

- Reassure the victim that the bullying/prejudice will stop and that telling does not rebound on the victim.
- Support the victim by listening and by encouraging them to talk about their experience.
- Encourage the victim to accept the bully's apology if appropriate.
- Tell the victim who to turn to should any further problems arise.
- Involve school Family Support Worker if appropriate.
- Monitor to ensure bullying/prejudice does not continue.

What will the school do for the bully?

The school will:

- Talk to the bully/bullies to get the bullying stopped.
- Try to find out why the bullying/prejudice is happening.

- Involve school Family Support worker if appropriate
- Try to solve the problem between the bully/bullies and the victim.
- Tell the bully how the victim is feeling.
- Help the bully to accept responsibility for his/her actions.
- Help the bully to change his/her behaviour by keeping in contact with them.
- Do everything it can to help a bully who admits he/she has a problem.
- If appropriate bring the victim and bully together, with an adult present, for the bully to apologise to the victim.
- Ensure appropriate sanctions are given (see behaviour policy)
- Monitor behaviour to ensure it does not continue.
- If necessary, the child will report to the Headteacher's office at the beginning and end of each day and will be collected by the parents/carers.

The ultimate sanction is exclusion from school. As a school we have a responsibility before resorting to this, to do everything reasonably possible to effect a change in the behaviour of the bullying child, so that they can ultimately live in an adult world showing empathy to other people.

Tackling Cyberbullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide; but their popularity provides increasing opportunities for misuse through 'cyberbullying'. School staff, young people and parents have to be constantly vigilant and work together to prevent this form of bullying and tackle it whenever it occurs.

What is cyberbullying?

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies the following categories of cyberbullying:

- Text message bullying
- Picture/video clip bullying
- Phone call bullying
- Email bullying
- Bullying through instant messaging
- Bullying via websites

Who is most vulnerable?

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyberbullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying, for example, vindictive comments posted on a website can be seen by a large number, as can video clips sent by mobile phone.

School Procedures

We have a Code of Practice which promotes safe internet etiquette; this is agreed and signed by all parents/carers.

Pupils at Liscard Primary School are not allowed to bring a mobile phone into school (without special arrangements) or take one with them on a school trip. They will be held in a box away from the children during the school day.

As part of the ICT curriculum pupils will be taught about safe internet etiquette and the risks of new communication technologies, the consequences of their misuse and how to use them safely.

All e-communications used on the school site are monitored.

We advise our pupils never to give out personal contact details online or post photographs of themselves on sites.

We advise our pupils that they should not respond to abusive emails, text messages or phone calls and should always tell an adult. They should block any unwanted contact.

Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside the school.

We will work with other outside agencies to manage cyberbullying.

We will take action if a pupil is being cyberbullied or is bullying someone else.

We have established good links between our school and counselling organisations and will seek advice and support if and when necessary.

Bullying and Prejudice outside school (including cyberbullying)

Any incidents which occur outside school which have (or may) continue to be an issue in school will be investigated and dealt with appropriately. This would usually involve discussions with parents/ carers of children involved

The Senior Leadership Team will review this policy on a day to day basis and the Headteacher reports to the Governors on the effectiveness of the policy. It is formally reviewed annually responding to the views of all involved.

Appendix 1



Anti Bullying Contract

I understand that bullying is behaviour that:

- is on purpose – somebody intends to hurt you deliberately;
- can be by one or more people;
- is repeated over a period of time and is done to make you feel upset.

Bullying can take many forms but the four main types are:

- **Physical** (e.g. hitting, kicking, theft using physical aggression to you)
- **Verbal** (e.g. about someone's disability or gender, racist, sexual or homophobic remarks, about somebody being different, threats, name calling to your face)
- **Emotional/Indirect/Psychological** (e.g. Staring. Glaring, leaving you out, making up stories about you or spreading rumours) isolating you from the activities or from your friends, spreading rumours)
- **Technological/cyber** (e.g. using technology to hurt a person, text messages, internet, social networks, video hosting sites etc. Remember technological/cyber bullying does not have to be done on the internet)

I **promise** that if I am bullied or if I see or hear about anybody being bullied I will tell an adult.

The five people I could tell if I was being bullied or if I have seen anybody being bullied are:

-
-
-
-
-

Child's name _____

Class _____

Child's signature _____

Date _____



Appendix 2



Alleged Bullying / Prejudice Driven Incident Report Form (Copy of this form to be taken to member of SLT)

Victim details:

New case	Yes/No	Is alleged bully known to pupil	Yes/No
Name		Class	Year group
Ethnicity		Female/Male	
First language		Disability	Yes/No
New arrival (last 18months)	Yes/No	Other:	

Alleged bully details:

Name		Class	Year group
Ethnicity		Female/Male	
Other			

Type of bullying/prejudice:

Harassment (verbal or written) eg: name calling, insulting, making offensive graffiti, obscene gestures, intimidating facial expressions.		Cyberbullying eg: text, email, social media	
Physical (unprovoked or threat of it) eg: hitting, kicking, damaging personal property.		Indirect eg: spreading nasty rumours, deliberate exclusion from social groups	
Other:			

Focus of bullying/prejudice:

Racism		Homophobia	
Religion or Belief		Sexual Harassment/ Sexism	
SEND/ Disability		Other	

Details of incident:

Where did the incident(s) take place?

When did the incident(s) occur?

Did anyone else see the incident(s)?

Impact of the bullying:

According to the victim, how often does the bullying take place?:

According to the victim, how long has the bullying been going on?:

Was there any physical injury? Any medical attention required?

What emotional impact has the bullying had on the victim?

Action taken or planned:

Referral to Head teacher /SLT		Discussion with parent/carers of perpetrator	
Referral to Year Leader		Discussion with parent/carers of victim	
Referral to class teacher		Internal Exclusion	
Other		External fixed-term exclusion	

Key findings and future actions:

<i>Incident recorded by:</i>	
Name of member of staff	
Job title	
Signature and date	

Appendix 2

Anti-Bullying / Prejudice Monitoring Record		
Name of Victim:		
Name of Bully:		
Date:	Monitoring Notes	Action:
Date:	Monitoring Notes	Action:
Date:	Monitoring Notes	Action:
Date:	Monitoring Notes	Action:
Date:	Monitoring Notes	Action:

Appendix 3

For pupils

What to do if you are being bullied:

Don't suffer in silence.

Your silence is the bully's greatest protection

1. **Tell** the bully to stop. (If you can).
2. **Tell** an adult at school. (Ask a friend to support you if necessary)
3. **If** you are worried about telling someone that you feel you are being bullied, or any other concern you have use your classroom system (worry box) to let your teacher know, or tell your class representative on the School Council or a school friend.

What to do if you see bullying take place

1. Tell an adult /member of staff, remember: SILENCE IS THE BULLY'S GREATEST PROTECTION. You are not telling tales.
2. If possible take action. Show your disapproval. Take responsibility – be a good friend.
3. Don't stand by – this will be interpreted as support for the bully.
4. Never join in with bullying behaviour

Appendix 4

For parents

What to do if you think your child is being bullied/ experiencing prejudice:

1. Watch for the signs.

A child may indicate by signs or behaviour that he or she is being bullied. If you are concerned and become aware of any of the following, you may wish to ask your child and/or the school if someone is threatening or bullying your child.

- ❖ Be frightened of walking to or from school
 - ❖ Be unwilling to go to school
 - ❖ Feigning an illness
 - ❖ Unwilling to go into school/classroom (clings to you)
 - ❖ Begin to lack interest in their school work
 - ❖ Come home regularly with clothes or books destroyed
 - ❖ Become withdrawn, start stammering
 - ❖ Become distressed, stop eating
 - ❖ Cry themselves to sleep
 - ❖ Have nightmares
 - ❖ Have unexplained bruises and/or scratches
 - ❖ Have their possessions go 'missing'
 - ❖ Ask for money or begin stealing money (to pay the bully)
 - ❖ Refuse to say what's wrong
 - ❖ Give improbable excuses to explain any of the above
2. Encourage open dialogue with your child about school, share mealtimes whenever possible.
 3. Share your concern with the school immediately, talk to the Class Teacher and if still concerned, the Headteacher. Bullying and prejudice are **not** necessary parts of growing up. School can offer help from our Family Support Worker.
 4. Don't encourage your child to hit back, as they may lay themselves open to counter accusations if they do.
 5. Boost your child's morale. Help them to realise that it is not he or she but the bully who should feel ashamed.
 6. Inform the Class Teacher of any circumstances at home that may affect your child's behaviour.

Appendix 5

For parents

If your child is the bully

It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.

1. Remain calm. Talk things over and try to discover why they are bullying others. The bully, like the victim, needs help and support.
2. Share your concern with the school and **ASK FOR HELP**. School can offer the support of our Family Support Worker to help.
3. Help your child to accept responsibility for his/her actions.
4. Be aware of the signs of repeat behaviour in the future.

What is Bullying?

STOP
Several times on purpose

Deliberate
The person is doing it on purpose to hurt or upset someone else.

Repeated
The person does it more than once over more than one day.

Targeted
The person is doing it to someone to have control over them.

Be an Upstander
Don't watch a person being bullied. Tell a trusted adult.

Types of Bullying

How we deal with bullying?



Step 1

If you think you are being bullied you must tell someone like....



a trusted adult in school



a good friend



a parent/carer



Step 2

Your class teacher or year leader will be told

Step 2a

Your class teacher or year leader will talk to you



Step 2b

Your class teacher will speak to your parent/carer

Step 2c

Your class teacher will speak to the bully and his/her/their parent



Step 2d

A bullying incident form will be completed and a senior member of staff will be told



Step 2e

A teacher you know will keep checking in with you to make sure the bullying is not continuing

Step 2f

The bully will get a red zone and be given time to reflect on his/her/their bad choices



Step 3a

You may not know what the next sanction is but rest assured action will be taken

Step 3

If the bullying continues the headteacher will be told, and talk to everyone concerned

Step 3b

The bully may be suspended from school for a short time.

Step 4

If bullying continues the bully could be permanently excluded from our school



Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Anti-Bullying / Prejudice Incident	We aim to create a caring, happy, listening environment where everybody will respect each other and accept differences. We encourage all who come to our school to feel good about themselves. The school shall make no discrimination or differentiation on the grounds of race, colour or ethnic background and shall treat every person with equality, esteem and respect. We are all mutually responsible for the well being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive			✓

	ethos.			
--	--------	--	--	--

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																					Conclusion					
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
		✓			✓			✓			✓			✓			✓			✓			✓				
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓						✓			✓			✓					
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓						✓			✓			✓					

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
------------	---

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
S Talbot	20/7/23	Sue Talbot	20/7/23

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			Shared with all stakeholders, approved by governors and published on the school website

• Policy in line with current legislation	✓			Annual review to ensure any statutory changes or updates in policies are included.
• Coordinator in place	✓			Yes Safeguarding Lead
• Nominated governor in place	✓			Fr Paul – Chair of Governors
• Coordinator carries out role effectively	✓			As identified through performance management
• Headteacher, coordinator and nominated governor work closely	✓			Regular meetings and updates to governors
• Policy endorsed by governing body	✓			
• Policy regularly discussed at meetings of the governing body	✓			See governor meeting minutes
• School personnel aware of this policy	✓			
• School personnel comply with this policy	✓			
• Pupils aware of this policy	✓			Full awareness reinforced by staff and displays
• Parents aware of this policy	✓			Published on the website
• Visitors aware of this policy	✓			If requested
• Local community aware of this policy	✓			Published on the website
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy referred to the School Handbook	✓			
• Policy available from the school office		✓		On website but a paper copy can be printed on request
• Policy available from the school website	✓			
• School Council involved with policy development	✓			Opinions frequently sought
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			Following KCSiE 2022 and Wirral LA guidelines
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			

A statement outlining the overall effectiveness of this policy

The policy ensures that all the school community are aware of the statutory duties around bullying/ prejudice incidents and any incidents will always be dealt with in school.

Policy Approval Form

Policy Title:	Anti-bullying/ Prejudice Incident Policy					Date when written:	June 2022	
Policy written by:	Sarah Brear				New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	✓
Stakeholders consulted in policy production: (✓ or x)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community
	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by Governors:			Date when presented to stakeholders:			Date when implemented:		
Published on: (✓ or x)	School Website		School Prospectus			Staff Handbook		
	<input checked="" type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		