



Safeguarding newsletter

November 2020

What is Safeguarding and what issues do the safeguarding team deal with?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means: protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care and taking action to enable all children and young people to have the best outcomes.

Under the Ofsted framework, effective safeguarding is a key indicator of a 'good' school and all of our staff, Governors and volunteers (no matter how little time they spend in school) receive safeguarding information to ensure everyone is confident in dealing with important issues. Staff are trained in safeguarding and receive regular updates from our safeguarding leads. Safeguarding is 'Everybody's Business, Every Day'

Meet the team



Mrs Phillips, Mrs Casey, Mrs Kay, Mrs Plimmer, Mrs Gilbert, Mrs Sleigh, Mrs Carvell

November 11th – 15th was Anti bullying week. The theme was 'change starts with me'. We celebrated our differences and wore odd socks on Tuesday 12th to show our support.



So what is bullying?

There isn't a definitive answer but on the whole bullying consists of escalated behaviours beyond "normal" falling out with peers. It might be useful to "RIP" bullying open....

- **R** stands for "repeated" Bullying is a repetitive pattern of behaviour. It happens often, even constantly, to the same victim from the same offender or offenders.
- **I** stands for "intentional" If a child bumps into another child in a busy corridor, that isn't necessarily bullying. When that bump happens every day, during every passing period, and the offender knows what he/she is doing, that's bullying because it is done purposefully.
- **P** stands for "power" Bullies like to have power over their victims. They will use repeated, intentional, and even seemingly innocent behaviours to subtly assert that power. When a bully purposely and repeatedly bumps into that child in the busy corridor, it can be passed off to a teacher or other adult as accidental, but the bully and his/her victim both know better. The bully has now gained power over the victim.

As teachers, and parents, it's important that we are alert to behaviours that are clearly hostile or could easily become hostile. But, it's not appropriate to label every negative interaction that occurs among children as "bullying." To really see bullying, one needs to watch for the subtleties in the exchange that is taking place and document all behaviours to look for a pattern.

So if it's not bullying, what is it?

Early childhood often marks the first opportunity for young children to interact with each other. During their infant years, children are learning how to get along with each other, cooperate, share, and understand their own feelings. Young children may be aggressive and act out when they are angry or don't get what they want. We would suggest that bullying isn't borne out of anger or frustration with a peer; sadly, it is far more targeted and calculated. Again, this does not mean that the experience isn't real or hurtful and upsetting, and doesn't need to be dealt with seriously, but this is not bullying and labelling children at such a young age is not appropriate. Please remember we are all parents of young children who, at times, struggle to control their emotions but they are not bullies; there may even be an emerging special need contributing to behaviour that others find difficult to understand.

Helping Young Children Get Along with Others

Parents, school staff, and other adults can help young children develop skills for getting along with others in age-appropriate ways.

- Model positive ways for young children to make friends. For example, practice pleasant ways that children can ask to join others in play and take turns in games. Older brothers and sisters can help reinforce these behaviours as well. Praise children for appropriate behaviour. Help young children understand what behaviours are friendly.
- Help young children learn the consequences of certain actions in terms they can understand. For example, say "if you don't share/if you hit/if you shout/if you are bossy/if you always want to be in charge, other children may not want to play with you." Encourage young children to tell an adult if they are treated in a way that makes them feel uncomfortable, upset or unhappy, or if they witness other children being harmed.
- Set clear rules for behaviour and monitor children's interactions carefully. Step in quickly to stop aggressive behaviour or redirect it before it occurs.
- Use age-appropriate consequences for aggressive behaviour. Young children should be encouraged to say "I'm sorry" whenever they hurt a peer, even accidentally. The apology should also be paired with an action. For example, young children could help rebuild a knocked over block structure or replace a torn paper or crayons with new ones.

Being a bystander is not OK

Please also reinforce that it is not OK to stand by and let bullying happen; children should be encouraged to talk to an adult in school if they think another child's behaviour is causing someone else regular upset. An attitude that this is OK creates a bullying culture with the bystanders becoming victims of the culture, either by becoming bullies, bullied or accepting the bullying through their silence.

How you can help

We would ask that you keep this information in mind when talking to your child about their falling outs with their friends and when discussing the nature of bullying:

1. Bullying is not OK.
2. Letting bullying happen, even if they are not directly involved, is not OK.
3. Being a bully is not OK.
4. That arguments, fallings out and squabbles with peers are normal, they are not bullying.
5. That anything that feels wrong should be told to an adult so that they can help.

We use the acronym S.T.O.P to help the children understand the difference between conflict and bullying. This stands for Several Times On Purpose – as adults, we would encourage you to think of the 'S' and 'T' as Systematic and Targeted over Time.

We hope you have found the information useful. We ask that you continue to work with us to support your children, in ensuring that our school remains a happy and safe place for children to learn!