

# WELCOME

## Esther Ng

Promoting positive relationships for safer school communities



Promoting positive relationships for safer school communities



Promoting positive relationships for safer school communities



Promoting positive relationships for safer school communities



Promoting positive relationships for safer school communities



Promoting positive relationships for safer school communities

# National Coalition Against Bullying Conference 2007

## PROMOTING POSITIVE RELATIONSHIPS FOR SAFER SCHOOL COMMUNITIES



### Workshop 1A

## *Empowering Positive Peer Relationships in Dealing with Bullying Issues Begins in Preschools*

Esther Ng  
Founder

Coalition Against Bullying for Children & Youth

# SINGAPORE SURVEY (2006)

**4000 Children aged 7 to 16**

**12.72% reported being bullied at least  
once a week**

***On the average, 1 in every 8 or 4 in every  
class of 35 children***

# TYPES OF BULLYING

- 🍏 **Name Calling**
- 🍏 **Teasing**
- 🍏 **Being Excluded**
- 🍏 **Humiliated**
- 🍏 **Intimidated / Threatened**
- 🍏 **Hitting**
- 🍏 **Kicking**
- 🍏 **Punching**

**Empower preschoolers with skills  
and values for building positive  
peer relationships**

**Effects of bullying may evolve to  
undesirable state by the time they  
enter primary school, become  
teenagers or young adults**

- ✓ **Policy Matters**
- ✓ **Training of Preschool Teachers**
- ✓ **Principles for Child Care & Management**

**The ECP must make a  
commitment to be a  
Reflective Practitioner**

# BE A REFLECTIVE PRACTITIONER

🍏 Find the time



🍏 Shift in Mindset



🍏 Be a Conscious Reflective Practitioner



**As an Early Childhood  
Professional you either **IMPACT**  
the lives of the little ones or  
**IMPAIR** them**

# POLICY MATTERS

# BE AN ADVOCATE - POLICY MATTERS



**You can stand in the gap for young children who are subjected to treatment and management that may lead to bullying**



# The National Association for Education of Young Children's Code of Ethical Conduct (NAEYC, 1996)

1. I promise to do all that I can – at work, at home, and as a concerned citizen – to make sure that all children and families have the opportunity to thrive, I will:
2. Speak out on behalf of children at every opportunity;
3. Do something to improve the life of one child beyond my family or classroom;
4. Hold public officials accountable for making children's well-being and learning a national commitment in actions as well as in words;
5. Encourage the organizations to which I belong to make a commitment to children and families; and
6. Urge others to become children's champions.

# Think Box for Reflective Practice

- 🍏 How can you say your stand against bullying in young children's language?
- 🍏 How can you make your stand known and understood to young children, staff and parents?
- 🍏 How can you define bullying in young children's language?
- 🍏 What are the examples you can use to help young children understand about bullying?
- 🍏 How can these examples be presented to young children?
- 🍏 How can you help young children understand that they have the rights to be protected and free of bullying?
- 🍏 How can you help young children trust that the adults in the preschool will help them?
- 🍏 How can you, as an early childhood professional ensure that you have abstained from acts or behaviours that may be a form of bullying?
- 🍏 How can you actively discourage bullying amongst your colleagues?
- 🍏 How often should the policy be evaluated and in what way?

# TRAINING OF PRESCHOOL TEACHERS

# Possible traits that a child can be experiencing bullying in a preschool setting

## Physical

- ✓ Unexplained bites, bruises or scratches
- ✓ Damaged belongings or loss of personal items.

## Psychosomatic

- ✓ Non-specific pains, headaches, abdominal pains, fever

## Behavioural

- ✓ Fear of going to preschool or childcare centre
- ✓ Develops tic, sleeps poorly, cries out in sleep
- ✓ Unexplained frequency of nightmares
- ✓ Anxiety or fear of certain caregiver or preschool teacher
- ✓ Complains about certain children
- ✓ Disinterest in school activities
- ✓ Seems unhappy or sad, tearful or distressed
- ✓ Becomes withdrawn
- ✓ Stammering
- ✓ Unexpected mood change
- ✓ Irritability and temper outbursts
- ✓ Stops eating
- ✓ Appears anxious such as bed wetting, nail biting, twirling of hair
- ✓ Refuse to say what is wrong

**The distress or misery confronting  
the young preschooler should not go  
unnoticed.**

# TRAINING OF PRESCHOOL TEACHERS

Training should **provide skills** that **help teachers and caregivers of young children identify bullying behaviours and manage these behaviours without hurting the bully, victim and the bystanders.**

# PRINCIPLES FOR CHILD CARE & MANAGEMENT

## Principle 1

Foster relationships that do not exclude, ridicule, tease, threaten or intimidate one another.

<p><b>At preschool, you may hear this</b></p>	<p><b>At primary or secondary school it gets more skilled</b></p>
<p><i>You can't play</i></p>	<p><i>You're not welcomed, you can't join us</i></p>
<p><i>You play there</i></p>	<p><i>Get lost!</i></p>
<p><i>I don't like you</i></p>	<p><i>I hate you</i></p>
<p><i>I don't friend you</i></p>	<p><i>You're not my friend so don't act like one.</i></p>
<p><i>You can't sit here</i></p>	<p><i>You don't belong to this table, go away!</i></p>

**Favouritism = Unfair**

**Favouritism = Exclusion**

**Favouritism = Status + Hierarchy**

**Exclusion is a form of bullying**

- **Do not give children under your charge  
nick names**

**Name Calling is a form of bullying**

**Positive relationships are built on  
respect and trust towards one  
another.**

**If preschoolers are respected for their look, name, ability or ideas; they will learn to respect the same of their peers as well.**




**In stature and in size, there is already a sense  
of imbalance in power.**

**Do not misuse this stature and power with  
young preschoolers whether with or without  
intent.**

**Speak to children at eye level.**




## Principle 2

Demonstrate the values you want  
them to live with.

-  **Demonstrate acceptance, inclusiveness and equity**
-  **Demonstrate kindness, respect and grace**
-  **Demonstrate patience, tolerance and forbearance at all times**

## Principle 3

When rules are used to exclude, humiliate or control another child, it becomes bullying - teach them fair rules.

-  **Children learn to set rules from adults around them**
-  **Children learn about fairness in setting rules from adults**
-  **Children learn about consequences from breaking rules**

## Principle 4

Manage and supervise children under your charge with wisdom and discernment.

**The common sense type of wisdom requires conscious efforts from the preschool teacher or caregiver to constantly consider consequences and anticipate them.**

- 🍏 **360 Degree Supervision**
- 🍏 **Listen to your children's play and conversation**
- 🍏 **Draw social diagram of your children**
- 🍏 **Be able to tell if they are happy, sad, angry or lonely**
- 🍏 **Teach conflict resolution**
- 🍏 **Teach alternative to aggression**

**Your early intervention can  
make a difference!**