



SAFEGUARDING UPDATE

ANTI-BULLYING

Bullying is a serious issue that can affect children in many ways, from their self-esteem to their school performance. As parents, it's important to understand what bullying looks like, how to talk to your child about it, and what you can do to prevent it. In this newsletter, we'll explore practical strategies for recognising and addressing bullying, helping you create a supportive environment both at home and in school. Let's work together to ensure every child feels safe, respected, and valued.

What is bullying?

Bullying is **unacceptable behaviour used by an individual or group, repeated over a sustained period of time, that deliberately hurts another individual or group either physically or emotionally and where there is an imbalance of power of one person or persons over another.**

Bullying involves dominance of one person by another, or a group of others.

In other words, bullying at Sheringham Community Primary School is considered to be,

“unacceptable behaviour which occurs ‘lots of times, on purpose’.”

Bullying can be short term or continuous over long periods of time.

What bullying is not?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments, or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose to deliberately hurt someone.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.



This could be bullying:

Scenario 1

Every day at lunchtime, a group of students refuses to let Emma sit with them. They mock her interests and whisper about her behind her back. This has been happening for weeks, leaving Emma feeling isolated and upset.

Scenario 2

Tom has been pushing Liam in the hallway for the past month, always making sure no teachers are watching. Tom and his friends laugh when Liam trips, making him feel powerless and afraid to speak up.

Scenario 3

Over the past few weeks, a group of students has been sending mean messages to Jake in a group chat, calling him names and spreading false rumours about him. Although the bullying is online, it's left Jake feeling emotionally hurt and anxious at school.

Scenario 4

A group of girls tells Sophie she can only be their friend if she does their homework. If she refuses, they spread lies about her to other students. This has been happening over the last term, leaving Sophie feeling trapped and helpless.



This is not bullying:

Here are some complicated scenarios where it may be tempting to label the behaviour as bullying, but they don't meet the full criteria, so would not be considered as bullying:

Scenario 1: A Falling-Out Between Friends

Sophie and Ava were close friends, but they recently stopped talking after a disagreement. Ava has started hanging out with a new group, and Sophie feels left out. Ava hasn't said anything mean or excluded Sophie deliberately, but Sophie feels hurt by the change in their friendship.

Why it's not bullying: This is an example of a friendship change, not a deliberate attempt to cause emotional harm. No sustained negative behaviour or power imbalance is involved.

Scenario 2: One-Time Name Calling

During a heated moment in class, Charlie called Ethan a rude name after they disagreed over a group project. Ethan was upset, but Charlie apologised the next day, and they have been working together without any further issues.

Why it's not bullying: This was an isolated incident with no pattern of repeated, intentional harm. While unkind, it doesn't meet the criteria of sustained behaviour.

Scenario 3: Misunderstood Exclusion

Oliver has a group of friends who all enjoy playing a certain video game. They often talk about it at lunch, but Sarah doesn't play, so she feels excluded from their conversations. The group isn't actively trying to leave her out; they simply share a common interest that she doesn't.

Why it's not bullying: The exclusion isn't deliberate or meant to hurt Sarah. It's based on shared interests, not a sustained attempt to create an imbalance of power.

Scenario 4: Competitive Disagreements

During PE, Emily and Ruby often challenge each other in races. Sometimes they exchange playful trash talk, and while Ruby felt upset when Emily teased her about losing once, it ended quickly and was not meant to cause harm.

Why it's not bullying: There is no ongoing, malicious intent or power imbalance. The behaviour was competitive banter, not an effort to cause emotional or physical harm over time.

These scenarios can be challenging because they involve hurt feelings or conflict, but they don't meet the full definition of bullying, which requires sustained, deliberate harm and an imbalance of power.



An imbalance of power?

A key factor in bullying is an imbalance of power, where one child has more control or influence over another. This isn't always obvious, but here are some signs that could help identify it:

Difference in Age or Size: If one child is older, bigger, or stronger, they might use their physical advantage to intimidate or dominate the other.

Social Influence: A child who is more popular, or has a larger friend group, might use their social status to exclude or manipulate a child who feels more isolated or less confident.

Emotional Sensitivity: Children who are more anxious, shy, or emotionally vulnerable may be targeted by others who exploit these traits to cause hurt or embarrassment.

Control Over Resources: Sometimes, children who have access to certain privileges, like popular toys, games, or even the teacher's attention, can use this to pressure or control others.

If you notice these behaviours happening repeatedly, and one child consistently feels powerless to respond, it could be a sign of bullying with an imbalance of power.

Tips for Parents on How to Respond:

If you think your child might be being bullied, it can be hard to know what to do. Here are some practical steps you can take to support your child and address the situation:

Stay Calm and Listen: Encourage your child to talk about what's happening, but avoid reacting with anger or panic. Listen carefully to their experiences and feelings, and reassure them that you are there to help.

Validate Their Feelings: Let your child know that it's okay to feel upset or scared. Acknowledge that what they're going through is difficult and that they have the right to feel safe and respected.

Document the Bullying: Keep a record of any incidents, including dates, times, and descriptions. This information will be useful if you need to escalate the issue with the school.

Talk to the School: Approach the school in a calm and constructive way. Share the details of what's been happening and ask about the school's anti-bullying policies and how they can support your child.

Empower Your Child: Help your child develop strategies to respond to bullying, like walking away, seeking help from a trusted adult, or staying close to supportive friends. Reinforce the idea that they are not alone.

Follow Up Regularly: Stay in touch with your child and the school to monitor the situation. Ask your child how things are going, and check in with teachers or school staff to ensure steps are being taken to address the issue.

By taking these actions, you can help your child feel supported, build their confidence, and work towards a resolution.



How to help your child avoid bullying before it even starts:

While no child is ever responsible for being bullied, there are ways to help reduce the chances of your child becoming bullied. Here are some proactive steps parents can take:

Build Self-Confidence: Encourage your child to participate in activities they enjoy and are good at. Success in hobbies, sports, or schoolwork helps build self-esteem, making them less likely to be seen as an easy target.

Teach Social Skills: Help your child develop positive social skills, like making friends, sharing, and resolving conflicts calmly. A strong circle of supportive friends can act as a buffer against bullying.

Encourage Open Communication: Make sure your child feels comfortable talking to you about their day-to-day experiences. If they know they can confide in you, they're more likely to speak up early if they face any issues.

Teach Assertiveness, Not Aggression: Teach your child to stand up for themselves calmly and confidently. Show them how to respond to unkind behaviour with assertive words like, "I don't like that. Please stop," without escalating the situation into aggression.

Be Aware of Online Behaviour: Talk to your child about safe and respectful online behaviour. Make sure they understand how to protect their privacy and recognise when someone might be behaving inappropriately online.

Promote Problem-Solving Skills: Help your child practice thinking through tough situations and finding solutions. This can build their resilience and give them the tools to handle difficult peer interactions without feeling powerless.

By fostering confidence, positive relationships, and strong communication, you can help equip your child with the skills they need to navigate social challenges and avoid becoming a target for bullying.



A Daily Events Diary

At Sheringham Community Primary School & Nursery, we take bullying seriously. One of our first responses is to put a Daily Events Diary in place.

This is a 10 day record of how a child is feeling after each session in a day. If they are feeling happy, they would fill it in with a smiley face. If something upsetting has happened, the child would fill it in with an unhappy face.

Children who fill in one of these diaries check in with a member of the school leadership team at least daily so that any upsetting incidents can be addressed immediately.

This also helps identify any patterns and maintain a record of events that will enable the school to decide whether the child is being bullied.



SUPPORT In the Community:

Come to Yesu – where people matter

Yesu is a ministry of Life Church which provides community based services with a special emphasis on supporting parents to support their children.

It is based in Sheringham, but also provides support to parents who live in isolated villages. These areas are rural or coastal and have many of the problems associated with isolated village and seaside locations, such as high unemployment, deprivation, social exclusion, isolation, vandalism and anti-social behaviour.

The original work of Yesu was established in July 2002 and has relaunched following major refurbishment of the building in Autumn 2023 with a special emphasis to respond to the increasing need to support parents that are struggling to meet the needs of their children some of whom have specific disadvantages ie. Single parents, economic deprivation, social isolation etc. it seeks to provide community based facilities where anyone, can come and relax, have a cup of coffee and access specialist advice and information on a range of issues.



come to yesu - where people matter

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Scan for Q&A's
or find on
NANSa Website.



Holt Support Group

Supporting Families affected by diagnosed/undiagnosed
Special Educational Needs & Disabilities

at The Tree house

Charles Rd, Holt NR25 6DA

**ALTERNATE
WEDNESDAY'S
TERM TIME
ONLY**
**10AM-
12PM**

Drop in at any time for
chat with other
parents/carers and
one of our friendly
Family Support
Advisors

Refreshments provided

More Info :
www.nansa.org.uk/sensational-families/



STRONG ROOTS GROW WHERE GOOD VIBES GROW



For any of your safeguarding concerns:

If you ever have a concern about a child or adult please speak to any member of staff who will support you, alternatively you can speak with our Designated Safeguarding Lead, Mr Amies.

We have updated the safeguarding page on our website. There are some helpful links to organisations that might be able to provide support for you, should you require, with such things as bereavement, benefits, debt, legal issues and more.

For more information, visit the safeguarding section of our website:

<https://www.sheringhamprimary.norfolk.sch.uk/our-school/safeguarding/>

We are able to offer support with many family issues, so please do contact Mr Amies, at the school, if you would like to discuss anything that we might be able to help with.

We also have trained Domestic Violence Champions for Change in school.

If anyone would like advice or information on this very sensitive area please contact Mrs Carter or Mr Amies.

Useful Links:

[Our Safeguarding Policy](#)

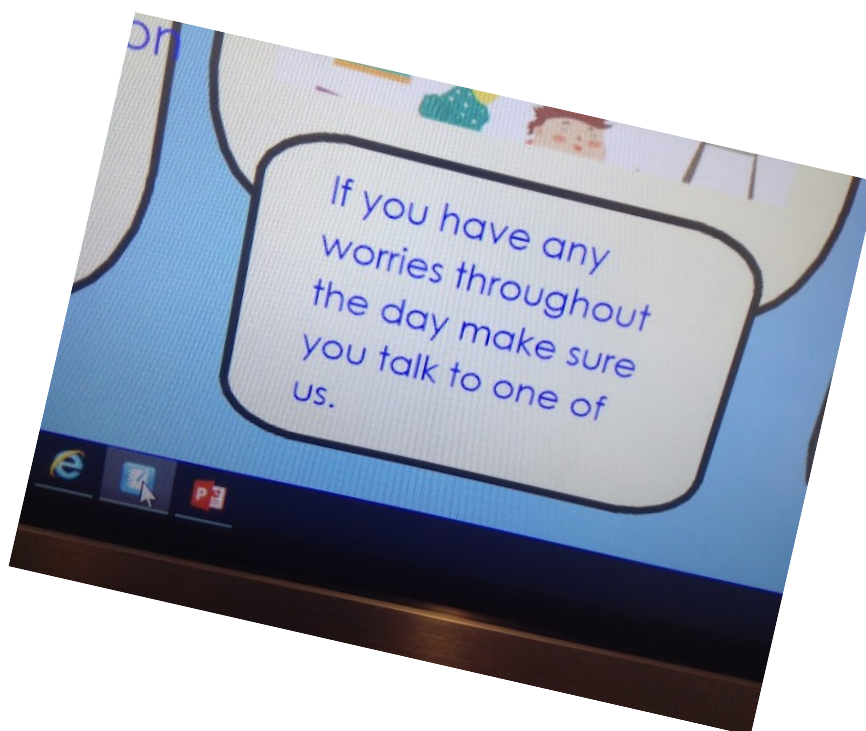
[Our Anti-Bullying Policy](#)

[Our Behaviour Policy](#)

[Our Attendance Policy](#)

[Our Curriculum Policy](#)

[Our e-Safety Policy](#)



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Sheringham Community Primary School & Nursery



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