



Wellington High School

Friendly

Schools

And

Families



To the Staff, Students, Parents and Carers

Bullying has always been a problem in society however, it seems to be on the rise. The level of bullying currently within and out of school is quite alarming. Implementing programs such as this one will hopefully educate students and their families on how to deal with the issue in a positive and constructive manner.

The PGC's function is to support the teachers and school whilst keeping in mind the number one priority of educating our students. Every student has the right to be able to attend school in a safe and happy environment; it is our job to see it is so.

Thumbs up to the Wellington High School Friendly Schools and Families program!

*Wellington High School
Parents and Citizens Association*



Dear Parents/Carers

We would like to welcome you to Wellington High School, and would like to take this opportunity to introduce you to our **Anti-Bullying Program – Friendly Schools and Families**, which is in operation at our school.

We would like you to know that we take bullying seriously at Wellington High School and have put this program into place to ensure that all our students and parents are educated in being able to recognise bullying behaviours. We will therefore expect our students be able to make the correct choices in respect to their own behaviour.

Our program is linked with our PBL rules of **RESPECTFUL, RESPONSIBLE AND SAFE**. If a student engages in bullying behaviour then they will be breaking at least one, if not all of our PBL rules.

The students will be regularly educated in our program during our VRG roll call lessons on Wednesday mornings throughout the year.

We therefore ask if you could reinforce this program at home with your child. This booklet will clearly explain which behaviours are bullying behaviours, provide some possible reasons as to why children engage in bullying behaviours, and what to do if you feel your child is being bullied or bullying someone else.

We thank you for your co-operation, and together we can make Wellington High School an even more **respectful, responsible and safe** high school, free from bullying, for all parties.

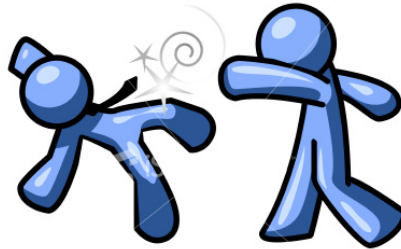
Wellington High School supports Friendly Schools and Families

Physical

Is where you physically hurt someone regularly -

- Hitting
- Pushing or
- Punching them
- Throwing things at them

YOU ARE NOT BEING SAFE



Verbal

Is where you are deliberately and constantly saying things to someone to make them upset or scared.

- Name calling
- Threats
- Lies or nasty stories

YOU ARE NOT BEING RESPECTFUL



What is Bullying?



Emotional or Exclusion

Is where you deliberately say or do something to someone to make them upset.

- Making fun of someone
- Leaving someone out on purpose
- Making threatening gestures

YOU ARE NOT BEING RESPECTFUL



Cyber

Is using the Internet or mobile phone to repeatedly send information designed to make someone upset or scared.

- Mobile phones, text messaging
- Video – posting on line
- Facebook and other social media
- Email

YOU ARE NOT BEING RESPONSIBLE

Types of Bullying

Physical

This type of bullying is easy to identify. As these students get older, their attacks usually become more aggressive.

Verbal

This is the quickest and easiest to inflict and its effects can be more devastating as there are no visible 'scars'.

Emotional/Exclusion

This is usually linked with verbal bullying and occurs at the same time as the spreading of lies/rumours or making fun of the person to result in the exclusion.

Cyber

"Cyberbullying" is when a student, is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another student/s, using the Internet, interactive and digital technologies or mobile phones.

Reactive Responses

These students can either bully or be bullied. In some cases these students begin as the victim and go on to bully. Most of these incidents are physical. These students often react quickly to intentional and unintentional physical encounters.

Is Fighting Bullying?

While fighting between 2 students is of concern, IT IS NOT ALWAYS BULLYING.

Types of Bullying Situations

Individual Bullying

- Although students will rarely bully on their own, in this situation there is one leader.

Group Bullying

- There is more than one leader in the group.
- The group may bully an individual or another group.

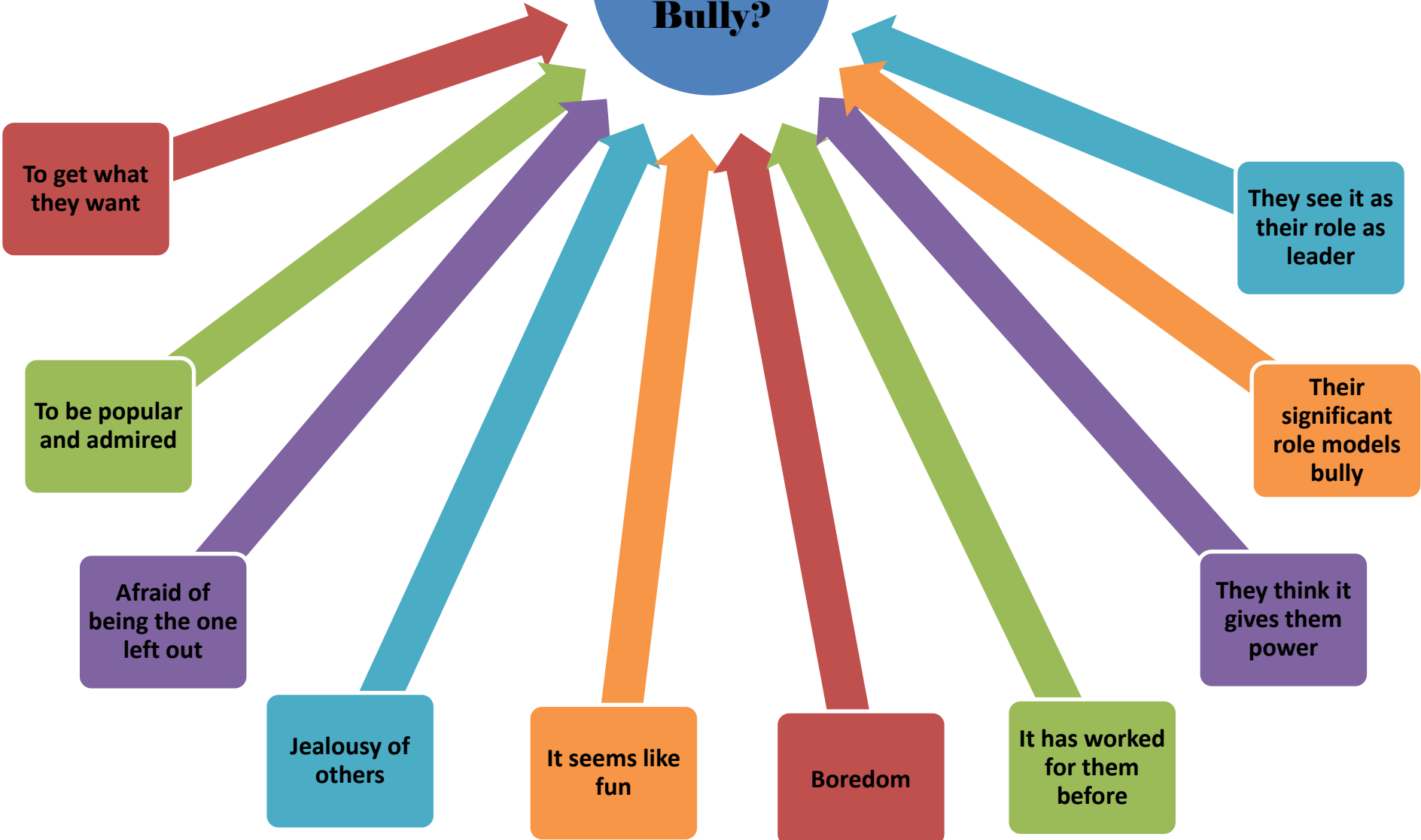
Using Another Student

- The leader uses their influence to convince another person to carry out the bullying behaviour.

Is Teasing Bullying?

Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, **IS NOT BULLYING**. However, teasing and putdowns that are done in a mean and hurtful way, or if one individual feels powerless to respond to it or to stop what is happening, **IT IS BULLYING**.

Why do Students Bully?



Students' Attitudes

Students' attitudes towards bullying can be grouped into three areas:

a desire to support victims

a tendency to reject students who are bullied for being weak.

a readiness to justify the bully and support the bully.

- Most students are in favour of supporting students who are bullied and seeing action taken to stop bullying.
- Boys are less supportive of students who are bullied than girls.
- Students under 12 are most supportive of students who are bullied.
- Bullying measures should build upon students' natural desires to stop bullying and help the victim.

Students who respond to bullying with a sense of helplessness, like crying, or by aggression are seen by their friends as encouraging the bullying to continue.

Bullying Factors

Research has shown the following:

Aggressive behaviour at home and elsewhere:

- Children who have significant role models who bully are more likely to imitate this behaviour.

Harsh physical punishment at home:

- Children can bully smaller, weaker children to re-enact what happens to them at home.

Peers that bully:

- Children may follow the lead of their peers who bully or they may feel they have to bully as well to fit in.

Not enough supervision

- Children who do not have enough supervision may get the idea that it is all right to use bullying behaviour to get what they want. Children need to be taught that bullying is never acceptable behaviour.

The behaviour works for them:

- When adults give in to children who use their power, aggression or bad behaviour to get what they want, the child learns to use this type of behaviour to get their own way.

Pre-emptive behaviour

- Some children feel that they need to strike first for fear of being bullied. They feel if they use their power and take an aggressive stance it will discourage other children from bullying them.

Getting attention:

- These children feel that they need to use negative behaviour to attract attention. This behaviour makes them feel powerful and noticed by adults and their peers.

It is therefore important that adults realise that they need to be good role models for children. Children learn about relating to others from adult behaviour which they observe.

Bullying & Self-Esteem

Self-esteem is the way we feel about ourselves. We compare how we see ourselves, with how we think others see us, with how we would like to be.

Research has found:

Students with high self-esteem are as likely to have experienced bullying as those with low self-esteem.

However, those with low self-esteem report more extensive bullying, higher levels of stress as a result of being bullied, and more negative effects of this stress.

This suggests that high self-esteem acts as a buffer to the negative effects of bullying and that bullying interventions should work towards promoting students' self-esteem.

Students who bully:

- Despite popular belief research does not support the notion that students who bully suffer from low self-esteem, rather, students who bully demonstrate average self-esteem and a relatively positive perception of themselves.
- However, it may be that dominating and bullying others is a strategy for increasing or maintaining one's feeling of importance in the peer group, thus building one's self-esteem.

Bystanders:

It is students with genuinely high self-esteem who are most likely to defend students who are bullied.

When a Student Reports Bullying

Many students who are bullied do not report it. **Research suggests that about 50% of boys and 40% of girls who are bullied regularly do not report it to a teacher.** Observations of bullying in schools have shown that students have well developed strategies for concealing bullying or reducing teachers concerns. **It is therefore imperative that parents/guardians are receptive to their child's reports of bullying.**

Appropriate Responses

Be available - this involves being ready to listen and help. Provide your child with immediate empathy and support.

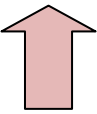
Treat the information seriously. Telling you is often a big step, they are risking being dismissed by you and retaliation by the bully - **respect this step.**

Ensure follow-up. Your support to your child should be ongoing. Keep in regular contact with the school.

Bystanders

- Are involved in 85% of bullying incidents in the classroom
- They can actively participate
- They can simply be onlookers
- They are also present during most bullying incidents in the playground

Support the person bullying, either by helping the child to bully the other person or by encouraging the person who is bullying.

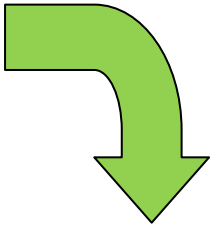
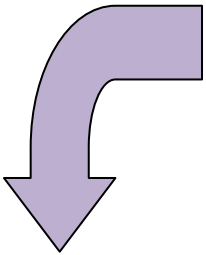


Being a **bystander** means you are breaking the **PBL** Rules -
RESPECTFUL
RESPONSIBLE &
SAFE

Supporters

Witnesses

Spectators



Are aware that the incident is occurring (know about the bullying) or see it from a distance.

Gather or deliberately stay to watch the incident - sometimes from concern and sometimes from enjoyment.

Bystanders

Bystanders can deliberately support bullying by:

Preventing the student who is being bullied from leaving the situation

Laughing or smiling at the bullying

Verbally encouraging the bullying behaviour

Shielding the situation from the view of people who can help

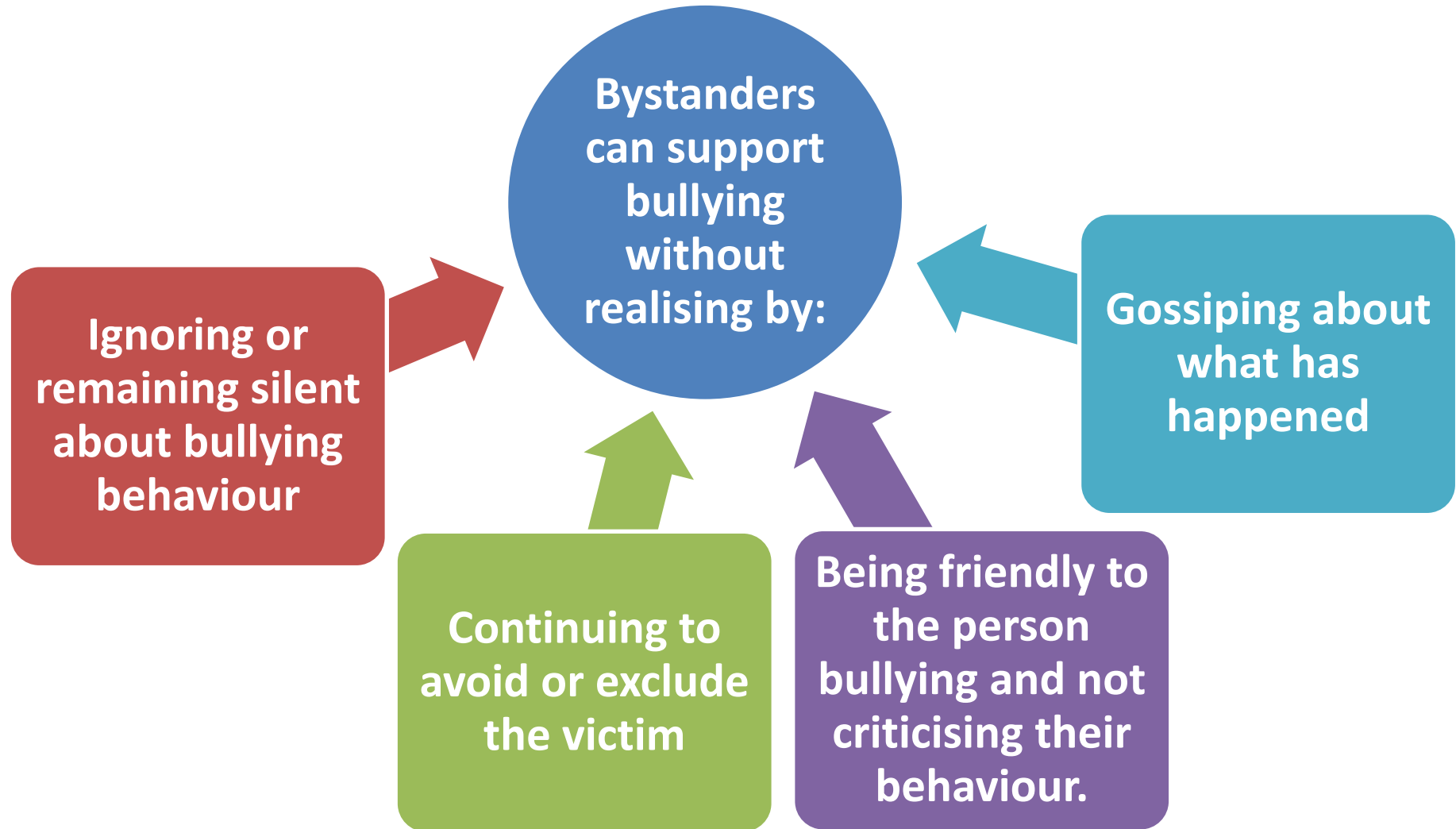
Acting as lookout or warning the bully when help is approaching

Assisting the student to bully by holding the victim or their possessions

Acting as a messenger for students who are bullying

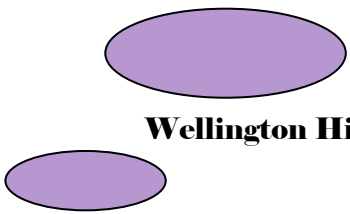
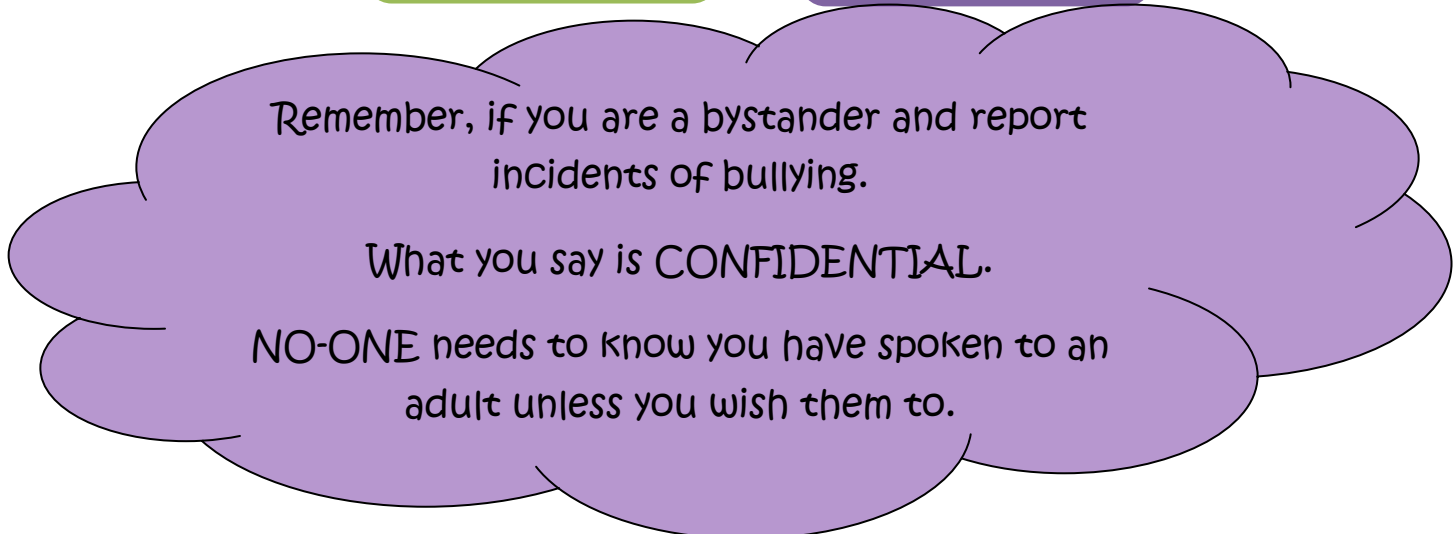
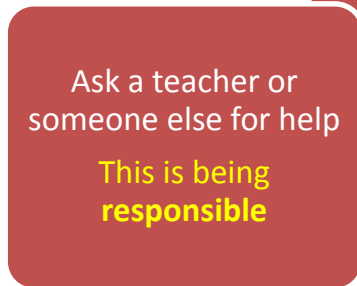
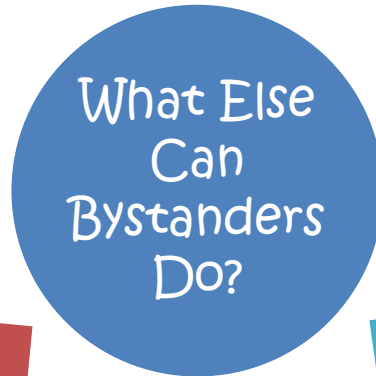
Refusing to provide information about the incident when asked

Bystanders



What Else Can Bystanders Do?

If you see another student being bullied you can:



Bystanders: Asking for Help

- Asking for help is when someone feels the situation is out of their control and they are unable to deal with it alone and need help.
- Asking for help is **ALWAYS OKAY!! YOU ARE BEING RESPONSIBLE.**
- If anyone sees someone **BEING BULLIED** they should also **ASK FOR HELP.**

