

# Poster Pack

Whole-school approach for bullying prevention



## Teacher Notes

Research has shown that through whole-school activity, schools can have a positive impact on bullying. It is important for everyone in a school community to work together to develop a positive school culture that consistently reinforces common messages and consistent responses to reduce the likelihood of bullying.

An important component of whole-school activity to promote common understandings and consistent approaches, is addressing the topic in the classroom. These messages, delivered in every classroom will then form the basis for a positive school culture that reinforces respectful relationships, help seeking behaviour and social responsibility.

The Friendly Schools poster pack is designed to help schools to deliver consistent messages and strategies for all students in every classroom. The aim is then for these messages to also translate in preventative actions for other areas of school activity such breaktimes (recess and lunchtimes) when bullying is commonly reported at its highest levels.

**The whole school messages address through the poster pack include the following:**

- What is a friendly school?
- What is bullying (including cyberbullying)?
- Am I being friendly or am I bullying?
- When do I need to ask for help?
- How do I ask for help?
- What can I do if I am bullied face to face?
- What can I do if I am bullied online?
- How do I say what I want?
- What do I do if I see bullying (as a bystander)?

This information is designed to help the students to develop social and emotional skills to relationships with support from their teachers and families. Students are taught strategies and procedures to help them to recognise problems, problem solve, seek help and help others in a supported approach across the school.

**The whole-school messages and posters.**

The messages are represented as a set of nine posters that can be displayed around the school. Each poster is printed back and front and laminated so schools can use them on windows and outdoors in under covered areas. Some schools choose to have a set for each class, this is not essential, but is more useful in classes where the students can read the print. We have noted in our study schools, that even younger students recognise the posters as the friendly schools' posters and verbalise the messages even when unable read the print. The posters and relevant content have also been provided in PowerPoint slide format so teachers can use them in the classroom on smartboards or other screens. Notes have also been provided to address each poster and its key message.

**Implementing the whole school messages and posters**

The whole-school messages should ideally be delivered into the classrooms as a whole school approach. They have been designed to be short information sessions that provide the basic common information and strategies all children need across the school. These messages are then revisited and expanded on according to the age and developmental level of the children through the Friendly Schools Classroom Teachers handbooks.

# Understanding bullying

## Introduction

Bullying can range from teasing to name-calling, from spreading nasty rumours about someone to threats of intimidation or actual physical aggression. It could also occur as cyberbullying through digital technology. What's considered gentle teasing by one child might appear as intimidation to another. There's often a fine line between some of these behaviours and the effects of bullying can vary.

Children who engage in bullying behaviour will often target a person who they know will be unable to stop it from happening. They are more likely to target children who don't mix in large groups and have fewer close friends. Through no fault of their own this makes some children more susceptible to being the targets of bullying. Therefore it is crucial that you have a good understanding of bullying and talk to your child about bullying behaviours and how to seek help if they should find themselves in this situation.

## Looking at the definition of bullying.

*"Bullying is a repeated behaviour, that may be physical, verbal, and/or psychological and where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful person or group, against a less powerful person or group of people who is/are unable to stop this from happening".*

## Important words in the definition

**Repeated** – this means the bullying keeps happening again and again. It can be different types of bullying behaviour that is happening to one person for example one day a person say something nasty and threatening to someone and the next day they might look at them in a mean way that makes the person feel threatened and worried. If this pattern of behaviour continues and the person feels threatened, afraid, upset or hurt then it is bullying.

**Power** – Bullying is when someone uses their power over someone in a negative way. When the person being bullied is not able to stop the bullying from happening, they feel powerless. The person or people, doing the bullying then has the power in this relationship. If the person bullying keeps bullying making the other person feel upset, hurt or frightened then the person gains even more power over them.

**Intent** – Intent means the person does it on purpose. The aim of the person bullying is to cause fear, distress and/or harm to the other person. The person bullying knows that they have power over the other person they are bullying, and they repeat the behaviour and with intention of using this power to their own advantage.

## Bullying definition for younger students

The following description will help you explain to your children the different sorts of bullying behaviours and talk about how it might feel to be on the receiving end.

**Bullying is when a person or group of people keep doing things to you that make you feel hurt, upset or frightened and you cannot stop this from happening.**

**Bullying is when these things happen again and again to someone:**

- Being ignored, left out on purpose, or not allowed to join in
- Being made afraid of getting hurt
- Being made fun of and teased in a mean and hurtful way
- Lies or nasty stories are told about them to make other kids not like them
- Being hit, kicked or pushed around

Bullying can happen online or offline



# 1. We are a Friendly School

## Introduction

Explain: Coming to our school can be a wonderful experience. We make friends and learn new things and have a lot of fun together. Our school is a Friendly School.

In a Friendly School we treat each other with care and kindness.

**Showing care and kindness is treating others the way you would like to be treated**

- How do you feel when someone is kind to you?
- How can we be friendly and show care and kindness to others in our class?

## Slide

### Slides 1 -2



## Content

Read **slide 2 In Our Friendly School** and discuss each of the Friendly actions. (These have been simplified for the younger students so are slightly different wording to the poster) **Resource Sheet 2 In Our Friendly School**

Explain: Sometimes children don't feel happy and safe at school. They are children, just like you, who might be being treated unfairly or in an unfriendly way. How should we treat each other so we all feel happy and cared for in our school?

### **Suggested Activity 1. Watch Video**

Sesame Street - respect

<https://www.youtube.com/watch?v=FY4qNs4onYQ>

Discuss with the students the concept of a Friendly School where everyone feels respected

### **Suggested Activity 2 - Class balloon buddies**

Explain to students they are going to use their ideas about a friendly class to make a balloon buddy.

1. Give each student a balloon and **Resource Sheet 2 'Balloon Buddy Feet'**.
2. Ask the students to cut out the feet and then individually cut up their picture.
3. Blow up the balloons to half capacity (this helps to ensure longevity) and tie them off. (You may need parent helpers for this part)
4. Ask or help students to draw a face on their balloon buddy with permanent felt pen. Then attach the feet with the knotted end of the balloon through the cut in the feet so it will stand up.
5. Ask the students to name their balloon buddy and then have each student introduce their buddy to the class, using the class code to help them to describe what friendly things they like about their buddy. Ask students how they can be a good friend to their buddy.



### **Reflection**

Ask students to draw a picture of their balloon buddy and themselves having fun together.

### **Home Activity**

Students take their balloon buddies home and introduce them to their family and discuss how to be friendly.

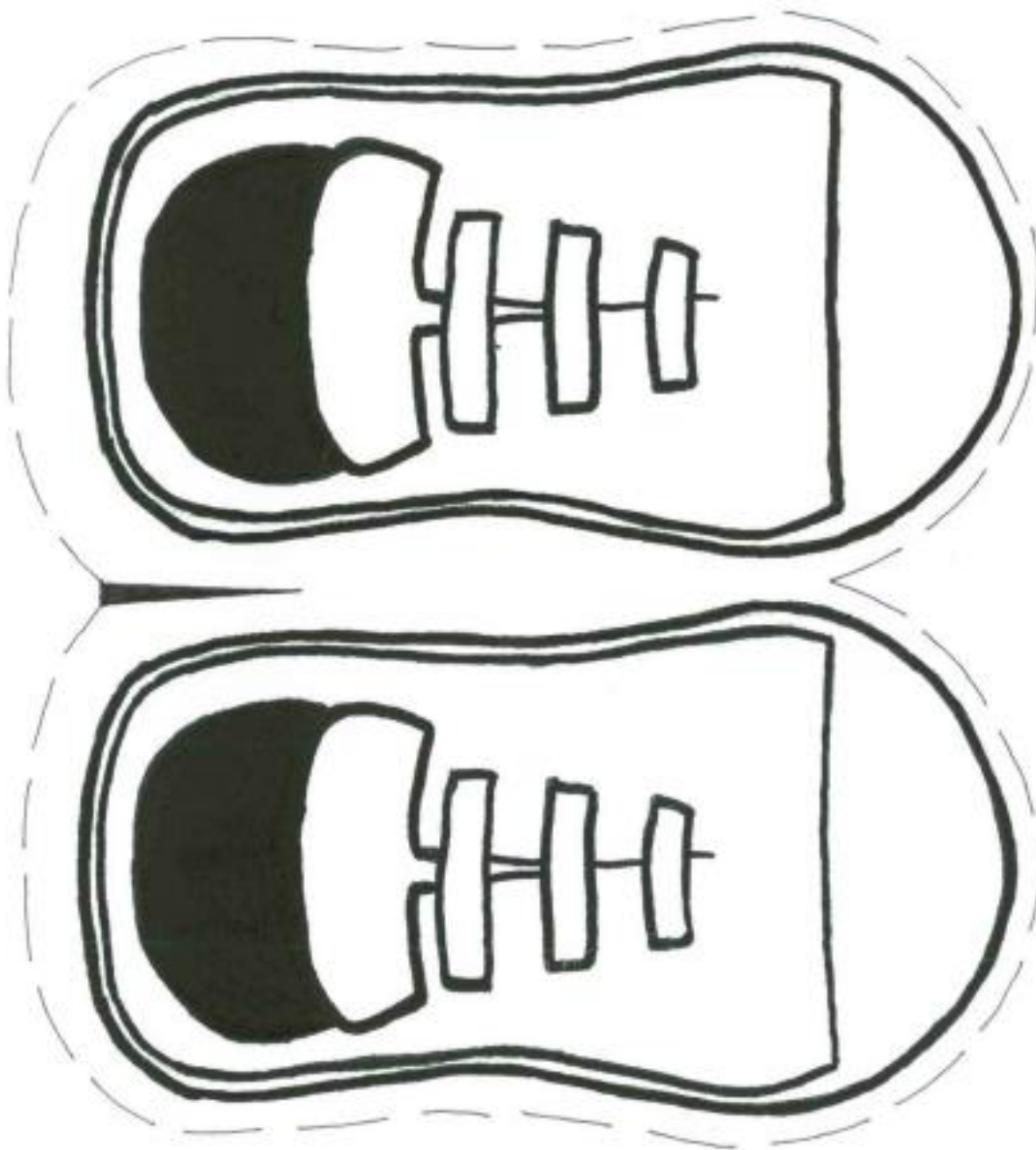
# We are a Friendly School

## Resource Sheet 1

Draw a picture for each sentence

<b>We care about each other</b>	
<b>We take turns and share</b>	
<b>We speak nicely to each other</b>	
<b>We help each other</b>	
<b>We listen to each other</b>	
<b>We ask people to join in if they are alone</b>	

## Balloon buddy feet



## 2. Unfriendly behaviours and bullying

### Introduction

#### Unfriendly behaviours

Sometimes children don't feel happy and safe at school. They are children, just like you, who might be being treated unfairly or in an unfriendly way.

Explain to the students that we are going to talk about bullying so that we all know what it is and how we make sure we can deal with bullying and try to make sure it doesn't happen in our school.

### Poster

#### Slides 3 - 4 Poster



### Content

Show the students slide 3 and discuss each of the unfriendly behaviours. Ask students to identify other unfriendly behaviours they might have seen. students to think about how a person might feel if someone was being unfriendly and mean to them.

For younger children you could read the story Ugly Duckling or Cinderella Explain that when someone shows this sort of behaviour to someone over and over and they can't stop it from happening, we call this bullying. Show slide 4. Bullying is very unfriendly behaviour.

Ask students to think about how a person might feel if someone was being unfriendly and mean to them again and again. How does being bullied make a person feel? Ask the students to think about unfriendly behaviour and why we don't want it in our school.

### Content

#### Am I being Friendly or am I...

Show the slide 5 'Am I being Friendly or am I...'

Explain the difference behaviours to emphasise when this behaviour becomes bullying.

Ask students to think about how a person might feel if someone was being unfriendly and mean to them again and again. How does being bullied make a person feel? Ask the students to think about unfriendly behaviour and why we don't want it in our school.

Try to get the children to reflect on how they might feel if someone did this to them again and again. Emphasise that if they kept doing these sorts of things to someone they would be bullying, no one really likes a person who bullies others.

### Content

#### Slide 5

#### Resource Sheet 4





## Unfriendly Behaviour



**Kicking, hitting  
or pushing  
other students  
around**



**Not letting  
other  
students join  
in**



**Saying mean  
things about  
someone**



**Teasing  
someone  
or calling  
them names**



**Making  
someone feel  
scared or  
unhappy**



### 3. What can I do if I am bullied?

#### Introduction

Explain: *We have discussed asking for help but what else could you try if you would like to try to solve the problem yourself and it is safe to try.*

Remind students - *if someone is doing something that is making you feel upset, uncomfortable or in danger and you can't stop it from happening, you should always ask for help.*

#### Content

##### Strategies you can try if you are having a problem with someone or being bullied

Explain that if they felt that someone was bullying them or being unfriendly, they could: Discuss the following.

- **Try to stay calm**
- **Walk away** from the situation
- **Ignore it** and pretend you don't care
- **Say 'stop'** bullying me
- **Talk it out** with the person calmly
- **Ask for help** if you can't deal with it yourself or if you are afraid

Discuss with the students that sometimes the actions we choose don't always stop the problem like we might hope for. If the problem continues then you can go to the teacher to ask or think about another action you could try.

*Remember - if someone is doing something that is making you feel upset, uncomfortable or in danger and you can't deal with it yourself you should always ask for help.*

*Use the online poster if you think your students are at risk of cyberbullying.*

##### Peace Talks

Explain that problems sometimes happen between people/kids and it is important to work out our problems in a fair and calm way.

##### Saying what I want

Explain to students that a good way to try to talk to someone who you are having a problem with (is being unfriendly, annoying or is upsetting you is to use the 'I' message.) *See the next page*

#### Resources

##### Slide 6 Poster



#### Resources

##### Slide 7 & Poster



## 4. When do I need to ask for help?

### Content

#### When should I ask for help?

Explain: *There are a few actions you can take if someone is being mean, unfriendly or bullying you. Later we will talk about ways to help you sort out a problem yourself. But it is important to know when to ask for help from an adult.*

#### Slide 7 & Poster - Do I need to ask for help?

Explain to the students: *To help you think about whether you should ask for help it is useful to first to think through some of these questions:*

- *Is what is happening bothering me?*
- *Is it happening again and again?*
- *Do I feel afraid, upset or hurt?*
- *Is this bullying?*
- *Am I in danger?*
- *Do I feel like I can't stop it from happening?*

***If yes to any of these always ask for help straight away.***

### Resources

Slides 8 - 9

Poster



### Content

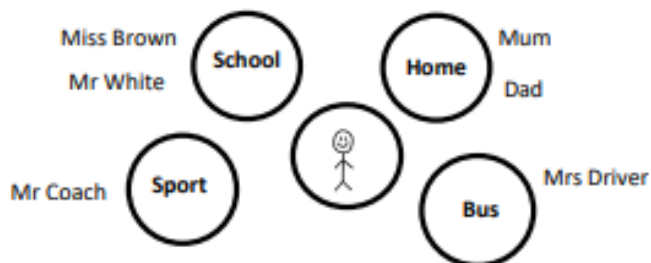
#### Discuss who they can talk to if someone is being unfriendly.

It is good to have a list of people you can talk to if you feel that you need some help to deal with a situation.

#### Look at the slide – Talk: Who can I talk to?

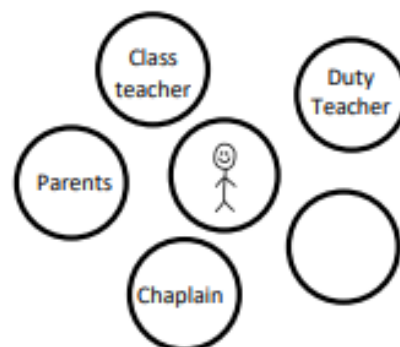
Explain that these are some of the people who we could talk to if we have a problem.

Ask the children to help you to draw a school support group that they could use in your school with the people's names. You could ask students to draw a picture of their own personal support group. Ask the students to draw a picture of themselves and surround themselves with the people they could talk to if they had a problem with bullying. (Students can add other people they personally turn to other than the group already identified as a class.)



Remind students that when someone is being unfriendly, mean or bullying and they feel they can't deal with it themselves, or feel they might be hurt or be in danger, they should always walk away from the situation and talk to someone in their support group or another trusted adult as soon as possible.

### Resource Sheet 4



Talk: Who can I talk to?





## 5. The difference between dobbing and asking for help

### Introduction

#### Script

Dobbing or 'telling on someone' is not the same as asking for help.

Dobbing is when you are deliberately trying to get someone else into trouble or when you are just trying to get someone else into trouble but don't need help.

Asking for help deliberately is trying get yourself or someone else out of trouble.

To solve a problem you can't handle yourself or asking for help for someone else ask an adult for help.

**Asking for help for yourself or for someone else is always okay.**

### Resources

#### Slide 10

#### Poster



### Content

Show the **Poster Slide 10 'Asking for help is always okay'**

Discuss what is the difference between 'dobbing' and asking for help?

For example : If you see someone doing something, like accidentally putting a book on the wrong shelf or making a mistake in their work, instead of telling the teacher what else could you do?

Explain that if it is not something that is going to hurt or upset anyone else then you could politely and quietly let them know about their mistake or you could leave it for the teacher to deal with.

But if someone is doing something that is making you or others feel upset, uncomfortable or in danger and you can't deal with it yourself, you should always ask for help. Asking for help is not the same as dobbing.

You might ask for help for some of these reasons:

- You feel you can't do anything to stop a problem from happening and you need an adult to sort it out.
- You are be having some problems with another person and want to ask for some ideas to help sort out the problem yourself.
- You are feeling afraid that you may be at risk of being hurt and need to feel safe and protected.
- You notice someone else has a problem and they need help, so you are asking for them.
- You might see someone needs help, but they are afraid or worried about asking for help themselves.



## 5. How do I ask for help?

### Introduction

#### How do I ask for help?

We know that asking for help is always okay and we made our groups of people we could ask for help if we have a problem. Now let's talk about how to ask for help.

There is a scripted response written for the teacher on slides 8 – 9. this is to help you with the process. Whether you will use this with the students will depend on their age.

### Poster

Slides 10 - 13



### Content

#### Look at the Poster – How do I ask for help?

Discuss how we determine who we ask for support and how different situations may lead you to seek support from different people within your support group.

Demonstrate the sort of questions an adult i.e. teacher might ask you.

- What do you need my help with?
- What is the problem?

Explain: When you ask for help the first thing to do to explain

*"I am having a problem with ..."*

*"I am having a problem with being left out of the group".*

*"I am having a problem with people calling me names".*

*"I am having a problem with being teased".*

Or you could start with how you are feeling.

I am feeling...

For example:

*"I am feeling afraid ..."*

*"I am feeling upset because ..."*

*"I am feeling annoyed because ..."*

If the teacher thinks that you need their help straight away, they will deal with the problem straight away. They might say it sounds like you need my help, let's go and sort it out. / or I will go and sort it out.

If the problem you are having, is something that the teacher feels you might be able to sort out yourself with the other person or people involved, the teacher might ask you:

- Have you tried to work this out with this person?
- What have you done already to try to work out the problem?

How to ask for help

What do you need help with?

I am having a problem with...

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What have you done to try to work out the problem?

I have tried to....

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What would you like to happen?

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## 7. Say what I want

### Introduction

Explain: We will all have disagreements sometimes, because we are all different and have different opinions. It is important to learn to work out our disagreements in a fair and calm way. Another name for a disagreement is a conflict.

Ask students to raise their hand if they have ever had a conflict. Discuss what caused some of these disagreement or a conflict. (without mentioning names) and if the conflict had been resolved.

In small groups ask students to list ways of working out conflicts, allowing them to draw from their own experiences. Share ideas with the whole class.

### Poster

Slide 14 - 17



### Content

Show the class the Poster/slide 5 'Saying What I Want'.

Explain to students that a good way to try to talk to someone who you are having a problem with (is being unfriendly, annoying or is upsetting you is to use the 'I' message.)

Use **Poster Saying What I Want'**.

If you are upset or angry the first thing to do is to take a deep breath and try be calm when you are speaking so you get your message clearly to the person.

Start by saying:

**I feel...** Say how you feel:

**I feel ...** annoyed, upset, scared, angry, embarrassed. (you may wish to go through some words to describe feelings for this section)

**When you...** Say why you feel that way

- When you ... tease me, leave me out, talk to me like that, won't let me have a turn. etc.

**Because ...** Say how why this is making you feel this way.

- It hurts my feelings, I feel alone, It makes me upset,

**And what I want ...**

Say what you would like to happen to make things better – examples:

- I would like them to stop teasing me
- I would like to play without being annoyed.
- I would like to be able to play - with the group/other children/in the game

#### Example of whole process

I feel hurt/upset

When you won't let me join in the game

Because I have no one to play with now

What I want is for us all to be able to play together

## 8.(a) Bystanders to Upstanders

### Introduction

#### What do I do if I see someone else being bullied

A bystander someone who sees or knows that bullying is happening to someone else. Bystanders have choices: they can either be part of the bullying situation by joining in or standing around watching and doing nothing and staying silent; or they can be upstanders by helping to stop the bullying.

Did you know that bullying will usually stop in minutes when a bystander or friend steps up and does something? Bystanders who become upstanders can stop bullying are the best at stopping bullying. But this doesn't always mean you have to stand up to the person bullying and say something. There are other things you can do to help.

### Poster

#### Slide 18 & Poster



### RESULTS

#### Bystanders to upstanders

Discuss Poster 'Bystander Actions' with students.

- If safe - Ask the person bullying to 'Stop bullying.
- Take the person being bullied away from the bullying.
- Let the person being bullied know they are not alone.
- Encourage the person being bullied to tell an adult.
- Tell an adult yourself.
- Invite the student being bullied to join in your group.
- Encourage others to support the person being bullied.