School Team Implementation Guide

Name :

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What is Friendly Schools Whole-school Approach?

A Whole-school approach to support your journey towards increasing social and emotional wellbeing and preventing bullying

Friendly Schools is a multi-component, evidence-based initiative involving the whole-school community to build social and emotional wellbeing, supportive environments and significantly reduce bullying and social aggression. Friendly Schools demonstrates quality applied prevention research; developed and tested with Australian schools including 20 years of research with 27,000 students. Friendly Schools is more than a classroom program. It is a collaborative approach that engages all members of the community in building the school's capacity to provide a friendly and supportive environment for students.

Why is the Friendly Schools approach important for schools?

Multi-component whole-school community approaches are more likely to reduce bullying behaviour than those involving only one element, such as just classroom curriculum. While it is well known that healthy students learn better, student wellbeing is seldom given the same priority as literacy and numeracy. When schools take on initiatives such as Friendly Schools, they are not only achieving objectives that aim to enhance student wellbeing, but also student learning.

How is the Friendly Schools Approach Implemented?

This initiative includes processes, strategies and resources to help schools to engage in an action to determine their current strengths and needs and strategically build their school's capacity to address these gaps using widely tested strategies to support them build social and emotional learning and prevent bullying. The social and emotional wellbeing of students in the school community is promoted through a whole-school community learning approach, with an emphasis on school organisation, ethos and environment, family and community partnerships, and curriculum teaching and learning.

How does Friendly Schools support schools?

- Demonstrates quality applied prevention research - Evidence based – developed and tested with Australian schools including 15 years of research with 27,000 students
- Links current evidence (Australian and international) into real world practice
- Engages the whole-school community in a journey of school improvement to strengthen student wellbeing and learning outcomes
- Supports an action research model of quality improvement to assess, plan, implement and evaluate actions
- Supports schools to align school vision with evidence-based practice
- Provides step-by-step process to identify, develop and sustain those components of a friendly and supportive school climate for student achievement
- Positively changes attitudes towards bullying and social relationships and empowers students to manage their own learning and behaviours
- Reduces bullying behaviours through whole school social and emotional skill building

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Friendly Schools Implementation

'How do schools translate the evidence of what is known to work into real world practice?' and 'what do schools need to build their capacity to implement and sustain these practices?' have been key questions in recent Friendly Schools research projects.

Capacity building and alignment with whole-school vision

Research findings include the need for schools to establish a strong foundation to support effectiveness and sustainability of the implementation process. Studies showed schools need to begin by identifying and clarifying their specific whole-school vision and aligning this with current evidence for practice to reduce bullying and enhance social and emotional understandings and competencies (blue outer layer). This enabled schools to take ownership of the process and work towards implementing policies and practices that met their specific needs.

A capacity-building approach was also found to be critical to assess readiness and prepare staff for the planned changes to be accepted and implemented well. The importance of capacity building for whole school change is supported by Friendly Schools resources that target leadership, organisational and competency drivers known to build school capacity over time (white outer layer). Capacity building literature and research suggests that if the above key factors are not addressed, a school's capacity to take on new initiatives will be limited. The capacity-building strategies are embedded within Friendly Schools initiative throughout the resources to support leadership teams responsible for driving the implementation process to ensure action is effective, sustainable and systemwide.

Five-stage implementation process

The Friendly Schools five-stage implementation process is designed to support school coordinating teams to implement a whole-school approach to social and emotional learning and bullying prevention through a quality improvement cycle. This cycle is based on the Action Research Model and links all the stages of implementation (getting ready, exploring needs and current practices, preparing for improvement, implementation of plan and ongoing review) to support systematic change. The efforts of the school team should be focused on planning to address the strategic issues that are found to be specific to your school community.

Sustainable changes in behaviours and attitudes usually take three to five years to be fully established. This longer-term journey towards improvement is made up of short-term cycles of implementation. A cycle can typically take a year but depending on the circumstances and capacity of the individual school and team may take longer or could be achieved in a shorter timeframe if the plan for improvement is less complex to implement.

Five stages of implementation

Stage 1: Getting Ready

Step 1 Establish a coordinating team

Step 2 Learn more about Friendly Schools

Step 3 Assess readiness of your school

Step 4 Build team capacity for implementation

Step 5 Raise whole-school staff understandings

Step 6 Align your whole-school vision with the evidence

Stage 2: Exploring needs, policies and practices

Step 7 Survey students and staff

Step 8 Assess whole-school policies and practices

Stage 3: Preparing for improvement

Step 9 Plan priorities using data

Step 10 Build staff capability to implement strategies for good practice

Step 11 Build teacher capability to implement teaching and learning activities

Stage 4: Implementing our plan

Step 12 Implement the strategies for good practice

Step 13 Implement teaching and learning activities

Stage 5: Reviewing and sustaining our actions and outcomes

Step 14 Review changes in practices, processes and student outcomes

Step 15 Review sustainability factors

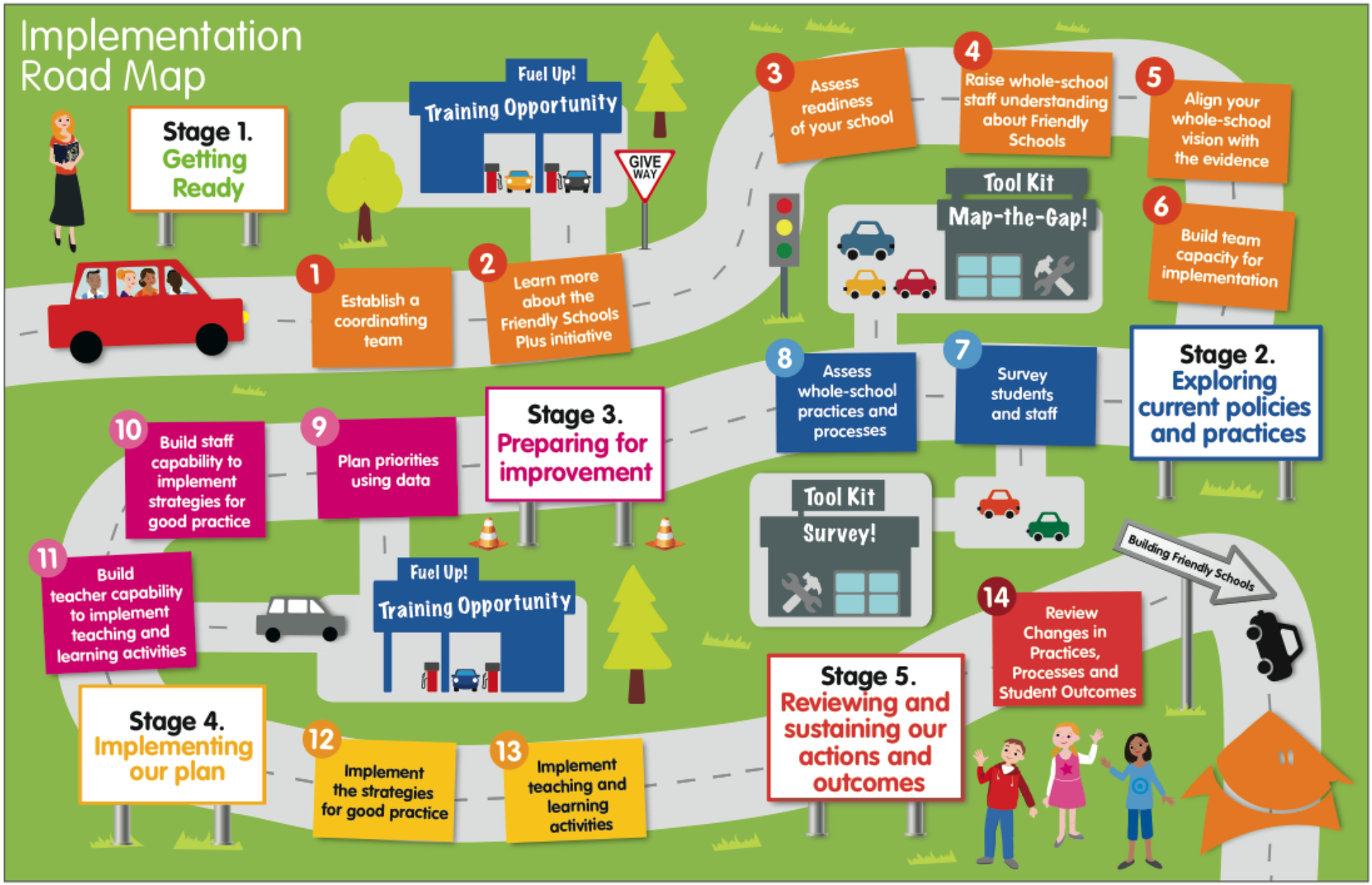
Friendly Schools Plus implementation road map

We know the success of any initiative is dependent on how well evidence-based practices are implemented within a whole-school context, so it is important to view the implementation as a journey towards success. The Friendly Schools Plus implementation road map provides an easy-to-follow visual to guide school teams through the five-stage implementation process. (See page 3)

Team Progress Workbook and Team Progress Record

The Team Progress Workbook and Team Progress Record offer practical tools for the school team to plan, record and monitor implementation progress. Use of these tools by the school team is important in developing an implementation plan and provides evidence of the work the team has undertaken. It also means that new staff joining the team can easily see the plan of action and where progress has been made. The implementation road map and toolkits also highlight when Friendly Schools Plus supports such as training and online tools should be engaged. (See page 3)

Implementation Road Map



Team Progress record

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). – (FS = Friendly Schools E4P = Evidence for Practice text)

Step 1. Learn about Friendly Schools				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Principal and coordinator to be introducing FS	Friendly Schools Website - E4P or PD	E4P		
Step 2. Assess readiness of your school				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Principals use readiness assessment sheet to facilitate discussion about the current readiness of the school to begin the initiative.	Section 3 Implementation toolkit - School readiness assessment			
☐ Principals to address barriers to implementation of FS initiative based on the current readiness factors	*E4P* Section 2, Chapter 1: Building Capacity pg. 49	E4P		
Step 3. Establish a coordinating team				
☐ School coordinating team established to introduce FSP initiative	Team established for Team training February			
Step 4. Build team capacity for implementation				
☐ Team to build on their understanding of the FS whole-school implementation process	*E4P* Section 2, Chapter 1: Building Capacity pg. 49	E4P	School Team	
☐ Team to build on their understanding of the FS whole-school strategies for good practice	*E4P - W*hole-school strategies for good practice	F4P		
☐ Team to build their capacity to facilitate and lead the school to implement the areas for improvement identified.				
Step 5. Raise whole-school staff understandings				
☐ Organise whole-school presentation for whole staff to introduce the FS initiative and outline the timeline and processes involved	*E4P* Section 1 - Evidence before action	E4P	School Team	
☐ Present a summary of the research findings, evidence- based practices and key messages.				

Step 6. Align your whole-school vision with the evidence				
Team Tasks	*Resources*		*Whose task?*	*When*
Involve staff in aligning your whole-school vision with the evidence				
☐ Organise presentation for whole-school staff to conduct activity (can be combined with Step 5 raising staff awareness).	*E4P* Section 3: Step 4 - Align your whole-school vision with the evidence pg.		School Team Staff	
☐ Ask staff to identify the school outcomes for Students, staff, families, school culture, school environment, classroom practice.	*This document – Whole school vision sheet*			
☐ Identify your school policies that support the development of social and emotional learning and the reduction and prevention of bullying	Your school policies			
☐ Establish clear outcomes to be articulated to the whole-school community as the aim of this initiative.				

Stage 2: Exploring needs, policies and practices

How do we collect the information about what we are already doing and what we need to do? The objective of this stage is to examine what is happening in the school to inform school planning.

Step 7. Survey students and staff				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Students Survey	FS Student Surveys			
☐ Staff Survey to review attitudes, capacity and current practices	Staff survey provided by Friendly Schools Study team		FS coordinators	
Step 8. Assess whole-school policies and practices				
☐ Map-the-Gap - Review current whole school policies and practices	Initial review using Map-the-Gap to be conducted Refer to Team Workbook for Map-the-Gap			

Stage 3: Preparing for improvement

Schools now have information about their current policies and practice. The next stage supports schools to identify what they are already doing well and what they have identified as the key areas for further development and improvement. School teams can now use this book to identify evidence for good practice to develop a comprehensive plan to address the needs of their whole-school community.

Step 9a. Plan priorities using data				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Present the *Map-the-Gap findings* to the staff	Map-the-Gap review from Team Workbook			
☐ *Share with staff what you found your school were doing well* and ask staff to identify what they believe to be some of the most successful strategies currently being implemented.	Map-the-Gap findings			
☐ *Share with staff what you found* the key areas you identified as needing to be addressed as a priority. Discuss their thoughts and suggestions for action	Map-the-Gap findings			
Step 9b. Identify evidence-based strategies for good practice				
☐ Go to Whole-school section of *E4P* and locate the component relating to the key areas of need identified in your review	Component 1- pg. 64 Component 2 - pg. 99 Component 3 - pg. 149	Component 4 - pg. 171 Component 5 - pg. 200 Component 6 - pg. 228		
☐ Refer to the key element numbers in your Map the gap tool to direct you to the corresponding sections in E4P to read about the recommendations and suggested strategies for improvement	As above			
☐ Use your planning tool record your actions	FS Team planning tool			
☐ *Share with staff* the key areas and strategies for good practice you have planned to develop	Planning Tool			

Step 10. Build staff capability to implement strategies for good practice				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Identify needs to staff the implement strategies to implement whole school approach	Planning Tool		School team	
☐ Identify and allocate time for staff managing incidents to refine skills for restorative approaches.	*E4P* Section 3: Component 3: Policies and practices- pg. 149	E4P	School team	
☐ Identify and allocate time for in-school updates and collaboration to take place across the year to upskill staff			School team	
Step 11. Build teacher capability to implement teaching and learning activities				
☐ Conduct Teacher Training for staff about FS Classroom resources for classroom teaching and learning activities.	FS Teacher Training - Conducted by FS Coordinators	PD	School team to plan with Coordinators	
☐ Audit staff needs for further professional learning requirements to build capacity for implementation.				
☐ Conduct review of current strategies and resources used in classroom practice.				
☐ Identify times for regular FS ''bites' to keep it on the agenda (i.e. staff meeting times).			School Team	

Stage 4: Implementing our plan

Information about the mechanisms and strategies needed to develop the team's capacity to lead the implementation process, and support to raise whole-school staff awareness of the initiative is provided in the resources and training.

Step 12. Implement the strategies for good practice				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Refer to your planning tool to identify the evidence- based actions and strategies you have planned	E4P Key elements and toolkits - Friendly Schools toolkits Friendly Schools plan		School team	
☐ Where there are toolkits to support the actions, use these to support your strategies and implementation.	FS Electronic files - Friendly Schools downloadable resources		School team	
Step 13. Implement teaching and learning activities				
Team Tasks	*Resources*		*Whose task?*	*When*
How do we ensure a coordinated and sustained approach to the implementation of the teaching and learning activities?				
☐ Plan curriculum to include evidence–based teaching and learning activities into classrooms.	Friendly Schools classroom teaching resources		Teachers and team	
☐ Begin to implement and integrate evidence- based teaching and learning activities into classrooms.	Friendly Schools classroom teaching resources		Teachers	
☐ Provide opportunities for collaboration and sharing and reflection between teachers as they begin to embed the teaching and learning activities into classrooms	Friendly Schools classroom teaching resources		School team	

Stage 5: Reviewing and sustaining our actions and outcomes

Step 14. Review changes in practice, processes and student outcomes				
Team Tasks	*Resources*		*Whose task?*	*When*
☐ Review the strategies and processes that have been implemented within the initiative and define the next phase of improvement.	*E4P*- Implementation toolkit F Review and sustainability report pg. 270		Team	
☐ The Friendly Schools Plus survey, Map-the-Gap and planning toolkits can be used for ongoing monitoring and review or evaluation of school processes and student outcomes			Team	
Step 15. Review sustainability factors				
☐ Incorporate FS initiative into School Improvement Plan			Principal team	
☐ Use a reflective evaluation approach and data gathering devices to determine future direction and planning for the initiative.			Team	
☐ Develop a long-term plan for ongoing sustained school action over the next five to seven years.			Team	
☐ Plan to establish strategies and outcomes for continuous monitored improvement.			Team	
☐ Plan for ongoing professional learning and opportunities for staff personal development.			Team	
☐ Establish plan for ongoing communication with the entire school community about the initiative.			Team	
☐ Continue to nurture partnerships with families and community.			Team/staff	
☐ Identify strategies to strengthen partnerships with families and community.			Team/staff	
☐ Identify effective communication channels with families and community.			Team/staff	

Team Progress Workbook

Stage 1: Getting Ready

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

The getting ready section provides information and tasks on what needs to be done to prior to taking on Friendly Schools to ensure a smooth and effective start to the implementation process.

Too often this readiness stage is overlooked in the implementation process, resulting in insufficient thought, time and resources being allocated to allow for a framework for success to be established. Schools that take the approach that this is an ongoing multi-staged initiative for improvement over time have been found to have far greater success in developing a sustainable model. A review of the implementation process of schools involved in the Friendly Schools research projects indicated that many found it difficult to fast track the readiness and planning stage and move on to the whole-school implementation and promotion of the initiative. Barriers included competing demands on teacher time and energy, a lack of time and support for staff implementing the initiative and a lack of school administration commitment and leadership within the school.

Assessing readiness is also crucial to ensure the school has the capacity, knowledge, leadership support, and resources to implement successfully. This getting ready stage describes, how to set up and build the capacity of your coordinating team to facilitate and manage the process of review, planning and implementation of the evidence-based strategies. You will also be provided with strategies to build common understandings with your staff and collaboratively align the evidence with your whole-school vision for building social and emotional capability to reduce bullying in your school.

Step 1: Learn about Friendly Schools

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Principal and coordinator to be introducing FS	Friendly Schools Website - E4P or PD	E4P		

As with any priority integrated into a school system, its success is directly related to the clear commitment and support demonstrated by the principal and the leadership team. To ensure strong leadership support, principals and leaders have been provided with the opportunity to raise their own understandings of the research and evidence surrounding Friendly Schools before beginning the project. The principal and the leadership team will now lead action to plan action and promote to the whole-school community, a clear vision for increasing social skills and reducing bullying as a priority commitment.

The principal's, and the leadership team's involvement, is pivotal to the success of your actions. School leaders who are proactive and engaged in the development and promotion of the whole-school policies and actions provide a whole-school perspective necessary to ensure effective implementation across the school community. Seeing leaders in the school "walk-the-talk" demonstrates to the school community that the principal and the leadership team are highly committed to making the school a safer and more supportive environment for students

Step 2: Assess readiness of your school

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Principal use the questions on the readiness assessment sheet to facilitate discussion about the current readiness of the school to begin the initiative.	Section 3 Implementation toolkit - School readiness assessment			
☐ Principals to address barriers to implementation of FS initiative based on the current readiness factors	*E4P* Section 2, Chapter 1: Building Capacity pg. 49	E4P	Principals at training	

Readiness for change does not necessarily require that everyone in the school community have the same understandings or commitment to change in the beginning. However, it is preferable that you, as leaders in your school can foresee that with collaboration and support for increased knowledge and capacity that your whole-school community will see potential benefits of the implementation of the initiative.

A School Readiness Assessment has been provided with a series of questions to guide leaders and leadership teams in assessing their readiness to take on the Friendly Schools Plus initiative. Access the School Readiness Assessment in the Implementation Toolkits in electronic files provided.

Using the School Readiness Assessment with your Team.

The questions are intended to facilitate discussion within the team about what they want to achieve and how ready they are to move into this initiative. If the team finds that this is not the best time to begin implementation because, for example, there are too many barriers or competing initiatives at this time, it may be preferable to delay the implementation process until the following term or year until conditions are more favourable for success. In the meantime, schools have found it very useful to use this time in the readiness stage to build the capability of the team and look at the building capacity information in *Chapter 1, Building Capacity,* of Section 2 of this book. It is also useful to look at the next stage – getting ready to make sure you are well prepared for when you decide to begin implementation.

Step 3: Establish a coordinating team

Team Tasks	*Resources*		*Whose task?*	*When*
☐ *School coordinating team established to introduce FSP initiative*	*E4P Section 2, Chapter 1: Building Capacity pg. 54*	E4P		

A school coordinating team is a collaborative team made up of potential agents of change and ultimately should include members representative of the whole school community, including staff parents and students. The role of the coordinating team is to facilitate the implementation process using the Friendly Schools Plus evidence-based recommendations. The research has shown that Principal commitment to the implementation and support for the team was vital for success.

This stage supports schools to establish a school coordinating team of key staff to coordinate the initiative and support the whole-school implementation. (coordinating teams may decide to add more members of the whole school community as they progress). The team needs to be established with the future in mind. Schools in the research projects found that it was useful to have a mentoring process for new parents and staff who may be interested in taking up positions on the team in the future.

For more detail information about establishment of effective leadership and the coordinating team see *Strategies for good practice: committed and engaged leadership Chapter 1 Building Capacity in Section 2 of E4P.*

Advice from schools:

- Selecting a team is an opportunity for a school to build leadership capacity and positively influence school culture, teaching and learning, and wellbeing.
- We used, our already established, 'Wellbeing Team' to coordinate this implementation as it all fitted so well with their current role. This saved us establishing a new team that probably would have been the same people anyway.
- Get your key leaders on board first – Curriculum and Year Level Coordinators. Have as many people talking about social and emotional learning as possible – spread the word!
- Make sure you don't let the team dwindle in numbers and leave all the work to the coordinator. If this person leaves, your initiative will be seriously at risk.
- We found it easier to have a smaller core team that met regularly, supplemented by reference groups who were called upon when required, e.g. parent group, student services team and student representative group.
- After we were established and felt comfortable in our capacity as a team, we then invited two parent representatives to also join the team.
- Parents reported they found it easier when there was more than one parent representative in the team for support.

Step 4: Build team capacity for implementation

Team Tasks	*Resources*		*Whose task?*	*When*
☐ *Team to build on their understanding of the FS whole-school implementation process*	*E4P Section 2, Chapter 1: Building Capacity pg. 49*		*Principal and Coordinator*	
☐ *Team to build on their understanding of the FS whole-school strategies for good practice*	*Team to attend Friendly Schools information session*		*Principal and Coordinator*	
☐ *Team to build their capacity to facilitate and lead the school to implement the areas for improvement identified.*	*Team to attend Friendly Schools information session*		*Principal and Coordinator*	

Chapter 1 Building capacity in the Section 2 of E4P provides information found in the research to assist schools to build their capacity in the areas of leadership, organisational support and competencies to support implementation of the Friendly Schools initiative.

See Chapter 1 Building Capacity in Section 2 of Friendly Schools Evidence for Practice. To increase capacity for success and outline the role of the team it is recommended that the coordinating team build on their understanding of the strategies for good practice by reading this chapter.

Feedback from schools:

- Don't overlook capacity building. By assessing possible barriers to the implementation, you have the opportunity to find solutions to problems that may impact your progress before you start.
- Time is always the biggest barrier. Develop a timeline and space out tasks – (we did but found we had to change, so be prepared to be flexible). Take small steps and do these well and you will see the benefits.
- Our Principal gave staff on the coordinating team an additional planning day to get establish a clear plan for the next year.
- Be aware of other current school priorities and commitments. Integrate the initiative with other priority areas in the school with similar goals to make planning and implementation easier. The implementation was less likely to be seen by staff as another thing to "do".
- Always look at what your school is already doing/has in place. It may need reviewing but you may have a lot already in place.
- Lack of strategic planning and clear direction can lead to confusion around what is expected of the staff.
- Regardless of which strategies you decide to focus on, come together regularly to ensure the specific needs of your school are being targeted and met.
- Don't be overly ambitious in your plan of t how much you/your school can do. Be realistic and take into account interruptions throughout the year. Don't be discouraged if you don't get to everything you had in your plan for a specific term. Just reschedule
- Develop a timeline and space out tasks – (we did but found we had to change, so be prepared to be flexible)
- Utilise the team progress map and record to keep on track with the implementation process.
- Think about the best time to implement Social emotional Learning curriculum in the busy school year. We have been part of a building program and this has impacted on the time we could expect implementation of the new curriculum when staff and student routines were often unpredictable and at times stressful.
- Our Principal gave teaching staff a half planning day to build the recommended learning activities into their classes.

Step 5: Raise whole-school staff understanding about FS

Team Tasks	*Resources*		*Whose task?*	*When*
☐ *Organise whole-school presentation for whole staff to introduce the FS initiative and outline the timeline and processes involved*	*E4P Section 1 - Evidence before action*	E4P	*School Team*	
☐ *Present a summary of the research findings, evidence- based practices and key messages.*	*This Document – Whole-school vision sheet*		*School Team*	

Once you have identified your coordinator and coordinating team and have committed to the planning process, it is a good time to present an overview of the initiative to the whole-school staff. It is recommended that this presentation be attended by all staff, including non-teaching staff and if possible, relevant parent representatives.

A summary of the latest evidence about bullying and social and emotional learning is provided in an easy-to-read format called 'Evidence before action' in Section 1 of the text 'Evidence for Practice'. (These notes are also included in the electronic files provided plus at the beginning of each of the Teacher Resource books.

Advice from schools:

Competing demands on teacher time was a prevalent barrier identified by schools involved in the research projects. The following are some of their suggested strategies to help address this issue.

- Leadership needs to look at capacity of staff and continue to nurture them and protect them from being overloaded
- Be Patient. Read, discuss, plan, and implement in small and strategic steps
- Try not to overload teachers at once. Take small steps and do them well.
- Give staff a copy of the five social and emotional competencies and them to consider what they are already doing to address social and emotional learning in their classroom teaching and learning
- Celebrate what you are already doing really well to show staff that this is not something new and difficult.
- Do things first that are short term and more likely to be successful to get everyone on board
- 'Drip feed' to staff the information and strategies in as many ways and times as possible
- Place a notice board in the staff room for team members to communicate with each other and the whole-school staff, and for staff to provide feedback to the team on implementation issues.
- Our Principal gave teaching staff a half planning day to build the recommended learning activities into their classes.

Step 6: Align your whole-school vision with the evidence

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Organise presentation for whole-school staff to conduct activity (can be combined with Step 5 raising staff awareness).	*E4P* Section 3: Step 4 - Align your whole-school vision with the evidence pg.		School Team Staff	
☐ Ask staff to identify the school outcomes for Students, staff, families, school culture, school environment, classroom practice.	*This Document – Whole school vision sheet*			
☐ Identify your school policies that support the development of social and emotional learning and the reduction and prevention of bullying	Your school policies			
☐ Establish clear outcomes to be articulated to the whole-school community as the aim of this initiative.				

Involve staff in aligning your whole-school vision with the evidence.
In order to have staff commitment to this initiative, it is crucial that your staff feel that Friendly Schools aligns with their own needs, the needs of their school community and with the whole-school vision. The identification and acceptance of desired outcomes from the implementation of an initiative and understanding of how this will contribute to the achievement of the whole-school vision, is fundamental for the success of any large-scale school change initiative.

Schools in the studies engaged staff in a process of alignment of the school vision with the evidence to challenge their thinking around the specific needs of their school. The first step in this process was to present the staff with current evidence and common understandings around social and emotional learning and bullying reduction. They were then asked to use this knowledge as the basis for them to identify the needs of the members of their school community and then identify desired outcomes from the Friendly Schools implementation.

Once staff identified their desired outcomes from Friendly Schools, for the school, staff, students and their families, they then checked these against their whole-school vision statement for compatibility and alignment. The overall aim is be able to articulate to the whole-school community, clear and appropriate outcomes of the initiative, that are visibly linked to the current whole-school vision statement. This process forms the basis for common understanding and commitment to the Friendly Schools initiative.

Advice from schools:

- Passionate, intelligent, experienced, individualistic teachers mean our opportunity is heightened but also, we have to expect a time of rigorous discussion
- Continue to bring alive the aims with staff and then begin to investigate ways the students and school community can express and share these aims.
- Make sure you bring all the staff on the journey with you from the start. Explain what FS is and what this means for them in their roles in the schools
- Show the staff the Implementation road map so they can see where they are now and what is ahead of them.

Reflection - Our desired outcomes

What do you want for the following?

Our Team

Our staff

Our Students

Our Families

Stage 2: Exploring current policies and practices

How do we collect the information about what we are already doing and what we need to do?

Most schools already have some strategies and processes already in place to enhance social and emotional learning and reduce bullying, so it is important to explore what you are already doing well and then identify any areas of need. Friendly Schools provides a variety of tools and strategies to assist teams to assesses school resources and practices to know what action to take to enhance social and emotional learning and reduce bullying. The objective of this stage is to examine what is happening in the school to inform school planning.

Survey and screening tool findings are particularly helpful for:

a) describing the extent and nature of students' social behaviours and actions taken by the school to address these,
b) raising staff and other members of the school community's awareness of these behaviours and the schools' efforts to encourage positive social change,
c) determining the school policies and practices that are working well, what can be improved and what is missing,
d) making decisions, setting priorities and planning for sustainable school action (policies and practices), and
e) benchmarking, monitoring and evaluating changes in school processes and student outcomes.

Step 7. Survey students and staff

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Survey Surveys conducted	FS Survey Surveys			

Student Surveys

Schools use the Friendly Schools student surveys to develop an understanding of the social and emotional health and wellbeing of their students, the prevalence and nature of bullying behaviour in their school; their staff capacity to respond to bullying situations; and their satisfaction with school prevention strategies and responses to bullying behaviour.

Staff surveys?

The Friendly Schools staff survey will provide schools with an understanding of their staffs' perspectives about their students' social and emotional learning (SEL) and bullying behaviours through measuring: perception of their key understandings; attitudes towards SEL and bullying behaviours; perception of their skills to teach SEL and prevent and manage bullying behaviours; self-efficacy to enhance students' social and emotional health; and reduce bullying behaviours; perception of the effectiveness of their school's prevention, response and support strategies; and time spent responding to bullying behaviours.

Step 8. Assess whole-school practices and processes

Team Tasks	*Resources*			*Whose task?*	*When*
☐ Refer to planning tools E4P Section 2, planning tool at the end of each component	Component 1- pg. 64 Component 2 - pg. 99 Component 3 - pg. 149	Component 4 - pg. 171 Component 5 - pg. 200 Component 6 - pg. 228	E4P		
☐ Map-the-Gap - Review current whole school policies and practices	Map-the-Gap – in this document				

School coordinating teams often need help to map all of the strategies currently being implemented against a quality evidence-based framework to determine gaps and possible overlaps. Map-the-Gap online screening tool was developed to support schools in their planning process by assessing their actions in these six inter-related whole-school components:

1. Building Capacity
2. Supportive School Culture
3. Proactive Policies and Practices
4. Key Understandings and Competencies
5. Protective Physical Environment
6. School-Family-Community Partnerships

Map-the-Gap is strengths-based and helps schools identify what they are doing well and what they would like to build on to enhance their current social skills and bullying prevention initiatives. A school profile is created based on this staff data which consequently identifies the school's strengths and challenges in this area. Participants complete the review section of each of the whole-school components in the planning tool by rating the progress of each of the strategies for good practice in each key element as: not yet initiated; in planning; preparing staff; partially in place; fully in place or standard practice.

Advice from schools:

- Our whole school staff completed Map-the-Gap and then we presented the findings in a staff meeting.
- We decided that it would take some time before we could get our whole staff to be able to complete Map-the-Gap and we wanted to get started with our planning. So, our team completed Map-the-Gap and then reported our findings to the school staff for discussion. Later that year we were able to get the whole staff to complete Map-the-Gap for the next round of our review and this was very helpful to see their perspectives on where we were up to.
- Our staff did Map-the-Gap all together in a staff meeting on our laptops. Once everyone had completed the questions, we brought the graph up onto the smartboard, so we call all instantly see our results. It was a good way to get everyone to input and feel that they had ownership of the areas we chose for improvement. It was also good for them to see that we already had many great actions in place.

Whole-school components

Whole-school Components	Key elements
BUILDING CAPACITY	
Schools that assess and improve capacity to implement strategies to improve student wellbeing, develop social skills and reduce bullying are more likely to ensure its actions are effective, sustainable and system-wide. Sufficient leadership, organisational support, resources and strategy compatibility with school needs are crucial to optimise impact.	• Committed and engaged leadership • Planning for system support and resources • Ensuring compatibility with school community needs
SUPPORTIVE SCHOOL CULTURE	
A supportive school culture provides safety, encourages open communication and supports a sense of connectedness to the school that protects students from the risks of bullying. The quality of relationships between and among staff, students and families is vital in fostering a safe, supportive and engaging school environment. Positive student behaviour should be encouraged and acknowledged at the whole-school level.	• Positive whole-school culture • Effective classroom Practice and Environment • Positive peer group influence
PROACTIVE POLICIES & PRACTICES	
Schools with clear and consistent policy and procedures send a strong message to the whole-school community about the school's beliefs and actions to support a safe and supportive school environment. It provides the school with a framework to guide school action for the prevention, early response and case management of bullying. School policies should be promoted to the whole-school community particularly at times of higher risk such as orientation and transition. Positive student behaviour should be encouraged and rewarded at the whole-school level	• Policy development • Policy framework and implementation: (Prevention, Early Response and Case Management) • Integrated focus on orientation and transition
KEY UNDERSTANDINGS AND COMPETENCIES	
Schools that improve staff, student and family understandings and competencies are more likely to effectively reduce and prevent bullying behaviours. Key common understandings about bullying include the nature, prevalence and types of bullying, as well as information about bystander roles. Key understandings are supported with skills and competencies needed to prevent, identify and respond to bullying incidents effectively and consistently.	• Staff professional learning • Explicit student learning through the curriculum • Effective family communication
PROTECTIVE PHYSICAL ENVIRONMENT	
A well - maintained school physical environment helps to promote learning and positive social interactions among students and staff. Attractive building design and location, adequate provision of space, facilities and activities for recreation and learning (including through technology) can positively influence student behaviours	• Key attributes of the school • Supportive school facilities and activities
SCHOOL–FAMILY–COMMUNITY PARTNERSHIPS	
Schools that encourage active participation of students' families and local and regional service providers recognise that addressing bullying is the responsibility of the whole-school community. Creating linkages with relevant health, educational and community agencies that provide services to students and their families will foster vital support for school action to reduce bullying.	• Strengthening family links • Working collaboratively with health, education and community service providers

Stage 3: Preparing for improvement

Step 9 a. Identify Priorities Using Data

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Present the *Map-the-Gap findings* to the staff	Map-the-Gap review from Team Workbook		Team members present to school staff	
☐ *Share with staff what you found your school were doing well* and ask staff to identify what they believe to be some of the most successful strategies currently being implemented.	Map-the-Gap graph findings			
☐ *Share with staff what you found* the key areas you identified as needing to be addressed as a priority. Discuss their thoughts and suggestions for action	Map-the-Gap graph findings			

Friendly Schools helps schools to plan which whole-school components they need to work in and what specific actions they need to take to enhance social and emotional learning and reduce bullying. The Map-the-Gap report shows how the school is performing against evidence-based key elements for success, enabling school staff to knowledgeably and comprehensively determine if the whole-school activities currently provided by the school meet the identified needs of students (and staff and parents).

Advice from schools:

- It was a great way to show the staff what we were already doing well. The discussion after this also really helped to get everyone on board with Friendly Schools because they could all see that there were things they wanted improve.
- It was a bit of an eye opener to see the feedback from the whole staff. It was quite different to how we, as the team had responded to the actions. This was really useful because we could see we needed to work on common understandings and consistency before we did anything else.
- It doesn't matter which component you start in, what is important is that you take small steps by selecting actions that you can do well. Don't try to do too much straight away. We decided to just get common language and consistent attitudes embedded across the school community first.
- From our Map-the-Gap, we found that Component 1. Building Capacity was identified in the data as where we needed the most action, however, we were already beginning to take steps to address these actions as we set up our team. We also felt that some of the actions we needed to take to build our capacity were going to fall back to the Principal as they required longer term leadership and planning decisions. We went to the next component identified, which was whole-school Key Understandings and Competencies and felt that this was something we could work on straight away and involve all school community members – staff, students and families. We wanted to be able to demonstrate positive actions in the short term to get everyone on board.
- We found we had a couple of different components that we wanted to work across, we wanted to update our policy to ensure we had better consistency of action and more social and emotional learning support embedded to support children with behavioural issues. At the same time, we wanted to start straight away to promote common language and understandings around bullying to staff, students and parents. We also thought that later in the year we could start reviewing the physical environment. So, we chose these as our steps across the three components of: 3. Proactive Policies and Practices; 4. Key Understandings and Competencies; and 5. Protective Physical Environment

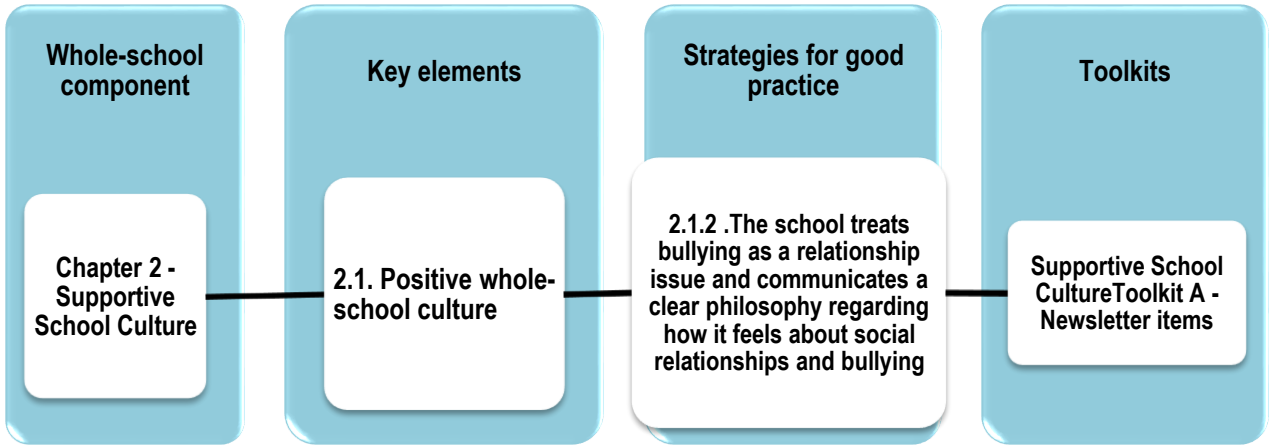
9 b Plan using evidence-based strategies for good practice

Team Tasks	*Resources*			*Whose task?*	*When*
☐ Go to Whole-school section of *E4P* and locate the component relating to the key areas of need identified in your review	Component 1- pg. 64 Component 2 - pg. 99 Component 3 - pg. 149	Component 4 - pg. 171 Component 5 - pg. 200 Component 6 - pg. 228	E4P		
☐ Refer to the key element numbers in your Map the gap tool to direct you to the corresponding sections in E4P to read about the recommendations and suggested strategies for	As above		E4P		
☐ Use your planning tool record your actions					

Whole-school component chapters

In order to be effective in practice it is essential to attend to all whole-school components in a coordinated manner so that action in one component effects positive change in other components. However, it is also important to remember that this process takes time and should be addressed through a well-planned and coordinated approach to be effective and sustainable.

Teams now find the relevant *whole-school component chapters* describing the *key elements* and the strategies identified from the evidence-based research within each whole-school component. The *component* chapters provided background information about the key elements to address your chosen component as well as toolkits and resources to support the key elements. Each key element identified is followed by a detailed set of strategies for good practice and an explanation of supporting evidence to assist teams in the development and implementation of each key element.



Whole-school Component Toolkits

Whole-school toolkits

Where there is more information and other resources to further support development and implementation of each key element, toolkits may be provided. These toolkits are referenced within the text and can be found at the end of each corresponding component. Not all priorities have toolkits and due to the inter-related nature of the whole-school areas, in some cases toolkits from other components may be recommended to support a particular priority.

For example: to enhance the supportive school culture, toolkits such as newsletter items are provided to help schools to implement the changes recommended. Supportive school culture toolkit A, in this book, provides an explanation of the newsletter items which are in electronic version in your Team electronic files. The newsletter items can be cut and pasted directly into a school newsletter or can be used as a model for schools to design their own items.

Component 1: Building capacity

Summary of building capacity

Component 2: Supportive school culture

Summary of building a supportive school culture

Toolkits for action:

2.A. Newsletter items

2.B. Assembly items

2.C. Peer support

2.D. Bystanders – an important group

2.E. Assertiveness

Component 3: Proactive policies and practices

Summary of building proactive policies and practices

Toolkits for action

3.A. Policy review process

3.B. Responding to bullying

3.C. Assessing harm in bullying situations

3.D. The Shared Concern method

3.E. The Support Group method

3.F. Motivational interviewing and the critical thinking line

3.G. Co-LATE model

Component 4: Key understandings and competencies

Summary of building key understandings and competencies

Toolkits for action

4.A Key understandings and competencies: FSP teaching and learning materials

4.B. School Poster scripts

Component 5: Protective physical environment

Summary of building a protective physical environment

Toolkits for action

5.A. Student friendly school map

5.B. Planning sheet 1: Outdoor, out-of-bounds, safer areas 196 and supervision areas

5.C. Review sheet: Equipment and activities

5.D. Planning sheet 2: Physical environment strategies for action

Component 6: School–family–community partnerships

Summary of building school–family–community partnerships

Toolkits for action

6.A. How welcome do families feel in our school?

6.B. Family communication sheet 1: Communicating with your children

6.C. Family communication sheet 2: Discussing bullying

6.D. The Shared Concern method description for parents

6.E. The Family Friendship Carnival

Planning Tool

From the findings of your review a course of action can be planned to record intended short-and longer-term priorities and strategies, the staff involved, and dates for action and monitoring The planning tool is for you to record your actions to address the needs and gaps identified by the school staff and identify ways to build staff capacity to implement the chosen activities. Each school's plan will look different as it is tailored to their local context such as the behaviour of students, what practices are currently in place, and what has previously been implemented.

When planning, consider these questions:

- How will we address these key elements?
- Which strategies will we use to achieve our goals?
- Who will be responsible for taking action with each of the identified strategies?
- What is the timeline to achieve goals?
- What do we need to support the strategies?

Component 4: Key understandings and competencies						
What needs to be done?	**Who is going to do it?**	**Timeline**			**What do we need?**	**Comments / Reflections**
		Start	**Finish**	**Status**		
Component 5: Protective physical environment						

Step 10: Build staff capability to implement strategies for good practice

How do we build collective capability for whole-school common understandings and consistent actions?

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Identify needs to staff the implement strategies to implement whole school approach	Planning Tool		School team	
☐ Identify and allocate time for staff managing incidents to refine skills for restorative approaches.	E4P Section 3: Component 3: Policies and practices- pg. 149	E4P	School team	
☐ Identify and allocate time for in-school updates, collaboration and reflection to take place across the year.			School team	

An important part of the planning process is engaging and up-skilling individuals who are responsible implementing the change process, such as staff who are responsible for responding to bullying incidents or staff who are supervising the schoolyard at recess and lunchtime and may require specific capacity support to fulfil their role. Staff who are part of the school's team responsible for facilitating change, will need additional training to build their capacity to support other staff to implement the new practices in their school. Other staff who are involved in the school's planned activities, also need to be engaged and prepared with appropriate information, training and support to convince them of the need and advantage of implementing the proposed change. In achieving successful change within the school environment staff should feel part of the decision-making process and be prepared for any proposed changes to their work practices.

Professional learning for staff to build their knowledge and skills to prevent, identify and respond effectively to bullying behaviour is essential.

Advice from schools

- Make sure the staff know the WHY before WHAT and HOW.
- When you think that all are aboard keep checking
- Realise that 'take-up' will be at individual pace – that there will be staff at various stages of a continuum learning and capability.
- For staff to feel positive about their commitment to supporting positive behaviour as a means of helping students make better choices, they need to understand that adults they are supporting students to manage their own behaviour.
- Support teachers to see that they can effectively maximise teaching and learning opportunities by providing positive and effective behaviour support structures for students.

Step 11. Build teacher capability to implement teaching and learning activities

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Conduct Teacher Training for staff about FS Classroom resources for classroom teaching and learning activities.	FS Teacher Training - Conducted by FS Coordinators		School team to plan with Coordinators	
☐ Audit staff needs for further professional learning requirements to build capacity for implementation.				
☐ Conduct review of current strategies and resources used in classroom practice.				
☐ Identify times for regular FS ''bites' to keep it on the agenda (i.e. staff meeting times).			School Team	

Commitment from staff to implement new strategies and make changes to their daily practices will improve if they are provided with capacity that enhances their motivation and increases their competence.

Friendly Schools provides explicit multidisciplinary learner-centred teaching and learning resources for students aged 4 to 14 to enhance their social and emotional learning and to reduce bullying. These resources aim to develop students' social and emotional competencies to enable them to recognise and control their emotions; build positive relationships; show consideration for others; make thoughtful and sensible choices; and cope successfully with difficult situations. Outcomes are developed through the following five competencies of social and emotional learning:

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

As part of the teacher learning it is also useful to review what they are already doing in their classroom teaching to address social and emotional learning according to these 5 competencies.

These questions are also useful in the ongoing process of review:

- What are we already doing to address students' social and emotional needs?
- Where are the gaps in our existing curriculum?
- What parts of the existing curriculum might need strengthening?
- What resources can we combine to be more efficient and effective?
- What are the most pressing needs for our students?

Advice from Schools

- Model it! Use any small opportunity for staff to connect with ideas for teaching social and emotional skills (circle time, tuning in, games etc.)
- Provide staff with collaborative learning opportunities and celebrate what they are already doing in their classroom.
- Continue to explore ways staff are already promoting the Friendly Schools messages in their classrooms. Share these ideas with each other, and investigate ways to further teach skills and understandings, for example using literature to explore emotions, empathy and relationships.
- Display the social and emotional competencies around the school so it stays at the forefront of everyone's mind
- Continuously make links between staff's own thoughts, feelings, behaviours as adults to those of their students to remind them that social and emotional learning is a lifelong journey.
- Take your time – allow staff to be confident with understandings around bullying reduction first. Be prepared to revisit areas that the staff may be struggling with.
- Give staff time to trial and reflect and feedback on what they have implemented from the curriculum. Teachers need reassurance and encouragement to further their understanding of the social and emotional learning and how to embed it in practice.
- We used the following activity with our staff to review progress a staff meeting feedback session:

  Activity: Reflection of FS this week

  - What is one thing you have done well in your classroom this week?
  - What is one way you have been able to praise a child for including someone in their friendship group this week?
  - Share with your group 3 ways you have mixed up your groups this week so that children in your care have not experienced social exclusion.

Stage 4: Implementing our plan

How do we make sure our plans are implemented successfully?

Step 12: Implement the strategies and toolkits for good practice

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Refer to your planning tool to identify the evidence- based actions and strategies you have planned in the key areas identified for priority.	E4P Key elements and toolkits Friendly Schools plan	E4P		
☐ Where there are toolkits to support the actions, use these to support your strategies and implementation.	FS Website - Friendly Schools downloadable resources			

We know the success of any initiative is dependent on how well evidence-based practices are implemented within a whole-school context, so it is important to view the implementation as a journey towards success. Use your Team progress record for the school team to monitor your implementation progress and provide evidence of the work the team has undertaken. It also helps new staff joining the team to easily see the plan of action and where progress has been made.

To achieve meaningful changes in student's academic and social and emotional outcomes, the Friendly Schools Plus implementation must be seen as an ongoing monitoring and review process that supports the implementation of evidence-based practices over time. Sustainable changes in behaviours and attitudes usually take three to five years to be fully established. This longer-term journey towards improvement is made up of short-term cycles of implementation, as the school works on the different whole-school components that will change in priority as improvements are achieved. A cycle can typically take a year but depending on the circumstances and capacity of the individual school and team may take longer or could be achieved in a shorter timeframe if the plan for improvement is less complex to implement.

Advice from Schools

- Make sure you implement your strategies in small steps and take the whole-school community on the journey of change by focussing on common messages and consistent actions.
- Take your time to do things well rather than rush to get 'more done' – more dos not necessarily mean better.
- We focused on the important message from the evidence that effective change takes 3-5 years to initiate and 5-7 years to sustain and make significant impacts on child outcomes

Step 13: Implement Teaching and Learning Activities

Team Tasks	*Resources*		*Whose task?*	*When*
How do we ensure a coordinated and sustained approach to the implementation of the teaching and learning activities?				
☐ Plan curriculum to include evidence–based teaching and learning activities into classrooms.	Friendly Schools classroom teaching resources		Teachers and team	
☐ Begin to implement and integrate evidence- based teaching and learning activities into classrooms.	Friendly Schools classroom teaching resources		Teachers	
☐ Provide opportunities for collaboration and sharing and reflection between teachers as they begin to embed the teaching and learning activities into classrooms	Friendly Schools classroom teaching resources		Team	

Research clearly shows that the greater the dose of social and emotional learning the better the outcomes for students. As such the greater the number of learning activities completed in each focus area, the greater the likelihood students can achieve the social and emotional learning outcomes.

Teachers are encouraged to determine the social and emotional learning needs of their students to ensure the activities chosen meet students' developmental levels, understandings and competencies. While it is recommended to teach the key areas in the sequence they are presented, it may also be important to consider the school's vision, priorities and values in deciding which activities to teach, as well as local curriculum requirements. With this knowledge teachers can review the activities provided to decide which activities in each focus area they can implement, select alternative resources, integrate into an appropriate learning area, and gather evidence of students' developing understandings and skills to inform future practice.

Advice from Schools

- Work towards embedding social and emotional learning into the curriculum and to making it more explicit in our language and planning and teaching.
- We put the Friendly Schools Plus curriculum on the agenda at staff meetings so that staff could learn from each other and share ideas about ways they teach social and emotional learning in their classrooms.
- We allocated 10 minutes in weekly staff meetings for communication of FSP news and staff feedback.
- Give staff time to trial and reflect and give feedback on what they have implemented from the curriculum. Teachers need reassurance and encouragement to further their understanding of the social and emotional learning and how to embed it in practice.
- Display the social and emotional competencies around the school so it stays at the forefront of everyone's mind.
- Give staff time to trial and reflect and feedback on what they have implemented from the curriculum. Teachers need reassurance and encouragement to further their understanding of the social and emotional learning and how to embed it in practice.
- We had a 'Reflection of FSP this week' in staff meetings to review progress. Topics included: What is one thing you have done well in your classroom this week? What is one way you have been able to praise a child for including someone in their friendship group this week?, Share with your group the ways you have mixed up your groups this week so that children in your care have not experienced social exclusion.

Stage 5: Reviewing and sustaining our actions and outcomes

How do we review our progress and sustain our momentum?

Step 14 Review Changes in Practices, Processes and Student Outcomes

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Review the strategies and processes that have been implemented within the initiative and define the next phase of improvement.	Implementation toolkit F Review and sustainability report pg. 270		Team	
☐ The Friendly Schools Plus survey, Map-the-Gap screening tool and planning toolkits can be used for ongoing monitoring and review or evaluation of school processes and student outcomes				

Friendly Schools assessment tools can be used to monitor and review the effectiveness of whole-school and classroom level actions taken to enhance social and emotional learning and reduce bullying.

The *Friendly Schools, Map-the-Gap* and *Planning Toolkits* can be used for ongoing monitoring and review or evaluation of school processes and student outcomes. Importantly, as data is collected over subsequent years, behavioural trends can begin to be observed and predicted within the school to enable more responsive school action and school improvement.

The team can now review the strategies and processes that have been implemented within the initiative and define the next phase of improvement.

Advice from Schools

- When you are reviewing your progress, think about the process of implementation and the progress you have made rather than worrying about how much you got done. Remember there will be hiccups and barriers to the implementation and it is important to be realistic about what you were able to get done.
- Reflect on what you need to sustain your progress in the way of support, funding, resources, and time. Plan to address these before beginning your next planning cycle for improvement.
- Don't be too hard on yourselves if things don't go according to plan. We all know schools are full of surprises and interruptions. Focus on doing the small things well.

Step 15. Review sustainability factors

Team Tasks	*Resources*		*Whose task?*	*When*
☐ Incorporate FS initiative into School Improvement Plan				
☐ Use a reflective evaluation approach and data gathering devices to determine future direction and planning for the initiative.				
☐ Develop a long-term plan for ongoing sustained school action over the next five to seven years.				
☐ Plan to establish strategies and outcomes for continuous monitored improvement.				
☐ Plan for ongoing professional learning and opportunities for staff personal development.				
☐ Establish plan for ongoing communication with the entire school community about the initiative.				
☐ Continue to nurture partnerships with families and the community.				
☐ Identify strategies to strengthen partnerships with families and community.				
☐ Identify effective communication channels with families and community.				

Although building capacity for sustainability is addressed across each stage it has been found to be beneficial to address this stage again at the end of each cycle of implementation. This is to ensure that all has been done to ensure the ongoing success and sustainability of the implementation process after each the implementation cycle is completed. This is good time to look back on the process of implementation and to review the successes, opportunities and the barriers over the journey. Before the next cycle of implementation were possible the team can address some of the barriers and opportunities to avoid these from affecting progress in the next cycle of implementation.

Friendly Schools Map the Gap

School review of good practice strategies: In relation to developing a whole-school approach to **improving student social and emotional wellbeing and reducing bullying behaviours,** please rate the extent each strategy is currently in place in your school.

1.0 BUILDING CAPACITY FOR ACTION

Statement of evidence for building capacity for action

Schools that assess and improve capacity support for implementation of strategies, to improve student wellbeing and reduce bullying behaviours, help to ensure its actions are effective, sustainable and system wide. Sufficient leadership, organisational support, resources and strategy compatibility with school needs are crucial to optimise impact for students.

1.1 Committed and engaged leadership							
1.1.1	Principal and Leadership Team communicate to the whole school community, a clear commitment to improving student social and emotional wellbeing and reducing bullying behaviours	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.1.2	The principal and the leadership team are actively engaged in leading school action	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.1.3	The principal and the leadership team enable all school community members (staff, students, families) to actively participate in planning and decision-making through regular monitoring and feedback	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.1.4	The principal and the leadership team develop and promote an effective and clear whole-school policy to improve student social and emotional wellbeing and reduce bullying behaviours	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.1.5	Key staff form a School Team, led by a coordinator, responsible for implementing whole-school strategies and supporting other staff	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.1.6	The principal and the leadership team engage the support of wider systems to provide leadership, mentoring and support to the school in their actions to reduce bullying	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

1.2 Planning for system and resource support							
1.2.1	Sufficient resources such as staff, time, funding and other resources are allocated to implement strategies effectively	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.2.2	Strategies are integrated into existing school strategic planning, structures, programs, partnerships and accountability processes where appropriate	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.2.3	Adequate time is allocated to plan, implement and sustain strategies (3-5 years to initiate, 5-7 years to sustain)	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.2.4	Adequate number of staff are part of the school implementation team to ensure the workload is shared and the impact on staff is minimised	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.2.5	The team and the coordinator have adequate time to meet regularly, plan, and facilitate school action	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.2.6	The principal and leadership team ensure teaching staff have allocated time in the curriculum to develop students' key student understandings and competencies to encourage positive social behaviour	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.2.7	An action plan is developed to work with the school community (students, staff and families) to implement a combination of strategies	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

1.3 Ensuring compatibility with school community needs							
1.3.1	Assessment of the school's capacity for implementing strategies is conducted to identify strengths, barriers and new opportunities	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.3.2	Pre-existing capacities and successful practices within the school are valued and promoted to encourage a sense of collective self-efficacy in the school community	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.3.3	Surveys of staff, students and families are conducted regularly to evaluate and inform school action	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.3.4	Strategies chosen to reduce bullying are easy for the whole-school community to implement	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.3.5	Any 'disruptions' occurring inside and outside the school environment that will influence the success of strategies are acknowledged and ways to overcome these are discussed	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
1.3.6	Regular monitoring and evaluation of strategies is undertaken to ensure it is meeting school and student needs	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

2.0 SUPPORTIVE SCHOOL CULTURE

Statement of evidence for building a supportive school culture

A supportive school culture provides safety, encourages open communication, and supports a sense of connectedness to the school that protects students from the risks of bullying. The quality of relationships between and among staff, students and families is vital in fostering a safe, supportive and engaging school environment. Positive student behaviour should be encouraged and rewarded at the whole-school level.

2.1 Positive Whole-School Culture

2.1.1	The school culture supports a sense of connectedness and safety for all students, staff and families through positive, trusting and caring relationships	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.2	The school treats bullying as a relationship issue and communicates a clear philosophy regarding how it feels about social relationships and bullying	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.3	Positive social values such as respect, trust, fairness and celebration of diversity are promoted across the school community	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.4	The school recognises that bullying can be reduced in the school environment and acknowledges everyone's responsibility to reduce bullying behaviour	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.5	Staff well-being is an important focus of the school's culture	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.6	Appropriate social behaviours are formally and informally modelled by staff	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.7	Students are actively involved in the promotion of a positive whole-school culture	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.8	All staff are skilled to build positive relations among students and between themselves and their students	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.9	Students are empowered to increase their safety and problem solve	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.1.10	Pro social, cooperative behaviour is encouraged and acknowledged	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice

2.2 Effective Classroom Practice and Environment							
2.2.1	Students participate actively in the development of classroom rules about bullying behaviours which are demonstrated consistently with the school policy	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.2	Teachers have an understanding of their responsibility as behavioural role models	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.3	Teachers use positive behaviour expectation strategies in the classroom to promote effective learning	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.4	Teachers use their classroom, curriculum and knowledge of student to help those who are bullied and those who engage in bullying	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.5	Behaviour support strategies are implemented to help students develop self-control and responsibility	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.6	A variety of group activities and structures are used to facilitate positive decision-making about bullying situations	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.7	Teachers engage students in cooperative learning methods and activities	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.2.8	Classroom practices encourage and provide opportunities for students to develop and practise positive social behaviours	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice

2.3 Positive Peer Group Influence							
2.3.1	Students are valued as active participants in the development of school plans, policy and practice to reduce bullying	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.3.2	Opportunities for students to voice their opinions are valued, encouraged and incorporated into school planning and activities	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.3.3	Peer group actions to reduce bullying (such as positive bystander behaviours) are encouraged and commended at the whole-school level	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.3.4	Support and empathy for students being bullied is encouraged	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice
2.3.5	Students are provided with meaningful opportunities to develop leadership roles and participate in school decision making	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained Practice

3.0 PROACTIVE POLICIES AND PRACTICES

Statement of Evidence for Proactive Policies and Practices

Schools with clear and consistent policy and procedures send a strong message to the whole school community about the school's beliefs and actions to support a safe and supportive school environment. This provides the school with a framework to guide school action for the prevention, early response and case management of bullying. School policies should be promoted to the whole-school community particularly at times of higher risk such as orientation and transition. Positive student behaviour should be encouraged and rewarded at the whole-school level.

3.1 Policy Development

3.1.1	Policies are collaboratively developed with staff, students and families	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.2	Policy development includes an ongoing collaborative planning and review process	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.3	Policies are distributed and promoted to all staff, students, families and relevant community members through a range of channels (e.g. seminars/workshops, newsletters, assembly items, home activities, emails, school website/intranet, student diaries, parent handbooks and information meetings)	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.4	Policies are always accessible to staff, students and families	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.5	Professional learning is provided for all staff to implement and enforce the policies	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.6	An agreement for responsible use of the Information and Communications Technology is implemented between school and students	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.7	Plans for student behaviour management during out-of-school and out-of-hours activities including management of bullying (including cyber-bullying) incidents are developed	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.8	School Policies determine and are consistent with staff roles in supervision	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.1.9	School policies support national, state and district policies and mandates	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

3.2 **Policy Framework and Implementation: Prevention, Early Response and Case Management**							
3.2.1	Policies outline specific strategies for students, families and staff to respond and report incidents of bullying, aggression and violence	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.2	Policies explicitly include the school's preventative and targeted early response and case management strategies	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.3	Positive theory and evidence informed approaches to responding to bullying incidents are adopted (e.g. restorative approaches)	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.4	A clear understanding of the positive response strategies adopted by the school is achieved by staff to ensure consistent implementation	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.5	Behaviour expectations used in the classroom are consistent with the school's selected approaches	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.6	Behaviour expectation strategies recognise that the determinants of cyber bullying behaviour are part of the whole-school response to bullying, and not the technology in which it is being manifest (e.g. focus on relationships and social skill building, rather than removing access to technology)	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.7	A team structure is established that is made up of staff who regularly deal with the wellbeing and behaviour of school students	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.8	The team is trained to identify signs of bullying, specific counselling approaches, problem solving methods and restorative practices	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.9	The team has methods of recording and collating data as per school policies	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.10	The team provides support for students involved in bullying situations to develop positive behaviours (including students who are bullied, students who bully others and bystanders to bullying)	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.2.11	Support to students and families identified as in need is ongoing and follow-up support is sought from outside support services if required	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

3.3 **Integrated Focus on Orientation and Transition**							
3.3.1	Orientation Days include information about the relevant policies to students and their families	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.3.2	Students are provided with quality support to improve their social interactions at times of orientation and transition (when there is a higher risk for bullying)	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.3.3	Principal and Leadership Team present and discuss relevant policies, procedures and information about bullying with new staff and relief staff	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
3.3.4	Student support structures are used to support student connectedness and wellbeing such as cross-year group home rooms	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

4.0 KEY UNDERSTANDINGS AND COMPETENCIES

Statement of Evidence for key understandings and competencies

Schools that improve staff, student and family understandings and competencies are more likely to effectively reduce bullying. Key understandings about bullying include nature, prevalence and types of bullying, as well as information about bystander roles. Key understandings are supported with skills or competencies needed to prevent, identify and respond to bullying incidents effectively and consistently.

Action 4.1 Staff Professional Learning						
4.1.1 All school staff (new and existing) are enabled and encouraged through ongoing, regular evidence-based professional learning to actively support school action to reduce bullying	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
4.1.2 Specialised professional learning opportunities are provided for key staff to effectively enable student behaviour change	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
4.1.3 School staff are informed of their legal responsibilities to protect students from bullying related harm	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
4.1.4 Staff professional learning comprises a range of key understandings and skills including what is considered bullying as distinct from other forms of aggression and violence	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
4.1.5 Staff are provided with opportunities to promote their professional learning related to bullying prevention by networking with other schools and staff	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

4.2 Explicit student learning through the curriculum						
4.2.1 A developmentally appropriate, comprehensive and engaging social and emotional learning curriculum is taught across all year levels	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
4.2.2 Student curriculum comprises a range of key understandings and skills including what is bullying and how to identify and respond effectively offline and online	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

4.3 **Effective Family Communication**						
4.3.1 Multiple channels are used to communicate information and provide educational learning opportunities to families	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
4.3.2 Parent information mirrors teachers' knowledge and student learning to ensure common understandings and skills across a range of topics including what is bullying and how to identify and effectively communicate with their child/ren	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

5.0 PROTECTIVE PHYSICAL ENVIRONMENT

Statement of Evidence for Protective Physical Environment

A well-maintained school physical environment helps to promote learning and positive social interactions among students and staff. Attractive building design and location, adequate provision of space, facilities and activities for recreation and learning (including through technology) can positively influence student behaviours.

5.1 Physical attributes of the school

5.1.1 An assessment of the school's physical environment is conducted annually	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.1.2 An attractive, friendly school environment is maintained	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.1.3 The main entrance is well-defined and welcoming to all members of the school community	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.1.4 Modifications are made to the school's physical environment to facilitate positive social interactions amongst students and staff	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.1.5 The school recognises bullying or violence can be reduced in the school environment	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.1.6 Students are involved in the development and improvement of the school grounds	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

5.2 Supportive school facilities and activities							
5.2.1	Developmentally appropriate, competitive and non-competitive games and activities are provided during break times to assist students' skill development and understanding of social rules	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.2	Students are encouraged to help younger students join in activities during break times	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.3	Students are taught how to positively resolve conflicts and disagreements in games without requiring adult intervention	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.4	Supervised opportunities are provided for students to positively use technology positively for academic and social purposes	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.5	Outdoor areas, out-of-bounds areas and 'safer' areas are clearly identified to students and are encouraged to spend time in areas were adequate supervision is provided	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.6	Health and student support services are located in areas which encourage student access	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.7	Organised, highly visible staff supervision is provided throughout the school	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.8	Targeted professional learning is provided for duty teachers to identify and respond appropriately and effectively to bullying situations	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
5.2.9	Areas or facilities that enable poor social behaviour are identified (hotspots) and action is taken in collaboration with students to minimise harms to students	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

6.0 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

Statement of Evidence for school-family-community partnerships

Schools that encourage active participation of students' families and local and regional service providers recognise that addressing bullying is the responsibility of the whole school community. Creating linkages with relevant health, educational and community agencies that provide services to students and their families, will foster vital support for school action to reduce bullying

6.1	**Strengthening family links**						
6.1.1	School provides regular, positive communication to engage families and encourage their involvement	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.1.2	Students invite families to school events and activities	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.1.3	The school's response to reducing bullying is developed in collaboration with families	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.1.4	There is close cooperation between staff and families in responding to specific bullying situations that arise	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.1.5	Families and the community are encouraged to consistently demonstrate an intolerance of bullying behaviour	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

6.2	**Working collaboratively with health, education and community service providers**						
6.2.1	School action to reduce bullying involves the support of the student services teams	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.2.2	The school invites, encourages and values the participation of the community to reduce bullying behaviour	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.2.3.	Partnerships are established with organisations engaged with the school to provide resources and expertise to support specific efforts to reduce bullying behaviour	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.2.4	The school consults and works with community, health and education support services to respond to specific instances of bullying where appropriate	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice
6.2.5	The school identifies opportunities for students and families to link with other professionals when further support is required	Not yet initiated	In planning	Preparing staff	Partially in place	Fully in place	Sustained practice

Friendly Schools PLANNING TOOL (Implementation Plan)

1.0 BUILDING CAPACITY FOR ACTION						
1.1 Committed and engaged leadership						
What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		
1.2 Planning for system and resource support						
What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		
1.3 Ensuring compatibility with school community needs						
What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	**Finish**	**Status**		

2.0 SUPPORTIVE SCHOOL CULTURE

2.1 Positive Whole-School Culture

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

2.2 Effective Classroom Practice and Environment

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

2.3 Positive Peer Group Influence

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

3.0 PROACTIVE POLICIES AND PRACTICES

3.1 Policy Development

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

3.2 Policy Framework and Implementation: Prevention, Early Response and Case Management

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

3.3 Integrated Focus on Orientation and Transition

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

4.0 KEY UNDERSTANDINGS AND COMPETENCIES

4.1 Staff Professional Learning

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

4.2 Explicit Student Learning through the Curriculum

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

4.3 Effective Family Communication

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

5.0 PROTECTIVE PHYSICAL ENVIRONMENT

5.1 Physical attributes of the school

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

5.2 Supportive school facilities and activities

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

6.0 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

6.1 Strengthening family links

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		

➢ **Plan**

6.2 Working collaboratively with health, education and community service providers

What needs to be done?	Who is going to do it?	Timeline			What do we need?	Comments / Reflections
		Start	Finish	Status		