

Friendly Schools

Where Every Child...Every Day...Feels Safe.



Prevent bullying in your school!

- ▶ Cyber Bullying Prevention
- ▶ Empowering Bystanders
- ▶ Student Wellbeing
- ▶ Creating a Safe Environment
- ▶ Social and Emotional Learning
- ▶ Whole-School Approach

Meets all
nine elements
of the **National
Safe Schools
Framework**

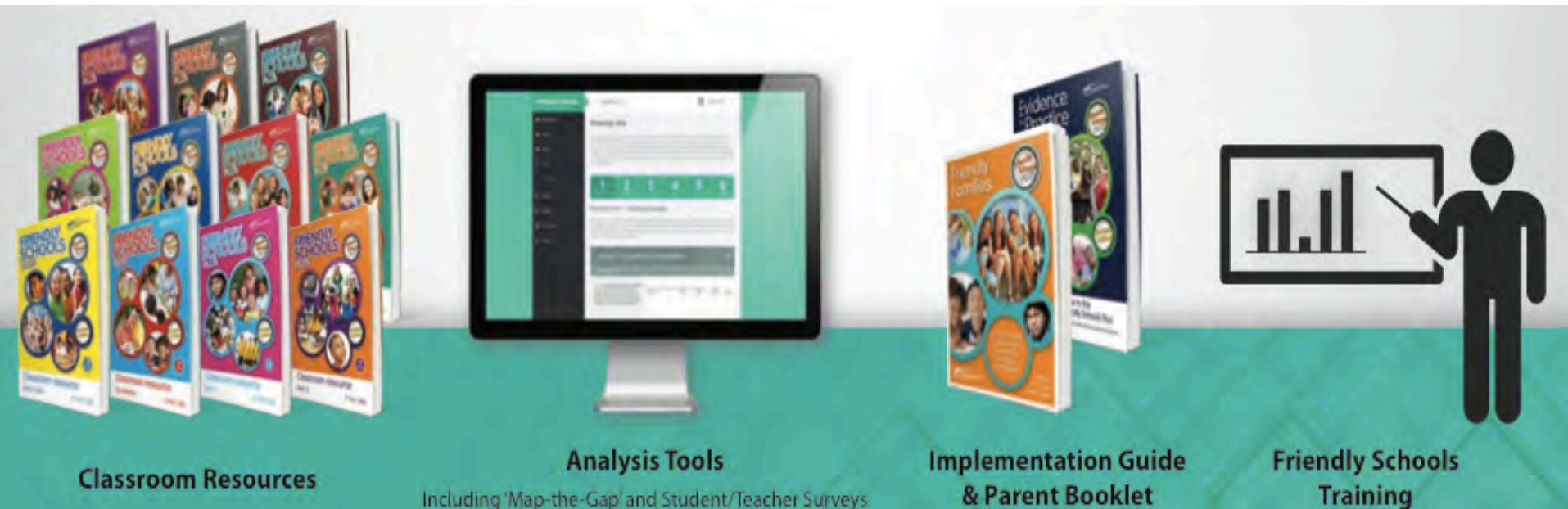


Erin Erceg – Session 1: Creating a Friendly School: A Step by step whole school approach

Friendly Schools



Whole-school implementation Resources



Classroom Resources

Analysis Tools

Including 'Map-the-Gap' and Student/Teacher Surveys

**Implementation Guide
& Parent Booklet**

**Friendly Schools
Training**

Friendly Schools



Primary
whole-school
community
resources



Friendly Schools



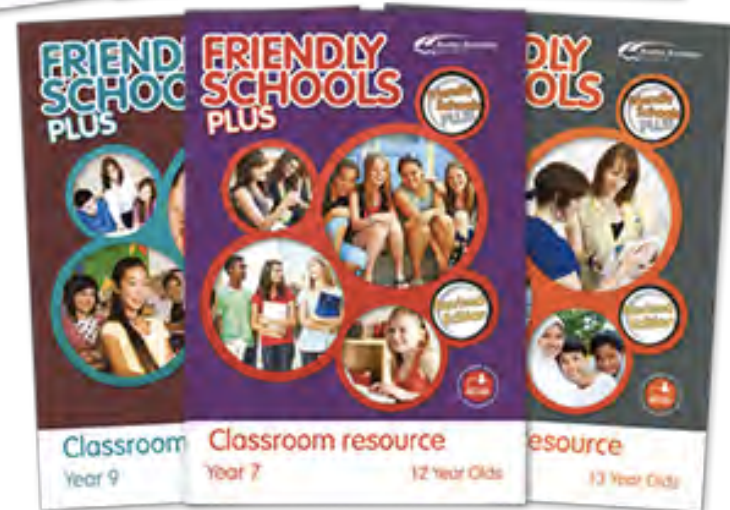
**Secondary
whole-school
community
resources**



Friendly Schools

Social and emotional learning

Friendly
Schools
PLUS



Five Social and Emotional Learning Areas (SEL) (adapted from CASEL)



- **Self-Awareness**
- **Self-Management**
- **Social Awareness**
- **Relationship Skills**
- **Social Decision-Making**





Social and Emotional Learning Skills

Personal and Social Capability – Australian Curriculum





The Friendly Schools Journey

A white rectangular sign with a black border and the word "SUCCESS" in black capital letters, mounted on a silver metal post.

SUCCESS

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



Friendly Schools



The Implementation Road Map



Team progress map – pg 236



Stage 1. Getting Ready

How do we make sure we are ready for the initiative?

This stage supports schools to establish a core school team of key staff to coordinate the initiative and support the whole-school implementation. (School teams may decide to add more members of the whole-school community as they progress). School teams are provided with opportunities to raise their own understandings of the current evidence-based research around preventing and reducing bullying using the Friendly Schools Plus (FSP) resources and training supports

Step 1. Establish a coordinating team			
<i>Team Tasks</i>	<i>Resources</i>	<i>Whose task?</i>	<i>When</i>
<input type="checkbox"/> ! Key staff identified and approached to form an initial coordinating team to coordinate Friendly Schools Plus initiative. This team could be an established team i.e. Pastoral Care team or Wellbeing team, taking on the role.			
<input type="checkbox"/> ! School coordinating team established to introduce FSP initiative.			

Team progress map – cont.



Step 2. Learn more about the Friendly Schools Plus initiative

<i>Team Tasks</i>	<i>Resources</i>	<i>Whose task?</i>	<i>When</i>
<input type="checkbox"/> ! Team to attend professional learning introducing the FSP initiative.	Friendly Schools Plus Leaders' training day		
<input type="checkbox"/> ! Team members read Introduction section of <i>E4P</i>	<i>E4P</i> Introduction		
<input type="checkbox"/> ! Team to raise their awareness about social and emotional learning and bullying reduction evidence.	Section 1 – Evidence before action. <i>E4P</i> Pg 13–41		

Step 3. Assess readiness of your school

<i>Team Tasks</i>	<i>Resources</i>	<i>Whose task?</i>	<i>When</i>
<input type="checkbox"/> ! Team members use the questions on the readiness assessment sheet to facilitate discussion about the current readiness of the school to begin the initiative at this time.	Section 3 – FSP Implementation Process <i>Implementation toolkit B</i>		
<input type="checkbox"/> ! Team decide on the best time to begin implementation of FSP initiative based on the current readiness factors of the school.			



Implementation toolkit C

School readiness assessment

The questions below are to guide leaders and leadership teams in assessing their readiness to adopt and implement the Friendly Schools Plus initiative. The scoring process is designed to generate discussion and to stimulate thought about the characteristics of the initiative and the context in which it is to be implemented. Please circle the number that corresponds to the level of current readiness in each area. The rating scale 0 to 5 with 0 being not at all and 5 being well established.

Guiding Question	Rating Scale
How committed is leadership to a whole-school approach to bullying reduction and social and emotional learning?	
How well does this fit with the current priorities and actions within the school?	
How well does this initiative fit with current district, system, state priorities?	
How well does FSP fit with current knowledge of students' needs?	
How well does FSP fit with family/community values	
How well does this fit with current priorities of staff?	
How amenable do you think staff are likely to be to the implementation of the initiative?	
How well established is the coordinating committee to facilitate the FSP initiative?	
How well-informed are the members of the coordinating committee about the FSP initiative?	
Overall, how ready do you think your school is to start working with this initiative?	

You are Here



Friendly





Step 4: Raise whole-school staff understanding about FS



Advice from School Teams



- Make sure you bring all the staff on the journey with you from the start.
- Explain what FSP is and what this means for them in their roles in the schools
- Show the staff the FSP road map so they can see where they are now and what is a head of them

What did we do?

(What did we achieved during this stage?)

- Presented Friendly Schools philosophy and the road map to staff
- Presented the definition of bullying and common messages around bystanders and asking for help to staff
- Ensured everyone is on same page by providing opportunities for whole school discussion
- Audited and acknowledged what we were already doing well to prevent and deal with bullying
- Introduced the 5 social and emotional learning competencies



- Does everyone clearly understanding is bullying and what is not bullying?
- Do the whole-school staff have a consistent approach for dealing with bullying incidents and do they feel confident using this approach?

Think About



- Does everyone clearly understanding is bullying and what is not bullying?
- Do the whole-school staff have a consistent approach for dealing with bullying incidents and do they feel confident using this approach?

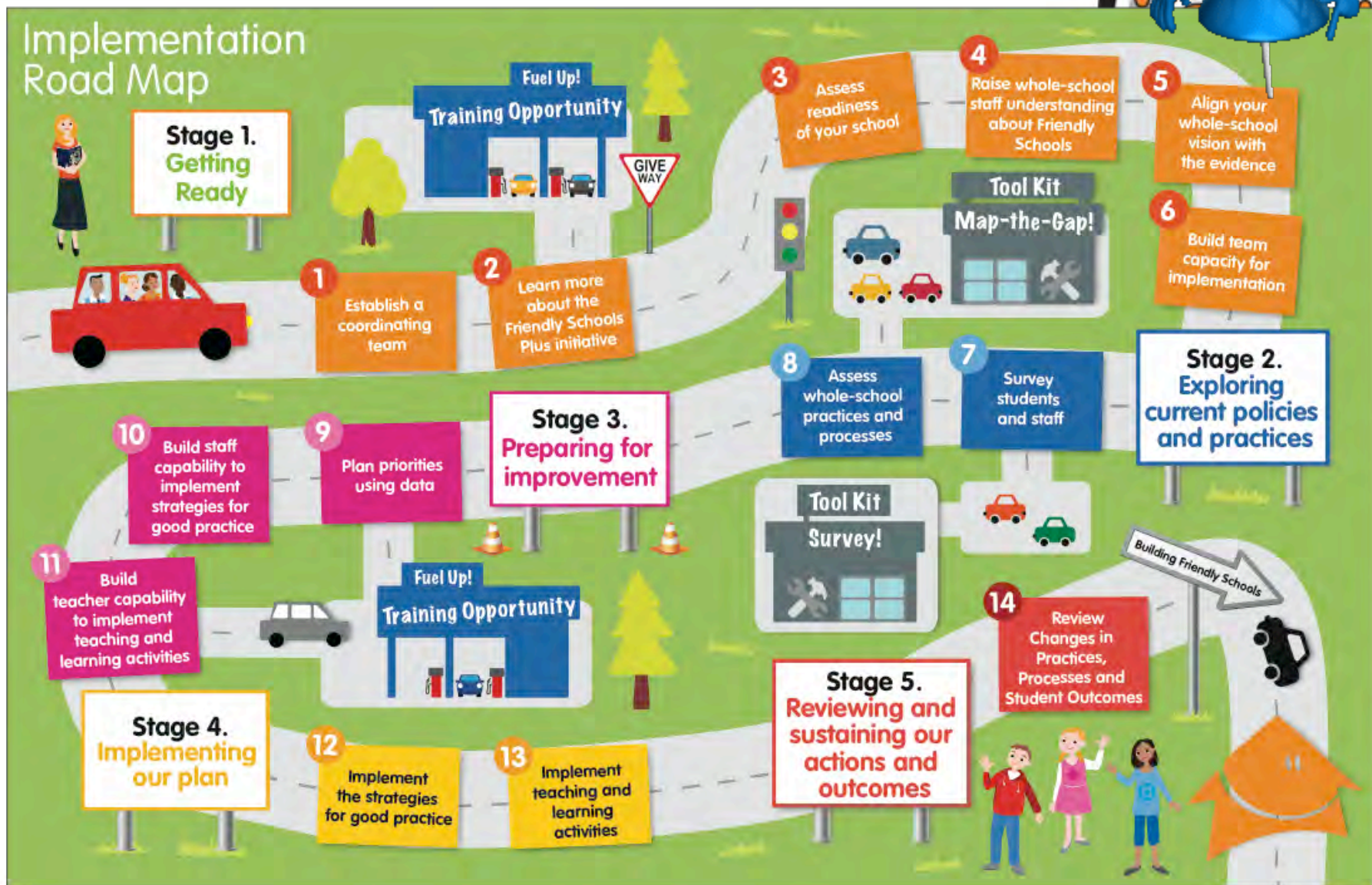
What did we do?

(What did we achieved during this stage?)

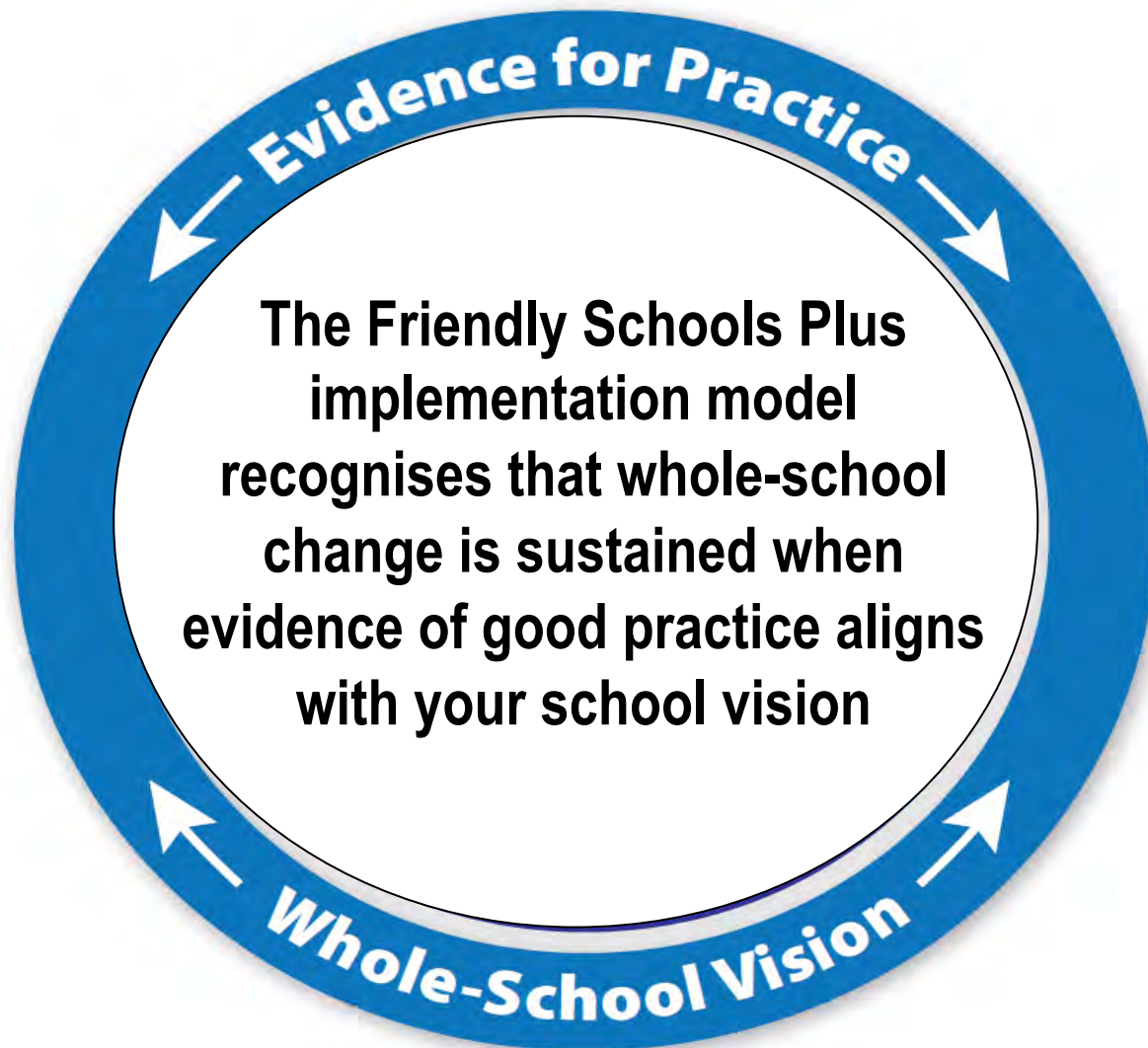
- Collected and audited resources relating to social and emotional learning
- Put signs up around the school to promote common understandings and language
- Asked each classroom teacher to have a SEL class focus and present their learnings at the next assembly
- Asked each classroom teacher to have a SEL class focus and present their learnings at the next staff meeting

We feel that we are engaged in the exploratory phase of the initiative.

You are Here



Step 5. Aligning your whole-school vision with the evidence



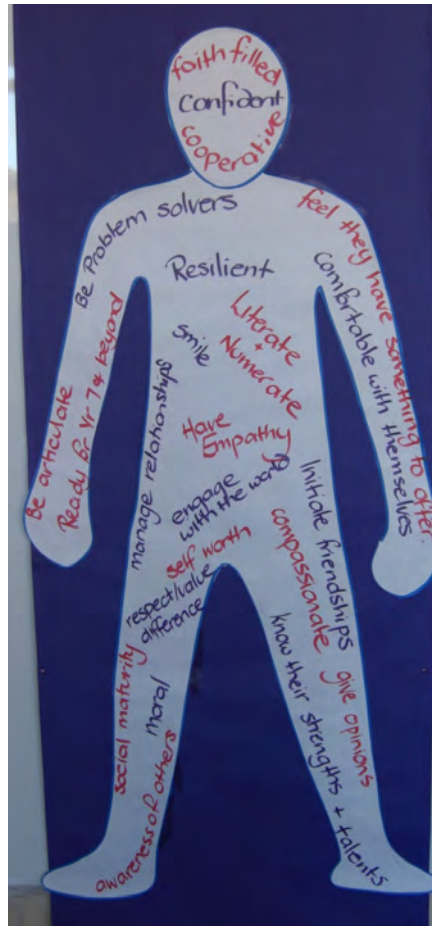
What do we want ...



For our students...



For our staff...



Friendly Teachers



and our families



Your school Vision



FRIENDLY SCHOOLS plus



Our Whole-school Vision

Our whole-school
ethos/culture

Vision:

Our staff

Vision:

Our student s

Vision:

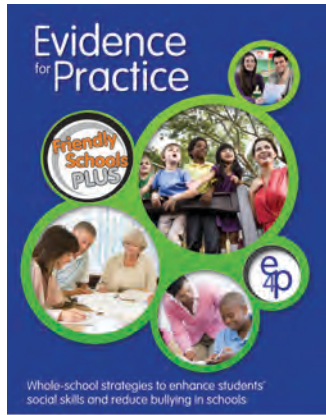
Our families

Vision:



The school vision becomes a shared agreement among the whole school community and this forms the basis for all your policies and practices





Section 2

The Friendly Schools Plus whole-school approach



Pg 43

Whole school Components



Building Capacity



Supportive school culture



Proactive policies and practices



Understandings and competencies



Protective physical environment

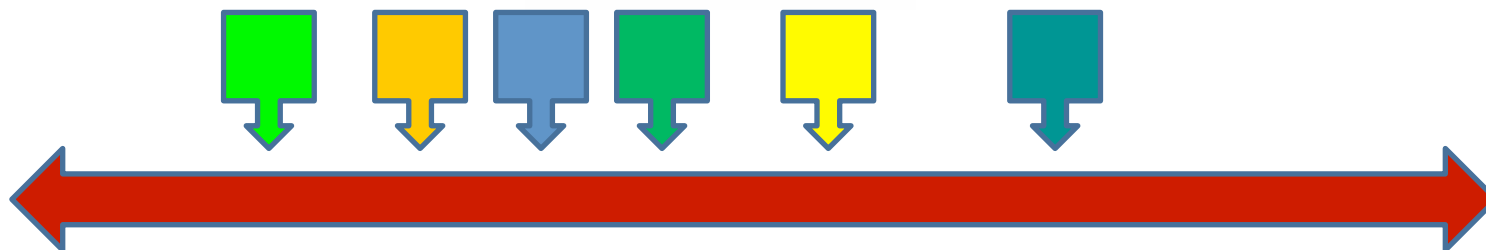


School-family-community partnerships

- Building Capacity
- Supportive school culture
- Proactive policies and practices
- Understandings and competencies
- Protective physical environment
- School-family-community partnerships



Where are we now?





SCHOOL ETHOS/ CULTURE



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



The whole-school
community vision is
positive and
inclusive and
incorporates Social
and Emotional
Learning



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

What is bullying?

Bullying is:
when these things happen again and again to someone and it is hard for the student being bullied to stop these things from happening.

Exclusion
Being ignored, left out on purpose, or not allowed to join in.

Physical
Being hit, kicked or pushed around.

Lies or Rumours
Lies or nasty stories are told about someone to make other kids not like them.

Threats
Being made afraid of getting hurt.

Verbal Abuse and Teasing
Being made fun of and teased in a mean and hurtful way.



Make fun of and tease someone in a mean and hurtful way.



Tell lies or spread nasty rumours about someone to try to make others not like them.



Leave someone out on purpose or not allow them to join in.



Hit, kick or push someone around.



Deliberately damage, destroy or steal someone's things.



Threaten or make someone feel afraid of getting hurt.



It is NOT bullying when:

Teasing is done in a friendly, playful way.



Two people who are as strong as each other argue or fight.



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



Positive adult behaviour and attitudes are modelled and are consistent with the school ethos.



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



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



Peer support and student voice is highly valued and encouraged





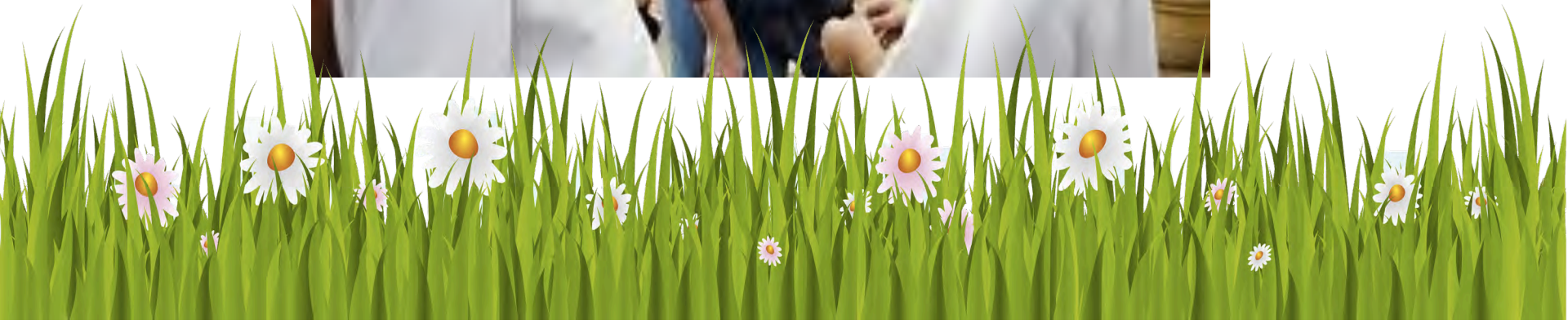
POLICIES AND PROCEDURES





Shared agreements are developed among the whole school community to achieve your vision and this forms the basis for all your policies and practices

Staff have common focus of supporting students to manage their own behaviour.



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



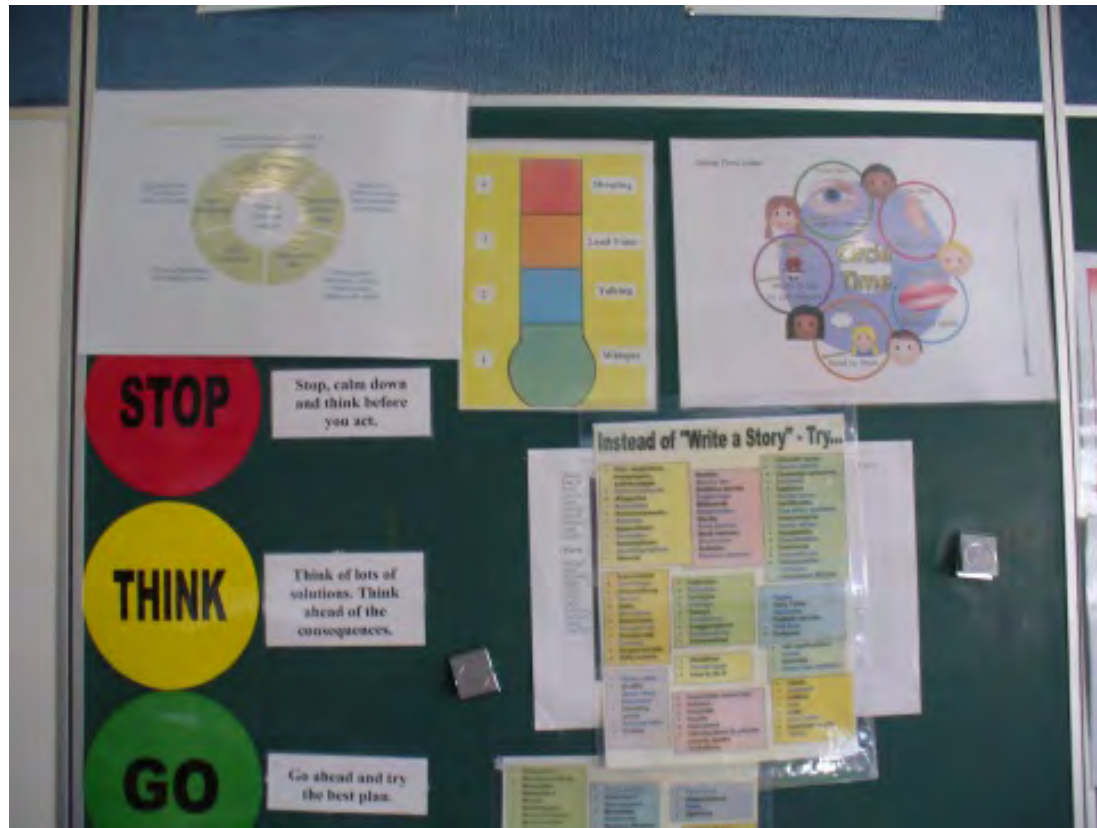
Bullying is seen as a social relationship issue and addressed with relationship building strategies



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



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



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



Students are involved in the whole school promotion of policies and vision. Peer support and student voice is highly valued and encouraged



Key policy information is provided through school communication strategies.



Bullying Information



Bullying

What is it?

What to do about it

NO BULLYING HERE" - Learn What You Can Do!

<http://portal.stmarg.qld.edu.au:81/bully>

Key messages are addressed at orientation and transition meetings and presentations



Peer support students assist with promoting the key messages during orientation and transition activities



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



Small Steps

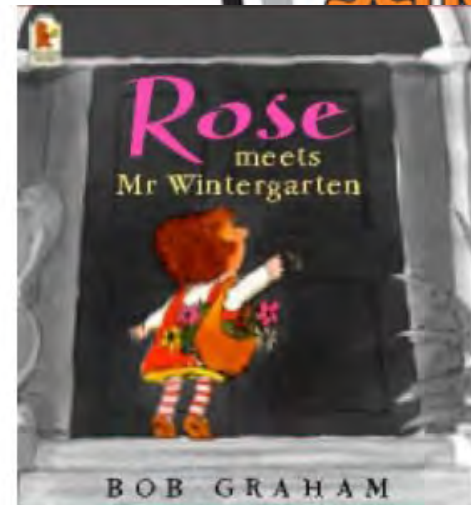
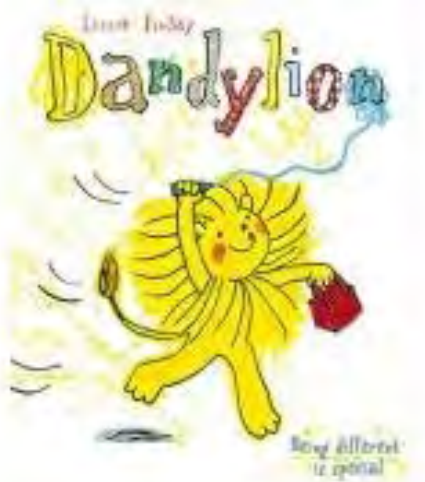
TEACHING AND LEARNING



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



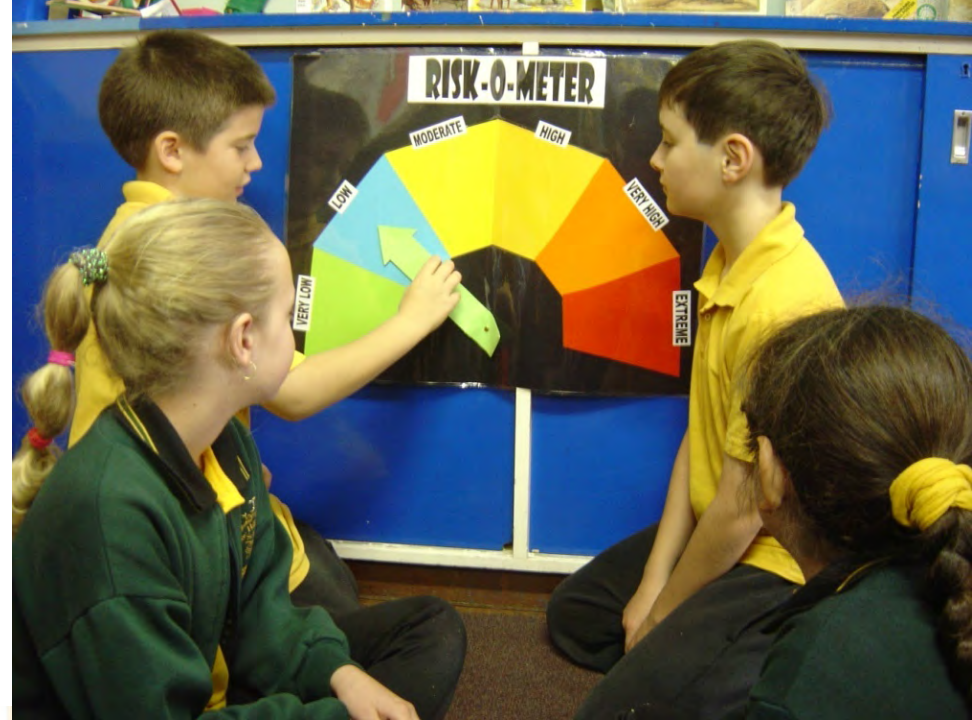
Literature is utilised - all good literature includes social and emotional content



Activities are utilised that specifically address social and emotional learning competencies



Problem solving - teaching thinking skills, ways of thinking and acting and addressing social and emotional issues



Engaging in dialogue - discussion, agreement, negotiation, mediation, arbitration



Students are given opportunities to teach younger students



Circle time, meetings and group conferences are utilised to engage students collaboratively around social and emotional matters



Small Steps

SCHOOLYARD ENVIRONMENT



Students and staff feel safe and supported in the schoolyard



Use of student's own work to brighten hallways



The school environment includes a range of areas that cater for different types of social interaction



The school environment promotes pro social behaviours



Seating areas are designed for social interaction



Students are involved in programs and strategies to review the school environment and it's uses



Students are involved in strategies to review the various uses of the school environment

			
<p>b) "A green schoolyard for playing, skipping and resting"</p>	<p>c) "A schoolyard with tree house and skaters' park"</p>	<p>d) "A schoolyard for running races and playing"</p>	<p>a) "An area for sitting and chatting"</p>

Students can be involved in gathering data about the physical environment



Students are involved in improvement programs and strategies in the school environment



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



Small Steps

FAMILY AND COMMUNITY LINKS



Open channels
of positive
communication
are developed
with families.



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



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



Opportunities are provided for parent and community education about the school SEL Framework

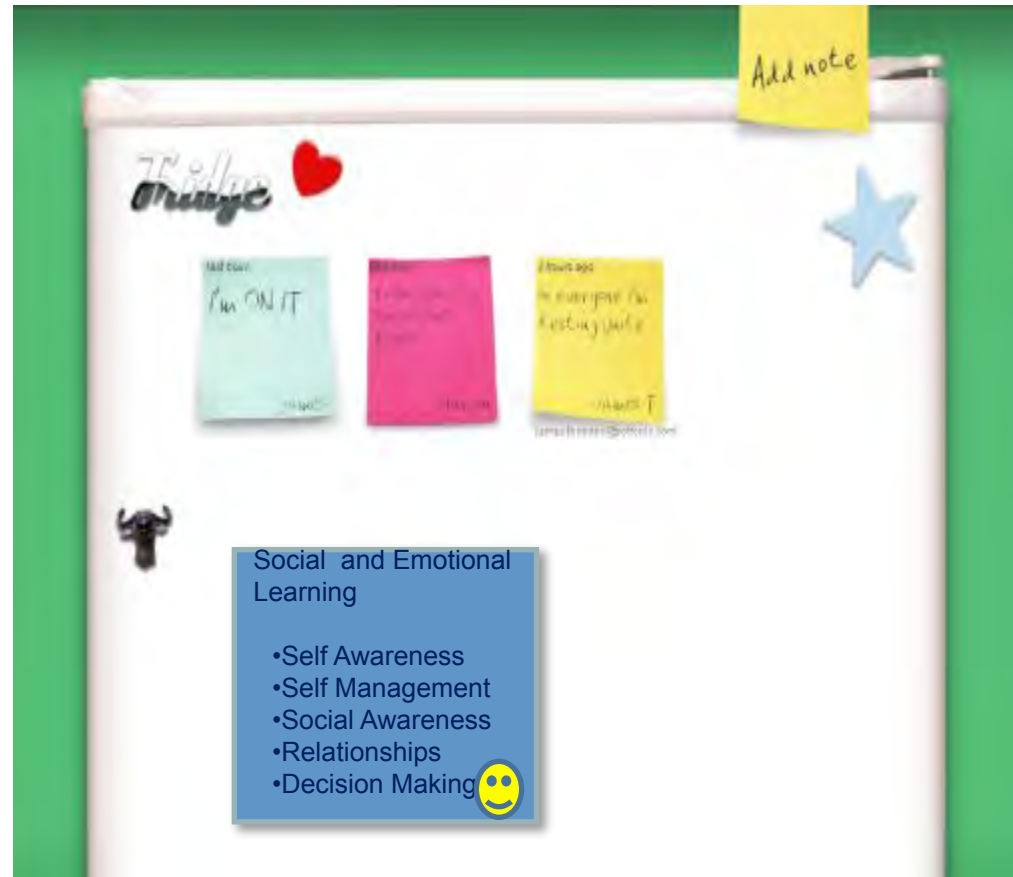


Families are encouraged and supported to present a consistent message using common understandings

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"Nothing to do? Why don't you read the refrigerator."



Social and Emotional Learning

- Self Awareness
- Self Management
- Social Awareness
- Relationships
- Decision Making 😊

Parents are encouraged to learn with their children through shared activities at home and at school



Whole school Components



Building Capacity



Supportive school culture



Proactive policies and practices



Understandings and competencies

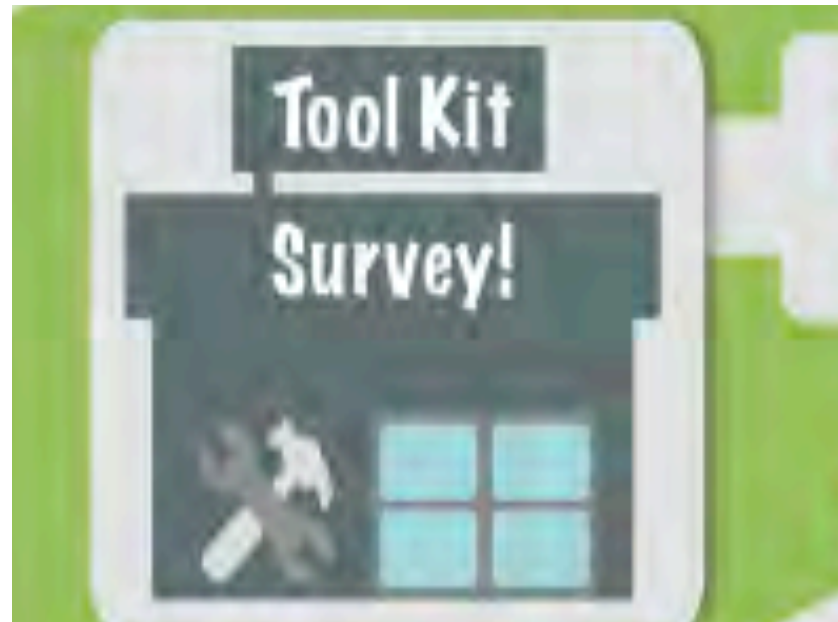


Protective physical environment



School-family-community partnerships

Step 7. Survey students and staff



Step 8. Assess whole-school practices and processes

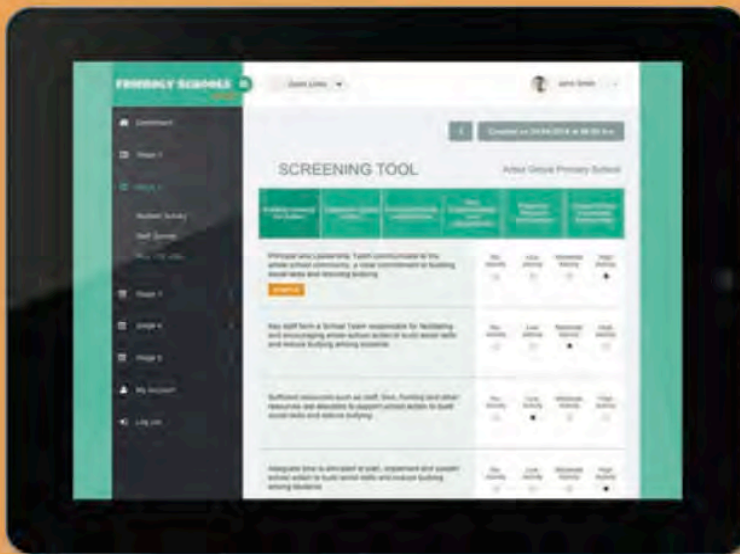


Friendly Schools



Online data gathering tools

Online Resources

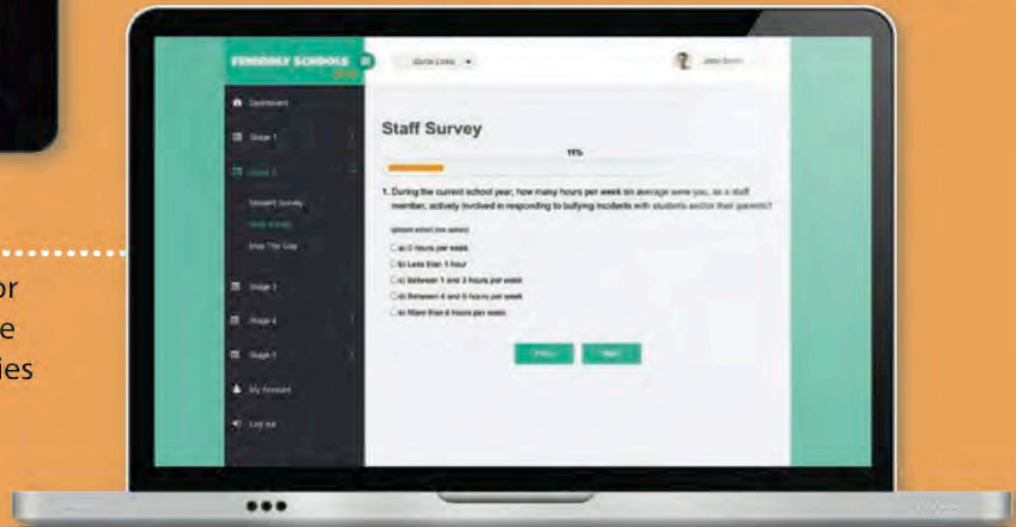


Map-the-Gap Screening Tool

Map-the-Gap is a quick, online screening tool to help schools identify current policies and practice in the whole-school key areas described in Evidence for Practice for enhancing social skills and reducing bullying. This screening tool provides schools with an overview of what they are already doing well and what they need to build on to improve in the areas they have identified.

Surveys – students, staff

Two reliable, self-administered, online surveys for students (years 9–14) and staff to help determine students' understandings, attitudes, competencies and behaviour around bullying in the school environment.



fsp@hbe.com.au



<http://www.friendlyschools.com.au/>





Map The Gap

A quick online screening tool to help schools identify what they are doing well and what they need to build on to enhance their current social skills and bullying prevention initiatives.

FRIENDLY SCHOOLS

Every Child. Everywhere. Feels Safe. Prevent Bullying in your school.



NEW WEBSITE



<http://www.friendlyschools.com.au/>



Friendly Schools site includes Cyber Strong Schools Website

Developing Personal Knowledge

Whole School Policy

Professional Conduct

Teaching and Learning

Student Cyber Leaders

Cyber Strong Schools



Module Navigation

Personal Knowledge
Whole School Policy
Professional Conduct
Teaching and Learning
Student Cyber Leaders

Cyber Strong Schools

The Child Health Promotion Research Centre (CHPRC) received funding from the Public Education Endowment Trust (PEET) to conduct a research project that will help to develop sustainable approaches to build the capacity of school staff in supporting students to function safely and positively as digital citizens.

Click on the video to listen to Prof. Donna Cross, the Chief Investigator on this project, talk about the background to the project and the purpose of the resources.

1. Building Capacity for Action

Principal and Leadership Team communicate a clear vision for reducing bullying, aggression and violence as a priority school commitment

example

Key staff form a School Team that is responsible for facilitating action

Sufficient resources such as staff, time, funding and materials are allocated to support school action

Adequate time is allocated to plan, implement and sustain school action

An action plan is written that works at both a wider school system and individual staff, student and parent level and uses a combination of strategies

example

Regular monitoring and evaluation of school action is undertaken to ensure effectiveness in meeting school and student needs

example

no activity (0)
low activity (1)
mod activity (2)
very active (3)

☐ ☐ ☐ ☐

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Whole-school Components

1. Building Capacity for Action

2. Supportive School Culture

3. Proactive Policies, Procedures and Practices

4. School Communities Key Understandings and Competencies

5. Protective Physical Environment

6. Collaborative School-Family-Community Partnerships

SAVE

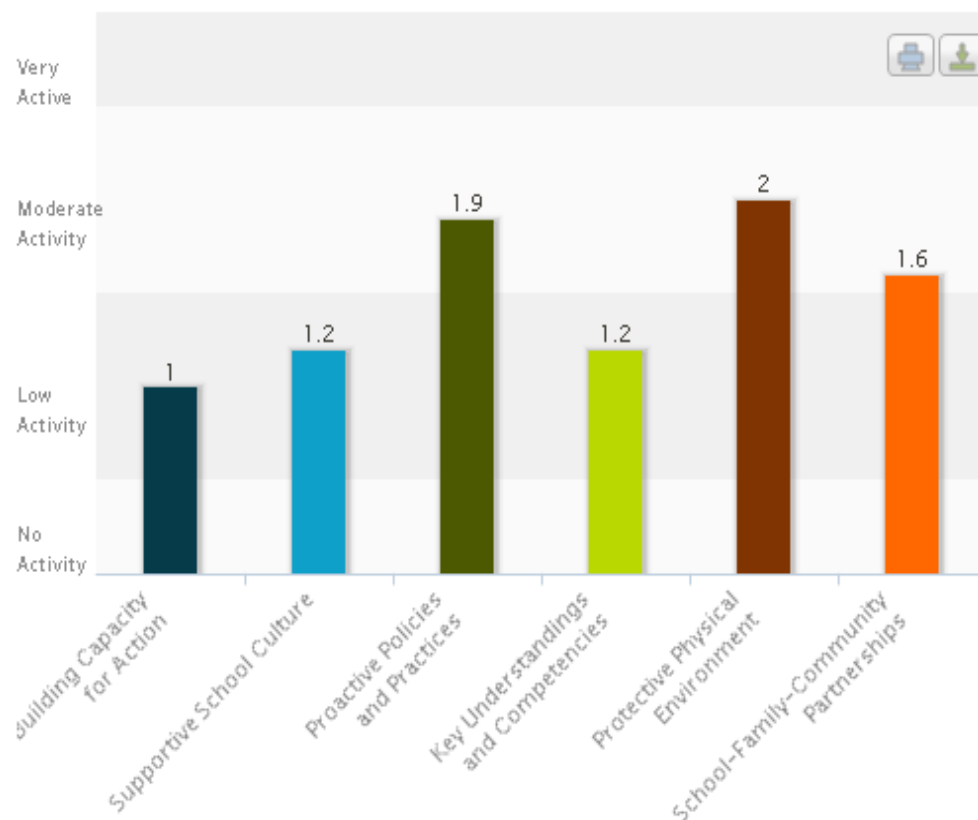
reset form

[My Results](#)
[School Average](#)
[School Report](#)

2013 ▾

My Results edit

1. Graph



2. Table

Whole-school Component	Activity Value	
Building Capacity for Action	1	Low Activity
Supportive School Culture	1.2	Low Activity
Key Understandings and Competencies	1.2	Low Activity
School-Family-Community Partnerships	1.6	Moderate Activity
Proactive Policies and Practices	1.9	Moderate Activity
Protective Physical Environment	2	Moderate Activity

You are Here

Friendly





Step 9. Plan priorities using data



Where to from here?

Friendly

Implementation Road Map

Stage 1. Getting Ready

1

Establish a coordinating team

2

Learn more about the Friendly Schools Plus initiative

Fuel Up!
Training Opportunity

GIVE WAY

3

Assess readiness of your school

4

Raise whole-school staff understanding about Friendly Schools

5

Align your whole-school vision with the evidence

Tool Kit
Map-the-Gap!

6

Build team capacity for implementation

Stage 3. Preparing for improvement

9

Plan priorities using data

8

Assess whole-school practices and processes

7

Survey students and staff

Tool Kit
Survey!

Stage 2. Exploring current policies and practices

10

Build staff capability to implement strategies for good practice

11

Build teacher capability to implement teaching and learning activities

Fuel Up!
Training Opportunity

Stage 5. Reviewing and sustaining our actions and outcomes

14

Review Changes in Practices, Processes and Student Outcomes

Stage 4. Implementing our plan

12

Implement the strategies for good practice

13

Implement teaching and learning activities

Building Friendly Schools

Friendly Schools



Creating your own journey
towards success

