



Safeguarding Statement

At Stonehouse Park Federation we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying

Rationale

We recognise that bullying is unacceptable and are working towards a shared understanding of bullying amongst all stakeholders. Where patterns of behaviour that might lead to bullying occur we are committed to working in partnership with parents and carers for the wellbeing of all children.

At Stonehouse Park Federation we accept the following as a definition of bullying:

Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away **and keeps on doing it**, making you feel frightened and/or unhappy.

- **Physical** – eg. hitting, kicking, biting, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- **Verbal** – eg. name-calling (racist remarks), insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.
- **Indirect** – eg. spreading rumours, excluding someone from a group, humiliation, creating a feeling of danger.
- **Cyber** – eg using social media as a platform to hurt someone.

As they grow older they may become aware of other types of bullying:

- **Verbal** - It is not uncommon for people to experience some form of verbal bullying (being called names or insulted) at some point in their life, however, whatever age you are being called names or insulted can have an effect on your wellbeing.
- **Homophobic** - bullying someone because they are a different sexual orientation from you. Saying that someone is 'gay' or using words like 'gay' as an insult.
- **Racist** - treating people differently because of their race, the colour of their skin, where they are from or what they believe in and using offensive words that describe race to bully people.
- **Sexist**- treating people differently based on whether they are female or male. For example, thinking that boys are better than girls.
- **Sexual** - Sexual bullying is a type of bullying and harassment that occurs in connection with sex. It can be physical, verbal, or emotional. Examples include spreading rumours of a sexual nature, abusive, sexualised name calling and unwelcome looks and comments about someone's appearance or attractiveness; either face to face or to others
- **Disabilist** - treating someone differently if they are disabled or have a special educational need, or using offensive language to describe people who are disabled and using this to bully people.
- **Lookist** - bullying someone because they look different such as if they have ginger hair or wear glasses.
- **Classist** - deciding that someone is from a particular social class - usually if they are seen as being rich or poor - and bullying them because of this. For example, calling somebody a, 'chav' or, 'snob'. This includes prejudice against those who identify as gypsies and members of the travelling community.
- **Age** - treating someone unfairly because of their age for example not employing anybody over the age of 60.
- **Religion** - discriminating against someone due to their set of beliefs.

Bullying is intentional, **persistent** over time and features an **imbalance of power**. Often the problems children experience in school, although hurtful, are a normal part of developing social skills. All three elements have to be present to be classed as bullying. However all ongoing behavioural and social issues will be taken seriously in line with both this policy and the schools' behaviour policies.

In some cases a child's perception maybe that they are the victim of bullying when they are being impacted by the behaviour of others although this behaviour is not intentional, targeted or featuring an imbalance of power. We use a trauma informed, restorative approach to support all children involved in these situations.

In extreme cases prejudice-motivated bullying and harassment can also be considered a hate crime which is punishable by law. The police define a hate incident as '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.'

Aims

The Staff and Governors at Stonehouse Park Federation believe that bullying damages the way people feel about themselves, lowers self esteem, increases fears for safety and may affect their life as they grow up. It is an aim for everyone to:

- Be happy to come to school
- Feel safe
- Feel respected and show respect
- Develop positive self esteem
- Develop empathy towards others
- Expect people to be caring and care for others
- Feel able to trust one another
- Have friends

To achieve this we will promote cooperative and problem solving behaviour and a positive attitude in school explicitly through the taught PSHE curriculum including e-safety. This includes circle time, dealing with relationship and behaviour issues as they occur and a focused input during 'National Anti-Bullying Week'. Antibullying will be promoted through school council meetings, assemblies, and in the way we react and respond to each other. Positive strategies taught and referred to regularly.

Guidelines

We believe that there should be consistency of approach when dealing with bullying.

- If a child expresses concern they will be actively listened to, as will all children involved in any incident.
- If bullying is suspected or reported, the case will be promptly investigated and addressed.
- A clear account of any suspected incidents will be recorded on CPOMS (child protection online management system) using an 'Antecedence Behaviour Consequence (ABC)' format.
- Parents are welcome through our open door policy to share any concerns they have that their child might be affected by bullying.
- Staff will be proactive in monitoring patterns of negative behaviour and instigating early intervention.
- Parents will be informed of any concerns relating to patterns of behaviour over time involving their children.
- Consequences will be applied in line with our Behaviour Policy.
- All children involved will be offered appropriate support which may involve outside agencies.
- Any cases which meet the federation criteria for bullying are reported to the governing body.
- Government guidance is considered: [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This policy should be read alongside policies for: Behaviour
SEND
Safeguarding
Whistle Blowing

This policy has been reviewed collectively by the staff and governors. It will be revised regularly in line with the federation's rolling programme for policy review.

Lisa Jones & Lynne Robbins
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