How well does your school build student wellbeing?

Whole-school Indicators
Rate how well your school, as a whole-school community, contributes to each of the following, such that
1=never, 2=sometimes, 3=mostly

	A. Caring and supportive relationships are the hallmarks of our school community	
A1	Our students get on well with each other	
A2	Bullying is rare in our school	
A3	I have a close and collegial relationships with my colleagues	
A4	The staff work together closely as a team	
A5	I am understood and supported by the administration	
A6	I get on well with our students	
A7	I show concern for the social and emotional needs of the students	
A8	I maintain regular communication with parents and seek to address their concerns	
	Examples of the above that are working well in our school:	
	Targets for improvement:	

	B. School members are meaningfully and influentially engaged in the school community	
B1	Our students take an active part in the life of the school	
B2	Our students have a say in the design and review of our policies and procedures	
B3	I am actively involved in curriculum planning and policy development at the school	
B4	I participate in activities organised at the school	
B5	I plan, work and share practice and resources with my colleagues	
B6	Parents / caregivers are informed about our school policies and activities	
B7	Parents have a real say in some decisions in our school	
B8	The school works in close collaboration with the local community in various areas and initiatives	
	Examples of the above that are working well in our school:	
	Targets for improvement:	

|	C. The social and emotional needs of all school members are adequately addressed	
C1	Social and emotional learning is organised in our school, according to the needs of our students	
C2	Staff have adequate training, resources and time to teach social and emotional learning effectively	
C3	The student services staff (eg: school psychologist) identifies students with social and emotional learning needs and provides information, and support to students, staff and parents/caregivers	
C4	Social and emotional teaching and learning is implemented as planned and its impact is monitored and evaluated	
C5	The available supports for the students with social and emotional learning needs are relevant and appropriate to need	
C6	Our school recognises and actively addresses the staff's social and emotional needs	
C7	Our school provides education for parents/caregivers about their children's social and emotional development, both at school and in the community	
	Examples of the above that are working well in our school:	
	Targets for improvement:	

	D. Our school's ethos and climate contributes to positive social and emotional development of all school community members	
D1	Our schools is safe, warm and welcoming for all staff, students and parents/caregivers	
D2	Our school is well maintained and attractive for all members, including staff rooms, classrooms and play areas	
D3	Our school climate encourages mutual respect and understanding, open discussion of concerns and constructive problem solving	
D4	Our school policies and procedures reflect the rights and responsibilities of all concerned	
D5	Our school has in place updated policies and procedures with clear expectations on relationships, behaviour and practices	
D6	Our school has in place procedures to prevent potential bullying of vulnerable groups or individuals	
D7	Our whole school behaviour policy encourages and reinforces positive relationships and behaviour amongst all members	
D8	Our school administration shows concern for the social and emotional well-being of the whole school community	
	Examples of the above that are working well in our school:	
	Targets for improvement:	

Scales adapted from: Cefai, C., Cavioni, V. 2014. *Social and Emotional Education in Primary School: Integrating Theory and Research into Practice*. Springer, New York.

Total frequency of numbers 1, 2 & 3 responses for each general indicator:

INDICATOR	Total number of 1's	Total number of 2's	Total number of 3's
A. Relationships amongst school members			
B. Members' engagement			
C. Members' social and emotional needs			
D. Schools' climate			

STRATEGIES FOR RESPONDING
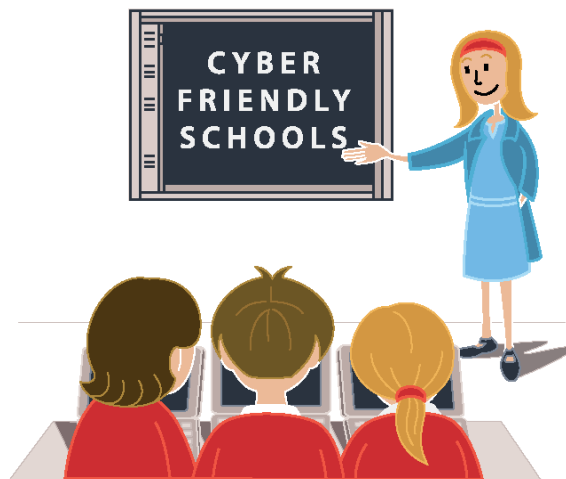
- Co -LATE Model
- Method of Shared Concern
- Support Group Method
- Motivational Interviewing

LATE MODEL

Confidentiality

Listen

Acknowledge

Talk about options

End with encouragement

Listen	Thank the student for sharing the information with you
	Ask open ended questions
	Use non invasive communication options such as walk and talk
	Be careful not to interrogate
Acknowledge	Repeat the information in your own words to ensure you have accurately understood what has been said.
	Use reassuring statements such as 'It sounds like you are having a tough time' or 'That must be very difficult for you'
	Remind the student that bullying is not acceptable they that s/he is not at fault or to blame in any way for what is happening
Talk about options	Students want to feel in control of their own problems
	Ask the student what they have tried already and if it has worked for them
	Ask the student what they would like you to do to help them
	Ask the student if it is okay for you to give him/her suggestions
End with encouragement	End with an encouraging statement which gives the student a feeling of hope

METHOD OF SHARED CONCERN

Key points when using Method of Shared Concern
- Those involved in a bullying situation are seen individually.
- The facilitator/teacher shares his or her concern for what is happening with the student being bullied.
- The interviewer invites and supports the students who are bullying to take responsibility and suggest actions to remedy the situation.
- Importantly, the developments are carefully monitored.

What happens?
The Method of Shared Concern aims to change the behaviour of student(s) involved in bullying incidents and to improve the situation for the student(s) being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each student involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the student who engaged the bullying incident. Clearly defined steps are used to reach a point where the student(s) bullying agree that the student being bullied is having a difficult time. The student(s) who are bullying are then encouraged to suggest and try out ways to help to improve the situation for the student being bullied. The student being bullied is also provided with opportunities to discuss the incident and encouraged to consider and try ways they can improve their own situation [22, 23].

This method of managing bullying incidents is based on the following principles:
- Bullying occurs in a group context;
- Changing the social dynamics that maintain bullying will prevent further bullying incidents;
- A shift in behaviour can be promoted by encouraging empathy and concern for others; and
- Harsh punitive measures model and reinforce the use of power to meet needs and wants and put bullied students at risk of revenge.

Consultation with the school community and formalisation of such a procedure in the whole-school bullying policy helps to enhance ownership by the school community and enables a consistent staff approach to the management of bullying incidents. While the Method of Shared Concern appears useful as an immediate action, to be successful in the longer term it is important that it be embedded within a whole school approach to bullying prevention.

Support Group Method

The Support Group Method, developed by Barbara Maines and George Robinson addresses bullying by forming a support group of children involved in the bullying and/or bystanders. It uses a problem-solving approach, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting(s).

The Support Group Method offers a simple seven-step procedure using the acronym **SUPPORT**.

1.Speak with the target

During this conversation the listener encourages the target to describe how s/he feels with reflective comments. The purpose is not to discover factual evidence; if the target wants to include evidence in the account this is always reframed to establish the resulting distress. For example, a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to."

It is important that the target understands and gives consent to the process.

The facilitator should end the meeting by:

• Checking that nothing confidential has been discussed which should not be disclosed to the group.

• Asking the target to suggest the names of those involved, some colluders or observers and some friends who will make up the group.

• Offering the target an opportunity to talk again at any time during the procedure if things are not going well.

The target is not invited to join the group to present his own account, as it is possible that he will make accusations, provoke denial or justification, and undermine the problem-solving approach.

2. **U**nite the involved people

The facilitator arranges to meet with the group of students who have been involved and suggested by the target. A group of six to eight works well.

This is an opportunity for the facilitator to use his/her judgment to balance the group so that helpful and reliable young people are included alongside those whose behaviour is causing distress. The aim is to use the strengths of group members to bring about the best outcome.

3. **P**roblem explanation

The facilitator starts by telling the group that he/she has a problem – he/she is worried about "John" who is having a very hard time at the moment. She recounts the story of the target's unhappiness and may use a piece of writing or a drawing (created by 'John') to emphasize his distress. At no time does he/she discuss the details of the incidents or assign blame to the group.

4. **P**eer shared responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

• No-one is in trouble or going to be punished

• There is a joint responsibility to help John to be happy and safe

• The group has been convened to help solve the problem.

5. **O**ffered suggestions from the group

Group members are usually genuinely moved by the account of John's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way the target could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at lunch."

Ideas are owned by the group members and not imposed by the facilitator. She makes positive responses but she does not go on to extract a promise of improved behavior.

6. **R**eview their ideas and leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. She thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

7. **T**alk to each individual again

About a week later, the teacher discusses with each student, including the target, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. These meetings are with one group member at a time so that each can give a statement about his contribution without creating a competitive atmosphere. It is not so important if everyone has not kept to his/her intention, as long as the bullying has stopped. The target just needs to be safe and happy.

Source: http://ebookbrowse.com/the-support-group-method-7-steps-pdf-d16303157

MOTIVATIONAL INTERVIEWING

Motivational interviewing can be used with the Method of Shared Concern or when it is not working well. This strategy helps to encourage students to talk about the issue of bullying and therefore be more open to the process of Shared Concern.

Motivational Interviewing (MI)

Key points of MI when applied to bullying behaviour:

- This strategy is best used with students who bully but are not responding well to the Method of Shared Concern.
- Motivational Interviewing will not work with all students and may be less effective with some ethnic groups.
- Motivational Interviewing requires sufficient time, opportunities to follow-up and requires students to be:
    - Verbally interactive
    - Willing to discuss their bullying
- Motivational Interviewing is only one approach. Professional judgment should be used to ascertain if this is the best approach in each situation.

Tools of Motivational Interviewing

The following 'tools' are skills that require development and practice.

- Get permission to proceed
- Open-ended questions (get the ball rolling)
- Reflective listening (keep the ball rolling)
- Summarising (stop, assess, move on)
- Elicit self-motivational statements
- You provide information (if the student requests it) and allow the student to interpret it

Interviewing students who bully

Ask the student if it is okay to talk about bullying. *You need his/her permission to proceed.*

Explain that all discussion is confidential. Offer written materials to students who do not wish to discuss bullying.

1. Getting permission

Involve students in the conversation and get their permission before getting started:

I'd like to spend a few minutes talking about your bullying, is that ok with you?

2. Open-ended questions

To 'get the ball rolling' students may need to be drawn into conversation. Open-ended questions require more than single word responses and may provide opportunities to explore students' issues. The question stems below may help:

Closed	Open
Did You..?	To what extent…
Will You..?	How Often…
Can You..?	Why…
Is it…?	Tell me about…
	Help me understand…

3. Reflective listening

Questions will not 'keep the ball rolling' and more than three in a row may stop the conversation. Reflections demonstrate you have been listening. They usually involve a statement restating, rephrasing, paraphrasing or deducing from the information given to you (a reflection that slightly understates may work best). Reflections result in affirming or validating the student and keeping the student talking and thinking.

The following are safe reflections:

• It sounds like this has been tough for you…
• It sounds like you're not happy with…
• It sounds like you're a bit uncomfortable about…
• It sounds like you're not ready to…

4. Summarising

At natural breaks, the conversation should be summarised. This allows all the facts to be considered and allows the student to correct/add to the story so far. For example:

- Let me see if I understand what you've told me so far…
- Ok, this is what I've heard so far…

Follow up with…

- Ok, how did I do?
- What have I missed?
- Anything you want to correct or add?

5. Self-motivational statements

The aim is to allow the student to 'discover' his/her behavioural discrepancy. The interviewer facilitates students to state their own motivation for behaviour change and helps students to consider and address their own barriers.

Eliciting self-motivational statements

Good things and not so good things (pros and cons)

- Could you tell me some of the things you like (enjoy) about …
- Could you tell me some of the things you don't like about…
- Could you tell me some of the reasons why you might want to change your…
- Could you tell me some of the reasons why you may not want to change … (fears, barriers)
- How might your life be different if you …

Remember that bullying is seen by the person doing the bullying as having both benefits and disadvantages. Help students to clarify for themselves their own barriers to and benefits of stopping the bullying behaviour.

- ✓ What do you like about or get out of bullying someone? (barriers to stopping)
- ✓ What makes it hard for you to stop?
- ✓ What are some things that you think aren't so good about bullying? (advantages of stopping)

If the student cannot think of any advantages of stopping, ask the student to role-play someone convincing you not to bully. For example, "If I was bullying someone, how would you convince me to stop?"

When the advantages and disadvantages of bullying are identified, summarise both sides of the issue. For example, "On one hand you want to bully because……but you also say that it is the best way to deal with the situation because….. What do you think about this?"

6. Offering advice

- Allow students to examine their barriers. Ask students to identify "who" could help them to stop using bullying behaviour and "where" and "when" they might need help. (Again, you may have to ask students to imagine that they want to stop…)
- Summarise what they have said. "So, what you are telling me is that…Is that right?"
- If students are interested, ask for permission to offer tips. "Would you like to hear some things other students have found useful for changing their behaviour so they don't bully others?"
- It's important not to offer unsolicited information or advice. There may be times when students require information or suggestions. Information or advice should only be provided when:
    o The student asks for it
    o The student gives you permission to provide it
- Where possible, offer only the facts and ask the student to interpret them.
- Students may need help to identify the best strategies. If the student asks for suggestions or provides permission, you may provide a range of strategies others have used eg. Problem solving techniques. However, where possible ask the student to identify strategies that have worked previously
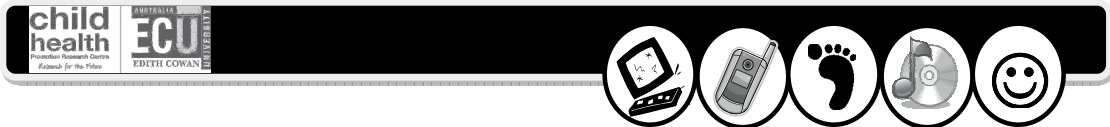
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