

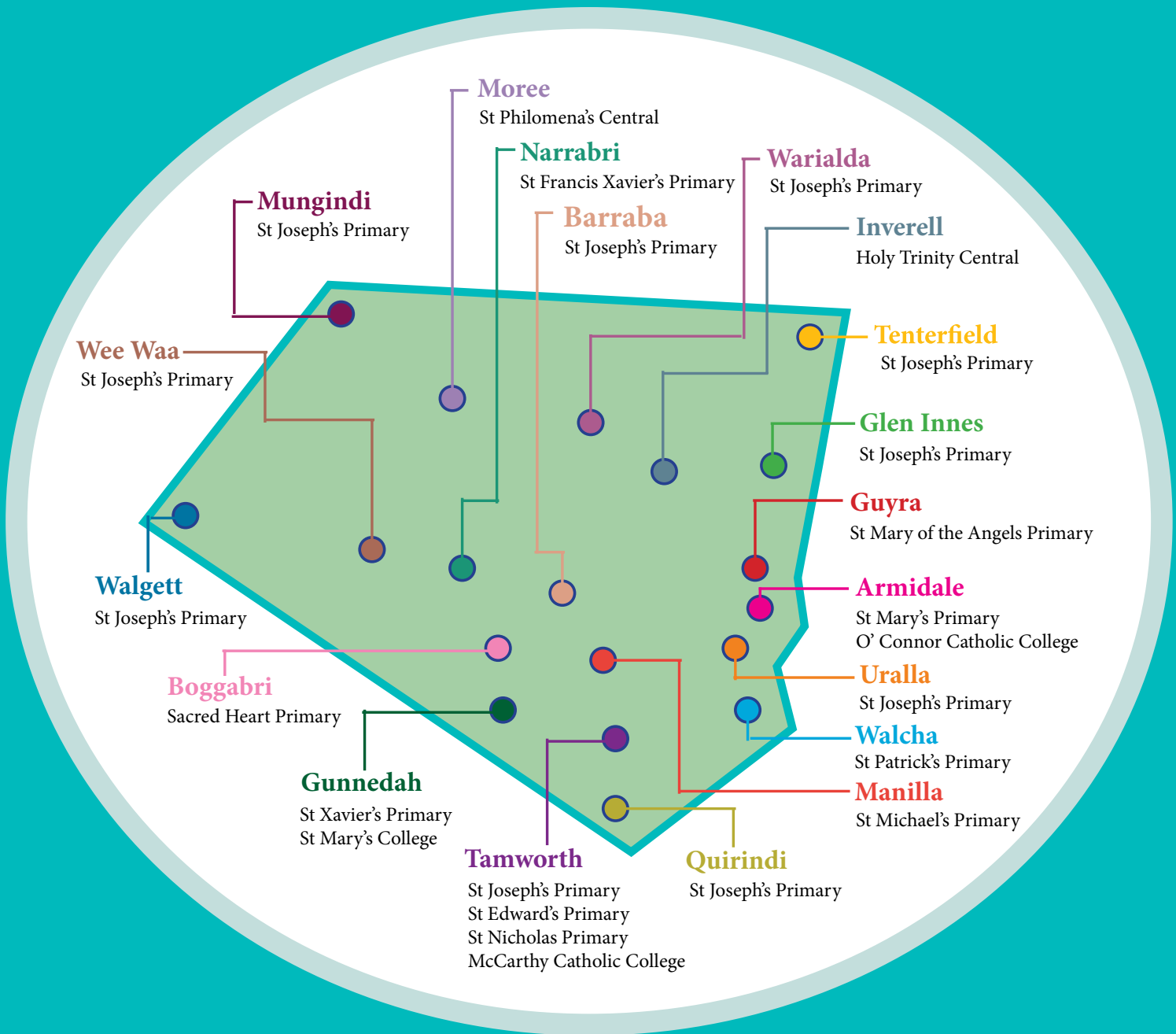


Living Well, Learning Well

A Student Support Framework for the Diocese of Armidale

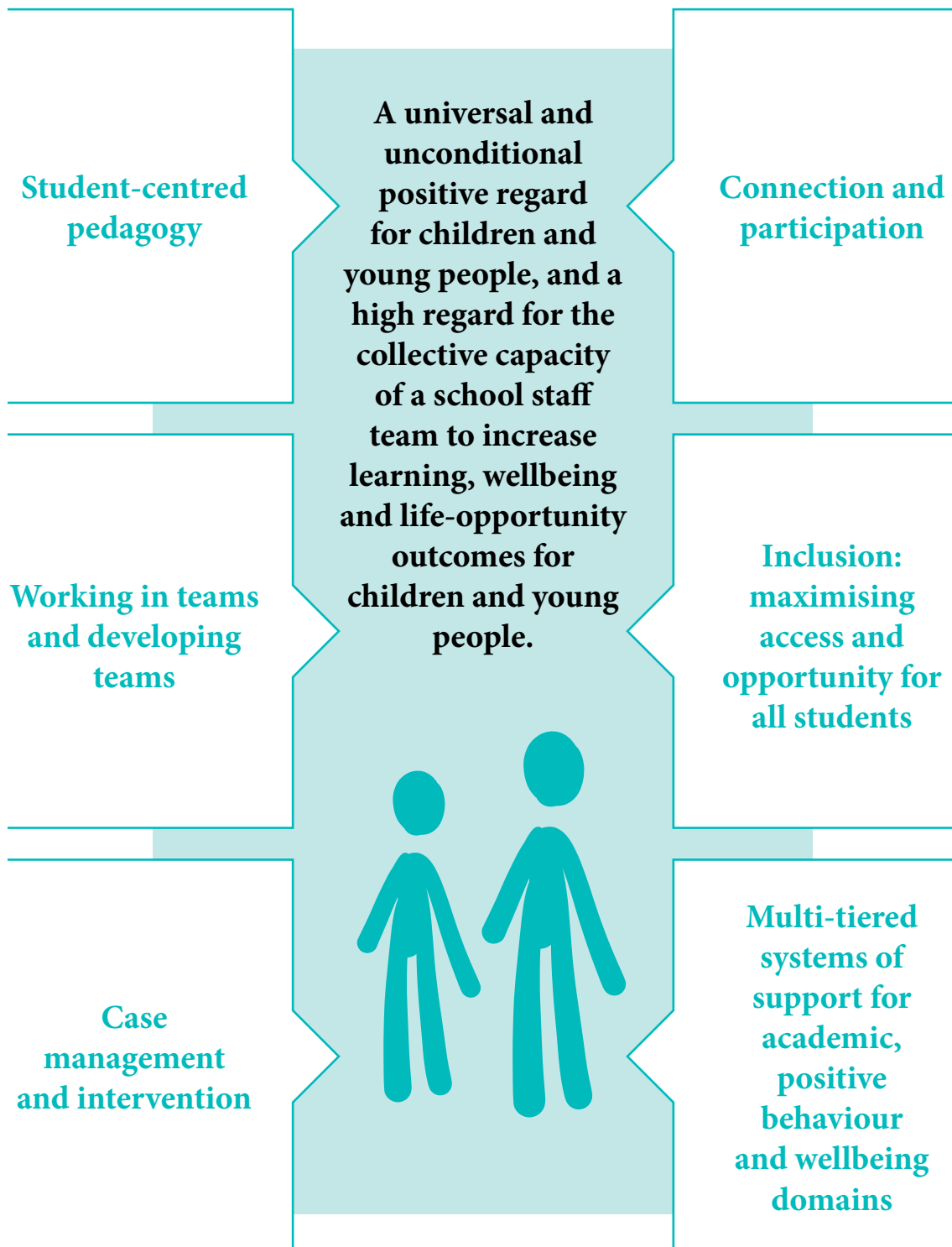


Catholic Schools Office
Diocese of Armidale



Living Well, Learning Well

A Student Support Framework for the Diocese of Armidale



Where Catholic pastoral care is centred on a universal *ethos of care* and the work of a team of skilled, helpful adults is founded on evidence-based, high impact approaches to improving conditions of learning, teaching, wellbeing and faith development for children and young people.

Living Well, Learning Well

A Student Support Framework for the Diocese of Armidale

Catholic Context

The Catholic school sets out to be a school for the human person and of human persons, “the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of the Catholic school”. (Congregation for Catholic Education, 1998, para 9)

Humanity’s social nature makes it evident that the progress of the human person and the advance of society itself hinge on each other. For the beginning, the subject, and the goal of all social institutions is and must be the human person, which, for its part and by its very nature stands completely in need of social life.

(Pastoral Constitution on the Church in the Modern World, 1965, 25)

In the history of every person, the Father sees again the story of his Son who came down to earth. Every human story has an irrepressible dignity. (Pope Francis, 24 Jan 2020)

Everyone directly involved in the school is a part of the school community: teachers, directors, administrative and auxiliary staff. Parents are central figures, since they are the natural and irreplaceable agents in the education of their children. And the community also includes the students, since they must be active agents in their own education.

(Congregation for Catholic Education, 1988, 32)

Student Support Framework Key Ideas

Shared Beliefs and Understandings

Before policy and practice comes shared moral/ethical purpose. This shared purpose is promoted by a school leadership that authentically and pragmatically plans for success by getting the ethical and team foundations right before ‘getting to work’. A shared commitment to supportive relationships, student-centred pedagogy and an inclusive, safe environment for all begins with high staff expectations, of self and of others. Those who work and lead authentically in schools have:

A universal and unconditional positive regard for children and young people, coupled with a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people.

This shared belief and understanding underpins policy and practice in Catholic schools in the Diocese of Armidale. It is the nexus between our Catholic context and our universal and unconditional positive regard for young people and their potential that ensures Armidale Diocese schools are **schools of hope and opportunity**.

A Holistic Approach to Student Support: The Place of Wellbeing

Wellbeing is a holistic term, encompassing the physical, social, relational, mental, spiritual and material health of children and young people. The term 'wellbeing' is increasingly used rather than terms such as welfare and pastoral care, as it is suggestive of a broader interest in universal, preventative, strength-based, health-promoting and holistic approaches. (Cahil et al 2017:2).

Wellbeing is best understood using an **ecological** model, which takes account of the multiple environmental settings and factors (home, school, community, culture) that interact to influence personal development and the ability to learn. Within the complex environment of individual children and young people a range of risk factors (associated with higher likelihood of negative wellbeing and learning outcomes) and protective factors (that ameliorate risk factors) can be identified and addressed to assist school systems and schools to better support student wellbeing and development. (Cahil et al 2017)

Protective factors associated with the school setting include:

- Positive relational climate, including adult-student relationships, peer relationships, and parent-school connections.
- Sense of connectedness or belonging to school.
- Opportunities to participate.
- Explicit, purposeful and informed teaching.
- High impact collaborative teaching strategies.
- Spirituality and religious engagement.
- Shared understanding of the contribution of schooling to lifelong outcomes.

The use of a holistic approach to wellbeing prompts an examination of the purpose of schooling and attempts to reconcile our understanding of traditionally separated spaces, such as academic achievement and pastoral care, to understand them as intimately connected in creating the conditions for student success.

Resilience is often used in conjunction with the term wellbeing, and is understood as the capacity to cope, learn and thrive in the face of change, challenge or adversity. It is associated with individual attributes of optimism, social competence, sense of agency, problem-solving skills, effective coping style, pro-social values, a sense of purpose, and attachment to family, school and learning. Schools have a significant role to play in contributing to the development and promotion of these attributes with positive adult-student relationships and consistent adult modelling major contributors.

(Cahil et al 2017)

A holistic approach to student support is best expressed in a setting where there is an accepted shared responsibility for improving conditions of teaching, learning, wellbeing and faith development. At its core, it is all the same work of helping children and young people reach the fullness of humanity. With 15 000 hours spent at school K-12 per child/young person, we have time and opportunity to make our work count.

Students' Connection to School

The first function of those who work in Catholic schools is to accept and promote a collective responsibility for improving the conditions of faith development, teaching, learning and wellbeing. Foundational to this improvement work is the shared desired outcome of students feeling connected to their school, aware of the collective focus on their learning and wellbeing, and feeling valued, hopeful and safe because of this connection and focus.

The wellbeing and learning outcomes of young people are enhanced when they feel connected to others and experience safe, trusting relationships. (Australian Schools Wellbeing Framework 2019).

Recognition Theory

Recognition theory, which is primarily concerned with self-actualisation, social equality and social justice, proposes that children and young people are deserving of care and esteem, realised fully when they are cared for, respected and valued. Students are able to articulate their experience of these three dimensions of recognition, as well as their experiences of misrecognition when they feel they are not cared for, respected or valued (Graham et al, 2017).

School leaders and staff must be particularly careful to ensure that the social setting that is the school is a place where children and young people experience and enjoy the recognition that is due to them. Similarly, actions, behaviours and language that lead to misrecognition must be identified and reduced (if they cannot be eliminated). Of particular importance is the responsibility to be aware of any gap between the school's espoused beliefs to support recognition and wellbeing, and what happens in practice.

The space between aspirational and actual must be continually looked for, and at, by the adults in a school: being cared for, respected and valued are the key ingredients for building positive, reciprocal relationships in schools.

“People at my school care about me, my learning and my wellbeing.”



“I am cared for, respected and valued.”



Participation and Wellbeing

Meaningful participation at school is positively associated with improved student wellbeing. (Graham et al 2018). Meaningful participation is founded on the development and maintenance of a school setting characterised by students having voice, having influence, having choice, and having opportunities to work together with teachers and other students. Significant participation elements include:

- Students working together with other students and teachers to make positive changes at school.
- Having a voice about schooling and activities at school.
- Having a say with influential people who make decisions.
- Having influence on decisions that are made at school
- Having a choice about school and classroom activities.

“We have voice, influence, choice, and opportunities to work together.”

Working together with peers and staff to implement positive change at school has the strongest link to improved wellbeing. Fostering true collaborative relationships between students and their peers, and between students and teachers, is the foundational work of the school seeking to improve both participation and wellbeing.



The Classroom as First Site of Recognition, Participation and Wellbeing

Students are in classrooms most of the day. The classroom and the class are the first and most significant site and social setting of recognition and participation.

The work of the highly proficient teacher, characterised by an informed and contemporary student centred approach, is the most significant work of the school. A holistic, universal approach to student development that focuses first on supportive relationships, student-centred pedagogy and an inclusive, safe environment for all students holds greatest leverage in classrooms. This is where students spend most of the school day and when that time is characterised by excellent teaching, a team setting that favours collaborative strategies and dispositions, and a calm, welcoming climate, then students are best placed to participate and contribute as valued equals.

“There is increasing agreement in policy, practice and research that student participation is beneficial for students and schools. When done well, student participation has the potential to strengthen school communities, engage and motivate students and enhance their wellbeing’.

(Graham et al 2019)



Schools seeking to improve student wellbeing benefit from introducing, monitoring and increasing opportunities for student participation, including finding spaces where the input of students is critical to understanding and improving learning effectiveness

“All my classes are welcoming, safe and calm. I feel like I am part of a team.”



I am asked the questions:

What are you learning?
How are you doing?
How do you know?
How can you improve?
Where do you go for help?



A coherent instructional framework provides a basic consistency of language, intent and practice to increase access to learning opportunities, participation, recognition and wellbeing for all students. Students are taught what an effective lesson or block of learning looks like and why each element is important. They attain a language of learning and are reassured that the work is meaningful and worthwhile. The classroom focus on collaborative strategies and dispositions increases opportunity for connection, participation and recognition.

See Appendices 1 and 2 [Gradual Release of Responsibility Framework](#) and an [Effective Learning Cycle Model](#).

“My teachers make sure I know what I am going to learn and that the learning is meaningful and worthwhile.

I get to have a say in next steps in my learning.”

A Multi-Tiered System of Support (MTSS) for Academic, Wellbeing and Positive Behaviour Support

A MTSS framework assists systems and schools maximise student access to universal, targeted and specialist support for the academic, wellbeing and positive behaviour domains.

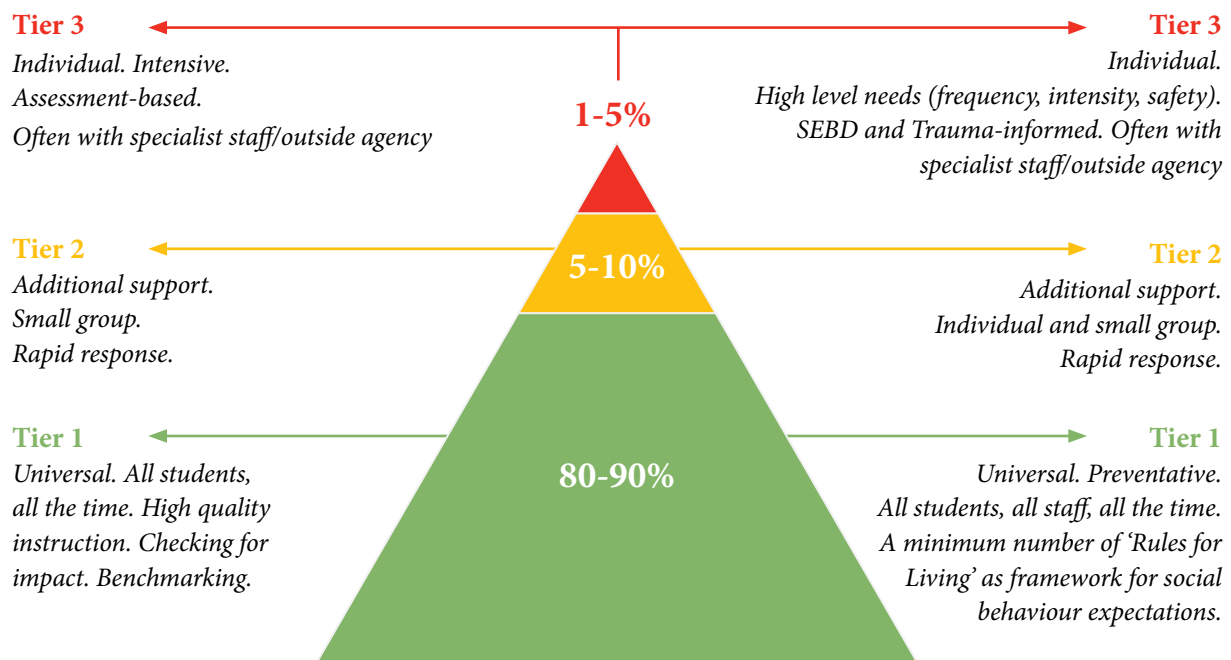
MTSS frameworks tightly align with characteristics of the Professional Learning Community (PLC): shared beliefs and understandings, evidence-focused inquiry cycle thinking and collaborative inquiry as modes of working, commitment to continuous improvement, and a collective responsibility for improving conditions of teaching, learning and wellbeing.

The tiered approach to intervention recognises quality instruction, behaviour support and wellbeing support as the foundation for collective responsibility for student learning and wellbeing, regardless of where students are in regard to learning and wellbeing. It provides an overarching organising structure that supports the delivery of effective instruction, wellbeing support and behaviour support through differentiated instruction and planned intervention. It promotes an inclusive approach by merging thinking about maximising academic growth for all students and maximising social, emotional and behavioural growth for all students, and provides a pathway for quick response to measured and/or observed student need. (Villa & Thousand 2017).

Inherent to a multi-tiered service delivery model is the provision of evidence-based, high-quality instruction and intervention to all students (Stoiber and Gettinger, 2016)

Academic Systems

Behaviour Systems



Anticipated Outcomes and Benefits of Adopting a MTSS Framework for Academic and Behavioural Systems

- Promotion of an authoritative, collective professional practice that expects and anticipates academic growth and positive behaviours.
- Promotes the asking of the same questions in both domains when adults are concerned with student progress: Are their needs being met? How do we know? What do we do next?
- Promotes notions of universal positive regard for children and young people, and the significance of the non-judgemental 'helpful adult' in supporting student improvement efforts.
- Decisions about universal, small group and individual interventions and supports are evidence-based and data-based.
- Educators accept and understand the logic of increasing support to maximise academic success. Viewing less than perfect performance of social behaviours as a 'misstep in learning' and a 'learning opportunity', places learning about pro-social behaviours on an equal footing with academic learning (Lewis et al, 2016).
- Core capacities for learning—attention, concentration, self-monitoring, self-regulation and working memory—are seen as contributing to academic development and emotional/behavioural development. When a capacity is underdeveloped, additional supports are introduced to increase the likelihood of student mastery (Armstrong et al, 2016). This is in contrast to the 'manage and discipline' school, where a persistent academic concern is likely to elicit extra support and a persistent behavioural concern is likely to elicit a punitive response.
- Like adults, children and young people are seen as complex human beings, worthy of care, esteem and the best efforts of professional educators to increase their academic and social/emotional/behavioural development. This shared understanding and commitment recognises that 80% (typically) of students require high quality instruction, and to be cared for, respected and valued (and not much else) to reach their potential.

School-wide Support of Positive, Productive Behaviours

An ever-present question in schools and school systems, is how to respond in an ethical but effective way to negative student behaviour. Schools typically use terms such as 'behaviour management', 'discipline', 'disruptive behaviours', and similar in 'discipline policy' statements in this domain, reflecting a dominant 'manage and discipline' model and understanding of child and adolescent behaviour. It is time to dismantle this approach where it still persists, and to promote an approach that aligns with contemporary views of schools as safe, productive and inclusive communities, and young people as deserving of respect and esteem. (Armstrong, 2019)

This shift is given further impetus when the school itself is recognised as a major shaping influence on the social emotional and behavioural development of children and young people. It is critical (and equitable, given the system and school approach to academic development) that research and insights from developmental psychology about child and adolescent behaviour are reflected in the policy and practice of the research-informed system and school. (Armstrong, 2019).

Negative and/or unproductive behaviours by children and adolescents in Catholic schools in the Diocese of Armidale elicit a compassionate, collaborative and effective response, rather than a punitive, disciplinarian and typically ineffective response. A focus on supporting students to recognise and replace unproductive behaviours together with an inclusive, protocol-based response to students who present with behaviours indicating social, emotional or behavioural difficulties (SEBD) or who may be affected by trauma, is both respectful and supportive of children and adolescents, and cognisant of the shaping influence of the school itself to child and adolescent social, emotional and behavioural development. School teams with a shared belief in their collective efficacy will look firstly to the quality of relationships required by individual students, and mobilise to provide the structures of safety to support students' effective participation in learning as an investment in their wellbeing and learning progress.

I know the behaviours that help my learning and wellbeing and the behaviours that support the learning and wellbeing of others.

We have 'rules for living' in our school.

I know I will get support to replace an unproductive behaviour.



I know that other students will get support to replace an unproductive behaviour.

I see and hear the same approach to supporting positive behaviour everywhere in the school.

Characteristics of a School Wide Support for Positive Behaviour Approach

1. A multi-tiered approach to academic and behaviour instruction which recognises and treats these two aspects as interrelated.
2. A universal and unconditional positive regard for children and young people.
3. A high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people.
4. A focus on positive statements and language about expected behaviours.
5. A minimum number of 'Rules for Living' as framework for social behaviour expectations:
 - I am safe (and here is how I am kept safe and keep others safe)
 - I am valued, respected and cared for (and here is how I am valued, respected and cared for, and how I value, respect and care for others)
 - I am a learner (and here is how I support my learning, the learning of others and the work of my teacher and other adults)
6. A focus on identifying a replacement behaviour and/or desired skill for a problem behaviour, explicit teaching of a replacement behaviour and/or skill, and making adjustments and increasing supports to increase likelihood of student success.
7. Whole-staff professional learning to promote coherence of understanding, language and practice:
 - Multi-tiered approach.
 - 'Universal high regard' and 'helpful adult' concepts.
 - Language of encouragement, hope and 'reasonably high' (achievable) expectations, in contrast to a language of control/management/coercion.
 - Teacher as main influence in the creation of a classroom that promotes positive behaviour for learning.
 - Common language for establishing expectations, giving instructions, encouraging, redirecting, de-escalating, framing positive choice, and following through.
 - Responding to children who present with SEBD and who are affected by trauma.
8. Case management thinking and approach for students requiring additional (Tier 2 and 3) supports and interventions.
9. Access to specialist support services for students with high-level SEBD.

Alignment with The Australian Student Wellbeing Framework

<https://studentwellbeinghub.edu.au/>

In 2017, the then National Safe Schools Framework was reviewed and updated. The project sought to ensure alignment with contemporary issues facing Australian school communities and bring greater coherence and alignment to Australian Wellbeing Policy. Key changes (2019) as a result of the review included:

- A new name: Australian Student Wellbeing Framework.
- A more concise structure with a change from nine elements to five elements - Leadership, Inclusion, Student Voice, Partnerships, and Support.
- An addressing of contemporary issues - Valuing Diversity and Promoting Inclusion, Student Voice, and Role and Use of Technology.
- Greater alignment with national, state and territory policies and initiatives. Stronger emphasis on professional learning and ongoing evaluation.



Armidale Diocese system and schools explicitly align with The Australian Student Wellbeing Framework. We align with and promote a school, system and nation-wide focus on strong leadership, true inclusion, authentic student voice, effective partnerships, and informed support for wellbeing and positive behaviour.

Key statements for each element align tightly with this Armidale Diocese framework:

Leadership – Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Inclusion – All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Student Voice – Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Partnerships – Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

Support – School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A Supportive Team of Skilled, Helpful Adults

Prerequisites for working in schools include a universal high regard for children and young people and a commitment to contributing to the collective goal of improving conditions of learning, teaching and wellbeing. The notion of the *skilled, helpful adult* is useful both as a support for students and as a reminder for adults of the collaborative and professional dispositions and skills favoured in a student-centred professional learning community. When all adults are skilled and helpful adults, students develop stronger connections to adults, have greater opportunity for social emotional learning, and are more likely to feel cared for, respected and valued. They are more likely to develop help-seeking skills and more likely to use these skills to support others. They are less likely to experience misrecognition and therefore less likely to feel they are not cared for, respected and valued.

All adults in a Catholic school community share an understanding (and access to professional learning supporting this understanding) of key ideas underpinning effective student support and inclusion, including the importance of connection, the link between participation and wellbeing, recognition theory, the MTSS framework and schoolwide support for positive behaviour. All staff have access to learning necessary to enable them to contribute to a coherence of understanding, language and practice in student support, with particular attention given to pathways of support for students with high-level needs and/or needs that require specialist support.

In Summary

- Get the staff shared understanding, collective responsibility and professional commitment right.
- Get the student connection to school right.
- Get the understanding of student recognition right.
- Get student participation right.
- Make the classroom the first place of connection, recognition and participation.
- Get the pedagogy right.
- Use a Multi-tiered System of Student Support in the academic, wellbeing and behaviour domains, and get it right at the system and school levels.
- Use a school-wide approach of support of positive behaviours, and get it right.
- Look outwards and be part of a bigger system working hard to get it right.
- Get the professional and team learning right.

Resources

Australian Student Wellbeing Framework [Student Wellbeing Hub | Home](#)

Berg J. et al (2017) The Intersection of School Climate and Social and Emotional Development American Institutes for Research, Washington

<https://www.air.org/resource/intersection-school-climate-and-social-and-emotional-development>
[bullyingnoway.gov.au](https://www.air.org/resource/intersection-school-climate-and-social-and-emotional-development)

Catholic Education Melbourne (2019) Horizons of Hope Foundation Statement: Wellbeing in a Catholic School [Catholic Education Melbourne](#)

Catholic Education Melbourne (2018) eXcel: Wellbeing for learning in Catholic school communities <https://www.cem.edu.au/Our-Schools/Curriculum-Learning-Programs/Student-Wellbeing/eXcel.aspx>

Catholic Schools Office Armidale Diocese (2020) Strong Leaders [Strong Leaders PDF](#)

Centre for Children and Young People at Southern Cross University (2019) Student Participation: A Quick Reference Guide for Schools www.bit.ly/ParticipationStudy

Centre for Children and Young People at Southern Cross University (2019) Student Participation: A Good Practice Guide for Schools www.bit.ly/ParticipationStudy

Centre for Children and Young People at Southern Cross University (2019) Improving Wellbeing Through Student Participation at School Executive Summary www.bit.ly/ParticipationStudy

Collaborative for Academic, Social and Emotional Learning (CASEL) <https://casel.org/what-is-sel/>

Evidence for Learning <https://e4l.org.au/>

Hargreaves A. and Shirley D. (2018) Leading From The Middle: Spreading Learning, Wellbeing and Identity Across Ontario CODE Consortium http://ccsli.ca/downloads/2018-Leading_From_the_Middle_Final-EN.pdf

Hargreaves A. and Shirley D. (2018) What's wrong with wellbeing? Educational Leadership Vol 76, 2 pp 58-63

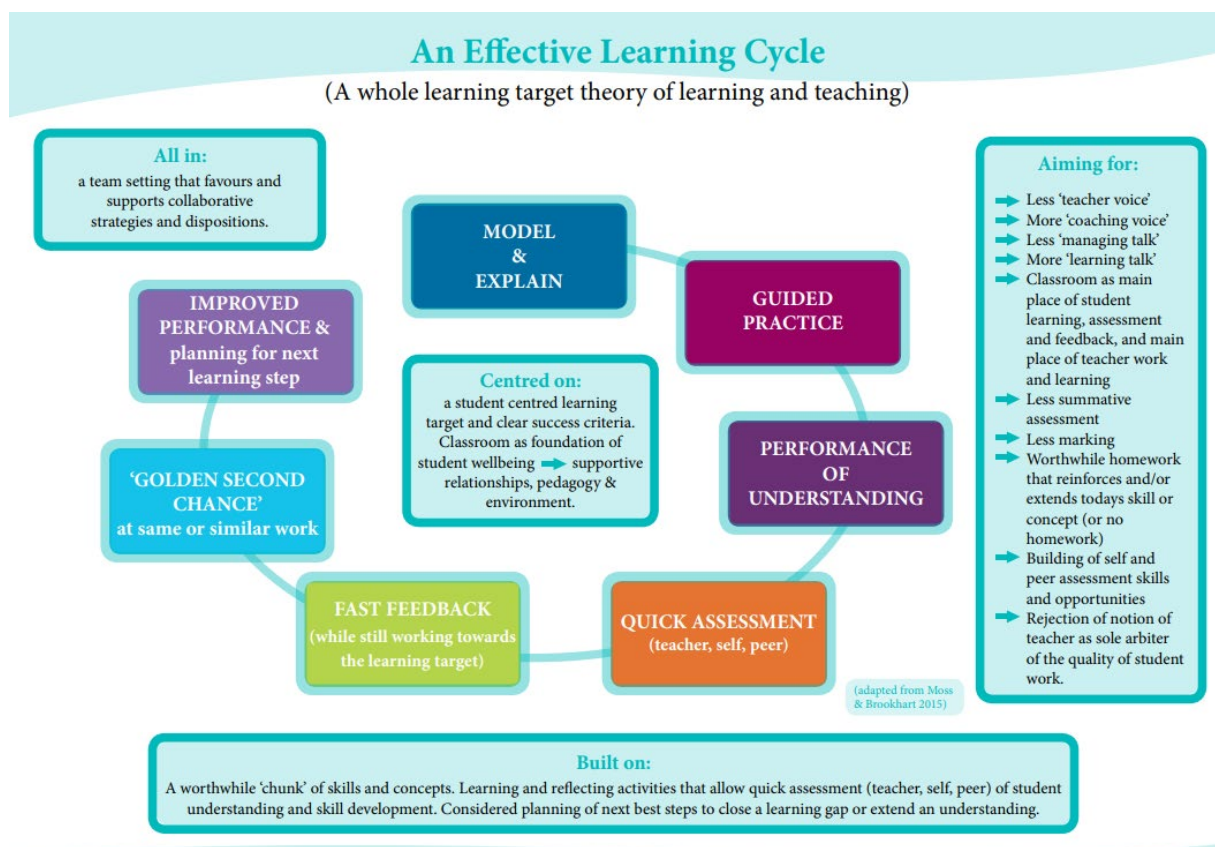
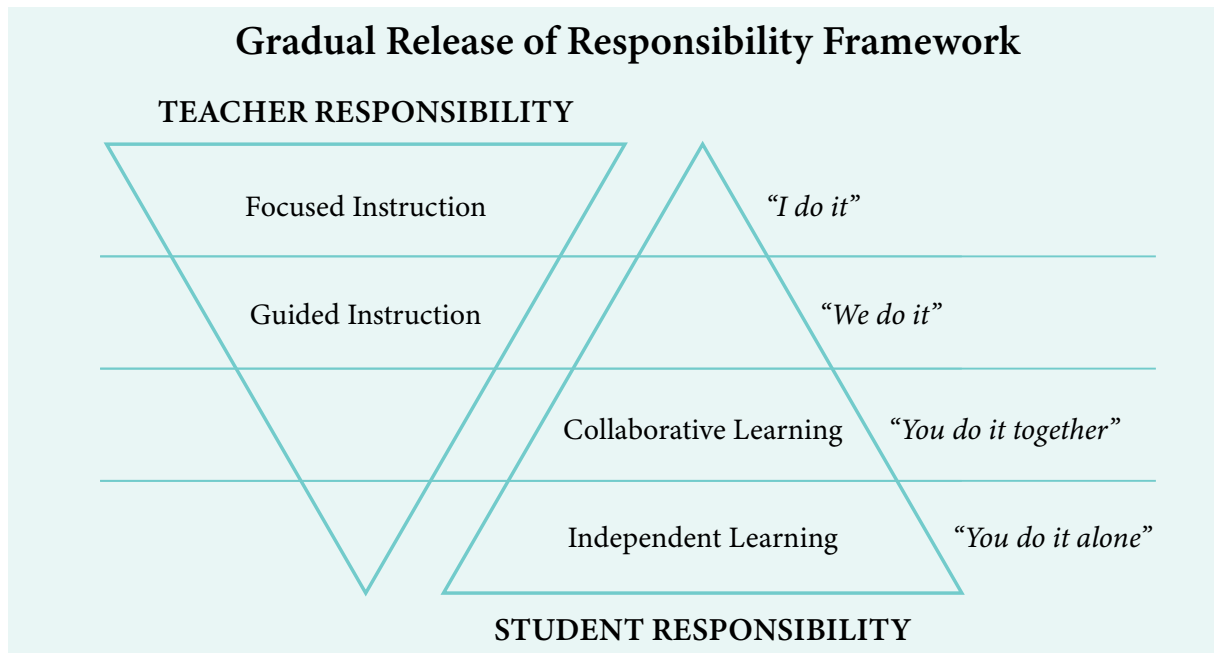
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- Graham A, Bessell S, Adamson E, Truscott J, Simmons C, Thomas N, Gardon L & Johnson A (2019) Navigating the ambiguous policy landscape of student participation, Journal of Education Policy, 34:6, 789-811,
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- Stoiber K & Gettinger M.(2016) Multi-Tiered Systems of Support and Evidence-Based Practices in in Jimerson S., Burns M. & VanDerHeyden A. (eds) Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2nd Ed) New York, Springer
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- Villa R. & Thousand J. (eds) (2017) Leading an inclusive school: access and success for all students Alexandria, ASCD

Appendices

1. Gradual Release of Responsibility Framework (Fisher D. and Frey S. 2013)
2. An Effective Learning Cycle
3. A protocol for responding to students with SEBD
4. Individual Behaviour Plan
5. Sample Rules for Living



A protocol for responding to students with SEBD

Definition of SEBD

Any behaviour by a child or young person that causes an adult's concern, and signifies unusual, disturbing or confronting behaviour outside the 'normal' spectrum of experience.

1. Does this behaviour cause adults concern? Is this concern purely my own or is it shared by other adults? Is the behaviour happening just at school, or also at home and in other environments?
2. Does this require immediate intervention on child welfare grounds? Is this an expression of distress? Is the behaviour likely to cause self-harm or harm to others? Should I involve caregivers at this point? Who else do I involve?
3. Is the behaviour because learning needs are not met?
4. Do I, or we, need additional support to better respond to this student's needs? What school-based supports or interventions are available? Are we meeting needs through the educational response in the classroom? What data do we have on how the child's needs are being met? Have we asked others (school and home) about their perceptions of how the child's needs are being met?
5. Is a mental health service referral required? How and to whom?

(Armstrong et al 2016)

Individual Behaviour Plan (Sample)

Student:	
Supporting adult/s:	
Target behaviour that causes adult concern	
Teachable replacement behaviour	
Support and prevention strategies. <u>Consider:</u> Antecedents. Are student needs being met? Skill deficit or motivation deficit?	
Next Steps	
Target behaviour replaced	Well done!
Target behaviour reduced (frequency and/or intensity)	Nearly there! Review meeting to discuss next steps.
Target behaviour unchanged	
Target behaviour increases (frequency and/or intensity)	
Review Date:	
Signatures:	
Date:	



Living Well, Learning Well

A Student Support Framework for the Diocese of Armidale

I am SAFE

- * Follow safety rules for different settings
- * Take safety drills seriously (know what to do in an emergency)
- * Hands off for physical safety
- * Say nothing hurtful
- * Use technology with care (think before searching, opening, sending, sharing)
- * Be a peacemaker (give good advice)
- * Seek help for self or others when there is a safety concern



I am VALUED, RESPECTED and CARED for

- * Attend school (be part of the team)
- * Be friendly (greet people)
- * Be positive- it's catching!
- * Take time out when you need to settle
- * Choose words and tone that are right for good conversations
- * Be a good listener
- * Care for our resources, belongings and wellbeing
- * Be a helper and a problem-solver



I am a LEARNER

- * Students and staff form learning teams (be part of the team)
- * Try hard (persist when things are tough)
- * Get back on track if re-directed
- * Self-question: - What am I learning? - How am I going?
- How can I improve my work and learning?
- What help do I need? - Who can help?
- * Don't disrupt the learning of others or the work of adults who are helping us learn



Staff at my school have:

- * A collective responsibility for all students
- * A positive, high regard for all students
- * A commitment to increasing learning, well-being, faith development and life-opportunity outcomes for all students
- * A commitment to being a skilled and helpful adult support for all students

All students, all staff, all the time:

- * People have a better day because I am here as part of the school team!





Living Well, Learning Well

Families as Partners in Catholic School Communities

In choosing a Catholic school, parents enter a partnership with the school in which there is shared privilege and responsibility for the child's faith formation, learning and wellbeing. There is a shared goal that all children and young people in Armidale Diocesan schools are safe, valued, respected and cared for, and esteemed and supported as learners.

Families strengthen the partnership by:

I am SAFE

- * Supporting policies, practices and protocols that keep people safe
- * Quickly informing the school when aware of a risk to safety
- * Supporting and teaching help-seeking strategies to children and young people
- * Assisting children and young people in the replacement of unsafe behaviours



I am VALUED, RESPECTED and CARED for

- * Supporting policies, practices and protocols that ensure people are valued, respected and cared for
- * Quickly informing the school when aware of a risk to a child/young person's sense of being valued, respected and cared for
- * Modelling in the family the ways people are valued, respected and cared for
- * Supporting and facilitating positive relationships with school staff and other families in the school community
- * Recognising and supporting the link between strong school attendance and connection to school
- * Understanding how family engagement in schooling contributes positively to the learning, wellbeing, faith development and life opportunities of children and young people



I am a LEARNER

- * Supporting policies, practices and protocols that enhance student learning
- * Recognising and supporting the link between strong school attendance and successful learning
- * Engaging in ongoing, productive conversations about learning with students, teachers and school leaders
- * Recognising high family regard for learning, a literacy-rich home environment and a high regard for the work of the school as powerful positive influences on student learning and wellbeing outcomes



Our Diocesan Schools:

Recognise that the partnership between family and school centres on the child/young person, who has voice in the partnership and whose learning, wellbeing and spiritual development are the reason for the partnership - as taught and modelled by Jesus, our children and young people are at the heart of the Kingdom of God (Luke 18: 16).

Our Families:

Recognise that positive partnerships between families and school strengthen the school community and improve learning, wellbeing, faith development and life opportunities for all children/young people in the school.



Bullying prevention for schools

What we know

Bullying is an **ongoing** and **deliberate misuse of power** in relationships through **repeated verbal, physical and/or social behaviour** that intends to cause physical, social and/or psychological **harm**

Read the full definition at
<https://bullyingnoway.gov.au/WhatIsBullying>

Bullying

- is a challenging social issue
- should be taken seriously
- is dynamic and complex
- involves students in varying roles in peer groups
- can be reduced and prevented
- can have lasting negative impacts
- requires multifaceted approaches
- needs individual and group level responses

Read more about effective ways to prevent bullying at Bullying. No Way! bullyingnoway.gov.au

Sources can be found at: <https://bullyingnoway.gov.au/UnderstandingBullying/BullyingResearch/Pages/Research-for-schools.aspx>

Effective practices

- Explicit teaching of **school values** and **positive behaviour**
- Fostering a **positive school climate**
- Integration of **social-emotional learning**
- Proactive support and teaching of **practical strategies**
- Whole school** and **multifaceted** approaches
- Involving students and families** in bullying prevention and policy
- Teaching **bystander strategies**
- Being prepared with **effective responses**

Positive teacher-student relationships

- Respect** for students
- Shared understanding** of bullying
- Appreciation for **students' perspective** about their social interactions
- Consistent, calm and respectful** responses
- A focus on **lasting, positive solutions**

What works

Positive family relationships

- Parenting that is **calm** and **firm**
- Proactive discussions** at home about bullying
- Learning about **effective responses**
- A focus on **lasting, positive outcomes**
- Collaboration** with the school

BULLYING. NO WAY!

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