Bullying
Bullying is a word that we hear thrown around a lot and not necessarily used in the right context. The Victorian Government defines bullying as:
‘Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.’

At this age children are learning to “recognise, understand and evaluate the expression of emotions” (Victorian Curriculum). In simpler terms children often mistake other interactions as being bullying because they are unsure of how they are feeling and how to express this. Sometimes it may be that they are feeling left out or disappointed that someone won’t play with them. Bullying is a targeted attack on a person and often preps don’t even know what that is and therefore are unable to perpetrate it. It is important that we have discussions with our children and we hear the whole story before we use the word ‘bullying’. When speaking to children it is often clear that most of what they are describing are feelings that they are having as a result of a misunderstanding or of someone not being aware of how they are making the other person feel. Encouraging both involved to speak about their feelings is very important and discussing any issues your child brings home with them is also very important all with the aim to restore relationships.

Dispositions and Articulating Feelings
As you know we are focussing on encouraging dispositions within our children that allow them to be better able to manage their feelings and handle different situations that may arise. Their feelings are very valid and they need to be able to express these and have some strategies they can use to manage them. Some of the dispositions we are focussing on directly impact children and how they interact with others whilst in the yard, how they respond to movies and texts and how they approach learning challenges.
For example some of the dispositions we focus on are:
Articulating Thinking
This is key as so many of the problems that arise are because children react before they have stopped and explained to the other person how they are feeling. Often when we ask children if they have told the person how they are feeling, they reply no. Children can’t read emotions and feelings the same way we can and we need to teach them to articulate how they are feeling, on both sides, to better resolve the situation.
Applying a range of strategies
The students are asked to identify and experiment with a range of strategies they can try to use to solve a problem. We encourage children to evaluate and then use approaches that work best for them to manage their feelings. This learning is essential to developing resilience in our children.

The Magic of Books
Children go through a range of emotions all of which are very valid and they need to learn how to manage and identify these. It is ok for our children to feel sad or angry or even frustrated, in the same way it is ok for them to feel happy and excited. Problems often arise when children aren’t sure how to manage these feelings.

Books are amazing in so many ways. An important use of books is for the impact they can have on helping our children learn about how they are feeling and how others may be feeling. Many picture story books have embedded messages that not only allow children to make different connections and identify a range of emotions but help them to identify examples of how to manage these feelings.
The amount of literature there is out there for children to learn about feelings and emotions is endless. Taking the time to share books with your children and discuss the messages they present is really important in helping them to develop who they are as a person.

Below are some examples that we have been looking at that are particularly good and the emotions that they link with. Not every child will take the same message from the same book and that’s the magic of it.

Silly Billy – Worrying
I’ll wait Mr. Panda – Patience
The Heart and The Bottle – Grief and loss
Lost and Found – Loneliness
The Dot – Frustration and Patience
The Little Red Hen – Disappointment
The Huge Bag of Worries – Worrying
Brave As Can Be – Scared
In My Heart – A range of emotions
Luke’s Way of Looking – Feeling left out or different
Too Loud Lily - Happy
My Many Coloured Days (Dr. Seuss) – A range of emotions

**Reading**

It is very important when you are reading with your child you are recording this in the blue folder and that the blue folder is being brought back to school each Monday. As teachers we like to look at that to help us see what kind of reading experiences your children are being exposed to at home. Please make sure your child packs it in their red bag. Perhaps even packing it Sunday night will ensure that it is not forgotten.

**Change in accessing Reports and Parent Teacher Interviews**

Some very important information regarding the reports, and how they will be accessed, as well as the parent teacher interviews will be going home with your children on Thursday the 9th of June. The eldest child in each family will be getting a booklet with information on how to use the new reporting system, Compass. It is the same program that you will use to book in for a parent teacher interview time slot. There will also be a letter sent home with your login information.

**Looking for Volunteers**

We are currently looking for a parent volunteer who would be willing to make some goal posts out of wood for our footy area. They would need to be of a size that could be moved in and out each day by the children. If this is something you would be able to help with please notify your classroom teacher.

**REMINDERS**

- The disco is coming up in the last week of term and all the information related to it can be found on the posters around the school and on our notice board.

- Please make sure your child brings a jumper to school as well as a raincoat if they have one. The mornings are getting quite cold and we still want to be able to engage in learning outside.

The Prep Team
Angela, Connie, Nikita, Steph and Amanda