

## MINDMATTERS SPOTLIGHTS: BULLYING

# Bullying prevention strategies review

### Checklist for school leadership and action teams

Examine your current bullying prevention strategies by working through this checklist. Use the results to develop a comprehensive and cohesive whole school approach to reducing the likelihood of bullying and to responding effectively to bullying incidents in your school.

#### 1 Look at existing school data

Does school data reflect student bullying concerns?

Yes  No  I don't know

Are questions explicitly asked of students, staff and families about bullying, its extent and school responses?

Yes  No  I don't know

Does information (eg anecdotal, incident reports, referrals to school counsellors, etc) get incorporated to understand the impact and responses to bullying in the school?

Yes  No  I don't know

#### Notes

#### 2 How well prepared is the school for preventing and responding to bullying?

Is there a clearly defined policy in relation to bullying/anti-bullying?

Yes  No  I don't know

Are there clearly defined processes for staff to respond to incidents of bullying?

Yes  No  I don't know

Does the curriculum enable the explicit teaching of skills to promote social relationship development and deal with conflicts?

Yes  No  I don't know

Does the school have strong values which promote messages of inclusion and respect?

Yes  No  I don't know

Are families included in opportunities to promote a positive school community and support the school's anti-bullying efforts?

Yes  No  I don't know

Are there regular opportunities to promote inclusion and respect for diversity as well as send anti-bullying messages?

Yes  No  I don't know

Are we aware of legal implications of bullying and do we have mechanisms which will enable the school to appropriately respond to these responsibilities? (eg relationship with Police)

Yes  No  I don't know

Are we aware of the latest evidence based approaches to anti-bullying and incorporated these into our practices?

Yes  No  I don't know

What are the expectations of school staff in relation to active supervision of students to prevent bullying and early intervention to respond to bullying?

Yes  No  I don't know

#### Notes

### 3 What information is available in the school about bullying?

Is the school's language around bullying consistent and clear? (Safety or anti-bullying?)

Yes  No  I don't know

Are their coordinated efforts made to promote respectful relationships across the entire school?

Yes  No  I don't know

Are relationships monitored across the school?

Yes  No  I don't know

Are bullying incidents reported and responded to?

Yes  No  I don't know

Is there any process for recognising groups of students or individuals who may be more at risk of bullying (e.g. students with previous experiences of bullying, Aboriginal or Torres Strait Islander students, LGBTI students, students with a disability)?

Yes  No  I don't know

Are their clear staff responsibilities for monitoring behaviour during break and transition times?

Yes  No  I don't know

Have school staff participated in professional learning in to help them recognise the early signs of bullying and respond effectively?

Yes  No  I don't know

Do students receive information about what they can do to prevent bullying and what to do if bullying is occurring?

Yes  No  I don't know

Do families received information about their role in preventing bullying and what to do if bullying is occurring?

Yes  No  I don't know

### Notes

## TAKING ACTION

When you have completed the review of your existing strategies, consider the following questions:

**What** action do we need to take?

**Who** might we need to consult with and inform?

**How** will we continue this conversation with the school staff, gain their input and build shared ownership?

**Bully Stoppers** has information for school leaders on developing bullying prevention strategies and policies that may be useful to guide your further actions.