



FORM FOR SCHOOLS

STEPS decision-making framework helps schools to select appropriate evidence-based anti-bullying approaches and programs for their school

For instructions on how to complete this form, refer to How to use STEPS.

Name of approach/es:

(This may be a single program or approach or a combination)

Name/s of staff completing this form:

Answers to STEPS Key Questions

(Do not write in this box; it will auto-populate from the detailed pages of the form).

Does it work? What is the evidence?	Yes	No
<i>DEFINITION: Is the approach based on a contemporary understanding of bullying that is consistent with the school's definition?</i>		
<i>THEORY: Is the approach based on a sound theory that draws on the existing knowledge from previous research in bullying?</i>		
<i>EVIDENCE: Does the approach have evidence from well-designed research which shows measurable change in behaviour?</i>		
<i>PRACTICE: Have other schools used this approach and achieved positive outcomes?</i>		
Will it work to achieve our school's goals?	Yes	No
<i>SUITABILITY: Does the approach address the target students and needs that the school has identified?</i>		
<i>FEASIBILITY: Is the approach feasible and practical in the school context?</i>		
<i>PERSPECTIVE: Is the philosophical perspective underpinning the approach compatible with the school's approach to behaviour, learning and student wellbeing?</i>		
How will we know it has worked?	Yes	No
<i>SUSTAINABILITY: Can the school implement and sustain the approach as required for it to be effective?</i>		
<i>REAL RESULTS: Does the approach indicate how outcomes will be measured and timeframes within which to expect to see real results?</i>		

Record of decision

Based on the information we have gathered with STEPS, our school's decision is

Finalised on date:

BULLYING. NO WAY!

STEPS – Steps to examine programs and approaches for schools

Does it work? What is the evidence?



	Key Question	To ask about the approach	To ask about your school
<p>Definition</p>	<p><i>Is the approach based on a contemporary understanding of bullying that is consistent with the school's definition?</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • How does the approach define bullying? • Does it align with the national definition of bullying for Australian schools? • How does the approach identify the causes and factors involved in bullying? 	<ul style="list-style-type: none"> • Is the definition in this approach consistent with the school's understanding of bullying? • Do all members of our school community share this definition of bullying? Is it included in our school policies?
<p>Theory</p>	<p><i>Is the approach based on a sound theory that draws on the existing knowledge from previous research in bullying?</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • What is the specific aim of the approach, i.e. does it impact on attitudes, skills, behaviours, or knowledge? • What theory underpins the approach and how has this been incorporated into the content, design and strategies of the approach? • What previous research in bullying and related areas does the approach draw on? • How does the approach promote a positive school climate and respectful relationships? • How does the approach align with the Australian Student Wellbeing Framework? 	<ul style="list-style-type: none"> • Is the theoretical basis of this approach consistent with our school's approach to behaviour, learning and student wellbeing? • Should we undertake some professional development to learn more about the existing knowledge on countering bullying? • Does the approach complement how we have implemented the Australian Student Wellbeing Framework?
<p>Evidence</p>	<p><i>Does the approach have evidence from well-designed research which shows measurable change in behaviour?</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • What is the evidence for the approach and how has it been gathered? • Does the evidence consist of real change involving measurement of specific behaviours and outcomes? • How did the researchers ensure confidence that the research supports valid claims of effectiveness? • If the research evidence is limited, what plans exist for well-designed research into this approach? 	<ul style="list-style-type: none"> • Will the school be able to implement the approach in a way similar to the way it was conducted in research studies? • Are we alert to the use of persuasion- or emotion-driven arguments rather than evidence to support this approach? (e.g. is the information provided as 'evidence' actually opinion, promotion or advertising)? • If there is limited research evidence for the approach, have we carefully considered the questions under Definition and Theory?
<p>Practice</p>	<p><i>Have other schools used this approach and achieved positive outcomes?</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • Is the research evidence complemented by information from schools that have implemented the approach in real-world situations? • If the research evidence for the approach is limited, what information (particularly student data) is available from other schools to suggest it is a 'promising practice'? • If there is no research evidence, are the definition and theory which underpin the approach well explained and robust? 	<ul style="list-style-type: none"> • Are the schools which have successfully implemented this approach similar to our school? • Will the school be able to implement the approach in a way similar to the way it was conducted in other schools that have achieved positive outcomes? • If there is limited research evidence for the approach, have we carefully considered the questions under Definition and Theory?



STEPS – Steps to examine programs and approaches for schools

Will it work to achieve our school's goals?



Suitability

Key Question

Does the approach address the target students and needs that the school has identified?

Yes

No

To ask about the approach

- What is the main purpose of the approach: prevention or response (or response as prevention)?
- Is the approach whole-school, multifaceted or single issue focused?
- Which elements in the Australian Student Wellbeing Framework are addressed?
- What does this approach focus on and who does it target:
 - Who are the direct participants (targets)?
 - What student age range does the approach address?
 - What types of bullying are directly addressed (if relevant)?
 - What personal and social skills are addressed (if relevant)?
 - What social understandings/social diversity issues are addressed (if relevant)?

To ask about your school

- Do we need to further clarify our school's needs and aims so that we can select an approach to match?
- Does this approach target who we want to target and aim to achieve what we have identified as our goals?
- Which of the school's identified goals and target areas does the approach NOT address?
- Can we integrate this approach with existing approaches in the school?



Feasibility

Is the approach feasible and practical in the school context?

Yes

No

- Are all requirements to implement the approach detailed in the guidelines?
- Is the approach 'ready to go' or do schools have to do significant work as well in order to implement?
- What are the initial and ongoing costs?
- What training and support is provided?
- What time and human resources are required from the school?
- Does the approach align with existing policies and with national educational frameworks and guidelines, and any other requirements with which schools need to comply?
- Has this approach been successfully used in schools with similar resources and constraints as our school?

- Do we have the time, human resources and funding for initial and ongoing costs?
- Can we provide staff with the skills, knowledge and support to implement the approach?
- Is the approach compatible with other activities and requirements with which we need to comply?
- If this approach is delivered through extra classes (i.e. not embedded into curriculum) what impact will that have on the curriculum, and on people and other activities?
- Is the approach a good fit with our school resources and constraints?
- Can the school's existing resources and activities be harnessed or redirected for this approach?



Perspective

Is the philosophical perspective underpinning the approach compatible with the school's approach to behaviour, learning and student wellbeing?

Yes

No

- What philosophical perspective underpins this approach?
- What learning theory/pedagogical approach is the approach based on?

- What is our school's perspective on behaviour, bullying and student wellbeing (and where do we articulate this)?
- Is this approach's perspective compatible with our school's approach to promoting a positive school climate and positive behaviour?
- Is the pedagogical approach compatible with our school's approach to teaching and learning?
- Before we implement an anti-bullying approach, do we need to invest in professional development on our philosophical perspective on bullying?

STEPS – Steps to examine programs and approaches for schools

How will we know it has worked?



Sustainability

Key Question	To ask about the approach	To ask about your school
<p><i>Can the school implement and sustain the approach as required for it to be effective?</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • How long does the approach take to fully implement and when should the school expect to see changes/outcomes? • Does the approach provide specific guidelines on implementation (e.g. time frames, milestones, step-by-step procedures)? • Does the approach provide information about possible adaptations that do not compromise fidelity (i.e. the way the program is intended to be used)? • Is staff training available initially and on an ongoing basis as needed, (e.g. for new staff) to ensure sustainable implementation? • What other support is available for implementation? 	<ul style="list-style-type: none"> • How will the school sustain energy and momentum throughout implementation given the anticipation time before outcomes will be observable? • Will the school be able to implement the approach as recommended in order to be effective (fidelity of implementation)? • Are adaptations needed to implement the approach in our school context, and would these possibly compromise fidelity (and thus effectiveness)? • Have other schools made adaptations and has the approach been successful? • How might we support ongoing implementation with fidelity, reduce any gaps, and ensure sustainability for long-term change?



Real results

<p><i>Does the approach indicate how outcomes will be measured and timeframes within which to expect to see real results?</i></p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • How are outcomes measured and how do they link to the stated aim of the approach? • Are resources (tools) or guidance provided for measuring progress and effectiveness of the approach and informing a cycle of continuous improvement? • Does the approach encourage student involvement in measuring outcomes? • What is the anticipated time frame before the school should be able to see measurable change? • How will the school be able to demonstrate to the wider community that the approach has been successful? 	<ul style="list-style-type: none"> • What existing school measures and data can we use to monitor progress and measure outcomes? • If additional measurement tools and methods are required, what impact could that have? • Can our school commit to this approach for the anticipated timeframes before we will see measurable and real results? • How and where will the school report and celebrate successful progress and outcomes?
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