

Appendix 2



Strategies for good practice

Component 1 – Building capacity

COMMITTED ENGAGED LEADERSHIP 1.1.1–6

- 1.1.1 The principal and the leadership team communicate to the whole-school community a clear vision for increasing social skills and reducing bullying as a priority commitment.
- 1.1.2 The principal and the leadership team are actively engaged in leading school action to reduce bullying.
- 1.1.3 The principal and the leadership team enable and encourage all members of the whole-school community (staff, students, families) to actively participate in planning and decision-making about school action to reduce bullying through regular, planned monitoring and feedback.
- 1.1.4 The principal and the leadership team develop and promote an effective and clear whole-school policy outlining strategies, structures and systems to reduce bullying.
- 1.1.5 Key staff interested in pastoral care, led by a coordinator, take responsibility for helping other staff to implement school strategies to reduce bullying.
- 1.1.6 The principal and the leadership team engage the support of wider systems to provide leadership, mentoring and support to the school in their actions to reduce bullying.

PLANNING FOR SYSTEM SUPPORT RESOURCES 1.2.1–6

- 1.2.1 School actions to reduce bullying and resources identified to implement them are integrated into school strategic planning.
- 1.2.2 Strategies to reduce bullying are integrated into existing structures, programs, partnerships and accountability processes where possible.
- 1.2.3 Adequate time to plan, implement and sustain school action to reduce bullying is allowed (three to five years to initiate, five to seven years to sustain).
- 1.2.4 Adequate numbers of staff are part of the pastoral care or student wellbeing team to ensure the workload is shared and the impact on staff is minimised.
- 1.2.5 The team and the coordinator have adequate time to meet regularly, plan and facilitate school action.
- 1.2.6 The principal and leadership team ensure teaching staff have allocated time in the curriculum to develop students' key student understandings and competencies to encourage positive social behaviour.

ENSURING CAPABILITY WITH SCHOOL COMMUNITY NEEDS 1.3.1-5

- 1.3.1 Assessment of the school’s capacity for implementing actions to reduce bullying is conducted to identify strengths, barriers and new opportunities.
- 1.3.2 Pre-existing capacities and successful practices within the school to reduce bullying are valued and promoted to encourage a sense of collective self-efficacy in the school community.
- 1.3.3 Surveys of staff and students are conducted regularly to evaluate and inform school action to reduce bullying.
- 1.3.4 Strategies chosen to reduce bullying are easy for the whole-school community to implement.
- 1.3.5 Any “disruptions” occurring inside and outside the school environment that will influence the success of school actions to reduce bullying are acknowledged and ways to overcome these are discussed.

Component 2 – The Friendly Schools Plus whole-school approach

POSITIVE WHOLE-SCHOOL CULTURE 2.1.1-10

- 2.1.1 The school culture supports a sense of connectedness and safety for all students, staff and families through positive, trusting and caring relationships.
- 2.1.2 The school treats bullying as a relationship issue and communicates a clear philosophy regarding how it feels about social relationships and bullying.
- 2.1.3 Positive social values such as respect, trust, fairness and celebration of diversity are promoted across the school community.
- 2.1.4 The school recognises that bullying can be reduced in the school environment and acknowledges everyone’s responsibility to reduce bullying behaviour.
- 2.1.5 Staff wellbeing is an important focus of the school’s culture.
- 2.1.6 Appropriate social behaviours are formally and informally modelled by staff.
- 2.1.7 Students are actively involved in the promotion of a positive whole-school culture.
- 2.1.8 All staff are skilled to build positive relations among students and between themselves and their students.
- 2.1.9 Students are empowered to increase their safety and problem solve.
- 2.1.10 Pro-social, cooperative behaviour is encouraged and acknowledged.

EFFECTIVE CLASSROOM PRACTICE AND ENVIRONMENT 2.2.1-7

- 2.2.1 Students participate actively in the development of classroom rules about bullying behaviours which are demonstrated consistently with the school policy.
- 2.2.2 Teachers have an understanding of their responsibility as behavioural role models.
- 2.2.3 Teachers use positive behaviour expectation strategies in the classroom to promote effective learning.
- 2.2.4 Teachers use their classroom, curriculum and knowledge of students to help those who are bullied and those who engage in bullying.
- 2.2.5 Behaviour support strategies are implemented to help students develop self-control and responsibility.
- 2.2.6 A variety of group activities and structures are used to facilitate positive decision-making about bullying situations.
- 2.2.7 Teachers engage students in cooperative learning methods and activities.

POSITIVE PEER GROUP INFLUENCE 2.3.1-4

- 2.3.1 Students are valued as active participants in the development of school plans, policy and practice to reduce bullying.
- 2.3.2 Opportunities for students to voice their opinions are valued, encouraged and incorporated into school planning and activities.
- 2.3.5 Peer group actions to reduce bullying (such as positive bystander behaviours) are encouraged and commended at the whole-school level.
- 2.3.4 Support and empathy for students being bullied is encouraged.

Component 3 – Proactive policies and procedures**POLICY DEVELOPMENT 3.1.1-9**

- 3.1.1 Policies to reduce bullying are collaboratively developed with staff, students and families
- 3.1.2 Policy development includes an ongoing collaborative planning and review process
- 3.1.3 Policies are distributed and promoted to all staff, students, families and relevant community members through a range of channels (e.g. seminars/workshops, newsletters, assembly items, home activities, emails, school website/intranet, curriculum, student diaries, parent handbooks and information meetings)
- 3.1.4 Policies are always accessible to staff, students and families
- 3.1.5 Professional learning is provided for all staff to implement and enforce the policies
- 3.1.6 An agreement for responsible use of the Information and Communications Technology is implemented between school and students
- 3.1.7 Plans for student behaviour management during out-of-school and out-of-hours activities including management of bullying (including cyberbullying) incidents are developed
- 3.1.8 School Policies determine and are consistent with staff roles in supervision
- 3.1.9 School policies support national, state and district policies and mandates

POLICY FRAMEWORK AND IMPLEMENTATION: PREVENTION, EARLY RESPONSE AND CASE MANAGEMENT 3.2.1-11

- 3.2.1 Policies explicitly includes prevention, early response and case management actions that students, staff and families can follow to prevent, identify, respond and report bullying behaviours consistently across the school community.
- 3.2.2 Policies specifically includes:
- links to whole-school vision statement and guiding principles for achieving that vision
 - whole-school agreement that states the school’s clear intention to take bullying seriously
 - policy rationale and objectives/purpose
 - common understandings about pro-social behaviours and bullying/cyberbullying behaviours (definitions)
 - rights and responsibilities of school community members
 - clear actions for preventing and responding (including reporting and case management procedures) to bullying behaviours
- 3.2.3 Positive theory and evidence informed approaches to responding to bullying incidents are adopted (e.g. restorative approaches).
- 3.2.4 A clear understanding of the positive response strategies adopted by the school is achieved by staff to ensure consistent implementation.
- 3.2.5 Behaviour expectations used in the classroom are consistent with the school’s selected approaches.
- 3.2.6 Behaviour expectation strategies recognise that the determinants of cyber bullying behaviour are part of the whole-school response to bullying, and not the technology in which it is being manifested (e.g. focus on relationships and social skill building, rather than removing access to technology).
- 3.2.7 A Behaviour Expectations Team (or Pastoral Care) is established that is made up of staff who regularly deal with the behaviour of school students.
- 3.2.8 The Behaviour Expectations Team (or Pastoral Care) is trained to identify signs of bullying, specific counselling approaches, problem-solving methods and restorative practices.
- 3.2.9 The Behaviour Expectations Team (or Pastoral Care) has methods of recording and collating data as per school policies.
- 3.2.10 The Behaviour Expectations Team (or Pastoral Care) provides support for students involved in bullying situations to develop positive behaviours (including students who are bullied, students who bully others and bystanders to bullying).
- 3.2.11 Support to students and families identified as in need is ongoing and follow-up support is sought from outside support services if required.

INTEGRATED FOCUS ON ORIENTATION AND TRANSITION 3.3.1–4

- 3.3.1 Orientation Days include information about the relevant policies to students and their families
- 3.3.2 Students are provided with quality support to improve their social interactions at times of orientation and transition (when there is a higher risk for bullying)
- 3.3.3 Principal and Leadership Team present and discuss relevant policies, procedures and information about bullying with new staff and relief staff
- 3.3.4 Pastoral care structures are used to support student connectedness and wellbeing such as cross-year group home rooms

Component 4 – Key understandings and competencies**STAFF PROFESSIONAL AND LEARNING 4.1.1–5**

- 4.1.1 All school staff are enabled and encouraged through ongoing, regular, evidence-based professional learning to actively support school action to reduce bullying.
- 4.1.2 Specialised professional learning opportunities are provided for key pastoral care staff to effectively enable student behaviour change.
- 4.1.3 All school staff are informed of their legal responsibilities to protect students from bullying-related harm.
- 4.1.4 Staff professional learning comprises a range of key understandings and skills.
- 4.1.5 School staff are provided with opportunities to promote their professional learning related to bullying prevention by networking with other schools and staff.

EXPLICIT STUDENT LEARNING THROUGH THE CURRICULUM 4.2.1–2

- 4.2.1 A developmentally appropriate, comprehensive and engaging social and emotional learning curriculum is taught across all year levels.
- 4.2.2 Student curriculum comprises a range of key understandings and skills.

EFFECTIVE FAMILY COMMUNICATION 4.3.1–2

- 4.3.1 Multiple channels are used to communicate information and provide educational learning opportunities to families.
- 4.3.2 Parent information mirrors teacher knowledge and student learning to ensure common understandings and skills across a range of topics.

Component 5 – Protective physical environment**KEY ATTRIBUTES OF THE SCHOOL 5.1.1–3**

- 5.1.1 An assessment of the school's physical environment is conducted annually.
- 5.1.2 An attractive, friendly school environment is maintained.
- 5.1.3 The main entrance is well-defined and welcoming to all members of the school community.

SUPPORTIVE SCHOOL FACILITIES AND ACTIVITIES 5.2.1-8

- 5.2.1 Developmentally appropriate, competitive and non-competitive games and activities are provided during break times to assist students' skill development and understanding of social rules.
- 5.2.2 Students are encouraged to help younger students join in activities during break times.
- 5.2.3 Students are taught how to positively resolve conflicts and disagreements in games without requiring adult intervention.
- 5.2.4 Supervised opportunities are provided for students to positively use technology for academic and social purposes.
- 5.2.5 Outdoor areas, out-of-bounds areas and "safer" areas are clearly identified to students, and students are encouraged to spend time in areas where adequate supervision is provided.
- 5.2.6 Health and other student support services are located in areas which encourage student access.
- 5.2.7 Competent supervision is provided by school staff.
- 5.2.8 Targeted professional learning is provided for duty teachers to identify and respond appropriately and effectively to bullying situations.

Component 6 – School-family-community partnerships

STRENGTHENING FAMILY LINKS 6.1.1-5

- 6.1.1 Schools provide regular, positive communication to engage families and encourage their involvement.
- 6.1.2 Students invite families to school events and activities.
- 6.1.3 The school's response to reducing bullying is developed in collaboration with families.
- 6.1.4 There is close cooperation between staff and families in responding to specific bullying situations that arise.
- 6.1.5 Families and the community are encouraged to consistently demonstrate an intolerance of bullying behaviour.

WORKING COLLABORATIVELY WITH HEALTH, EDUCATION AND COMMUNITY SERVICE PROVIDERS 6.2.1-5

- 6.2.1 School action to reduce bullying involves the support of the student services teams.
- 6.2.2 The school invites, encourages and values the participation of the community to reduce bullying behaviour.
- 6.2.3 Partnerships are established with local community organisations engaged with the school to provide resources and expertise to support specific efforts to reduce bullying behaviour.
- 6.2.4 The school consults and works with community, health and education support services to respond to specific instances of bullying where appropriate.
- 6.2.5 The school identifies opportunities for students and families to link with other professionals when further support is required.