Bullying prevention is everyone’s responsibility: a guide to engaging students and families

Introduction

This document is for school leaders and teachers who recognise the importance of involving students and families in preventing bullying in their school communities. It provides practical suggestions about how to engage students and their families with the school’s bullying prevention policy or plan.

Countering bullying involves the whole school community. Each person in the school community has an important role.

A school bullying prevention plan or policy that has a real impact every day is developed, implemented and reviewed collaboratively by school leaders, teachers, students and families.

Why engage students and families in your bullying prevention policy or plan?

School staff can do a great deal to prevent bullying and protect students, but can achieve much more if they involve everyone in the school community. Students and families are central to preventing bullying and creating a school climate of respect and inclusion, and their meaningful engagement demonstrates the value the school holds for students and families.

Involving everyone in the development and implementation of a school bullying prevention plan or policy is the best way to ensure it is understood and owned by all members of the school community. It is also one way of strengthening a whole-school approach to the prevention of bullying. Family involvement can extend the bullying prevention messages into the home.

Stages in developing a school policy or plan

Schools will be familiar with the common stages in developing a school policy or plan (as below) but perhaps not so familiar with how, when and where to involve students and families.

This document will help you plan how you can engage students and families through these various stages.
What should be covered in your school policy or plan?

Start with your jurisdiction’s guidelines about what should be included in a bullying prevention policy or plan. Links to relevant policy of jurisdictions within Australia can be found at Bullying No Way! Legislation and Policy. Some jurisdictions provide a template for a school plan.

Bullying No Way! School Policy also contains general suggestions for what could be included in school policy.

Depth of engagement of students

As every school and school community is unique, local decisions about the appropriate depth of engagement with students will be based on your context and the point in time. Schools will opt for various levels of engagement depending on the complexity of the task, the knowledge and the maturity of students, and other factors.

… there is no finite model for engaging every student that can be adopted by all schools. What will be appropriate for one school might not succeed in another. Meaningful student involvement is part of a transformative cycle that should be continually re-examined, redeveloped and reconceived within each learning community as it evolves over time with new participants. (Fletcher 2005 p 24)

Consider the following five options for depth of engagement:

- Students assigned (to tasks)
- Students consulted by adults
- Student – adult equality
- Student-led
- Student-adult equity

(Based on Fletcher, 2014 The Measure of Meaningfulness)
What does meaningful student engagement look like?

Schools can set the stage for student involvement, but it takes time to become established. The willingness of students and families to engage and contribute to school initiatives is based on trust and positive experiences, which take time to grow.

To create and sustain student engagement, schools need to provide meaningful roles for them.

Students do not inherently know how to be meaningfully involved in their schools. Likewise, most educators struggle to figure out how to meaningfully involve students. Meaningful student involvement requires focused action that allows all participants to learn the potential of their individual and collective roles. For students, developmentally appropriate learning is needed to increase their capacity for empowered participation. For teachers, administrators and school staff, learning is focused on developing the school system’s ability to involve students as well as individual teachers’ ability to meaningfully involve students in different kinds of classroom learning opportunities. (Fletcher 2005, p 16)

Meaningful student involvement occurs when adults begin without preconceived ideas and are prepared to listen and respond. It occurs when there is trust and shared decision-making. Schools must seek roles of real value for students that encourage meaningful contributions, where they are listened to and valued. Table 1 contains Fletcher’s (2005) descriptions of student involvement and whether it is meaningful.

Table 1: Contrast meaningful and not meaningful involvement

<table>
<thead>
<tr>
<th>When is student involvement meaningful?</th>
<th>When is student involvement not meaningful?</th>
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<tbody>
<tr>
<td>When students are allies and partners with adults in improving schools.</td>
<td>When students are regarded as passive recipients in schools, or as empty vessels to be filled with teachers’ knowledge.</td>
</tr>
<tr>
<td>When students have the training and authority to create real solutions to the challenges that schools face in learning, teaching, and leadership</td>
<td>When the contributions of students are minimized or tokenized by adults by asking students to “rubber stamp” ideas developed by adults, or by inviting students to sit on committees without real power or responsibility.</td>
</tr>
<tr>
<td>When schools, including educators and administrators, are accountable to the direct consumers of schools – students themselves.</td>
<td>When student perspectives, experiences or knowledge are filtered with adult interpretations.</td>
</tr>
<tr>
<td>When student-adult partnerships are a major component of every sustainable, responsive, and systemic approach to transforming schools.</td>
<td>When students are given problems to solve without adult support or adequate training; or students are trained in leadership skills without opportunities to take on real leadership roles in their school.</td>
</tr>
</tbody>
</table>
Article 12 of the United Nations Convention of the Rights of the Child articulates the right of children and young people to express an opinion and have that opinion taken into account when decisions are being made by adults on any matter that affects them. In Australia this has supported the call to engage “student voice”. The value of student voice is based on the beliefs that students have unique perspectives on schooling which adults need to listen and respond to and that students should be given opportunities to actively shape their education, as expressed by Spears et al (2011):

*Garnering student voice is more than just listening: it is co-constructing meaning to reach outcomes and actions which are mutually beneficial. Thus, the challenge for schools is to disrupt the power relationship, to empower young people to become change partners and co-researchers, so that adults can learn directly from young people’s lived experiences and gain insight into how best to support them as they move from childhood to adulthood, navigating their educational and social relationships online and offline.*

Through student voice, students can contribute to improved teaching practice, genuinely engage in decisions which affect their learning, and increase their sense of being a valued member of the school community. The concept of student voice underpins meaningful engagement of students and families in your school’s approach to bullying prevention.

**Exploring students’ roles in developing a bullying prevention policy or plan**

This document will explore six roles of students in engaging with a bullying prevention policy or plan. It draws extensively from *The Guide to meaningful student involvement* by Fletcher, 2014 and schools are recommended to consult his full document; see the reference list.

Table 2 provides examples of how students can undertake these roles through involvement in activities related to their school’s bullying prevention plan. You will be able to think of more activities that are suitable for your students.
## Table 2: Student roles and examples of activities

<table>
<thead>
<tr>
<th>Role</th>
<th>Early years</th>
<th>Middle years</th>
<th>Senior years</th>
</tr>
</thead>
</table>
| Planner | Plan with the teacher a class event for families to attend that conveys a message about valuing diversity.  
Think of ways to promote inclusion, tolerance and respect within the school community. | Use membership on school improvement/safety committee to plan activities to promote a safe school.  
Think of ways school community members can work together to send a unified message against bullying. | Plan with teachers aspects of curriculum related to bullying prevention.  
Think of how to promote ways of creating a positive learning community for everyone. |
| Researcher | Survey family members about what they understand bullying to be.  
Ask other students in their class or other classes to draw their ideas of a safe and supportive school.  
Collect information from student drawings of their ideas of a safe and supportive school. | Survey students and families about what they understand bullying to be and how to prevent it.  
Collect information* on student views about bullying – how often bullying occurs, where it happens, how students and adults intervene.  
Ask other students about their feelings of safety and what can be done to improve these. | Research what bullying is and the most effective ways to respond and prevent it.  
Collect and analyse data* from students about bullying.  
Identify expert guest speakers who could speak to students about the topic of bullying.  
Ask other students about their feelings of safety and what can be done to improve these. |
| Teacher | Role-play** how to respond positively in social situations.  
Explain to new students what bullying is and ways to respond. | Teach students in lower year levels or teach students' families about what bullying is and ways to respond to it.  
Run education sessions for new students and families about what bullying is, ways to respond and explain the school’s policy about bullying. | Lead workshops for other students in responding to bullying.  
Create and present bullying prevention material in the curriculum.  
Run workshops with other students about safe and supportive bystander behaviour.  
Run workshops for teachers to present an analysis of data collected from students about bullying.  
Collaboratively work on an action plan. |

* Prior to using any of these suggested activities, think about the suitability for your school context and students. Carefully consider the risks related to confidentiality and disclosure of personal information and ensure appropriate strategies and safeguards are in place if students conduct personal surveys.

** Prior to using role-play activities, consider the suitability for your school context and students. A role-play activity is not recommended if there is a current bullying issue for students.
### Role: Evaluator

- **Early years**
  - Discuss and evaluate a story character’s behaviour in a situation involving bullying.
  - Reflect and evaluate students’ potential responses in role plays of social situations.

- **Middle years**
  - Discuss and evaluate a book character’s behaviour in a situation involving bullying.
  - Collect data* through interviews to evaluate the effectiveness of the school bullying prevention program.

- **Senior years**
  - Evaluate the school’s bullying prevention plan – collect data*, compile findings, analyse results and make recommendations.
  - Evaluate action plans for a bullying prevention project.

Prior to using any of these suggested activities, think about the suitability for your school context and students. Carefully consider the risks related to confidentiality and disclosure of personal information and ensure appropriate strategies and safeguards are in place if students conduct personal interviews or surveys.

### Role: Decision maker

- **Early years**
  - Decide how to create a class or school display for the National Day of Action against Bullying and Violence.

- **Middle years**
  - Decide how the school will celebrate the National Day of Action against Bullying and Violence.

- **Senior years**
  - Work with teachers and the school principal to make decisions about school policy and procedures related to bullying.

### Role: Advocate

- **Early years**
  - Use regular class meetings to raise issues related to the school’s safe and supportive environment.
  - Contribute to school assemblies with tips and strategies for being inclusive, respectful and tolerant of other students.
  - Brainstorm with other students what they want their school to be — *Imagine a world free from bullying*.
  - Facilitate pledge signing to take a stand against bullying and violence.

- **Middle years**
  - Run a promotional campaign to make the school bullying prevention plan known to the students and school community members.
  - Contribute to the student handbook, newsletters or school website with tips and strategies about preventing bullying.
  - Brainstorm with other students what they want their school to be — *Imagine a world free from bullying*.
  - Make a submission to the student representative council to create a safer school.

- **Senior years**
  - Identify an issue related to bullying, resources that can be used, recommendations for change and present this as an action plan.
  - Participate in an action team on a bullying prevention project.
  - Brainstorm with other students what they want their school to be — *Imagine a world free from bullying*.
  - Facilitate a workshop with adults from the community and school to contribute to school improvement.

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Family engagement

There is strong evidence that family engagement is associated with significant improvements in academic achievement for students of all ages. Research also links family engagement to improvements in early literacy acquisition, school readiness, social skills, self-regulatory behaviour, motivation, attendance, retention and graduation.

The Australian Family-School Partnerships Framework was developed in 2008 to guide partnership building, and was updated in 2017. The framework identifies seven key dimensions that frame relationship and partnership building. The School Assessment Tool aligns with the Framework and is designed to assist school communities to assess current family engagement practices and to evaluate their progress in strengthening engagement. This tool identifies three stages of engagement of schools with their families and communities: developing, building, and sustaining. This recognises the time necessary for building relationships required for meaningful family engagement.

The outcome statements in Table 3 describe examples of the Sustaining stage of engagement for each key dimension of the Family-School Partnerships Framework.

Table 3: Family-School Partnerships outcomes at sustaining stage

<table>
<thead>
<tr>
<th>Key dimensions</th>
<th>Outcomes at the Sustaining stage of engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate</td>
<td>Regular two-way communication between families and the school, using a range of strategies that effectively seek, contribute to and share information about students’ achievements and learning needs, school policies, practices and community initiatives.</td>
</tr>
<tr>
<td>Connect learning at home and at school</td>
<td>Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs, and build on families’ capacity to support learning at home.</td>
</tr>
<tr>
<td>Build community and identity</td>
<td>School policies and practices, learning activities and community building initiatives have built a welcoming culture of inclusion and belonging that reflects and respects the diversity within the school community.</td>
</tr>
<tr>
<td>Recognise the role of the family</td>
<td>School policies, practices and programs acknowledge and encourage families to be partners in their children’s education. The school recognises and builds on the capacity of families to assist and encourage their children’s learning in and out of school, and to support school goals, directions and ethos.</td>
</tr>
<tr>
<td>Consult on decision making</td>
<td>School policies, practices and programs support families to be partners in their children’s education. Families are active and equal participants in decisions affecting their children in and out of school.</td>
</tr>
<tr>
<td>Collaborate beyond the school</td>
<td>The school has strategic and ongoing relationships with government and non-government agencies, community groups, businesses and other educational providers, which enhance learning opportunities and outcomes for students and families.</td>
</tr>
<tr>
<td>Participate</td>
<td>Families and community members contribute to the life of the school in ways that reflect their interests, skills, experience and capacity.</td>
</tr>
</tbody>
</table>
What does meaningful family engagement look like?

Table 4 contains examples of ways to engage families in bullying prevention, for each of the seven key dimensions. Most of these have been taken directly from the Family-School Partnerships Framework strategies. Some examples that relate specifically to bullying prevention have been added and are indicated with an asterisk.

### Table 4: Dimensions and examples

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Examples of ways to engage families in bullying prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicate</strong>&lt;br&gt;Effective communication is a two-way exchange between families and schools that involves information sharing and opportunities for schools and families to connect and collaborate.</td>
<td>Put in place a variety of parent-teacher communication options including face-to-face, telephone, email and web-based contact.</td>
</tr>
<tr>
<td><strong>Connect learning at home and school</strong>&lt;br&gt;Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students’ success at school.</td>
<td>Provide opportunities for families, schools and students to work together on learning activities that reflect the diversity of the school community. These could include families teaching students and school staff about cultural dance, cooking and celebrations.&lt;br&gt;Provide information and referral services for families, to support learning and wellbeing.</td>
</tr>
<tr>
<td><strong>Build community and identity</strong>&lt;br&gt;Inclusive school policies, practices and programs build a welcoming culture of inclusion and belonging for all families that reflects and respects diversity within the school’s community.</td>
<td>Create a culture that recognises and values diversity within the community, and seek opportunities to celebrate the community’s cultural backgrounds. Examples may include NAIDOC, Multicultural Days and International Day of people with Disability.&lt;br&gt;Welcome and support new families into the school community through a designated staff member or Community/Family Liaison Officer. This could include holding one-on-one meetings with families to gain an understanding of their needs.</td>
</tr>
<tr>
<td><strong>Recognise the role of the family</strong>&lt;br&gt;School staff and families recognise and appreciate their complementary roles in educating children and support and encourage collaborative learning in and out of school.</td>
<td>Recognise the value of combining formal learning at school with the knowledge families have of their child, to support and benefit student learning and wellbeing.</td>
</tr>
</tbody>
</table>
### Dimension

### Examples of ways to engage families in bullying prevention

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Examples of ways to engage families in bullying prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult on decision-making</td>
<td>Arrange for the school community, including parents, family members and students, to be meaningfully consulted on new school policies, strategic directions and planning. This could include consultation through: formal parent organisations, school boards, consultative groups, focus groups, surveys, one-on-one meetings. Ensure participants on these groups represent the diversity of the school community, including representatives across all demographics.</td>
</tr>
<tr>
<td>Collaborate beyond the school</td>
<td>Identify organisations or individuals within the community who can assist the school to provide support or information for students. Conduct early childhood learning and wellbeing programs such as playgroups and transition to school programs.</td>
</tr>
<tr>
<td>Participate</td>
<td>Invite families to attend or assist with school events within the classroom or other learning activities in the school. Provide opportunities for parent members of the school board or parent association to be a representative on school committees, such as student safety or strategic planning.</td>
</tr>
</tbody>
</table>

*Examples related to bullying prevention that have been added to strategies taken directly from the Framework*

### Getting started…

In planning for meaningful student and family engagement, some helpful questions to consider at the outset include:

- How can we involve everyone?
- Are all voices heard?
- Which students and families do we most need to engage?
- Where can we engage with them?
- Will different students and families need different ways to engage?
- Are we accommodating the language and literacy needs of our students and families?
Bullying prevention is everyone’s responsibility: a guide to engaging students and families

- Who are the student and family leaders (and potential leaders) in our school and community?
- Who can we collaborate with?
- What strengths can we build on?
- When are we at our best as individuals /a class /a school?
- How can we make current activities more appealing and accessible?
- Where will we begin?

Involving students and families at stages in the plan

The following diagram gives examples of planning to engage students and families at the different stages of developing and implementing your school’s bullying prevention plan.

A template is provided in Appendix 1 for planning student and family engagement in your own school context.

**Engaging students** in the school’s bullying prevention plan

| Brainstorm what students want their school to be | Survey* students and families about what they understand bullying to be and how to prevent it. | Plan, as part of the school improvement or safety committee, activities to promote a safe school. | Plan with teachers aspects of curriculum related to bullying prevention. | Teach students in lower year levels or teach students’ families about what bullying is and ways to respond to it. | Collect data* through interviews to evaluate the effectiveness of the school bullying prevention program. |
| Vision based on purpose, values and aims | Research and analysis | 3 Writing the plan | Implementation and planning for immediate actions | Communication about the plan | Monitoring and reviewing |

**Survey parents about school safety, student wellbeing and the issue of bullying.**

- Invite a guest speaker to present information on online safety and online bullying.
- Consult with families to develop the school bullying prevention plan.
- Invite families to assist with activities for the National Day of Action Against Bullying and Violence.
- Use a variety of methods to communicate the school plan to families including meetings, school assemblies, school website.
- Include parents in the review and evaluate the effectiveness of the school bullying prevention plan.

Engaging **families** in the school’s bullying prevention plan

* Prior to using any of these suggested activities, think about the suitability for your school context and students. The focus of all activities should be on positive and lasting solutions. Carefully consider the risks related to confidentiality and disclosure of personal information and ensure appropriate strategies and safeguards are in place if students conduct personal surveys.

Everyone stands to gain from meaningful engagement of all students and families in the development of your school’s bullying prevention policy or plan. The aim is to create a ‘living’
document that supports your school’s aims and contributes to a positive school climate.

This quote from the recent literature review conducted by Bullying. No Way! summarises the importance of engagement in development effective policy.

*Effective policy — policy which influences the attitudes and behaviour of school community members — is founded on all members having the same perspective on countering bullying. Establishing a shared understanding of bullying in a school requires a robust collaborative process, inclusive of all members of the school community, in the process of developing a school policy.*
Appendix 1: Template for engagement

You can type on this page (Word version), or write on the landscape version on the following page (PDF version).

Engaging **students** in the school’s bullying prevention plan

| 1 | Vision based on purpose, values and aims |
| 2 | Research and analysis |
| 3 | Writing the plan |
| 4 | Implementation and planning for immediate actions |
| 5 | Communication about the plan |
| 6 | Monitoring and reviewing |

Engaging **families** in the school's bullying prevention plan
Engaging students in the school's bullying prevention plan

1. Vision
   based on purpose, values and aims

2. Research
   and analysis

3. Writing
   the plan

4. Implementation
   and planning for immediate actions

5. Communication
   about the plan

6. Monitoring
   and reviewing

Engaging families in the school's bullying prevention plan

TAKE A STAND TOGETHER BULLYING NO WAY! www.bullyingnoway.gov.au
Appendix 2: Imagine a world free from bullying — how to engage students and families


Gather students’ and families’ ideas for a world free from bullying

Set up an area in the school with Imagine placards, thick marker pens and digital cameras.

Invite students and family members to write either:

- their big idea to make a world free from bullying (orange placard) or
- a response to Imagine … a world free from bullying (purple placard).

Take photos of the students or family members holding their posters. Use these images to create a multimedia presentation to show at a school assembly, or at a National Day of Action against Bullying and Violence event or place on the school website. Schools can share their big ideas with other schools via the Bullying No Way! website. (Ensure that the school has consent for photos to be used.)

Capture student voice

Use the Imagine speech bubbles and ask students to write their’ big ideas and solutions for a world where bullying has no place.

School leaders, teacher, student and family representatives read these to select some to inform school action plans.

Engage creativity

Get staff and students involved with the My world free from bullying: Make your own poster activity. This is an opportunity for students to show creativity and say Bullying No Way! The poster activity can be adapted for different year levels and be expanded to include different categories for submissions such as: drawings, paintings, digital graphics, multi-media, collage, photos or video production.

Exhibit your students’ artwork in the school library or other venue as part of the National Day of Action. Invite families to attend the exhibition.

Invite families to the National Day of Action events

Use the Imagine postcards for students to invite family members to attend a school event for the National Day of Action.
Appendix 3: Students’ school questionnaire

Gather information from other students through surveys or workshops as part of the Research stage of developing your school bullying prevention plan. (This can supplement the existing school data and information for your research stage.)

Asking helpful questions is important. These questions were developed by students in the Northern Territory and used in workshops with schools across the territory. If you develop your own questions, keep in mind your aim of developing a positive plan for the whole school.

Making a school plan to prevent bullying – what can we do?

- How can schools address bullying in helpful ways?
- How can schools prevent bullying from happening?
- What can schools do to decrease bullying on social media?
- How can schools improve/support relationships between students?
- What changes would encourage stronger relationships between students and teachers?
- What can schools do to improve classroom behaviour?
- What can schools do so everyone feels safe and included?
- How can schools ensure everyone knows what bullying really is?
- What other information would you like to see in our bullying prevention plan?

Reproduced with permission: Middle Years Student Voice Working Group, Department of Education, Northern Territory.
Appendix 4: Putting big ideas into action workshop

Here is a way of using the information collected from the Imagine activities in the first three stages of developing a school plan.

Stage 1: Vision based on purpose, values and aims

- Bring together a diverse group of school staff, students and families. Inform and inspire them about the purpose – to use their ‘big ideas’ to generate actions that contribute to a shared vision — a world free from bullying.
- Establish a group facilitator to take records and ensure everyone has an opportunity to contribute.
- Enlarge the template in this appendix or use a whiteboard to create a diagram containing two circles as in the diagram below. In the middle circle, write your Vision — A world free from bullying.

Stage 2: Research and analysis

- Your research could involve gathering students’ ideas through an engaging activity. You may wish to use the Take a stand together speech bubble for students to record their ideas.
- Here are some questions to get students thinking about a world free from bullying.
  - What would a world without bullying look like?
  - How would it look different?
  - How could we make a world without bullying?
  - What things in the world would need to change?
  - What role do you play? What role does community play?
  - What actions do we need to take to create a safe world?
  - Why do we need to work together against bullying?
• What would your school look like if there was no bullying?
• What does the playground look like when there is no bullying?
• Together, the group can then analyse all the ‘big ideas’ for a world without bullying. Look through the big ideas from your research activity and group them according to themes.
• These themes can be used as your objectives. Record them in the next circle on the template – Objectives.

Stage 3: Writing the plan
• Next, use the themes to write concrete, observable actions that can be done by identified people. In this stage avoid discussion and respect all ideas. Be positive, focusing on ideas for success rather than reasons for failure.
• Give each person 10 dots (stickers). In silence, each person distributes their dots between the items they think would have the greatest impact on the vision and are achievable.
• Add up the dots. The 3 to 6 actions with the most dots become part of your school’s plan, which you can then share and discuss with the wider school community before finalising.
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Template for putting ideas into action

**VISION**
A world free from bullying

**OBJECTIVES**

**ACTIONS — WHO DOES WHAT**

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Appendix 5: Student activity, event or campaign checklist

Run your own event or campaign as part of implementing your school's bullying prevention plan. Educate other students or advocate for change in your school with a campaign developed by students. The checklist below will help you to organise your event, activity or campaign.

**Step 1 Getting prepared**
- □ We are prepared with enough information about bullying prevention.
- □ We have a good idea about what the school does already in bullying prevention.
- □ We have a staff member to provide advice and help.

**Step 2 Decide on your project focus**
- □ We have considered everyone’s ideas to come up with a plan for the activity.
- □ We have decided on a name for the activity that will help make other students interested.
- □ We can state the purpose and goals for our activity.
- □ We can state what we want the activity to produce or achieve when it is completed.
- □ We are ready to meet (along with our staff adviser) with the school administration team to explain our activity and what we aim to achieve.

**Step 3 Meet with your school administration**
- □ We have support from the school administration.
- □ We have permission forms and media release forms organised (if needed).
- □ We are ready to start a detailed action plan.

**Step 4 Complete the action plan for the activity**
- □ All members of the team are still agreed on the purpose and goals of the activity.
- □ We have a activity name that will interest other students.
- □ A timeline has been developed.
- □ The actions have been written down in detail.
- □ We have considered a budget if necessary.
- □ We have meetings set for the project team to continue discussions about this bullying prevention project.
- □ Notes are recorded at each meeting.

**Step 5 Run the activity, event or campaign**
- □ All members of the team received a certificate or other acknowledgement celebrating the completion of our activity.
- □ Our photos and story have been sent to the media, school social media site, etc.

**Step 6 Evaluate the activity**
- □ The project team met to discuss how the activity went and to decide if we will send a summary report to the school administration team.

More information about running a bullying prevention project can be found at the Bullying No Way! website: Guide for senior students: Running a bullying prevention project in your school
Appendix 6: Student presentation outline

Develop a speech, presentation or other display to teach parents and the whole school community what bullying is and what can be done about it.

This outline contains some questions and tips for students in Years 5 to 7.

<table>
<thead>
<tr>
<th>Structure of presentation</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1. What is bullying? (include bullying in person and online)</td>
</tr>
<tr>
<td><strong>Introduce your topic and briefly explain why it is an important subject.</strong></td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td>2. What are the different types of bullying?</td>
</tr>
<tr>
<td><strong>Find information to answer each of the questions.</strong></td>
<td>3. Why do people bully others?</td>
</tr>
<tr>
<td>The Bullying No Way! website has information to help you answer these questions.</td>
<td>4. How does being bullied or seeing bullying happen affect someone?</td>
</tr>
<tr>
<td></td>
<td>5. What steps can someone take if they are experiencing bullying in person or online?</td>
</tr>
<tr>
<td></td>
<td>6. What can bystanders do if they see bullying happening?</td>
</tr>
<tr>
<td>Conclusion</td>
<td>7. Why is it important that our school community understands what bullying is and what we can all do about it?</td>
</tr>
<tr>
<td><strong>State your point of view about bullying. Support your viewpoint using some of the information you have discovered.</strong></td>
<td>8. What is your point of view about bullying?</td>
</tr>
</tbody>
</table>
Appendix 7: Create a school pledge

Organise a school pledge for all the students, staff and families to sign as part of the Implementation and Communication stages of the developing the plan.

You can use a large sheet of fabric or a flag, a wall on a building (with approval!) or individual posters.

Here are some examples that can inspire the wording for your school anti-bullying pledge. There are many examples online.

I promise to treat others with kindness and respect.

I will encourage others rather than putting them down.

I will embrace difference.

I pledge to take a stand against bullying.

I will reach out to others who are bullied.

I promise to encourage someone who has been bullied to get adult help.

I will report bullying if I see it happening.

I will have the courage not to be a bystander.

I pledge to think before I comment on, post or forward messages.

I will help make our school safe.
References and more reading for teachers


Department of Education and Training (2015) A review of literature (2010-2014) on student bullying by Australia’s Safe and Supportive School Communities Working Group:

Department of Education, Northern Territory. Middle Years Student Working Group, Project.


Robinson, L. (2013) Changeology how to enable groups, communities, and societies to do things they’ve never done before. Scribe: Victoria


Useful Links

Bullying No Way! website: Guide for senior students: Running a bullying prevention project in your school

SoundOut website provides resources to support schools focused on student voice, student engagement and meaningful student involvement

Teach the Teacher, an initiative of Victorian Student Representative Council (Vic SRC) is a student-led professional learning program for teachers where everyone has a voice.