



# Newsletter

12th March, 2020 Term 1 Week 7



OF CATHOLIC EDUCATION IN THE DIOCESE OF PARRAMATTA

Dear Parents and Caregivers,

In her new role as Assistant Principal one of the key areas Mrs Standring is dedicated to is addressing student and parent concerns around the topics of friendships, bullying, conflict and emotional regulation. These very important elements of student well being involve interpersonal skills and are extremely important, especially for young children who are still navigating their way around how to make friends, expressing their emotional needs, developing assertiveness and keeping safe.

It is very important that children at school feel supported in their efforts to understand themselves, their relationships and how to manage situations that make them feel unhappy, unsafe or uncomfortable; such as bullying, teasing and anxiety. All incidents or concerns brought to our attention are followed up with the seriousness that all children deserve. Any amount of time is given to speaking and listening to children and how they are feeling and this can often take hours. This time is well worthwhile as we get to know what are often complex situations and complex feelings.

Included in this newsletter is a link to [Parent Easy Guide on the topic of Bullying](#). This one is published by the government of South Australia and covers topics such as: What is Bullying? Where does it happen? Cyberbullying, Children who bully, Children who are bullied, Children who witness bullying, Signs of being bullied, the effects of bullying and what can you do?

If at any time you have any concerns for your child around bullying or any friendship matters, please let your child's classroom teacher know or contact Mrs Standring through the school office. Whilst we often wish our children to be able to manage social situations independently it is important to know when your child is unable to manage on their own and needs support. If you would like any matter referred to our school counsellor please see the relevant information included as a standard item in our newsletter.

My office door is always open for children to come and discuss what is worrying them. Your feedback on this information is welcome

God bless you and your family

Bernadette Fabri

Principal

## ATTENDANCE LETTERS <90%

Dear Parents and Caregivers,

Tomorrow the office will be sending out some attendance information to parents of children whose attendance data is <90% to date, from the beginning of the year. This includes children whose absence is due to illness or holiday leave for example. As explained previously regarding these notices the school understands that some leave cannot be avoided and is even sometimes encouraged, as for the current guidelines regarding COVID-19 (Coronavirus). The school appreciates parents not sending sick children to school as this is an important aspect of health management. The school is however obliged to keep parents informed of their child's attendance data, especially when it reaches under the <90% mark. If you have any questions regarding attendance or need support please do not hesitate to contact me.

Miss Fabri

## COVID -19

Please find a link to Frequently Asked Questions regarding the COVID - 19 virus from NSW Health that may answer some of your questions. The school is guided by the best advice from NSW Health with regard to all procedures to minimize risk of possible contamination.

<https://www.health.nsw.gov.au/Infectious/alerts/Pages/coronavirus-faqs.aspx#1-9-2>

# 2020 Dates to Remember

## Week 7

Friday 13th March

Infants Assembly—Kinder—2.15pm School Hall

## Week 8

Monday 16th March

Triskills Continues

Tuesday 17th March

St Patrick's Day Liturgy 9.15 am School Amphitheatre

Wednesday 18th March

St Patrick's Day Celebration

K—2 Ten Pin Bowling at Parramatta Leagues

Various times—Teachers and Parent Helpers only

Thursday 19th March

St Patrick's Day Celebration

Years 3—6 Ten Pin Bowling at Parramatta Leagues

Various times—Teachers and Parent Helpers only

Friday 20th March

St Patrick's Day Celebration

Whole School Picnic at Coleman Oval Parramatta Park

11.30 am to 2.00 pm—All Welcome

## Week 9

Tuesday 24th March

Triskills continues

Wednesday 25th March

Cross Country

Friday 27th March

Celebration of Learning—Year 5—2.00pm



## Honour Award

The Honour Award is awarded to the child who demonstrates outstanding behaviour shown in the Student Charter

KA	Florentina Thompson	William Gebrael
KM	Emily Lin	Elijah Missak
1C	Maximillian Markovic	Marcella Abboud
1S	Leah Wahbe	Sophia Zhang
2M	Jimmy Sahyoun	Benjamin Kalouche
2Y	Frank Malkoun	Elaine Xue

## st patrick's award

The St Patrick's award is given to the child who lives their life through Faith in Action

KA	Amelia Sivashanmugan	Luke Lahoud
KM	Maroun Abraham	Emily Salloum
1C	Hannah Nasr	Chanel Wakim
1S	Melinda Malkoun	Michael Remaili
2M	Patrick Saab	Molly Moses
2Y	Zachariah McPherson	Grace Talbot



**Happy Birthday to all the children who will celebrate their birthday in the coming week —**

Zavier Skaf, James Agostino, Olivia Fayad

**Understanding School Talk ???**

ICT

Information and Communication Technology

## **SAFETY ALERT**

Dear Parents and Drivers,

I have received an email from a concerned neighbour from the block of units opposite the school (Villiers Street) concerned about the safety of our children due to parents parking in the driveway of the complex. Whilst I know that the situation around schools is often hectic and complex it is important for us to work together, and with our local neighbours, to ensure the safety of all children, by being cooperative, patient and following the road rules. Can I please appeal to all families, once again, to be mindful of these matters brought to your attention so as to ensure that members of the school community can coexist in a harmonious and functional way with our local residents and businesses. I have been given permission by the owner of the email to share it with you.

Regards  
Bernadette Fabri

Dear St Patrick's Primary School,

I hope this email message can be conveyed to the principal, or whoever is responsible for safety in the school.

I live in the building opposite your school (Villiers Street), and I represent the Residential Owners of the building. Our driveway is opposite your school's Eastern side. In the attached photo, you can see a car that belongs to a parent of your school. I have other photos with the father and his two children (in school uniform) getting into the vehicle. The car is parked underneath a sign that says clearly not to park in the driveway. We consider it, a serious safety hazard, to have a vehicle obstructing the view of residents using the driveway.

I'm sure you will appreciate that around school starting and finishing times, the area around your school (and our driveway) can get very congested with many young kids making their way in or out of the school. Our building insists that our driveway be kept clear. No residents park in the driveway. Unfortunately there are occasional times when delivery vehicles park there for short periods – we are working on stopping that behaviour, at least around school times.

The point is that anyone concerned with the safety of children should not be parking across the driveway.

The car in the attached photo has been noted doing so a number of times. There are other vehicles from your school's parent group who also "access" our driveway.

We now have a closed circuit television (cctv) system which records footage of vehicles that disobey the sign in the driveway. We are considering our options regarding both the police and the Parramatta Council, to take action regarding people parking there illegally.

However, we are hoping that perhaps your school could get a message through to the parents generally, and possibly even to the regular offenders, to stop parking in our driveway. For the sake of the children.



## **STAFF DEVELOPMENT DAY DATES**

Every year the school is required to hold 6 Staff Development Days (SDD) when students will not be in attendance. These days may be set aside for the spiritual and/or professional development of staff. To assist parents and caregivers to keep track of these days please find the following information:

1. 30/01/2020 Staff preparation and gathering of Maths data on individual children.
2. 31/01/2020 Gathering of Maths data on individual children.
3. 21/02/2020 Building Sustainable Practices (Dr Michael Mc Dowell)
4. 4/05/2020 Religious Education Curriculum (Anthony Maher)
5. 17/12/2020 Gazetted SDD for all schools in CEDP
6. 18/12/2020 Gazetted SDD for all schools in CEDP

## **2020 School Terms**

Term 1	Concludes on Thursday 9th April
Term 2	Monday 27th April to Friday 3rd July
Term 3	Monday 20th July to Friday 25th September
Term 4	Monday 12th October to Wednesday 16th December

## READERS MISSING - APPEAL



Dear Parents and Caregivers,

Thank you to all the parents who had a check at home for home readers and responded. If you have not done so already **do you mind checking if you have any readers belonging to the school.** It is very important that children can access the stories/texts that they are reading in class so as to practise their reading skills at home however on occasion these can be left at home and get caught up in home libraries. These readers are purchased in sets for groups of children to use with their teacher and

it is very important that all children can access a reader each. At present there are a number of readers missing from the set. If you have any readers please do not be concerned just drop them in to the office or send them home with your child. They will be received gratefully!

Miss Fabri



## **Exploring mathematical sequences of connected, cumulative and challenging tasks (EMC3)**



This year students in Kindergarten, Year 1 and Year 2 from our school, along with students from 20 other schools in the Parramatta Diocese, have been invited to take part in a series of learning experiences that require reasoning and making connections in Mathematics. These tasks have been designed to encourage our children to persist when challenged, sustain their thinking and take risks when trying to solve problems in different ways.

Parents of students in K to Yr 2 received a permission note earlier this week that will enable teachers to use samples of work photos and videos as evidence when sharing the mathematical thinking of our students with the wider diocesan network. If you receive one of these forms please complete and return to your child's classroom teacher as soon as possible. The use of your child's work samples and inclusion in this research is optional.

Thank You,  
Jenny Barclay

## **NAPLAN Yrs 3 and 5**

12-22 May

NAPLAN Online

NAPLAN information will be available through this newsletter over the next 2 terms. Please watch this space.

### **NAPLAN FREQUENTLY ASKED QUESTIONS**

#### What will be tested?

- NAPLAN tests the important skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. The content of each test is informed by the Australian Curriculum.
- The Literacy tests are based on content in the English learning area, and the numeracy tests draw content from the mathematics learning area.
- For more information on the types of skills and understandings that students are generally expected to demonstrate at their particular year of schooling, refer to the information provided for each domain in the [NAPLAN section](#).

#### What types of questions are in the tests?

- Questions are multiple choice or require a short written response for all tests except the writing test. Students are expected to write a continuous text for the writing task. For more information about the writing test, see the relevant FAQs at [NAPLAN - writing test](#)

The links below take you to demonstration tests for conventions of language (grammar, punctuation, and spelling), numeracy, reading and writing for each NAPLAN test year level: 3, 5, 7 and 9. As all Year 3 students will complete the writing test on paper, there is no Year 3 demonstration test for writing.

<https://pages.assessform.edu.au/pages/year-3-demos>

<https://pages.assessform.edu.au/pages/year-5-demos>



Dear Parents / Carers,

## Re: New Curriculum in Religious Education Parent Information and Workshop Evening

As you may be aware, Catholic Education Diocese of Parramatta will implement a new curriculum in Religious Education for students in Pre School to Year 12. The implementation will begin in 2020 in pilot schools, and by 2021 in other diocesan schools.

We would like to invite you to a parent workshop to explain and explore the new curriculum in Religious Education. The details follow. Professor Anthony Maher, a contemporary theologian who has had significant input into the development of the new curriculum, will facilitate the workshop.

**When:** Tuesday, 17 March, 2020 6.30 - 8.00 pm  
**Where:** Morley Centre, Catherine McAuley Westmead and Parramatta Marist High School  
2 Darcy Rd, Westmead  
Entry via Gate 3, Darcy Rd  
**RSVP:** Please RSVP on the attached [link](#). RSVP by Thursday, 12 March, 2020.

The curriculum has been developed over a period of three years, and has invited contributions from students, families, teachers and the church. It is a very exciting time of renewal for us we prepare to implement this new curriculum into our classrooms.

Our children live in a rapidly changing and confusing new world. Through digital platforms many are overwhelmed and experience confusion, isolation and even fear. The new curriculum seeks to respond to this *real life experience of our young people. It acknowledges their joys, fears, challenges and hopes for the future. Inspired by the teachings of Jesus, the purpose of the new curriculum is to enhance Catholic identity, belonging and human flourishing. To implement the curriculum we are asked to journey together to make real faith connections between the home, school and parish.*

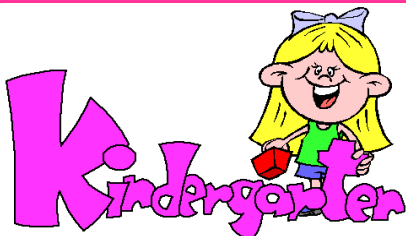
The structure of the parent evening will reflect the inquiry pedagogy being used to teach the new curriculum in our classrooms, whereby your questions and responses will be facilitated in light of the call from Pope Francis to the synodal church to bring to life, to 'ignite', our faith. The new curriculum intends to do this for the young people in our schools as they grow into adulthood.

We look forward to seeing you on this important evening. Please ensure you **RSVP** by 12 March, 2020.

Warm regards,

Bernadette Fabri

## **ENROLMENTS FOR 2021 KINDERGARTEN ARE NOW OPEN**



Enrolment packs for Kindergarten 2021 are available from the school between the hours of 9am -3pm Monday to Friday.

The completed Enrolment Application, together with originals of all requested supporting documentation, must be submitted, in person, to our school office. You will need to bring copies and originals of your child's Birth Certificate, Baptismal Certificate, Passports (parent's and child's if born overseas), Immunization Certificates and proof of address (council rates, drivers licence). Please be aware that we are unable to accept or process incomplete applications and note that submitting an application does not guarantee automatic placement.

**Enrolment forms are required to be returned by 31<sup>st</sup> March 2020.**

### **St Patrick's Current Attendance Level = 92.1% of children are over the required 90%**

K = 100%	2 = 84.9%	4 = 82.4%	6 = 93.1%
1 = 88.9%	3 = 100%	5 = 96.6%	

## SCHOOL FEES

Term 1 2020 Statements have now been mailed to all families. Due date for payment of Term 1 fees is on or before **Wednesday 18th March 2020**.

The Catholic Education Office Flexible Payment Plan is offered as a convenient option for payment of 2020 fees. The information required for the Flexible Payment Plan is included in the Instalment 1 statement.

**Please note:**

If you wish to take up the Flexible Payment Plan option, it is essential for all the completed and signed forms to be sent to the Catholic Education Office Parramatta by 6th March 2020 in the reply paid envelope or you can post to:

Catholic Education Office (Billing & Receipting)  
Locked Bag 4  
NORTH PARRAMATTA NSW 1750

If you have not received your invoice, please email [pats-parrfees@parra.catholic.edu.au](mailto:pats-parrfees@parra.catholic.edu.au) to request a copy be emailed to you.



<https://www.numeracyathome.com/>

The following is taken from guidelines published by the NSW government:

<https://education.nsw.gov.au/>

### Graphs and tables

We use graphs to understand information – in newspapers, on bills or on television. Your child can experiment with graphs simply by playing games and tallying the results.

#### At a glance

- Information in graphs and tables is often found in newspapers and pamphlets.
- Graphs can make it easy to understand information.
- Kids learn to read and interpret graphs and tables during maths lessons and in other subjects.
- Show your child household bills which include graphs, such as a water or electricity account.
- With your child, read and discuss information shown on sporting competition tables.

Graphs can make it easy to record and interpret information as well as help us to make predictions of things like the weather, interest rates and the future cost of our home electricity usage. Kids learn to read and interpret graphs and tables during maths lessons, and in other subjects too.

#### What parents can do at home

- Measure the height or weight of your child and track the changes over time on a graph.
- The next time you come across a graph in a newspaper on a topic that would interest your child, sit down together and try to interpret it. Work together to answer questions such as, 'What is this graph telling us? How do we know whether the information is true? Is there a different way of representing this information? Is there anything that you don't understand?'
- Show your child household bills which include graphs such as a water or electricity account and ask questions such as, 'How much more or less water did we use this time compared to the last bill? How can we save more water? How much do you think our water usage will go down if we do that? How much money do you think we will save?'



## Spotlight

Today we are focusing our Spotlight on....

Our year 6 student Xavier Haklani.

**Xavier Haklani**

### **If you were an animal what would it be?**

I would be a spider because they are small and can climb up high walls.

### **What hobbies do you like?**

I enjoy online gaming and playing basketball, rugby league and soccer. I like being active. I also like running.

### **What is your favourite school subject?**

My favourite subject is Science and Technology because I enjoy learning about Space and doing experiments to find things out and finding out about how things work.

### **What is your favourite movie?**

My favourite movies are the Star Wars movies because I like space and the movies are interesting and set in space.

### **What one country would you like to travel to most and why?**

I would like to travel to Dubai because it is modern, has the world's highest building and great man-made beaches.



*'Walking with humility  
in the way of Jesus,  
serving all of God's people'*  
Draft RE Rationale

*Into the Deep*



Catholic Education  
Diocese of Parramatta

## **PARENT RETREAT DAY**

**Wednesday 13 May 2020**

**9.30 – 2.30**

**ST JOSEPHS RETREAT CENTRE**

**BARINA DOWNS RD, BAULKHAMHILLS**

Join parents from the Parramatta Diocese in a day of personal TRANSFORMATION as you nurture faith through reflection, small group discussion and creative activities.

Explore the concept of WITNESS as you interact with Scripture, God, Self and Others.

For more information: Donna Dempsey 0407597426  
[ddempsey1@parra.catholic.edu.au](mailto:ddempsey1@parra.catholic.edu.au)

For Registration  
click the  
symbol ➡



Please RSVP  
by  
1 April

## **SCHOOL WELL-BEING COUNSELLING SERVICE**

The wellbeing of children and young people in Catholic Education Diocese of Parramatta schools is of paramount importance. A sense of well-being and connectedness in schools promotes optimal development of the person and contributes to academic success.

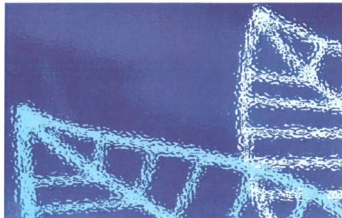
Access to counselling services can be made by contacting your child's classroom teacher or Ms Fabri, who will then put forward a referral. Mrs Ricketts will then contact you for further information.



# Dialogue

Week 3  
Monday 9 to Sunday 15 March

2020 CEDP LENTEN REFLECTIONS



## Gather

"I am He, the one speaking with you." John 4:42

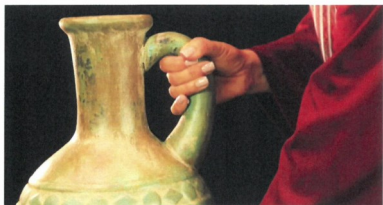
Loving and merciful God, I search for you in the world around me.  
Like the woman at the well who encounters Jesus in the ordinariness of her day,  
may my heart and mind be open so that I can speak with you.  
During Lent you invite me to let go of the things  
that prevent me from being single hearted.  
I pray that I will seek only "the Living Water"  
that which is healing and truly life-giving.

## Listen

Gospel - John 4:5-42

<sup>9</sup> The Samaritan woman said to him, "How can you, a Jew, ask me, a Samaritan woman, for a drink?" (For Jews did not share anything with the Samaritans.) <sup>10</sup> Jesus answered and said to her, "If you knew the gift of God and who is saying to you, 'Give me a drink', you would have asked him and he would have given you living water." <sup>11</sup> The woman said to him, "Sir, you do not even have a bucket and the well is deep; where then can you get this living water?" <sup>12</sup> Are you greater than our father Jacob, who gave us this and drank from it himself with his children and his flocks?"

<sup>13</sup> Jesus answered and said to her, "Everyone who drinks this water will be thirsty again; <sup>14</sup> but whoever drinks the water I shall give will never thirst; the water I shall give will become in him a spring of water welling up to eternal life." <sup>15</sup> The woman said to him, "Sir, give me this water, so that I may not be thirsty or have to keep coming here to draw water."



<sup>16</sup> Jesus said to her, "Go call your husband and come back." The woman answered and said to him, "I do not have a husband." <sup>17</sup> Jesus answered her, "You are right in saying, 'I do not have a husband.' <sup>18</sup> For you have had five husbands, and the one you have now is not your husband. What you have said is true." <sup>19</sup> The woman said to

him, "Sir, I can see that you are a prophet. <sup>20</sup> Our ancestors worshiped on this mountain; but you people say that the place to worship is in Jerusalem."

<sup>21</sup> Jesus said to her, "Believe me, woman, the hour is coming when you will worship the Father neither on this mountain nor in Jerusalem. <sup>22</sup> You people worship what you do not understand; we worship what we understand, because salvation is from the Jews. <sup>23</sup> But the hour is coming, and is now here, when true worshippers the Father in Spirit and truth; and indeed, the Father seeks such people to worship him. <sup>24</sup> God is Spirit, and those who worship him must worship in Spirit and truth."

<sup>25</sup> The woman said to him, "I know that the Messiah is coming, the one called the Christ; when he comes, he will tell us everything." <sup>26</sup> Jesus said to her, "I am he, the one speaking with you."

## Reflect

The encounter that Jesus had with the Samaritan woman at the well shows clearly that moving from **CURIOSITY** to **CLARITY** occurs often through respectful dialogue.

Personal change and awakening happens if we can stay with the conversation, the dialogue. As we witness the exchange between Jesus and the woman beside the well, we notice it begins with a **CURIOS** yet sincere interest in each other. The questions asked by each one build on previous answers. There are reflective spaces in the conversation which allow for a self-disclosure that is gentle and non-intrusive.

The woman from Samaria comes to the well for water – essential for all of life. However, through the encounter, she receives more than she had ever hoped for. The Samaritan woman received **CLARITY** of vision which pierced her inner darkness and isolation, unlocking the purpose and meaning of her life.

## Respond

This was a life changing conversation between Jesus and the Samaritan woman. It happened at a well – an important hub for the daily life of the community.

**What would you identify as your well – a gathering place where good conversations can be had?**

**Can you recall a conversation you have had with another that has been life-changing for you?**

**What do you think prevents conversations from being life-giving and life-changing?**

## Concluding Prayer

Glory to God source of all being, eternal Word, Holy Spirit. As it was in the beginning is now and ever shall be. Amen

From Curiosity to Clarity – From Curiosity to Clarity – From Curiosity to Clarity



Congratulations to Finn Giron who was successful at team trials for the Parramatta Diocesan Hockey team. He will be playing Canberra in May.



sub tuum  
praesidium

Our **VISION** is to be a child centred faith community within an innovative, interactive learning environment.

Our **MISSION** is to –

Live out the Gospel Values in a visibly Catholic tradition

Nurture students for Christian Leadership

Create a range of learning experiences which allow children to progress at their own level

Assist our students to develop into independent thinkers with a deep sense of responsibility and justice

Lead each individual towards reaching his/her potential

Generate a sense of community and compassion in which all Experience belonging.

**Opportunity for all**

## MASS TIMETABLE FOR ST PATRICK'S CATHEDRAL PARRAMATTA

### Weekend Masses

Saturday 8.00am, 6.00pm (Vigil)  
Sunday 8.00am, 9.30am (Family)  
11.00am (Solemn), 6.00pm

### Weekday Masses

Mon to Fri 6.30am, 12.30pm  
Public Hol 8.00am

### Pastoral Team

**Bishop of Parramatta Most Rev.**

**Vincent Long Van Nguyen OFM CONV**

Very Rev Fr Robert Bossini

Fr Christopher Del Rosario Rev Deacon Willy Limjap

Meg Gale ( Sacramental Coord)

Milli Lee (Parish Admin Asst) Mindy Mercado (Youth Co-ord)

Patricia Preca (Parish Secretary) Donna Missio (Receptionist)



# Bullying



**Bullying is verbal, emotional or physical abuse which is repeated and intended to hurt, frighten or threaten someone. It is a form of violence and a way of having power over others. Bullying can happen to any child or teenager anywhere, at any time.**

**Parents can help by listening, believing and supporting children. You can talk to people with the power to stop it, help children develop coping strategies and gain a sense of control and confidence. Make sure all children know that bullying is wrong and can be stopped. It is up to the child or adult who bullies to change their behaviour.**

## What is bullying?

Bullying can include:

- threatening, teasing, name calling, gossiping and spreading rumours
- ignoring or not letting people be part of a group (excluding)
- ganging up, playing cruel jokes, preventing others from going where they want, or taking away their belongings
- pushing, shoving, hitting or other physical abuse.

Bullying is not about a conflict that needs to be worked out; it's about one person or group trying to have power over others. It's important to develop a long-term approach which stops bullying at the source and permanently, rather than just blocking one avenue of contact.

**Bullying needs to be taken seriously as it can have long-term effects on the child being bullied, the one doing the bullying and those who witness it.**

## Where does it happen?

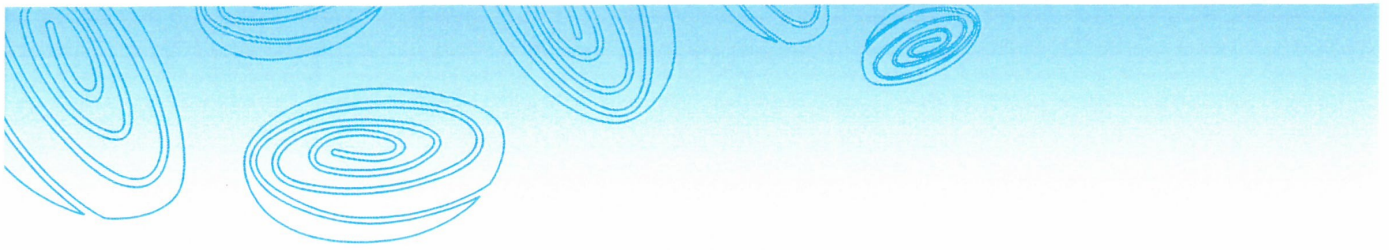
Bullying can happen anywhere. It happens most where children spend lots of time.

- In families, children can be bullied by parents or siblings. In some families there can be children across a broad age range living together. This creates power differences which can set the scene for bullying.
- At school, children can be bullied in the school grounds or whilst getting to or from school. All early childhood centres and schools in South Australia have a responsibility to protect children from bullying. You could ask about their bullying policies.
- Sporting clubs, recreational and interest groups are other places where children can be bullied. In sporting clubs, bullying can involve players, parents, coaches, umpires or spectators. It is common to hear parents and spectators yelling out hurtful or negative comments from the sidelines. Sometimes coaches use 'put-downs' to motivate players. Most sporting clubs have policies which address harassment, discrimination and abuse, as well as a complaints process. As organisations which involve children they're also required to have ways to protect them.

## Cyber bullying

Technology has increased the ways bullying can happen. Mobile phones, instant messaging, emails, chat rooms or social networking can be used to bully others. Cyber bullying can include repeated teasing, sending nasty or threatening messages, damaging information or photos. It's against the law to threaten someone this way. Cyber bullying can be very scary because it can happen any time of the day or night. It can feel like there's no getting away from it, even at home.





It is important that children don't keep cyber bullying a secret. They may not tell you as they may be afraid you'll take their phone or other device away. Try to find a solution that does not involve doing this, as children can also use them to stay connected with supportive friends (see Parent Easy Guide 'Cyber safety').

**Parents can help prevent cyber bullying by talking with children from a young age about what they are doing online. They will be more likely to come to you if there is a problem.**

## Children who bully

Children who bully need to learn different skills so they are not limited in adult life. They can:

- be very self-focused and not good at controlling their impulses and aggression
- have limited self-awareness and take little responsibility for their actions
- need power over others to feel important, admired and accepted. This often makes up for feeling scared, alone or not in control in other areas of their life
- think that bullying makes them popular or 'cool'
- want to win at all cost. They pick on children they know they can intimidate
- see bullying as fun and believe some kinds of people deserve to be bullied, e.g. because of how they look or because they're from a certain group
- be easily influenced by aggressive 'models' (in real life and in movies)
- come from a violent family background and be the victims of bullying themselves
- have had extreme discipline, or sometimes limited discipline
- bully others as pay-back for some 'unfair' treatment.

Children who bully might do it in front of others so they can get recognition. Sometimes they're part of popular groups. Or they might be more reserved, controlling and manipulate others in subtle ways. They're not usually affected by the distress of the victim and are likely to go on hurting others if they're not stopped. They often don't do well at school and can have trouble with the law as

they get older. As adults they're more likely to bully their partners, their own children and people at work.

**Bullying is a learned behaviour which means children who bully can learn other ways of dealing with things. It's important though to not bully the bully so that children don't get mixed messages.**

## Children who are bullied

Children who are bullied need to see that things can be done so they don't feel unable to protect themselves in the future.

Any child can be bullied. Sometimes those who are popular, very good at something, very smart or attractive can be victims of bullying. However, bullies most often pick on children who seem easy to hurt. Children who are picked on can often be:

- different in some way, including their physical appearance, have a disability, be from a different cultural group or not fit in with gender stereotypes
- anxious or stressed, or lack confidence to stand up for themselves
- not good at sport or schoolwork
- shy and keep to themselves, or find it hard to socialise with other children
- younger, smaller or not as strong and seen as less likely to retaliate.

## Children who witness bullying

Children who witness bullying may be traumatised by the experience and need support. They may feel powerless to stop someone getting hurt. They need to talk about their feelings and learn what they can do.

It's important for all children to understand that bullying isn't OK, even if they're not involved. They can play a part in stopping it by:

- telling a responsible adult such as a parent, a teacher or coach
- refusing to join in and ignoring the bully

- walking up to the person being bullied, talking to them and going with them to get support
- making friends with children new to a school or club.

## Signs of being bullied

Children may not always tell adults they're being bullied. They may be afraid or ashamed, think it's their fault or that it's 'dobbing' to tell someone. They may have been threatened with something worse if they tell. They might have:

- bruises, scratches or torn clothing
- damaged or lost personal belongings
- sleeping problems, e.g. not sleeping, nightmares, bedwetting
- changes in behaviour such as being withdrawn, teary or not doing well at school
- loss of confidence.

Children might talk about problems at the place they're being bullied, or try to avoid going there. They may:

- find excuses to not go, e.g. feeling sick
- want to change the way they usually get there
- be upset after going to the venue
- say they don't have any friends or they hate other children there
- not want to talk about their day.

These signs don't always mean your child is being bullied, but you need to check out what's worrying them.

## The effects of bullying

Bullying can make children feel afraid, lonely, embarrassed, angry, upset or physically ill. If it's not stopped it can affect health and wellbeing into adult life. Children who are bullied can have a higher risk of mental health problems such as anxiety, stress, low self-esteem or depression.

**Take children's fears and feelings seriously. It's normal to feel embarrassed, scared or hurt if you're being bullied.**

Bullied children learn to be 'on guard' all the time, checking where the bully is and wondering when it will

happen again. When children are 'on alert' like this, they're less able to concentrate or learn. Their friendships may suffer as they're often tense, worried and unable to have fun. They may begin to believe they deserve it and become withdrawn, isolated and feel less able to fit into their world. They can even think about suicide.

Children who are being bullied need to know they have options. Younger children need to let an adult know who can do something about it. You can help older children work through what they can do. They may still need you to take action.

**Be careful children don't think that being bullied is their fault. Even though they can do things to feel more confident, it's the bully who needs to change and stop the behaviour.**

## What you can do

It's not always easy for a parent to know when and how to step in. The child's age, maturity and safety all need to be considered.

- Listen to your child and take their feelings and fears seriously. If children are traumatised they may need professional support.
- Don't call them names, e.g. 'weak' or 'a sook' and don't let anyone else do so.
- Make sure they're safe. Sometimes you may need to take action they're not happy with.
- Try to give them as much power as possible to find solutions so they can feel more in control. This can increase their self-esteem.
- Stop bullying where it's happening:
  - meet with the school or organisation and ask about their policy and procedures for dealing with bullying. Be clear and firm about the impact of the bullying and the need for them to stop it. Find out what steps they will take to prevent it happening again
  - be prepared to name the children who bully. Write down who, what, where and when
  - keep in contact until the problem is sorted out. If you find it difficult to be assertive, take another adult with you for support.