

# WELCOME

## Erin Erceg



# BULLYING PREVENTION AND MANAGEMENT AUSTRALIAN RESEARCH



[www.friendlyschools.com.au](http://www.friendlyschools.com.au)

# THE BIG QUESTIONS

- How do we build capacity?
- How do we maintain enthusiasm?
- How do we make sure the coordinator is not left to perform alone?
- What are schools finding to be the most successful strategies?

# THE IMPORTANCE OF LEADERSHIP & THE WHOLE SCHOOL APPROACH

# A Shared Agreement

The most promising practices involve a shared commitment by the whole school community to implement a universal program to prevent and manage bullying and aggression.

**A Whole-school Community Shared Agreement to prevent, reduce and manage aggression and bullying**

# Whole-school Community Agreements

- A shared responsibility between all school community members in preventing and managing bullying must be clearly articulated.
- Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.
- *"At this School everyone should feel safe and valued and all members of the school community have a responsibility to ensure this happens."*

# SMALL STEPS

***“It was not one single ingenious thing that made a difference, but the sum of many small steps.”***

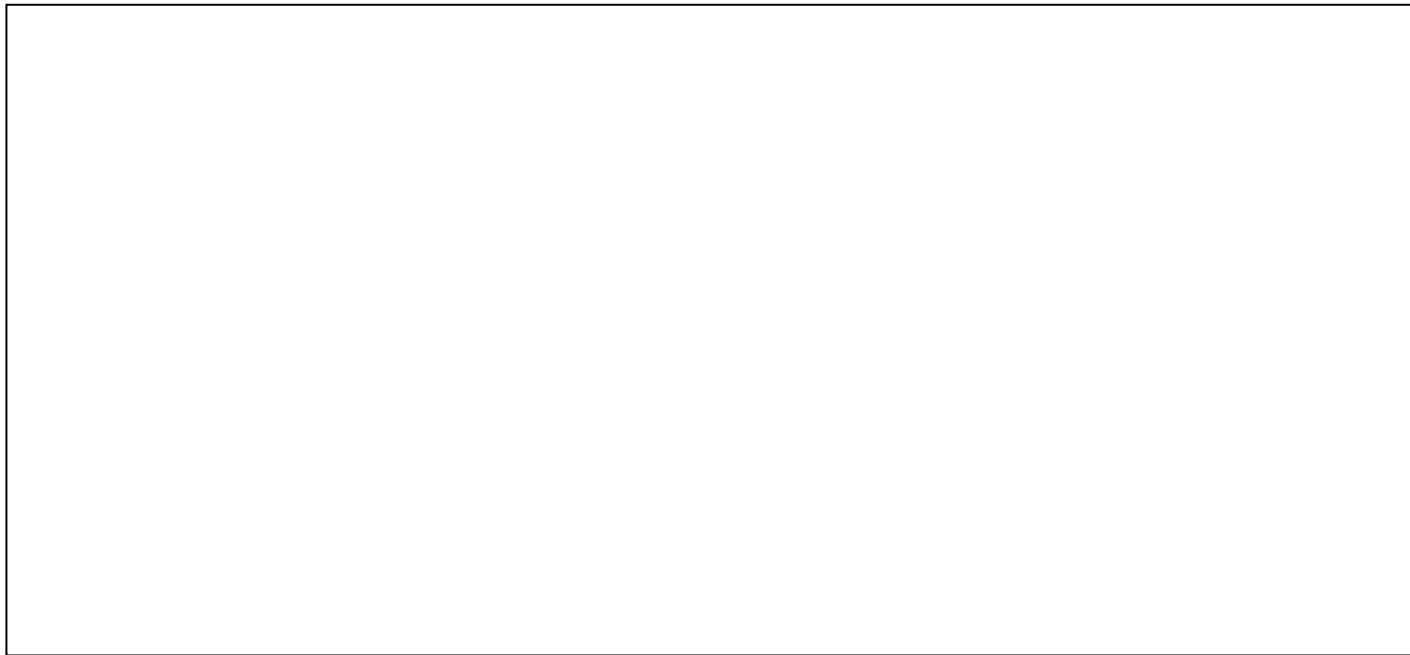
**Small steps**

# **ORGANISATION**

**Capacity Building**

- **Leadership**
- **Coordinating Committee**
- **Organisational Development**
- **Resource Allocation**
- **Compatibility of the Program**

# Capacity Building

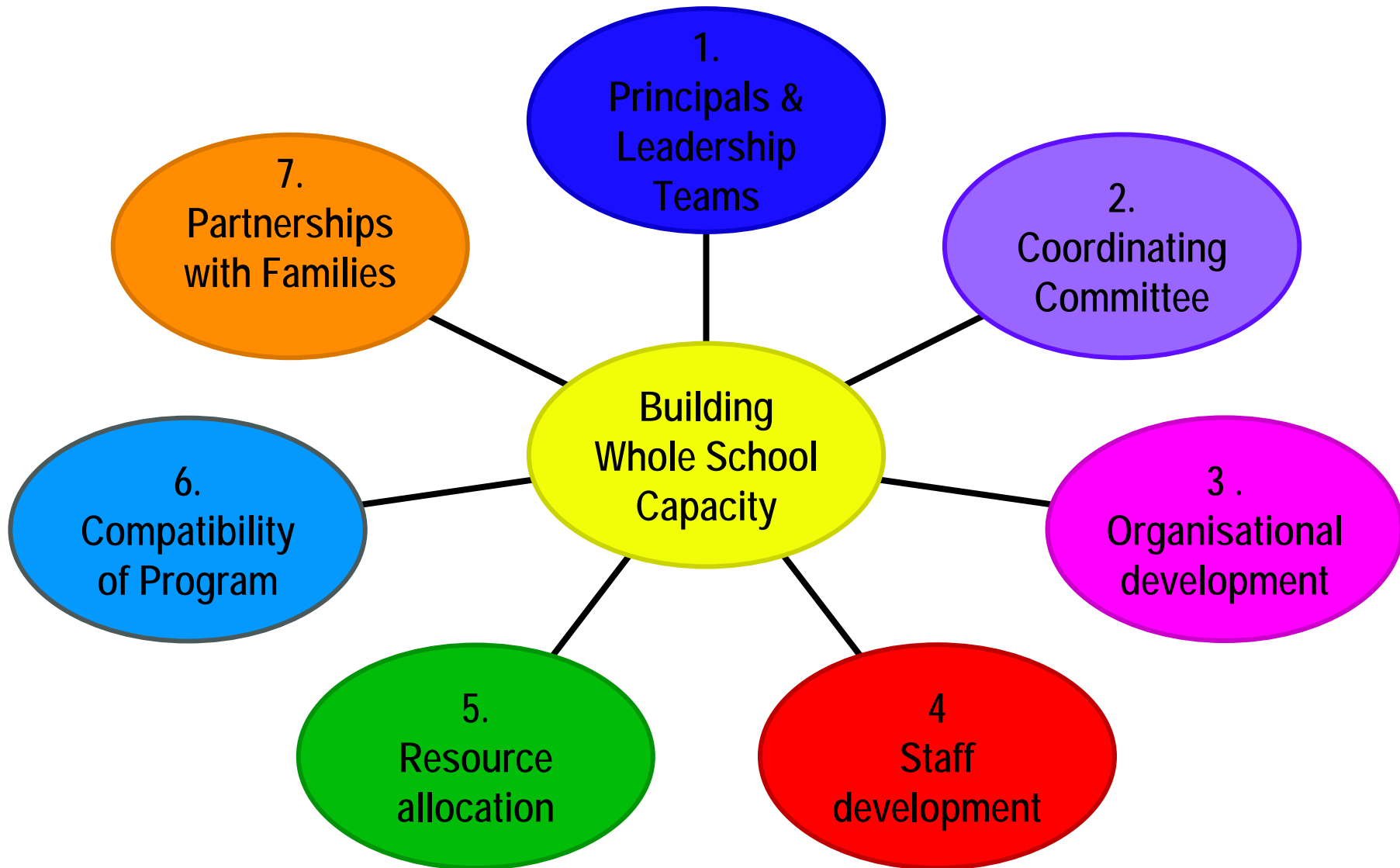


**People, Place, Potential**

# CAPACITY

- The word "capacity" speaks to our potential – as people, and as communities.
- So, when we talk about capacity, we are talking about that which we have the potential to become.
- Capacity building is about change, about becoming more.

# Capacity Building Approach



# The Principal

**“The research on school climate suggests that the principal is the single most important person to have involved in school violence-reduction programs.**

**Researchers have consistently reported that principal’s leadership and vision predict the degree to which the staff is able to effect needed reform, particularly in discipline matters.”**

# **THE PROGRAM COMMITTEE**

**A collaborative team should be made up of potential agents of change. This group should include school staff, student leaders, parents and community members.**

# **ORGANSIATION:** Whole school Program Committee

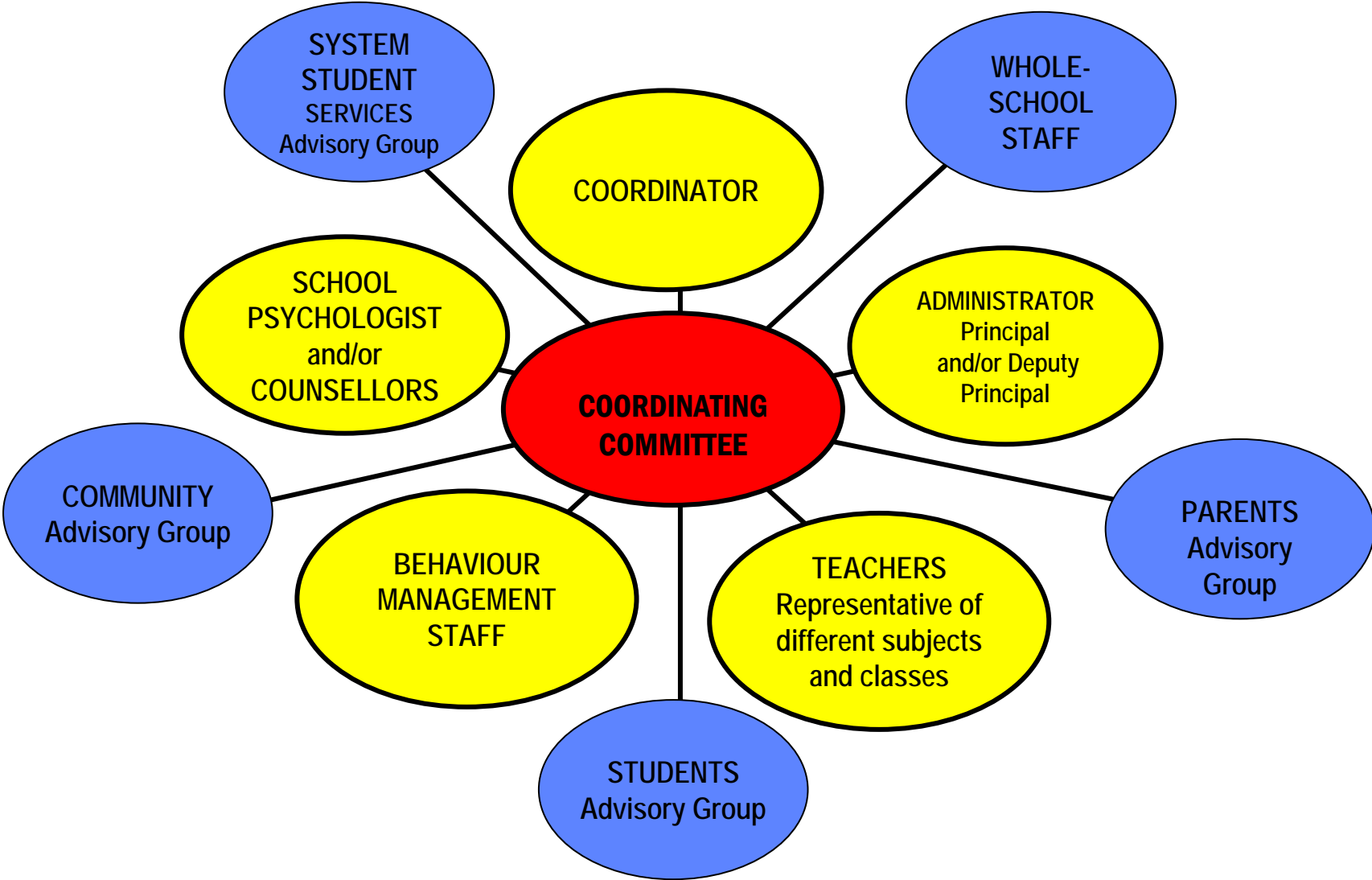
## **Success is more likely when:**

### **Whole school Program Committee members:**

- Represent and act on behalf of the whole school community
- Are committed to the safety and wellbeing and represent and act on behalf of the whole school community
- Are prepared for their roles to facilitate the development and implementation of the program
- Are provided with background information on their school's needs and about the content and process of developing reviewing, implementing and promoting the policy
- Have ongoing mentoring and support from within the school and externally

# ORGANSIATION: Whole school Program Committee

## How should the team be structured



# Small Steps

## **REVIEW OF CURRENT POLICIES AND PRACTICES**

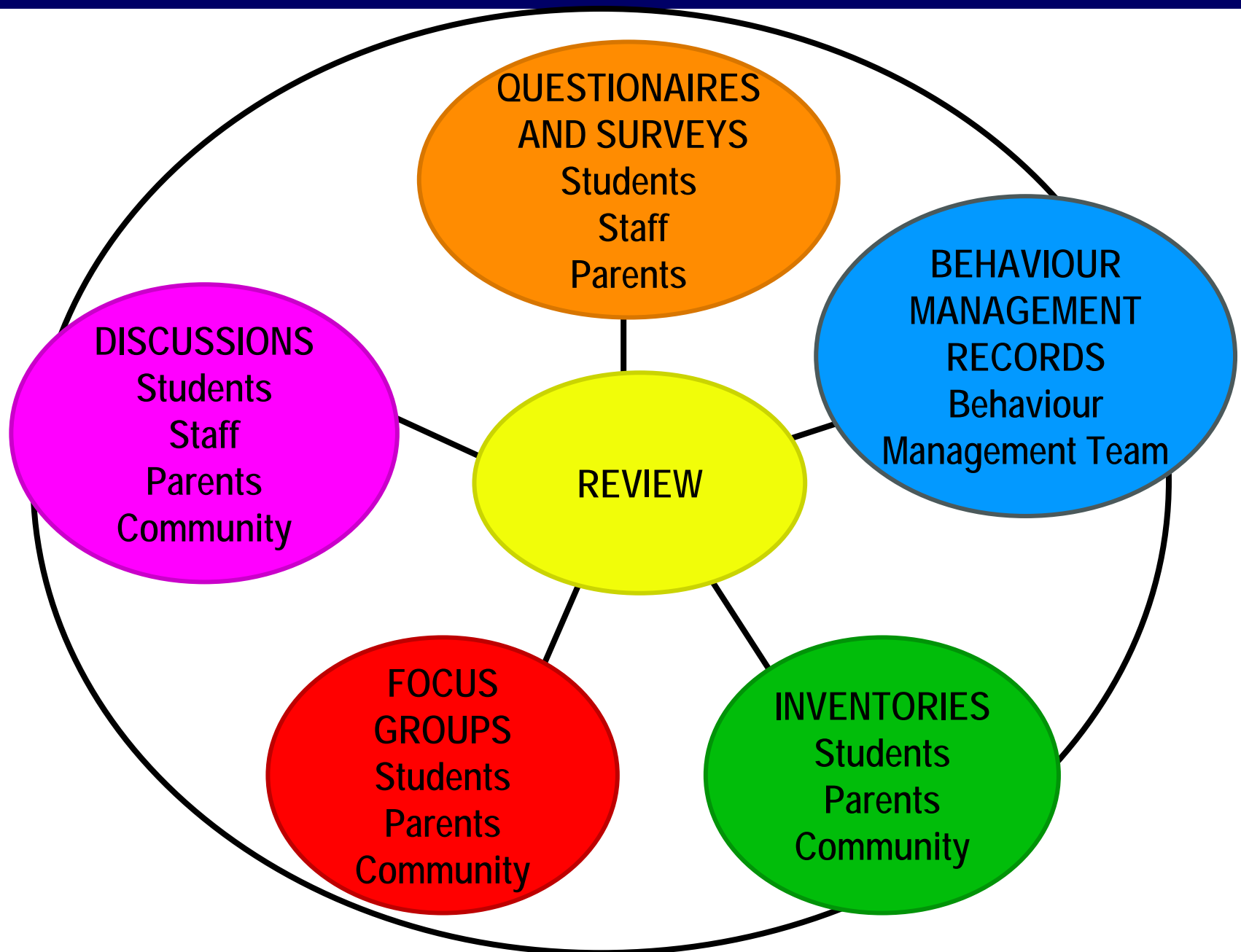
**How do we find our  
Small Steps?**

# Review

## Success is more likely when:

- The whole-school policy is based on assessment of the schools' bullying prevalence and awareness.
- Data is collected about current nature, extent and consequences of bullying in the school
- The process of review involve teachers, non-teaching staff, parents, students
- Differing data collection methods used to gain a holistic and comprehensive picture of the nature and scope of bullying

# Many small moves... REVIEW





### Principle 2.4

**A shared understanding of bullying behaviour is promoted.**

<b>What processes does your school currently use to promote common understanding of bullying?</b>	<b>Yes</b>	<b>No</b>	<b>Needs Review</b>	<b>Notes</b>
Classroom discussion for students.				
Learning activities for students.				
Staff meetings for school staff.				
Newsletter items for parents and the wider community.				
Assemblies for staff, students and parents.				
P&C meetings for parents and the wider community.				
Student promotion activities.				
<b>Do these processes of developing awareness and shared understanding address:</b>	<b>Yes</b>	<b>No</b>	<b>Needs Review</b>	<b>Notes</b>
What constitutes bullying?				
How to deal with bullying?				
How to talk about bullying?				
What to do if you are a bystander to bullying?				
How to avoid bullying behaviour?				
How to cooperate with other people?				
Clear messages that bullying or violence is not accepted?				

### Principle 2.5

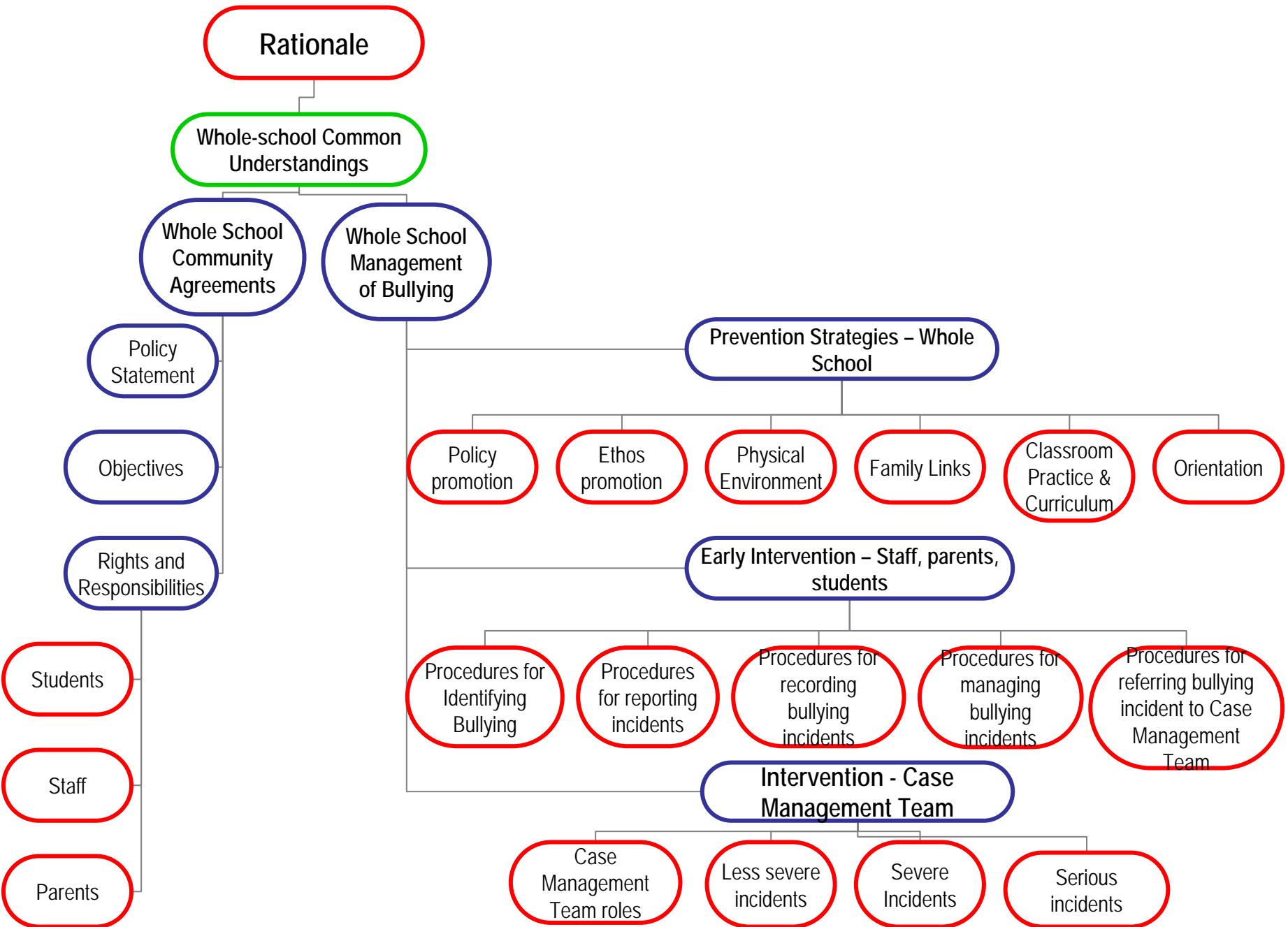
**Teaching and non-teaching staff behaviour and attitudes are consistent with the school policy.**

<b>Do adults in your school model positive social interactions by:</b>	<b>Yes</b>	<b>No</b>	<b>Needs Review</b>	<b>Notes</b>
Showing respect for children and other adults as individuals?				
Being aware of vulnerable children?				
Being critical of children's behaviours, not children themselves?				
Showing fairness in their decisions?				
Avoiding labelling?				

# **POLICY DEVELOPMENT**

# Toolkits

- Needs Assessment & Data Collection
- How To Develop A Bullying Policy
- Sample Ideas for presenting a Bullying Policy
- Involving students in policy development
- Sample Ideas for Reporting and Managing Bullying Incidents



# The policy includes: Rationale

The aim of this policy is to ensure that the school is a safe and supportive environment, free from bullying, for all members of the school community.

“(School name) aims to provide a safe, secure and caring environment for our children to grow in harmony.”

The policy should state a clear intention to take bullying seriously and manage it effectively.

*“Our School does not tolerate bullying and expects all members of the School Community to treat each other with respect and dignity”.*

# The policy includes: Early Intervention

## Procedures for identifying bullying incidents

*Information for staff, students, parents, caregivers to identify bullying behaviour?*

### Recommendations

- Whole-school staff trained to identify signs of bullying.
- Whole-school staff trained to recognise severity and nature of bullying incidents.
- Staff members are trained to respond appropriately to reports of bullying
- Parents can identify signs of bullying behaviour
- Parents are provided with strategies to help them deal with bullying situations

# The policy includes: Early Intervention

## Procedures for reporting bullying incidents

*Clear procedures for staff, students, parents, caregivers to report bullying behaviour.*

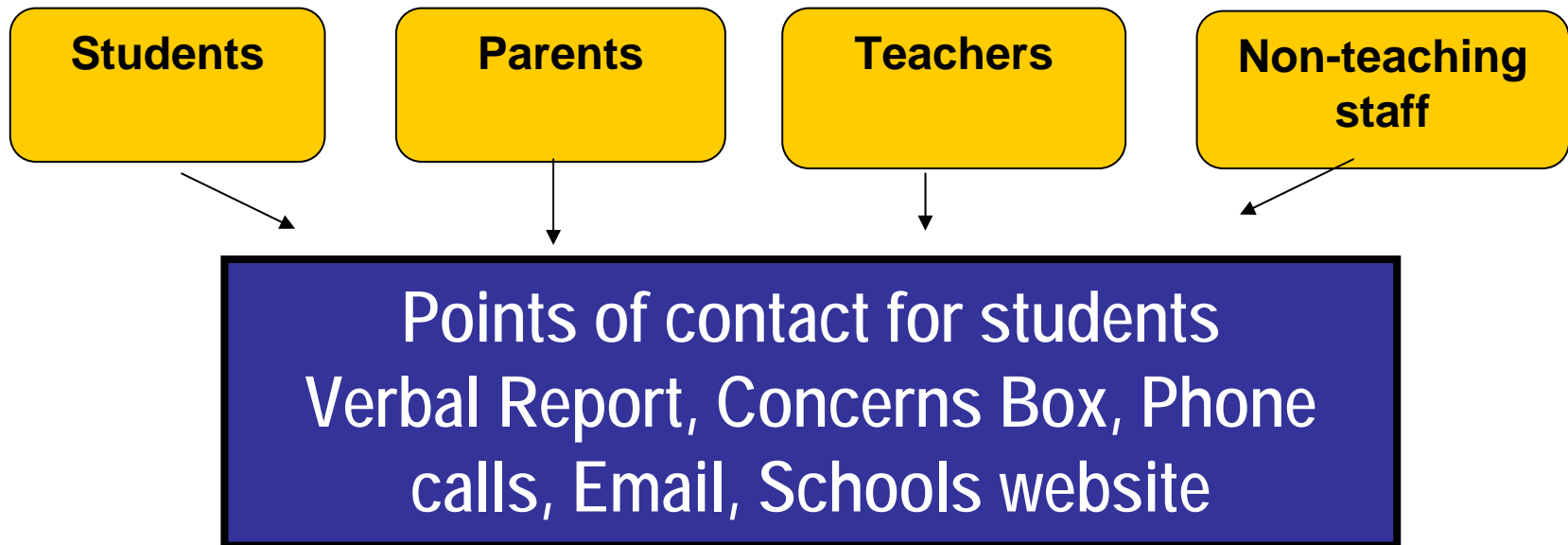
## Recommendations

- Formal reporting processes for bullying incidents developed and promoted
- Awareness of this reporting procedure raised for staff, students and parents
- A variety of strategies and avenues for reporting bullying incidents made available to staff, students, parents and caregivers.

# The policy includes: Early Intervention

## Procedures for reporting bullying incidents

*Clear procedures for staff, students, parents, caregivers to report bullying behaviour.*



# Supportive Schools Project

- Updated College website with links to Friendly schools website.
- An email address was established.  
[nobullying@aranmore.wa.edu.au](mailto:nobullying@aranmore.wa.edu.au)  
to encourage reporting of bullying for all members of the College Community.
- Incident Report Form is on class websites.
- New Year 8s given a water bottle with the reporting-bullying email address on it.

# The policy includes: Early Intervention

## Procedures for recording bullying incidents

*Clear procedures for staff to record bullying behaviour.*

## Recommendations

- Identify staff members responsible for receiving reported incidents and maintaining this central record.
- Keep a central record of all reported incidents.
- Establish a system to monitor reported incidents for emerging behaviour trends and repeat offenders.
- Ensure reports allow for ongoing behavioural support and includes records of positive behaviours of the students involved.

# Communication Sheet

Students Name: \_\_\_\_\_ Contact: \_\_\_\_\_ Date: \_\_\_\_\_

Other students involved: \_\_\_\_\_

• Witnesses: \_\_\_\_\_

• Name of teacher reporting incident: \_\_\_\_\_

• **Description of Where/when incident occurred**

Bullying

Classroom (in class)

Poor behaviour /  
rudeness

School yard (outside  
class/corridors)

Other \_\_\_\_\_

Breaks (1 or 2)

Other \_\_\_\_\_

•Details

# Communication Sheet

PLEASE PASS THIS FORM ONTO THE PRIORY CO-ORDINATOR  
(The remainder is to be completed by the priory co-ordinator)

## ACTION TAKEN

- Interview with student
- Shared Concern
- Parents informed
- Detention \_\_\_\_\_
- Other \_\_\_\_\_

## COPY GIVEN TO:

- Contact Teacher
- Deputy Principal
- School Psychologist
- Other \_\_\_\_\_

Follow up/further action:

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# The policy includes: Early Intervention

## Procedures for responding to bullying incidents

*Clearly articulated strategies that will be utilised by the school to effectively deal with bullying behaviour, including the professional learning of teachers and other school staff.*

## Recommendations

- Whole-school staff trained in the management of bullying incidents
- Key staff members are identified and trained in problem solving methods
- Whole-school awareness is raised about the purpose of positive behaviour strategies and support programs.

**The policy includes: Intervention – Case management of students involved in bullying**

**Case Management Team**

Head of House

Head of Year

Deputy Principal

Principal

College Counsellor

# The policy includes: Intervention –Case management Team

## Recommendations

The case management team:

- Are trained to identify signs of bullying and the severity and nature of bullying incidents
- Are trained in methods of managing incidents
- Are trained in specific problem solving methods and restorative practices
- Provide support for students involved in bullying situations to develop positive behaviours, including students who are bullied, students who bully others and bystanders
- Can effectively utilise Student Support Services

**Intervention**  
**Serious** - For students or groups who are involved in ongoing bullying situations

- Head of House
- Head of Year
- College Counsellor
- Deputy Principal
- Principal

Level 2

**Respond**

Case manager meets with students involved. Conducts Method of Shared Concern or Restorative Practices

Students are supported and provided with skills to make changes to their behaviours

Case manager monitors the situation

Case manager conducts follow up meetings with students and parents

**Record**

Case Manager completes Incident Report Form  
Copy given to student.  
All forms filed by Case manager and stored centrally

**Inform**

Parents are contacted and sent a letter outlining the information from the Incident Report Form

Case manager consults and plans appropriate response with parents

Case manager consults with other relevant staff

Progress report to parents

# Policy Promotion

## Most Effective Strategies

Policy is Promoted through:

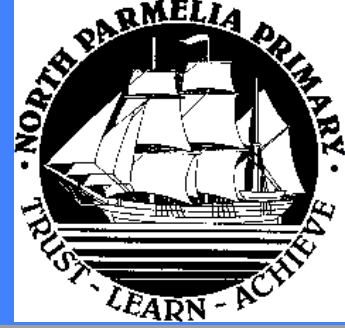
Assembly Items – Student led items, role plays, competitions, displays.

Policy produced in pamphlet form for parents and students.

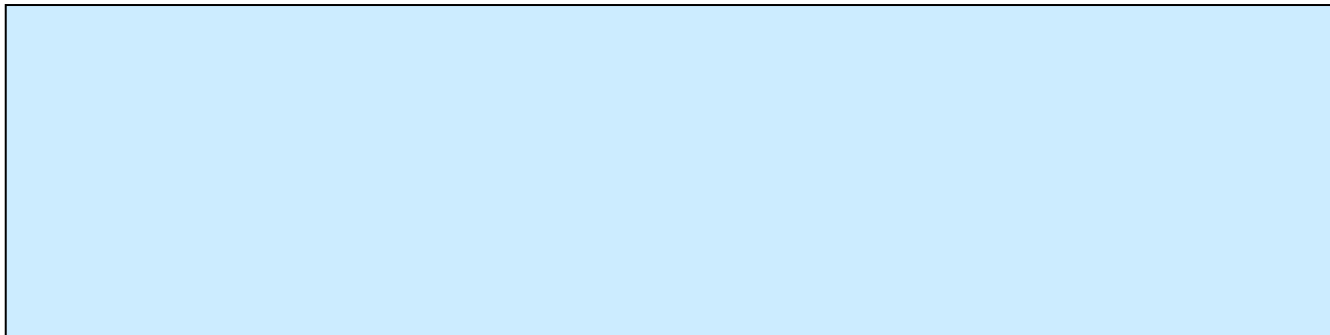
Behaviour management plan outlined in flow chart or diagram format

Policy in printed in school diary.

**Policy produced in pamphlet form for parents and students**



**Successful launch of program**



# Small Steps

**WHOLE SCHOOL ETHOS**

# Toolkits

- Newsletter Items Pack
- Poster Competition Pack
- Assembly Items Pack
- Friendly Schools Buddies
- Values Promotion Pack
- Whole-school Awareness Raising Strategies kit
- Case Studies from Real Schools

# ETHOS & SOCIAL ENVIRONMENT

## Most Effective Strategies

- **Bystander awareness and intervention** – bullying is more far more likely to stop completely if another student intervenes.
- **Positive messages promoted by students** to their peers.
- **Changing social norms** and normative expectations that bullying is not acceptable and we can reduce and prevent it in our school

# Small Steps

CLASSROOM PRACTICE

# CLASSROOM PRACTICE

## Most Effective Strategies

- Addressing bullying and social skill development within the curriculum
- 'Real-life', experiential activities
- **Class meetings** to discuss issues and make reasoned decisions based on the consequences for actions
- **Student grouping** and **social architecture** with the classroom and during activities to allow children many opportunities to collaborate with children with pro-social skills.

# Many small moves... Teachers

## Teachers as role models

Teachers, support staff and administrators must be aware of the influence on student behaviour of adult behaviour toward one another and toward students.

Many students do not report bullying. It is therefore imperative that teachers are responsive to reports of bullying.

# Many small moves... Student Learning

Early Childhood

Learn Best through:

- Experiential Learning
- Group based experiences integrated into the Learning Areas
- Language for Social skills

# Many small moves... Student Learning

## Middle Primary Students

Learn Best through:

- Curriculum most effective
- Role play and experiential learning
- Scripting and language for the social context

# Many small moves... Student Learning

Upper Primary Students  
Learn Best through:

- Student led curriculum
- Student support and buddy activities
- Whole school activity

# Many small moves... Student Learning

Secondary Students  
Learn Best through:

## Secondary

- Year 8
  - Curriculum
  - Orientation
  - Student led curriculum
  - Peer Support
- Year 9
  - Advocacy

# Small Steps

**FAMILY LINKS**

# Many small moves... **WHOLE** **SCHOOL**

## Family Links

Schools should:

- Establish positive connections with families, especially new families
- Ensure families have information about school policies
- Help parents identify signs of bullying
- Give parents strategies to help them deal with bullying situations
- Contact parents about bullying incidents

## Most Effective Strategies

- **Information about school policies and procedures are provided to families.**
- **Linking promotion activities to classroom and whole school activities** e.g. newsletter items, communication sheets, family home activities, assembly items, family festival days, classroom learning journeys.
- **Assembly Items** – children giving the messages. Parents are far more likely to come to the school and listen if their children invite them to see them perform.

# SCHOOL IN ACTION – Mt Lawley PS

## WHOLE SCHOOL ACTIVITIES

*Welcome Picnic*

*Harmony Week*

*Parent Buddy Groups*



*Social Opportunities for Families Years K - 7*

### Most Effective Strategies

- An attractive, friendly school environment is maintained.  
Modify physical environment
- Deliberate use of student work
- Seating and social areas that allow for pro-social behaviour.
- Lunchtime length
- Equipment
- Non-competitive cooperative games

# PHYSICAL ENVIRONMENT

- **Peer supporters** to assist in schoolyard with social skill development
- **Asking student to identify hot spots, problem areas, unattractive or under utilized areas** in the school yard and involving them in the process for change and improvement.
- **Positive ways of behaving** in the schoolyard are developed, encouraged and rewarded at a whole-school level.
- **Play areas, out-of-bounds areas and 'safer' areas** are identified and clearly defined to students.

# What Seems Key?

- **Whole school involvement/capacity:**
- **Awareness of bullying and responses**
- **Clear, consistent policy/rules/action**
- **Monitoring bullying esp. during breaks**
- **Social and physical environment that discourages bullying**
- **Involvement of parents**
- **Teaching and learning supports**

# CHILD HEALTH PROMOTION RESEARCH UNIT

Western Australia



Website: [www.friendlyschoools.com.au](http://www.friendlyschoools.com.au)

**ECU**

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