

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 is I am bullied face to face?
- What can I do is 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

Introduce Friendly Schools to your class. (Slides 1 & 2)

Explain: *We want to make sure our school is a Friendly place where everyone feels happy and safe to make friends, learn new things and have lot of fun together.*

In our school we have many people from different cultures, races, and backgrounds. This variety can make all our lives more fun and interesting, especially when we show each other respect and get along well with each other. To be a Friendly School, everyone needs to show respect for each other, and we can do this by following some Friendly Schools actions.

Resources

Slides 1 – 2
Poster



Resource sheet 1 'Are You a Friendly Respectful Person?'

Content

Explain : *Respect is showing care for the feelings, wishes, or rights of others. Showing Respect is treating others the way you like to be treated*

Show class the 'In our Friendly School' slide

In our Friendly School we:

- Are kind to each other
- Are fair to everyone
- Play by the rules
- Speak nicely to each other
- Think about each other's feelings
- Ask others to join in if they are alone
- Treat others how we like to be treated

Suggested activity 1

Arrange the class into 7 groups and give each group a large sheet of paper and felt pens. Allocate each group one of the Friendly actions from the poster. Explain to the students that would like them to think about how they could explain their allocated friendly action to students who are younger than they are. Ask students to discuss their allocated point together and to brainstorm examples of what it look like in action on to their paper: i.e. Speak Politely – say please and thank you, excuse me if passing in front of someone, say sorry. Ask for feedback from each group and add any new suggestions to their posters. Display posters in the room.

Suggested activity 2

Discuss with the students how they could promote the Friendly actions to younger students. Use the key words Smile, Care, Be fair, Share, Listen, Include, Be friends or ask the students to define the behaviours into language for younger students. Ask student to develop a poster or set of posters for the Friendly actions. These posters can be displayed around the school and students could work with groups of younger students or buddies to explain the actions.

We are a Friendly School Cont.

Resource Sheet 1 'Are you a friendly respectful person?'

| Are you a friendly and respectful person? | Always | Mostly | I could do better |
|--|--------|--------|-------------------|
| I treat people the way I want to be treated. | | | |
| I treat all people fairly | | | |
| I don't tease people, or make fun of them, or call them names. | | | |
| I don't bully or pick on other people | | | |
| I think about how my actions might make others feel. | | | |
| I don't leave people out of activities on purpose | | | |
| I try to notice how my friends feel | | | |
| I don't judge people before I get to know them. | | | |
| I try to play by the rules. | | | |
| I don't go along with people who are mean to others | | | |
| I ask someone to join in if they are alone | | | |
| I speak to people politely | | | |
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2. Unfriendly behaviours and bullying

Introduction

Unfriendly behaviours

Explain: *Sometimes students don't feel happy and safe at school. They may have been treated unfairly or in an unfriendly way.*

We are going to talk about bullying to ensure that we all know what it is and how we make sure we can all deal well with bullying and stop it from happening in our school.

Resources

Slides 3 - 4 Poster



Content

Bullying can happen online or offline

Show the students the **slide 3/poster/ 'What is bullying?'** and discuss each of the behaviours. Ask students to identify other unfriendly behaviours they may have seen. Explain that bullying can happen online or offline and discuss the sorts of behaviour that may happen online.

For older students use **slide 4 to look at the different types of bullying** and discuss.

Ask students to think about how a person might feel if someone was being unfriendly and mean to them.

Explain: *When someone deliberately behaves this way again and again and the person targeting feels like they can't stop it from happening, we call this 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.

Content

Am I being Friendly or am I...

Show **Slide 5 /Poster 'Am I being Friendly or am I...'** this helps students to think about their behaviour

Explain the different behaviours on the poster.

Talk about why bullying is different

1. Repeated - happens again and again
2. Intentional – done on purpose
3. Hurtful – either physical or emotional hurt
4. Person targeting can't stop it from happening.

Ask students to reflect on:

- How a person might feel if they were bullied.
- How other students feel about someone who bullies.
- Why bullying shouldn't be accepted in our school.

Resources

Slide 5 Poster



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 to try if you are having a problem with someone or being bullied –

Use the poster 'What can I do if I am bullied face to face?'

Slide 6 – Summarises some of the strategies. Explain to students, that if they felt someone was bullying them or being unfriendly, they could:

- **Try to stay calm**
- **Walk away** from the situation
- **Ignore it** and pretend you don't care
- **Say 'stop'** bullying me or "just stop it"
- **Talk and try to sort it out** with the person calmly
- **Tell an adult**
- **Ask for help** if you can't stop it from happening or if you are afraid

Show **slide 13** to show how the teacher might suggest some ideas in the script of asking for help. Discuss with the students that sometimes the actions we choose don't always stop the problem. Encourage student to review their action if the problem continues and choose another action to try or ask for help.

Emphasise- If at any stage it is not working, or they feel unsafe or upset to go back to ask for help again.

Actions if bullied online.

Explain: *If you are bullied online it might not happen at school so you should tell your parents or a trusted adult. But you can still tell a teacher at school, because at home or at school your teacher can still help you.*

Use the **slide 6 and poster Actions if bullied online.**

Explain: If you feel someone is bullying you or being unfriendly online, you should:

- **Tell an adult** straight away
- **Block** the person who is bullying you
- **Check** your social networking site profile is **set to private**
- **Keep a diary** of what is happening and when
- **Give the evidence** of the bullying to an adult e.g.: screenshots
- **Report the bullying** to the site's service provider (your parents or the school can help with this).

Resources

Slide 6 Poster



Resources

Slide 6 & 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 7 - 8 Poster



Content

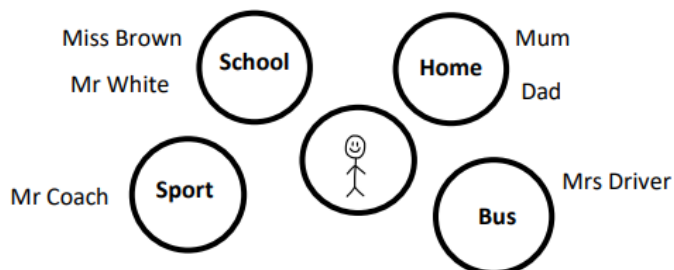
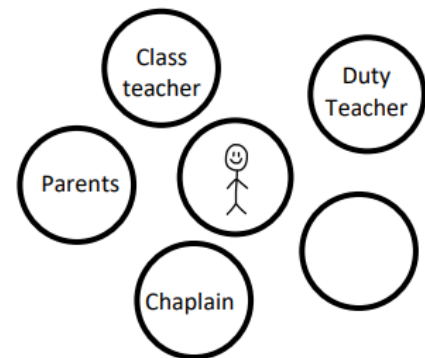
Who can I talk to?

Draw a chart as per model here. Ask student to think of the people or groups of people they could talk to if they feel that you need some help to deal with a situation that was happening at school.

Write the general people or groups on model you have drawn.

You can then add the people's names to your school support group and display in the class.

Slide 8 Next ask students to create a map of their own personal support group by putting their own name in a circle in the middle of the paper, then adding the names of the people they could talk to if they had a problem with bullying. (Students can add other people they personally turn to in addition 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.

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 9 Poster



Content

Show the **Poster Slide 9 '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.

6. How do I ask for help?

Introduction

How do I ask for help?

Remind the students that asking for help is always okay and we all need a list of people we could talk to if we need help. We now know how to think about the problem to see if we need help whether it is something we can ignore or if we can try to deal with it ourselves.

Now let's talk about how to ask for help.

If you have a problem in the schoolyard/playground and you think you need to ask for help it is good to know how to talk to the teacher or trusted adult to explain what is happening and ask for the help you need.

Resources

Slide 10 -12

Poster



Content

Look at the Poster/ Slide 10 – How do I ask for help? Slides 10 and 11 offer a flow diagram of how the conversation might go between teacher and student when a student asks for help. The slides are animated to be clicked through. Remind children that asking for help is not the same as dobbing and it is always okay to ask for help for yourself or for someone else you think needs help.

Slide 10 - begins with a student approaching the teacher for help...

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

- Hello ... What do you need my help with?
- How would you like me to help you?

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

"I am having a problem with ..."

"I am being left out of the group".

"People calling me names".

"I am being teased".

Or you could start with how you are feeling.

"I am feeling..."

For example:

"I am feeling afraid because ..."

"I am feeling upset because ..."

"I am feeling annoyed because ..."

Explain: The teacher might say it sounds like you might need some help, let's go and sort it out together.

Use Slides 11 & 12 to work through the script as the teacher asks the questions:

If the problem you are having, is something the teacher feels you might be able to sort out yourself with some help, the teacher might ask you:

- Have you tried to work this out with this person yourself?
- What have you done already to try to work out the problem?
- How did your actions work? What else could you do?

If the teacher feels that you need help or if you say you can't deal with it yourself the teacher will help you to sort out the problem.

Role play : Ask students to brainstorm some things that might happen during recess and lunch time. Then role play in pairs with one person being the teacher and one being the student.

7. Saying what I want to make things better

Introduction

Explain: We will all have disagreements sometimes and it is important to learn to work out our disagreements in a fair and calm way. Another name for a big disagreement is a conflict.

Sometimes we can sort out our disagreements or conflicts with someone ourselves by talking about it. Sometimes we need to ask for help or advice about how to solve the problem.

This strategy is a way for students to talk about a problem they might be having with another student. This strategy can work well with kids in the same peer group, however if there is a power imbalance and the child feels threatened or afraid, they should walk away and ask for help.

Resources

Slides 13 - 16

Poster



Content

Slides 13 – 16 give an outline of script relating to the poster ‘Saying What I Want’ .

Show the class the Poster ‘**Saying What I Want**’ or slide 15

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

Use **slides 14 – 16** to take students through how the I message might be used in a situation.

If you are upset or angry take a deep breath and try be calm when you are speaking so you can speak 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...

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)

- I would like you 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 - see slides 16 – 17 for examples

I feel hurt/upset

When you won't let me join in the game

Because I want to play too

Can we all play just together?

8. (a) What do I do if I see bullying (as a bystander)?

Introduction

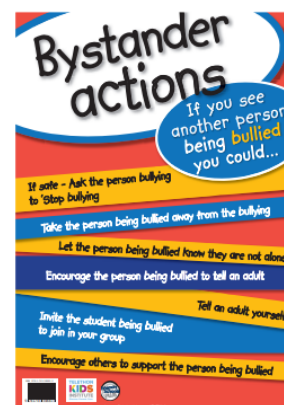
What to do if I see someone else being bullied

Explain: A *bystander* is 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.

Bystanders who become upstanders 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. It is sometimes hard to think of something to say to stop the bullying

Resources

Slide 17 & Poster



Content

Explain that a bystander might see someone being bullied in different ways. They might:

- Watch what is going on but not get involved themselves.
- Pretend not to see the bullying and ignore the situation.
- Get involved in the bullying with the person who is bullying in the first place
- Try to stop the bullying or help the person being bullied.
- Go and tell a teacher or an adult to get help.

Ask the students to think about what they might do?

Ask the students to consider why a bystander might choose to not get involved in helping the person being bullied. (then Discuss their responses)

- Don't know how to help.
- Afraid they might get hurt or bullied themselves.
- Thinks the person being bullied should work out a solution for himself/herself.
- Doesn't realise how badly the bullying hurts the person being targeted.

Ask the students to answer the following questions:

- In what sort of situations do you think you, as a bystander should go straight to the teacher and get help?
- In what situations might the bystander be safe to try do something to stop the bullying or help the person being bullied?

Discuss **slide 17 & Poster 'Bystander Actions'** with students and add any more you think of.

- If safe - Ask the person to 'stop bullying
- Ask the person being bullied to join you 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

Explain: It is sometimes hard to think of something to say to stop the bullying which is why many students have suggested help the target by taking them away from the situation by asking them to sit with group for lunch. It is even better to stop the bullying before it happens by noticing if someone is alone and might be at risk of bullying. If you see someone who is sad and alone, you can help by asking them to join in your activity or to be with you and your friends.

8. (b) Bystanders to Upstanders 2

Introduction

Review **slide 17 & Poster 'Bystander Actions'** with students.

There are two stories below. You can also add scenarios that you may have seen or that may be relevant to the age of your students.

Scenarios

Story 1 - Upper Primary

Read this short story to the students:

Kim loved coming to school but this term he doesn't enjoy it much anymore. For the last few weeks a girl in his class has been saying mean things to him and trying to get the other children to be mean to him too. The girl says things like "Don't let Kim play with us" and "Don't let Kim sit on the mat next to us". Kim feels really bad because he used to get along with everyone and always tries to be kind.

Kim's friend Hayley has noticed that Kim has been very unhappy at school and that one of the other girls in the class has been mean to Kim for no reason. Hayley wants to help make Kim happy at school again. What can she do?

As a class, have the students suggest what they could do if they saw someone being bullied. Ask students to demonstrate safe responses they could take . e.g. What could they say? What could they do?

Scenarios

Story 2 - Middle Primary

Read the following story to the students:

You see Chris playing with a set of lego before school and then you see another student came over and try to take the lego. Yesterday this same student took a book from Chris. It seems that every time Chris tries to play with something the other student takes it. What can you do?

Ask students to suggest things they could do to help improve the situation.

Then read the next situation:

I decided to ask the Chris and the other student to play with me and suggested that we all share the lego or make something together, but the student who had been bullying, pinched me and threatened to doing it if I didn't hand over the lego. It really hurt and I am scared that I am going to be picked on everyday now. What should I do?

Reflection

Ask students to think about and discuss the times when it is best to get help rather than try and help when someone is being bullied.

For example:

If the student bullying is older

If the student bullying is much bigger and stronger

If you are feeling scared

If you don't think you can handle the situation

If you think you might get hurt.

Ask students to think about those situations when it is best to get help from an adult straight away.

9. Putting it all together

Introduction

This scenario is just one example. You could ask your student to write a scenario that they have seen.

Explain to the students that we are going to talk about a situation where someone is being unfriendly to another person. Read students the following situation:

Scenario

Maya, Elias and Meaghan are playing four square at recess time. Jay asks if he can join in. Maya, says, "No, you can't play. Go away." Every time Jay tries to play with the group, Maya tells him he can't join in. Jay is really upset because he likes playing and wants to be able to join in. He has no idea why Maya won't let him play.

Content

Use slide to the **'Do I need to ask for help? on the poster and slide 7**

Ask students to pretend they are Jay and think about the following questions - refer to the posters during the discussion.

What's going on? Ask students to explain what is happening to Jay. (He is being left out)

- **Is this bothering me?** (Yes because it says he is upset.)
- **Is it happening again and again?** Yes, it is happening every time he tries to play with them
- **Do I feel afraid, upset or hurt?** How do you think Jay feels? E.g. sad, lonely, angry, upset
- **Is this bullying?** **yes** because it keeps happening again and again, it is deliberate and is making him feel upset) refer to the bullying poster.
- **Am I in danger?** Do you think Jay might get hurt? Explain that Jay is probably not in danger of being hurt at this stage, but if it was a situation where someone was hitting, pushing or frightening he might be in danger.
- **Do you feel like you can't stop it yourself?** Do you think Gavin could try something to stop this happening to him.

Ask students - what do you think he could try? **See slide 6 or poster: What can I do if I am bullied face-to-face.**

Ask the students: What do you think Jay wants? e.g. To be able to play with the other students, to make it stop, to get away from the bullying, to deal with the bullying himself.

Give each pair a piece of paper. In pairs ask students to brainstorm what actions Jay could do to stop this bullying situation from happening. Ask the pairs to take turns in reading their ideas to the class. As a class, decide on some 'best actions' Jay could take.

Explain to students that if they ever feel frightened or that they feel they are in danger they should walk or run away and go straight to get help.

Discuss who Jay can go to for support, e.g. the teacher on duty, his classroom teacher, other friends, his parents. Ask students to work in their pairs again to answer the following questions:

- What help would I want from my support person (e.g. teacher, friend, parent) if I was being bullied?
- How could I talk about it if I was in this situation?

