

BULLYING. NO WAY!

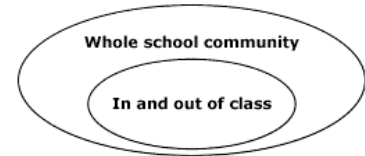
Strategies map

Bullying, harassment, discrimination and violence in schools are worldwide problems that can interfere significantly with the right of students to learn in a safe, supportive and fear-free environment.

To be successful in developing safer, more supportive and fear-free school environments, action needs to occur at the whole school community level and across the full range of school activities. To assist this process, the strategies map identifies:

Things that work

Evidence based whole school approaches for the *Whole school community* and the subset, *In and out of class*.



Roles and contributions

Ways that staff, students and carers can each contribute to safer, more inclusive school communities where everyone is safe, supported and respected.

Levels of action

Things that work and *Roles and contributions* are organised into three levels of action:

Building safe and supportive schools and preventing bullying

To deal with bullying, we need to do more than merely make a statement or stop the behaviour when it occurs.

Building means creating the sort of school and wider community that we want in the long term.

This takes time and the active inclusion of all groups. It means building safety, trust, inclusiveness and connectedness with those who are like us as well as with those we see as different.

This framework coordinates actions across all domains of school community life to achieve long-term goals. Without such a guide, we may do no better than react continually to crises or teach undesired messages.

Knowing when bullying is happening, acting to stop it and supporting those involved

In a school community that focuses strongly on Building, it is easier to work together to identify potential issues as they arise, do something about them and support others to do the same.

The focus is on addressing the behaviour, repairing the harm and restoring relationships and the environment, and in ensuring a cycle of continuous improvement.

Managing incidents that have serious impact on individuals and/or the school

Incidents do happen. Informed by the school community's focus on Building and Knowing, guidelines and procedures ensure that strategies are in place to repair the harm and restore wellbeing for all groups.

The *Bullying. No way!* web site's Ideas box provides further information and examples of Building, Knowing and Managing actions for the whole school community, and for in and out of class.

Things that work – evidence based whole school approaches

Roles we can play and contributions we can make

Stage	Whole school community	→ In and out of class	Staff	Students	Carers
<p>Building safe and supportive schools and preventing bullying</p>	<p>Develop active, trusting relationships among all school community groups.</p> <ul style="list-style-type: none"> Value the varying contributions, skills and knowledge of all school community groups. Identify trust gaps. <p>Foster an inclusive school culture and ethos that supports all students and values the diversity of the student, staff and community population including culture, ethnicity, gender, sexual orientation, physical ability and economic status.</p> <ul style="list-style-type: none"> Recognise and represent this diversity in all practices. Enhance opportunities for connectedness with learning for students at educational risk. Empower the school community to challenge discriminatory behaviour. <p>Involve staff, parents and students in collaboratively developing and implementing an active whole school plan to address bullying, harassment, discrimination and violence</p> <ul style="list-style-type: none"> Engage the school community through forums, meetings and surveys. Clarify the school ethos. Establish shared understandings and identification of bullying, harassment, 	<p>Create teaching and learning experiences that promote positive peer relations, social skills and resiliency.</p> <ul style="list-style-type: none"> Construct cooperative learning experiences that build bridges between the interests, experiences, abilities and aspirations of students from diverse backgrounds. Demonstrate, and encourage students to demonstrate, understanding, respect and valuing of themselves and others. Empower students by teaching, practising and supporting constructive communication and conflict resolution skills. <p>Build capacity of the full diversity of students to actively participate in democratic decision making that affects them at all levels of society.</p> <p>Involve students in developing:</p> <ul style="list-style-type: none"> Structured opportunities to engage as powerful participants rather than passive consumers Class meetings Student representative councils Codes of behaviour and values informing shared statements of rights and responsibilities. 	<p>Administrators</p> <ul style="list-style-type: none"> Provide leadership in the development of whole school policies and strategies. Encourage school community members to see themselves as valued members working collaboratively towards shared goals. Include all staff in the planning and implementation of school policy. Provide staff with professional development to ensure that expertise is developed in the school. Develop procedures for carers to inform school protocols. Manage resources to enable implementation of policies and strategies. Develop interagency protocols. Review where necessary. Link strategies for students to broader welfare programs. <p>Teachers</p> <ul style="list-style-type: none"> Manage classes in ways that enhance peer relations and demonstrate respect and valuing of all students within a 	<ul style="list-style-type: none"> Develop and encourage understanding, respect and valuing of self and others. Recognise potential bullying, harassment, discrimination and violence issues and advocate for changes to: <ul style="list-style-type: none"> risk areas within and beyond the school site risks associated with particular learning activities school practices that may, inadvertently, encourage bullying, harassment, discrimination and violence. Be active in the development of school policies, strategies and peer response systems, e.g. peer support, peer counselling or buddy systems. Support school community policies and expectations and encourage other students to do so. Identify trustworthy adults and student leaders who are in a position to deal with or report the issues. Encourage effective peer 	<ul style="list-style-type: none"> Participate actively as members of the school community. Contribute to recognition and valuing of diversity in the school community. Foster awareness among staff, carers and students about the diverse needs and viewpoints of the school community, e.g. culturally, linguistically, socioeconomically. Contribute understandings of how diverse needs and viewpoints can be recognised and addressed. Engage in whole school planning processes. Support students in identifying and responding to issues: <ul style="list-style-type: none"> Talk with and listen to your students on the issue. Model problem-solving behaviours and avoid using blame. Promote self-protective behaviours and encourage students to talk about a problem and not hide it. Maintain ongoing cooperative and open communication with

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	<p>discrimination and violence issues specific to the school community.</p> <ul style="list-style-type: none"> • Develop shared responses that address bullying, harassment, violence and discrimination as socially, culturally and historically constructed practices. • Develop effective whole school plan and procedures related to bullying, harassment, violence and discrimination, guided by the school community. • Maximise current resources to respond. • Raise awareness about the policy and practices across the whole school community through assemblies, posters and other communication channels. <p>Provide opportunities through the curriculum for the diversity of students (and staff) to develop relevant knowledge and skills in positive communication.</p> <ul style="list-style-type: none"> • Develop insights into and understandings of the destructive effects of bullying, harassment, discrimination and violence, and ways to respond effectively. • Reinforce good examples of communication. • Teach conflict resolution skills. • Encourage active citizenship. • Develop and promote informal and formal peer support networks, e.g. peer mediation. <p>Maintain pastoral care/student welfare systems that enable all students to feel safe and to feel valued.</p> <ul style="list-style-type: none"> • Develop community understanding of links between student welfare issues and curriculum practice. • Provide students at risk of being 	<p>Adopt curriculum and pedagogy to enhance inclusion and ensure authenticity to the diversity of the student population.</p> <ul style="list-style-type: none"> • Ensure that all curriculum areas value, include and build on the personal, cultural and linguistic knowledge, skills and experiences of students from diverse backgrounds. • Provide opportunities through all curriculum areas to: <ul style="list-style-type: none"> – critically examine forms of advantage and disadvantage, e.g. dominant cultures, peer relations, culturally preferred ways of being – question how disadvantage occurs – challenge abuses of power based on sex, poverty, disability and other factors – develop and practise more equitable behaviours. • Equip students to recognise, critique and advocate for changes to features of the society, the school and their own culture that support bullying, e.g. <ul style="list-style-type: none"> – media, sports, recreation, culture – different school cultures – risk areas within and beyond the school site – risks associated with particular learning activities. • Regularly review curriculum and pedagogy for focus, appropriate targeting of strategies, and outcomes. <p>Treat the time in the playground and between classes as an important part of the curriculum and also a time when students can be more vulnerable to bullying, harassment, discrimination and violence</p>	<p>supportive environment.</p> <ul style="list-style-type: none"> • Integrate supportive, inclusive problem-solving strategies into all curriculum activities. • Incorporate teaching practices that support students in identifying, analysing and resolving immediate and long-term challenges to their own and others' safety and rights. <p>All staff</p> <ul style="list-style-type: none"> • Take responsibility for establishing close relationships between school staff and the full diversity of carers and students. • Build a community of learners responsible for student learning outcomes. • Modify and monitor practices to achieve social justice. • Encourage students to develop values and ethics in their relationships with others. • Identify improvements to student-staff and student-student relations. • Include young people in decision making about policies and programs designed to assist them. • Regularly review class and playground cultures to improve peer relations and reduce bullying, harassment, discrimination and violence through early intervention responses involving teachers, administrators and/or specialist staff. • Identify and address signs of discriminatory behaviour. Never turn a blind eye. • Know how to respond effectively to bullying incidents. 	<p>support networks.</p> <ul style="list-style-type: none"> • Support other students to use problem-solving strategies. • Learn and use effective bystander responses. • Encourage student leaders and representative councils to give issues of bullying, harassment, violence and discrimination a priority. • Share concerns and suggestions to contribute to a cycle of continuous improvement. 	<p>the school.</p> <ul style="list-style-type: none"> • Work collectively with the staff to resolve problems and conflicts. • Share concerns and suggestions to contribute to a cycle of continuous improvement.

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	<p>targeted or who are demonstrating discriminatory behaviour with access to specialist/pastoral care staff.</p> <p>Engage the whole school community in a cycle of continuous improvement.</p> <ul style="list-style-type: none"> Explore ways of monitoring, evaluating and informing progress that respond to school community needs. 	<p>violence.</p> <ul style="list-style-type: none"> Reinforce playground behaviour guidelines and positive social relationships. Develop opportunities and skills for social interaction (through play, games and 'hanging out'), which contribute to positive peer relations and networks. Review bullying and safety issues by surveys and observations. Provide safe places for students. 	<ul style="list-style-type: none"> Work proactively in a team to assist students at risk. Maintain a duty of care in class, in the playground and between classes. 		
<p>Knowing when bullying is happening, acting to stop it and supporting those involved</p>	<p>Encourage and explicitly teach effective bystander behaviour for staff, students and community members.</p> <ul style="list-style-type: none"> Develop options and skills for students to challenge bullying and harassment and support targeted students. Implement a range of strategies to become a 'telling school'. <p>Provide support for students involved in bullying or at risk of becoming involved in bullying.</p> <ul style="list-style-type: none"> Provide support to all groups (students, staff and carers) who are at risk of or are involved in the experience of bullying. <p>Handle potentially serious incidents proactively and create opportunities for the whole school community to respond effectively to carer concerns.</p> <ul style="list-style-type: none"> Establish procedures for carers to inform school protocols. Enlist support from carers, students, staff and other community members as appropriate. 	<p>Involve a wide range of students in identifying where bullying occurs.</p> <ul style="list-style-type: none"> Develop and maintain peer, help and formal networks and support systems for early response, e.g. peer support, peer mediation. <p>Follow school guidelines on incident response and ensure understanding of the consequences and goals of reinforcing everyone's right to be safe at school.</p> <ul style="list-style-type: none"> Ensure that everyone — staff, students and parents — understands the agreed expectations. 	<p>Administrators</p> <ul style="list-style-type: none"> Develop procedures to encourage early identification of and responses to incidents. Arrange support for students, carers and teachers involved in bullying incidents. <p>Teachers</p> <ul style="list-style-type: none"> Respond proactively to signs and symptoms of bullying, harassment, discrimination and violence. Create opportunities for students to share concerns. Create opportunities for early intervention to take place in class and playground. <p>Specialist/support staff</p> <ul style="list-style-type: none"> Provide effective incident responses, e.g. shared concern method. Develop specialised support groups for and through collaboration with staff, carers and students. Be aware of and refer at appropriate times vulnerable students and students who use abusive behaviours. <p>All staff</p> <ul style="list-style-type: none"> Model conciliatory responses to incidents that restore 	<ul style="list-style-type: none"> Seek immediate help when bullying is witnessed or experienced. Access support from key people and negotiate support of others, e.g. buddy or staff mentor. 	<ul style="list-style-type: none"> Support other carers who indicate that their student is having a hard time. Identify and report bullying issues that have been observed or discussed by students to staff. Provide advice and support to students in the following ways: <ul style="list-style-type: none"> Listen to their concerns. Talk about bullying, harassment, discrimination and violence with your students. Explain that these are inappropriate behaviours, which may happen to anyone. Discuss and encourage the notion of fair play. Provide opportunities to enhance students' self-esteem and resiliency. Help students to look at the situation in depth. Foster alternative ways for students to handle situations. Try different approaches in dealing with each student. Support the collaborative whole school plan. Work collaboratively and collectively with the school to resolve problems and conflicts.

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			relationships and avoid dwelling on revenge or punishment. <ul style="list-style-type: none"> Respond proactively to incidents. Empower students to participate in solving their bullying issues. Respect the role of carers and enlist their support. 		
Managing incidents that have serious impact on individuals and/or the school	<p>Develop and implement agreed policies, strategies and procedures in handling serious incidents.</p> <ul style="list-style-type: none"> Ensure that the level of response is appropriate to the incident. Avoid secondary problems arising from not dealing with incidents or dealing with them ineffectively. Provide debriefing and support for those involved. <p>Use restorative justice principles to resolve issues and restore the sense of wellbeing for all involved.</p> <ul style="list-style-type: none"> Utilise evidence based responses to incidents such as method of shared concern, no blame approach and social problem-solving methods. Support the rights of those involved while acknowledging the needs of the particular situation. <p>Review incidents and implement improvements to school responses and policies.</p> <ul style="list-style-type: none"> Inform and involve staff in an action plan for serious incidents. 	<p>Effectively handle incidents according to policies and school plan within classrooms and during out of class activities.</p> <ul style="list-style-type: none"> Understand and be able to use a range of evidenced based responses to incidents within restorative justice principles. Review policies regularly in relation to incidents. <p>Ensure that all staff are confident to support students affected by serious incidents.</p> <ul style="list-style-type: none"> Activate consequences in accordance with the school plan in a matter-of-fact way. Inform students of serious incidents and the school response where appropriate. Be able to refer students to appropriate specialist support staff. Assist in repairing and rebuilding trust and relationships between students and all groups. 	<p>Administrators:</p> <ul style="list-style-type: none"> Implement an action plan for the more serious incidents involving violence. Respond effectively to match the incident, e.g. use shared concern or community conferencing. Involve other agencies as appropriate, e.g. police. Brief staff on the response action plans to serious incidents. Coordinate media responses within agreed arrangements if necessary. 	<ul style="list-style-type: none"> Seek immediate help when bullying is witnessed or experienced. Access support from key people, e.g. staff member. 	<ul style="list-style-type: none"> Enlist the support of family/friends/staff. Communicate concerns with teachers and principals/administrators. Keep a record of events. Seek professional help if necessary. Increase knowledge of strategies, options and ideas by attending parenting courses.