

ERIN ERCEG



Erin is currently working as the lead trainer for Friendly Schools Plus initiative with Hawker Brownlow Professional Learning Solutions. Having spent 12 years with the Child Health Promotion Research Centre at Edith Cowan University in Western Australia Erin's most significant roles relate to her work on research around aggression and bullying among young people. Other areas of research Erin has been involved include capacity building for interventions in schools; secondary school transition factors; cyberbullying and its effects, reducing the effects of bullying among Aboriginal children; children's connectedness factors and mental health, building school capacity to engage parents and increase their connectedness to the whole school environment and self esteem and resilience of young people.

Previous to this work Erin has worked as a teacher in both primary and secondary school classes for 13 years, as a development officer for rural health and wellbeing programs and as a consultant with community builders and suicide prevention.

Erin is one of the lead authors of the Friendly Schools Plus Resources and has been directly involved in the research supporting this initiative since it began in 1999. She has also been the lead trainer for the Friendly Schools Research projects throughout this time and has worked extensively with primary and secondary schools.

A message from Hawker Brownlow Education

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Published in Australia by



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Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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Printed in Australia

CODE: 11EE0401
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FRIENDLY SCHOOLS^{PLUS}

Friendly Schools Plus: The Research Behind Bullying Prevention

While bullying behaviour is known to be widespread and harmful, research suggests bullying can be reduced and prevented in our schools. Research has found many schools are successfully implementing strategies to address bullying, however there has been no systemic, research-based approach. In this session participants will be presented with the key points from 13 years of research on Australian students proven to reduce and prevent bullying in their school.

FRIENDLY SCHOOLS^{PLUS}

Friendly Schools Plus

Friendly Schools Plus: The Research Behind Bullying Prevention

Workshop Aims

Friendly Schools Plus: The Research Behind Bullying Prevention

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Resources

Friendly Schools Plus
'Evidence for Practice' resource book

Icons



Friendly Schools Plus
Workbook



Key Message



Reflection



Reference



Activity



Discussion



FRIENDLY SCHOOLS PLUS

Whole-school approach to support your journey towards increasing social and emotional wellbeing and preventing bullying

What is Friendly Schools Whole-school Approach?

Friendly Schools Whole-school Approach is a multi-component, evidence-based whole-school initiative involving the whole-school school community to build social and emotional wellbeing, supportive environments and significantly reduce bullying and social aggression.

Why is the Friendly Schools Approach important for schools?

Multi-component whole-school initiatives involving all the school community are more likely to reduce bullying behaviour than single-component programs, such as those involving only classroom curriculum. While it is well known that healthy students learn better, student wellbeing is seldom given the same priority as literacy and numeracy. When schools take on initiatives such as Friendly Schools Plus, they are not only achieving objectives that aim to enhance student wellbeing but also student learning in educational areas

How was Friendly Schools developed?

Friendly Schools draws on thirteen major research projects conducted over 15 years involving 27,000 Australian school students.

How does Friendly Schools link to the National Safe Schools Framework?

Professor Donna Cross the Director of the Friendly Schools Research was a key consultant for the scoping study to develop the National Safe Schools Framework.

How is the Friendly Schools Approach Implemented?

This initiative includes processes, strategies and resources to help schools to engage in an action determine their current strengths and needs and strategically build their school's capacity to address these gaps using widely tested strategies to support them build social and emotional learning and prevent bullying. The social and emotional wellbeing of students in the school community is promoted through a whole-school community learning approach, with an emphasis on school organisation, ethos and environment, family and community partnerships, and curriculum teaching and learning.

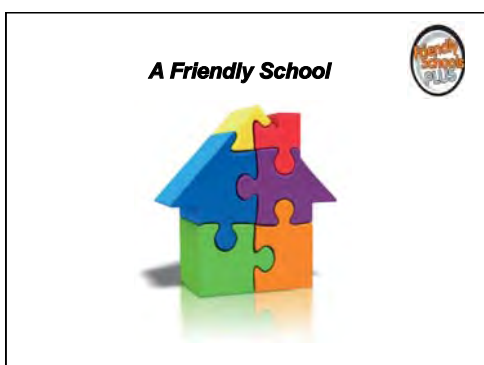
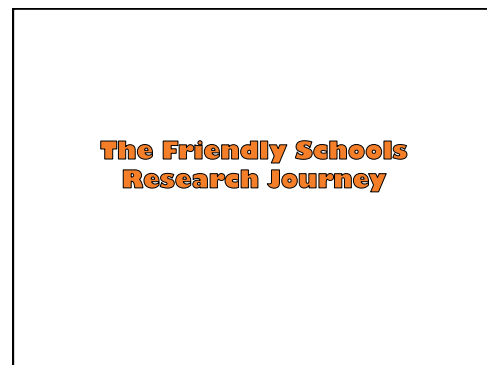
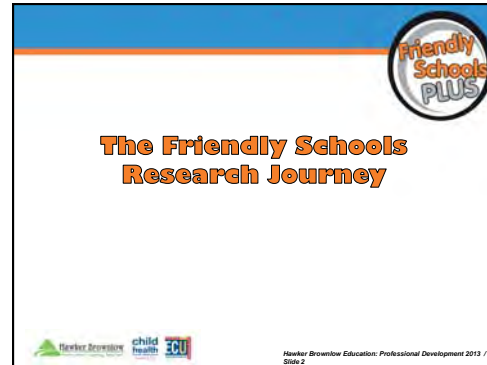
Is Friendly Schools a program?

Friendly Schools is more than a program it is a whole-school approach. In partnership with schools, this comprehensive range of resources, strategies, toolkits and supports have been developed to support a collaborative approach that engages all members of the community in building the school's capacity to provide a friendly and supportive environment to maximise learning.

FRIENDLY SCHOOLS^{PLUS}**How does Friendly Schools support schools?**

Friendly Schools support in the following ways:

- Promotes in whole-school community learning (educators, students and families)
- Demonstrates quality applied prevention research - Evidence based – developed and tested with Australian schools including 15 years of research with 27,000 students
- Links current evidence (Australian and international) into real world practice
- Engages school community in a journey of school improvement to strengthen student wellbeing and learning outcomes
- Supports schools through a quality improvement process to assess, plan, implement and evaluate actions
- Supports schools to align school vision with evidence-based practice
- Provides step-by-step process to identify, develop and sustain those components of a friendly and supportive school climate for student achievement
- Reduces bullying behaviours through whole school social and emotional skill building
- Empowers students to manage their own learning and behaviours
- Positively changes attitudes towards bullying and social relationships





Attitudes and understandings



Bullying occurs in the school on a regular basis

There is confusion over 'what bullying is' and 'what is not bullying'.

There is a range of different school community opinions around the harms associated with bullying and some people still think it is an acceptable part of life.

Cyberbullying is viewed as a frightening new problem that no one has dealt with before




Students feel safe and supported in their school




There is common understanding about 'what bullying is' and 'what is not bullying'



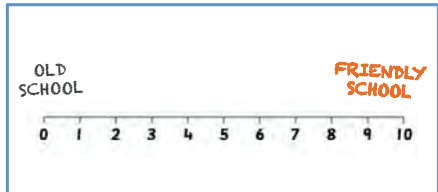

There is common agreement that bullying is harmful and not acceptable and we can reduce and prevent it in our school



- *It is common knowledge that cyber bullying is another means of bullying usually conducted by the same people who bully face to face and should be dealt with in the same way.*



Attitudes and understandings



Responding to bullying



Students who use bullying behaviours are labelled bullies, excluded and persecuted

Bullying is seen purely as a behavioural problem and addressed with blame and discipline.

Behavioural mistakes are treated as bad behaviour and children are excluded until they can behave

The issue of bullying focuses on intervention and punitive measures when bullying occurs

It is assumed bullying only affects the perpetrator and the person being bullied.




Bullying is seen as the behaviour the student is using, not their identity and they are supported to find better ways to behave in relationships










- Bullying is seen as a social relationship issue and addressed with relationship building strategies




Behavioural mistakes are treated in the same way that we treat other learning errors




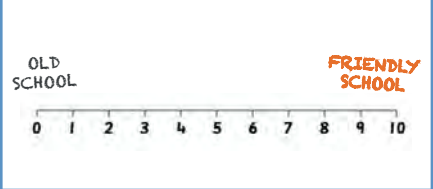
- Focus is on prevention and improving school climate starting in the early primary years and continuing throughout the school years.
-



- *It is understood that all students are negatively affected by bullying and that it needs to be addressed at a whole-school level*



Responding to bullying



Leadership





The Principal is not involved and does not support the whole-school initiative for change

- The issue of bullying is delegated to one person as the coordinator without administrator leadership and support.



- There is strong leadership committed to systemic change. The Principal is actively engaged in and supportive of the whole-school improvement.



A coordinating team work collaboratively together to plan and implement the whole-school approach



Leadership

OLD SCHOOL

FRIENDLY SCHOOL

0 1 2 3 4 5 6 7 8 9 10

Whole-school culture



The focus of the school is on the children doing the bullying

- **Bullying efforts focus on students while adults may engage in bullying type behaviours of students and other adults**



Bullying efforts focus on students while adults may engage in bullying type behaviours of students and other adults

There is an attitude of "Students should be seen and not heard"



- A comprehensive whole-school approach includes all students, staff, parents and community in reducing and preventing bullying



- Educators model appropriate behaviors and work to build healthy student-teacher connections.



Messages about bullying and supportive relationships are consistent across all areas of school



Peer support and student voice is highly valued and encouraged



Whole-school culture

OLD SCHOOL

FRIENDLY SCHOOL

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Policies and Practice



The understanding of the whole school vision is mainly the domain of the leadership team and staff

The whole-school aims are documented but not shared with the whole-school community



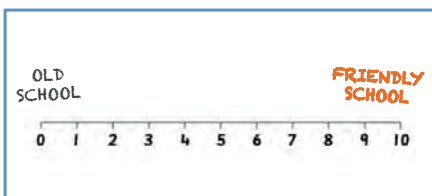
- *The whole-school vision is reflected in all aspects learning, every day for the whole school community.*



Policies and procedures are promoted to the whole-school community to ensure common understandings



Policies and Practice



School yard and environment



The schoolyard feels unsafe for students and staff

The focus of break times is control and safety

Teachers avoid dealing with issues on yard duty



Students and staff feel safe and supported in the schoolyard



The schoolyard is seen as another learning area for social and emotional learning



Teachers ensure they are visible and available to deal with issues on yard duty



School yard and environment

OLD SCHOOL

FRIENDLY SCHOOL

0 1 2 3 4 5 6 7 8 9 10

Staff confidence and capability





Some staff ignore bullying or don't intervene appropriately because they don't feel confident or capable.

Staff often feel isolated and under pressure to implement bullying content

Staff tend to addressing bullying in the classroom for fear of bringing attention to the topic

Staff feel overwhelmed by the task of teaching social and emotional capabilities as well as everything else

Parent can feel angry, upset and frustrated with the school's perceived actions in response to bullying



Staff have common understandings about procedures and respond with confidence to supporting students



Staff support each other in a whole-school collaborative approach to addressing bullying



• Classroom teachers promote inclusive, caring learning environments and allow time for discussions about difficult topics such as bullying



Staff work in collaboration to embed social and emotional learning into the whole-school curriculum

Staff confidence and capability



Family partnerships



Parent can feel disconnected and devalued in school processes

Parents messages for responding to bullying that conflict with the school's response

Parent are supported in partnership in the school's response to their child's issues



• Parents feel valued, connected and engage in the school as part of the whole-school community



Family partnerships



Unlocking some important messages



What did work?

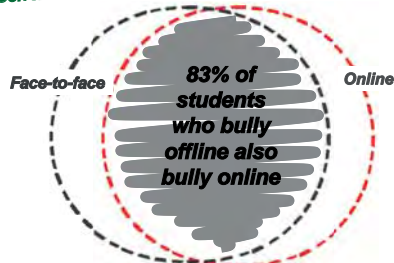
- **Strong leadership/ethos/climate**
- **Understanding needs and strengths**
- **Capacity supports**
- **Clear and consistent policy and practice**
- **Explicit teaching**
- **Approachable teacher monitoring**
- **Mobilising bystanders**
- **Focus on transitions**
- **Social and emotional learning**
- **Behavioural support for students who bully others**
- **Parent involvement / education**



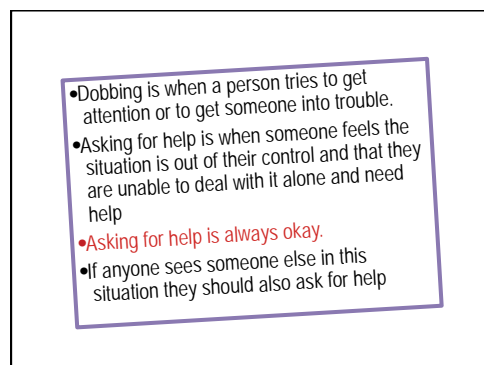
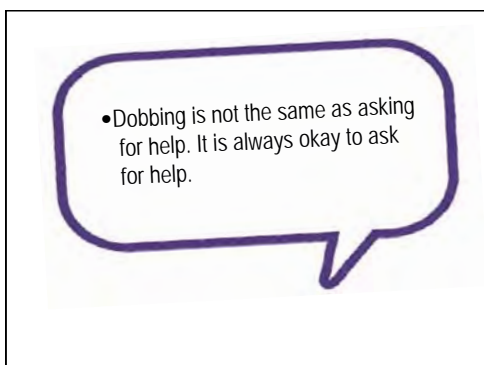
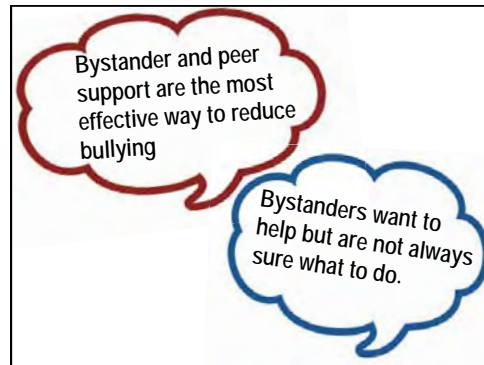
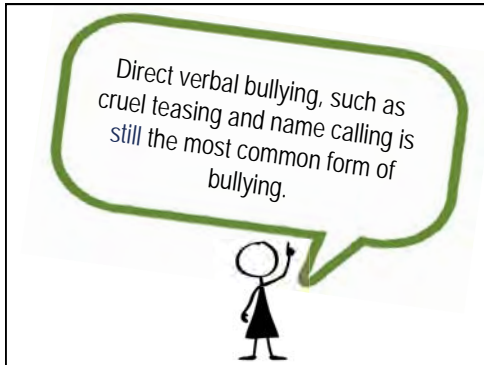
- Cyberbullying is not a separate issue, it is another form of bullying and usually the same students bully face to face and using technology



Correlation between online and offline bullying,



Most bullying starts face-to-face at school and later may progress to continuing online

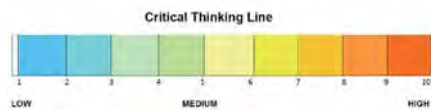




- Positive messages promoted by students to their peers are most effective

- *Research clearly shows that there is a connection between social and emotional well-being, school connectedness and improved academic achievement.*

To what extent do you think your school is currently promoting these key messages?





Whole-school Strategies

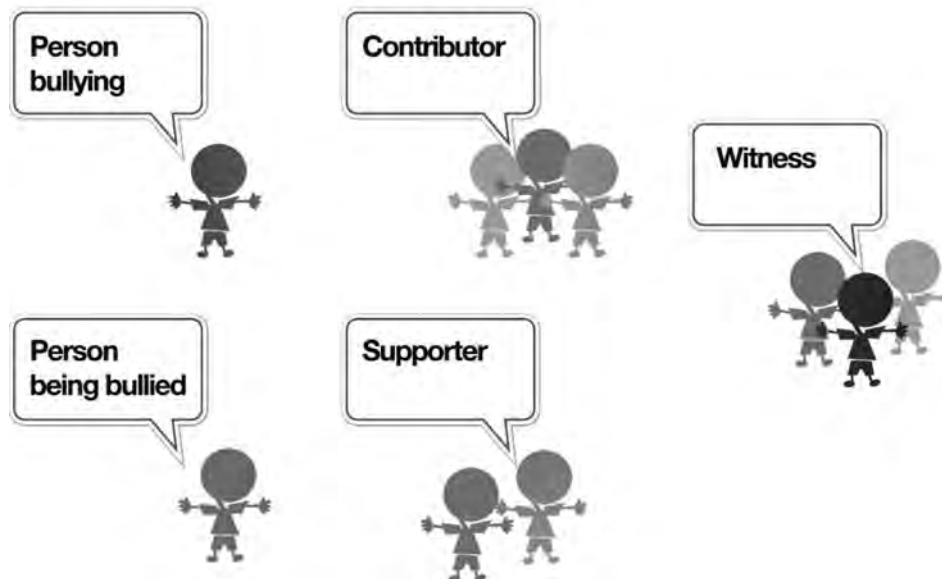


Reflection- Reflect on the key points from the whole-school evidence for practice.
To what extent do you think your school is currently addressing these key points?

Key Points for Whole-school	Rating	Needs
Strong leadership/ethos/climate	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Consistent policy and practice	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Staff development and wellbeing	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Whole-school common understandings	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Explicit teaching of key understandings	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Approachable teachers / monitoring	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Mobilising bystanders	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Integration of SEL into teaching and learning	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Behavioural support for students who bully others	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Parent involvement / education	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	
Safe and friendly physical environment	<div>Yet to develop</div> <div>0 1 2 3 4 5</div> <div>Well developed</div>	



Roles in Bullying Situation



- **A person who bullies** – a person who intentionally tries to hurt another person again and again.
- **A person who is being bullied** – a person who is deliberately made to feel fear and distress and/or is physically or emotionally hurt by a more powerful person or group and is unable to stop it from happening.
- **Bystander** – a person who sees the bullying or knows that it is happening to someone else. There may be bystanders who are afraid they may be bullied next and this may influence their decision about what they will do if they see bullying happening. There are different types of bystanders and in this model, the bystanders are described in the following categories.
 1. **Contributor** – This group offer support to the person bullying, either by helping the person to bully the other person or by encouraging the person bullying. This group might gather to watch the incident (sometimes from concern for the person being bullied, sometimes to see what will happen and sometimes for enjoyment).
 2. **Supporter** – This group dislikes the bullying, is concerned for the person being bullied and actively tries to help the person being bullied.
 3. **Witness** – This group knows the bullying is going on but is not directly involved.



Bystanders – an important group

What is a bystander?

A bystander is someone who sees the bullying situation but is not the person being bullied or who is bullying others. Bystanders may act in many different ways, including:

- watching what is going on and not getting involved
- pretending not to see and ignoring the situation
- choosing to get involved in the bullying
- choosing to get involved and stop the bullying
- choosing to get help.

As bystanders, children can either support bullying in the way they behave, or help to stop bullying. Many children don't know how to help or how to get help.

Talking with children about bystanders

Bullying can sometimes be made worse if children don't know what to do or who to turn to for help. School staff and parents can help by offering to talk and providing support. Everyone needs to take responsibility and respond to bullying behaviour by not remaining silent, but instead talking about the issue.

When some children were asked what stops them from helping other children who are bullied, the most common answers were: 'It's none of my business' and 'I didn't want to get involved'.

Yet when asked if they wanted to stop the bullying, most children said, 'Yes, I don't like to see people being bullied'. These children don't like the bullying but are not sure if they should help and are unsure what to do to help the person being bullied.

What can bystanders do?

If children see someone being bullied they could:

- let the person doing the bullying know that what they are doing is bullying
- refuse to join in with the bullying and walk away
- support the student who is being bullied
- ask a teacher or support person for help
- support their friends and protect them from bullying by being there for them. Children who are alone are more likely to be the target of bullying so encourage children to be aware of other children who are left out or who are on their own in the schoolyard.

**School staff and parents can support children by:**

- *discussing bullying (stories in books or on television can trigger discussion about bullying situations)*
- *listening to their children's point of view on the topic of bullying*
- *helping their children to discuss solutions and consequences to problems they see or are involved in (decision-making)*
- *problem solving as a whole class or family. This can help children feel valued and supported as well as make other class and family members aware of problems and solutions*
- *providing advice on what might happen as a result of bullying and why it is important to tell someone*
- *developing a clear class and family policy that 'put downs' are not okay*
- *helping children to understand the problem of bullying and showing empathy and understanding of how people might feel if they are bullied.*

Sometimes children find themselves in a position of being a bystander to their friend or friends bullying others. They will be torn between what they believe is the right thing to do, and supporting their friends.

Peer influence

Being part of a group offers security and a feeling of belonging. Children learn about social skills and relationships by being part of a group. Sometimes children can feel influenced by the group to do things or behave in ways that they do not agree with or feel comfortable with.

How can school staff and parents help children to understand peer influence?

Explain to children:

- it is good to have friends and be part of a group
- peers can sometimes try to persuade others to follow a decision that they may not agree with
- you can say 'no' to your friends and still be friends (see possible responses). Page 16.

Training in assertive responses can also help children resist pressure and respond in ways that do not promote bullying (see *Supportive School Culture Toolkit 2.5*).

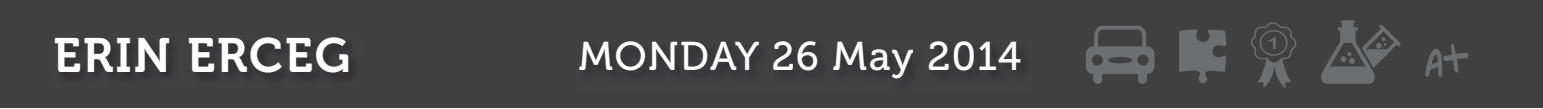
If a student wants another student to do something that they don't want to do, that student may use some powerful persuaders:

- threatening to 'not be friends anymore'
- calling names, e.g. *chicken*, *wimp*
- physical threats
- rejection from the group.



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In-School Support

We can provide customised professional learning support throughout your journey.

Examples of the Friendly Schools concepts we cover include:

- Leading a whole-school approach to develop social and emotional learning and to reduce and prevent bullying
- Implementing a classroom curriculum to address social and emotional learning and reduce bullying
- Strategies to address bullying behaviours and support student self management
- Embedding the Personal and Social Capabilities into the curriculum
- Building capacity for whole-school improvement
- Family and school partnerships
- School environments that support wellbeing and learning
- Students as leaders for social change

You can customise your training or try one of our suggested courses

In-School Coaching Support:

Leadership Team Meeting

A HBPLS associate works with the leadership team to determine priorities. This work might entail reflections, planning, problem resolving or a Q&A session. The context and needs of the group will dictate the nature of discussion had at this point in time.

Intensive Coaching Support

The HBPLS associate will work with a designated staff member or group and coach them through the work that they are involved in. This work is seen as directly impacting on the successful implementation of FSP concepts.

Leadership Team Meeting

The HBPLS associate discusses reflections of progress and plans for the future with the leadership team. This may also be a time when the leadership team is engaged in a coaching conversation with the HBPLS associate.

There may as a result of the day be the need to provide all staff with a sharing of recommendations including explicit PD within an area of need that has surfaced through the day. Often this happens at the conclusion of the day or often a whole day for staff on a subsequent visit.

Please Note:

This is inclusive of travel in metropolitan cities only. Additional travel fees will be incurred for organisations deemed rural or regional. Packages can be arranged with Hawker Brownlow Professional Learning Solutions for individual schools to organise an individual school schedule.



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	FSP2519	Friendly Schools Plus: Foundation (5 Year Old)	\$29.95
	FSP2526	Friendly Schools Plus: Year 1 (6 Year Old)	\$29.95
	FSP2533	Friendly Schools Plus: Year 2 (7 Year Old)	\$29.95
	FSP2540	Friendly Schools Plus: Year 3 (8 Year Old)	\$29.95
	FSP2557	Friendly Schools Plus: Year 4 (9 Year Old)	\$29.95
	FSP2564	Friendly Schools Plus: Year 5 (10 Year Old)	\$29.95
	FSP2571	Friendly Schools Plus: Year 6 (11 Year Old)	\$29.95
	FSP2588	Friendly Schools Plus: Year 7 (12 Year Old)	\$29.95
	FSP2595	Friendly Schools Plus: Year 8 (13 Year Old)	\$29.95
	FSP2601	Friendly Schools Plus: Year 9 (14 Year Old)	\$29.95
	FSP7656	Evidence for Practice: Whole-School Approach Program Leader's Guide	\$65.00
	FSP1444	Friendly Schools: Cyber Leaders Student Handbook (High School)	\$10.00
	FSP1445	Friendly Schools: Cyber Leaders Student Handbook (High School) (set of 5)	\$40.00
	FSP1446	Friendly Schools: Cyber Leaders Student Handbook (High School) (set of 10)	\$75.00
	FSP2618	Friendly Schools: School Staff Handbook for Cyber Leaders (High School)	\$19.00
	FSP2000	Friendly Schools Plus: Early Years (Set of 4)	\$110.00
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	FSP2002	Friendly Schools Plus: High School (Set of 3)	\$85.00
Total (plus freight) \$			



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