bullyingfreenz

Student voice
Bullying-Free NZ School Framework

involvement

engaging in dialogue

listening

STUDENT VOICE

consulting

empowering

facilitating evaluation by students

researching together

gathering students' perceptions & perspectives

Enabling student leadership, agency & voice:
a guide to promoting and supporting good practice
in your school

Contents

This guidance aims to promote good practice in student voice, reflecting the excellent work already under way in many schools. It has been written for educators, but can also be used by other professionals and by students themselves.

We know that there are many good practice examples. If you have a case study you would like to share, please send it to info@bullyingfree.nz.

"
"Mostly, I would just say…listen to what tamariki have to say. Don't dismiss them especially when they are trying to do the right thing and tell you what is going on instead of handling it themselves. Don't dismiss them…just try to listen."
[Student]

"
"I think it's important to have students as role models and drivers of any bullying prevention campaign in a school as it has a greater impact on its success."
[Year 12 teacher]

Who we are

Bullying-Free NZ is co-ordinated by the Bullying Prevention Advisory Group (BPAG). BPAG is an interagency group of 15 organisations, with representatives from the education, justice and social sectors, as well as internet safety and human rights advocacy groups.

BPAG members share the strongly held view that bullying behaviour of any kind is unacceptable and are committed to ensuring combined action is taken to reduce bullying in New Zealand schools.

Find out more at www.bullyingfree.nz/bpag-who-we-are

Nau Mai, Haere Mai / Welcome

If we want to make a positive change in our schools and communities, the voices of children and young people have to be a part of that.

Student voice is about having a culture that equally values the involvement and contribution of children and young people. The whole school community benefits when students get involved in preventing and reducing bullying.

Research suggests that student voice, when students have a genuine say, serves as a mechanism for change in schools. Positive outcomes include:

- improving teacher-student relationships
- increasing student engagement with their learning
- raising student self-esteem and efficacy.

Students point out that having a say provides a sense of being cared for, respected and valued. Students also feel that they belong, and that their views are worthy of being heard and acted upon.

There are no set rules about how to incorporate student voice into a school's daily activities. Student participation in the school community can happen across a number of levels, from basic to high level, and from adult-led to student-led. Generally, the higher the level of student participation, the more meaningful it is to students.

Students have a unique and important perspective on bullying prevention at their school. It is hard to picture a fully successful bullying prevention and response approach that does not involve significant student participation and buy-in.

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The term 'student voice' crops up regularly in education circles, along with 'student leadership' and 'student agency'.

Many educators think of this as students having their say through surveys, student councils, or feedback forms – as a way of helping students feel they have some influence over their school environment.

But research has shown that the more school leaders and teachers give their students choice, control, challenge and opportunities for collaboration, the more their motivation and engagement is likely to increase.

In their much-referenced 2012 paper *Motivation, Engagement and Student Voice*, researchers Eric Toshalis and Michael Nakkula conclude:

"Promoting student voice also has been linked to other important educational outcomes, including elevated achievement in marginalised student populations; greater classroom participation; enhanced school reform efforts; better self-reflection and preparation for improvement in struggling students; and decreased behaviour problems."

Bullying: the facts

Bullying can make children and young people's experience of school upsetting and at times frightening.

If bullying is not tackled promptly and in the right way, the consequences can be very destructive.

Bullying has been dismissed as 'a normal part of growing up'. Many students still believe that they should suffer in silence.

Traditionally, limited attention has been paid to children and young people's perceptions and views about what works in tackling bullying.

Students have unique perspective and knowledge of their school. Asking children and young people what they think is a significant step towards making sure that bullying prevention approaches are truly student-focused and effective.

Why it matters

All students have the right to feel safe, secure, accepted and valued, and to be able to make the most of their education.

Student safety and wellbeing are improved when children and young people feel connected to their school, feel confident about their social and emotional skills, and have positive and respectful relationships with their peers and teachers.

Safe and supportive school environments decrease bullying and the effects of aggression and intimidation, while improving teaching, learning and academic achievement, and belonging.

United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the human rights of children and young people under the age of 18.

The New Zealand Government ratified UNCRC in 1993. In doing so, the Government agreed to promote, respect, protect and fulfil the rights of all children and young people. The Government is required to report to the United Nations every five years on how it is implementing the Convention on the Rights of the Child.

The Convention promotes the participation of children and young people in decision-making, with Article 12 stating that signatories "shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child"[1]. In New Zealand this has supported the call to engage 'student voice'.

The Office of the Children's Commissioner is responsible for convening the UNCRC Monitoring Group, which monitors the New Zealand Government's implementation of the Children's Convention. New Zealand children have told the Monitoring Group of their concerns about bullying, discrimination and racism taking place in their schools and communities.

[1]United Nations. (1989). *Convention on the rights of the child*. Geneva: United Nations.
[2]Becroft, A. (2017). *Getting it right for children in Aotearoa: commentary on the Children's Convention.* Wellington: Office of the Children's Commissioner.

The UN Convention on the Rights of the Child recognises that children have particular needs and vulnerabilities which require special protection beyond the rights to which adults are entitled. There are four fundamental principles to guide the interpretation of the Convention:

- that all the rights guaranteed by the UNCRC must be available to all children without discrimination of any kind (Article 2);

- that the best interests of the child must be a primary consideration in all actions concerning children (Article 3);

- that every child has the right to life, survival and development (Article 6); and

- that the child's view must be considered and taken into account in all matters affecting him or her (Article 12).

"It's an exciting document – even 28 years after its adoption by the United Nations, it still speaks powerfully. In fact, it is a charter of guaranteed entitlements which all children deserve and which, when faithfully applied and upheld, will ensure that our children flourish, prosper and thrive."

–Judge Andrew Becroft,
Children's Commissioner

What is bullying?

Bullying is a serious problem in homes, schools and communities.

Bullying is a word that can have a lot of different meanings for different people. Making sure everyone in your school shares the same definition of bullying is important.

Bullying can be verbal, physical and/or social. It can happen in person or online. It can be obvious or hidden.

Bullying behaviour doesn't appear in children suddenly and without warning. It is a learned behaviour and it can be unlearned.

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- Bullying is deliberate – harming another person intentionally.
- Bullying involves a misuse of power in a relationship.
- Bullying is repeated, or has the potential to be repeated, over time.

How serious is bullying?

A student's experience of school – their ability to enjoy, achieve, contribute and be healthy – can be seriously damaged by bullying.

Bullying not only affects those being bullied, but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem and depression.

When you listen to the voices of those who have been affected, there is no doubt that taking action against bullying must be part of the core business of a school.

It's important for schools to constantly review policies and practice and to keep bullying prevention high on the school agenda.

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Bullying is:

- physically harmful
- socially isolating
- psychologically damaging

with adverse health consequences.

Bullying prevention is a shared responsibility

Just as bullying affects the entire school community, bullying prevention likewise requires the school community as a whole to get involved and take appropriate action.

There is no quick fix or 'one size fits all' solution to bullying behaviour. Different approaches are successful in different schools. Boards of trustees, school leadership and staff, students, parents, whānau and communities all need to work together to successfully address bullying.

Where and when does bullying happen?

Students report being bullied:

- in school, particularly in places where there is little or no supervision, where students can be isolated
- in class, both by other students, and by teachers
- in the home, by parents, carers or siblings, with this affecting their behaviour or wellbeing in school
- on the trip to and from school
- online – if students are also being cyberbullied, the bullying effectively follows them wherever they go.

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School climate and culture

Climate

How students and staff feel about their school.

Culture

Why students and staff feel the way they do.

Culture is defined by the values, beliefs and behaviour of those in the school community.

Each incident of bullying sends a message about what the school community 'thinks' and 'believes' about the behaviour and how it 'acts' to prevent or respond to such behaviour.

Each incident of bullying impacts the culture and climate of the school.

Developing a whole-school approach

The best way to prevent bullying is to adopt a whole-school approach that emphasises student wellbeing and inclusiveness, and values diversity.

Research shows that multi-component whole-school initiatives involving all the school community are more likely to reduce bullying behaviour than single-component programmes. A whole-school approach recognises that everyone in the school community can have an impact on the students' social and emotional wellbeing, and that learning and wellbeing are inextricably linked.

The quality of relationships between and among staff, students and families is important in fostering a safe, supportive and positive school environment.

Successful schools are those where attitudes about bullying are discussed openly and where wellbeing goals are agreed by the whole school.

Listening to children and young people and acting upon what they say is key.

The Bullying-Free NZ School Framework recognises the importance of student voice through one of its nine key components – *Enabling student leadership, agency and voice.* This component is exemplified by the provision of a range of opportunities for student ownership and decision-making, student voice and peer teaching.

Whole school vision

- Effective & supportive **policies & procedures**
- Universal **approach/curriculum** to promote social & emotional learning and support resilience
- Enabling **student leadership, agency & voice**
- A positive **school climate & culture** that promotes respect & values diversity
- Staff **PLD** to support student wellbeing
- **Targeted support** & early response
- **Data** – identifying need, guiding decision-making & monitoring results
- Working with **parents, carers, whānau & the wider community**

Strong leadership that supports & champions efforts to promote bullying prevention & wellbeing

Student voice

What is student voice?

Student voice begins and ends with the thoughts, feelings, visions and actions of the students themselves.

It seems complex, but it's not. Student voice is an overarching concept that involves dialogue, discussion and consultation with the students and by students about their experiences in their school and classrooms.

At its core, the important principle is that students have a right to have a voice and that they should be listened to. It's about genuine consultation and the authentic involvement of **all** students in appropriate decision-making.

As all schools are unique, decisions about the suitable amount of engagement with students will be based on the context and the nature of the issue. Schools should choose various levels of engagement depending on the complexity of the task, the knowledge and the maturity of students, and other factors.

What is student participation?

Meaningful student participation continuously acknowledges the diversity of students by endorsing and allowing them to represent their own ideas, opinions, knowledge and experiences.

Student participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and wellbeing, as set out in Article 12 of the UNCRC. Although having an active school council is an important part of this approach, it is only one component.

Participation is a process rather than an event, with degrees of involvement – from being consulted on a predetermined issue to students choosing their agenda, making their own decisions and taking them forward.

The importance of principals and school leaders

Research shows that schools need a 'champion' to motivate, maintain and bring about change. For student voice to become an integral process in the school system, principals must play a key role in honouring student voice and developing a school culture that promotes it.

> "No matter how good the intervention….or the implementation strategy, efforts to promote change in any complex system are very likely to fail unless the change effort has the support and active involvement of the people who live in that system – namely the students." (Backer[1], 1994,)

Student participation can happen in a variety of ways and at different levels, for example:

- as part of teaching and learning
- consultation mechanisms such as questionnaires, surveys, circle time, focus groups, and suggestion boxes
- participatory and representative groups such as the school council and peer mentors
- student involvement in planning, reviewing and implementing policies and procedures, including the school's annual plan
- having structures in place so that all students can be involved in decision-making.

Student voice:

giving students the opportunity to communicate ideas and opinions, and the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults.

Student agency:

the capacity to act in a way that produces meaningful change. Student voice and agency are fundamentally linked. Agency gives children and young people the power to direct and take responsibility for their actions, creating independent and self-regulating students.
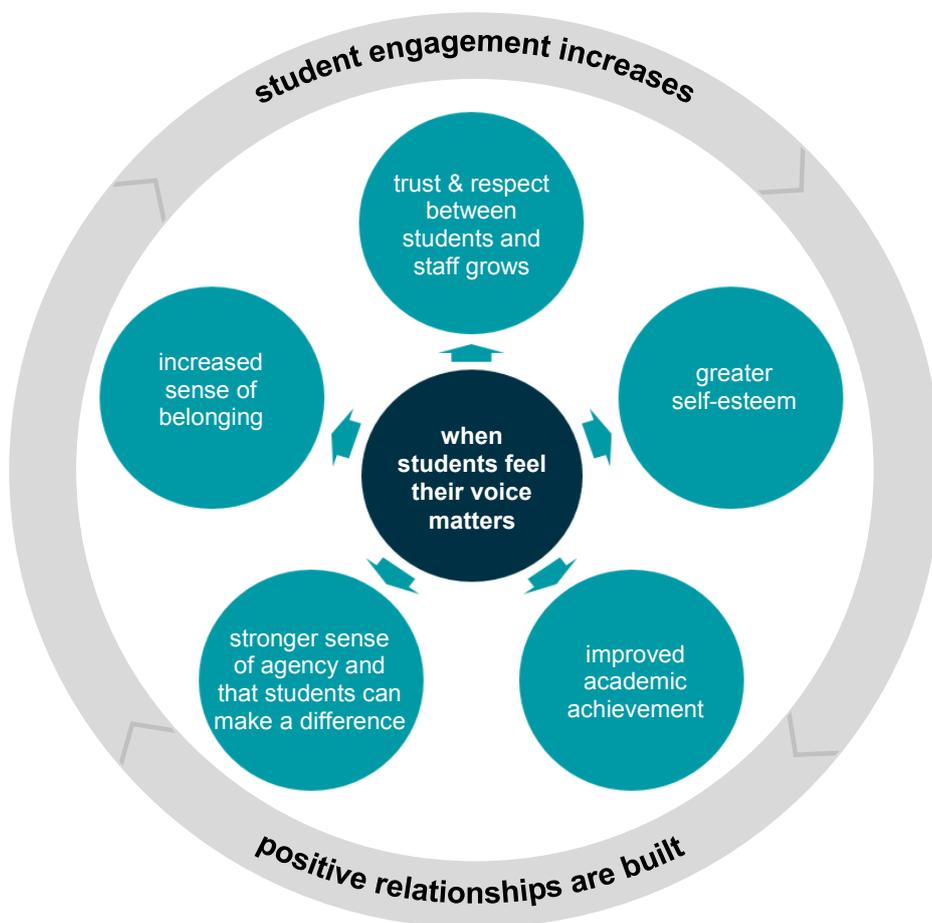
Student leadership:

includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf.

Student leaders have an increased sense of responsibility and model leadership principles and values. Leadership is intrinsic within all students and not restricted to a small group of individuals. Developing leadership qualities enhances trust and relationships.

[1]Backer, T.E. (1994). *Readiness for change, educational innovations, and educational reform: Working paper*. Washington, DC: U.S. Department of Education.

Why is student voice important?

Research shows that the benefits for students do not come from just hearing their own voices. It is more about how other people (students, teachers, schools) respond to their voices and work with them to make ideas come to life.

student engagement increases

trust & respect between students and staff grows

increased sense of belonging

greater self-esteem

when students feel their voice matters

stronger sense of agency and that students can make a difference

improved academic achievement

positive relationships are built

feel like they belong

feel physically and emotionally safe

When students believe they are respected and their views are valued, they...

experience a positive school and classroom culture

experience supportive and trusting relationships

> " I have discovered that when we find out from students about what works best, wonderful things will happen. Thankfully I have started this journey and am in admiration at the surprises our students share with me when they are given the opportunity to be heard. I hope that many of you can see the benefits that I have seen when we give our students an authentic voice in an authentic environment and a chance for them to create a community that works for them.
>
> –Justin Hickey (Dr Vince Ham eFellow 2016)
> *What Can We Learn About Community From Our Students?* CORE Education
> Dr Vince Ham eFellowship Research Paper (May 2017)

Commitment to student participation

In practice, student participation can happen across five levels, ranging from basic to high level, and from adult-led to student-led. Usually, the higher the level of student participation, the more meaningful it is to students.

The ladder of participation

Developed by Dr Roger Hart[1], the ladder of participation is a model for thinking about where children and young people are and where we would like them to be in terms of their involvement.

This ladder does not suggest students have to be at the top rung – schools should be aiming to move students off the lower rungs of non-participation and think of ways to genuinely engage with them.

The table below gives examples of student voice at each level of involvement.

? The 7 or 8 ladder rung debate

Roger Hart's Ladder of Participation shows *student-initiated, shared decisions with adults* as the top form of participation, followed by *student-initiated and directed*.

Some consider that shared decision-making is most beneficial to both students and adults. Others think that students are most empowered when they are making decisions without the influence of adults – usually this doesn't exclude adults, but reduces their role to that of support.

Both points of view have value. Ultimately, it is up to each group to determine which form of decision-making best fits with their students' needs.

Students' initiative, shared decisions with adults (student-adult partnership)
Students have the ideas, set up the project and invite adults to join them in making decisions throughout. They are equal partners. Students have the power to make positive changes based upon their own views and ideas, while at the same time accessing and learning from the life experience and expertise of adults. **8**

Student-initiated and directed (students' initiative and leadership)
Students initiate and direct the project themselves. Decision-making happens solely among the students. Adults are available, but do not take charge, providing students with the resources and information they need to achieve their views and ideas. **7**

Adult-initiated, shared decisions with students
Adults have the initial idea, but the decision-making is shared with the students. Students are jointly involved in planning, designing and implementing the project. **6**

Adults make decisions, students are consulted and informed
The project is designed and run by adults. Students are not involved in the decision-making, but they are asked to share ideas that will inform the decisions of adults. Students have a full understanding of the process and of how their advice will be used. They are kept informed of the decisions made by adults. **5**

Adult-led decision-making, students assigned but informed
Adults decide on the project. Students are assigned tasks, which they volunteer for only after the purpose of the project has been explained. Students understand the project and know who decided they should be involved and why. **4**

Tokenism (participation for show)
Students are asked to participate in a project run by adults, but do not fully understand the issues, the reason for the project, or what their contribution adds. Students appear to be given a voice, but in reality this is limited with little or no choice about planning the project and no time to critically reflect and form their own opinions. **3**

Decoration (students help implement adults' initiatives)
Students are used to support or 'bolster' a project in an indirect way (adults do not pretend that the project is inspired by students) e.g. taking part in an event, but with no involvement in organising or understanding the project. Students have no role in decision-making. Involves, quite literally, decorating students. **2**

Manipulation (adults use students' ideas and voices for their own gain)
Adults consciously use students to support their own project, but pretend it is inspired or supported by children and young people. Students do or say what adults suggest they do, but have no real understanding of the issues or how their actions contribute. Adults' actions may be misguided rather than manipulative. **1**

[1]Hart, R. (1992). *Children's participation: from tokenism to citizenship*. Florence, Italy: UNICEF Innocenti Research Centre.

Bullying prevention examples of the ladder of participation

Students develop a bullying prevention action plan and go to staff for advice and support. Staff do not direct – they listen and act as sounding boards for the ideas and plans of the students.

Students decide to set-up a buddy scheme. They develop a plan and present it to the principal, who provides the necessary tools and resources to enable students to implement their scheme.

Adults decide to start a peer mediation project. Students are involved in decision-making and sharing project planning and implementation.
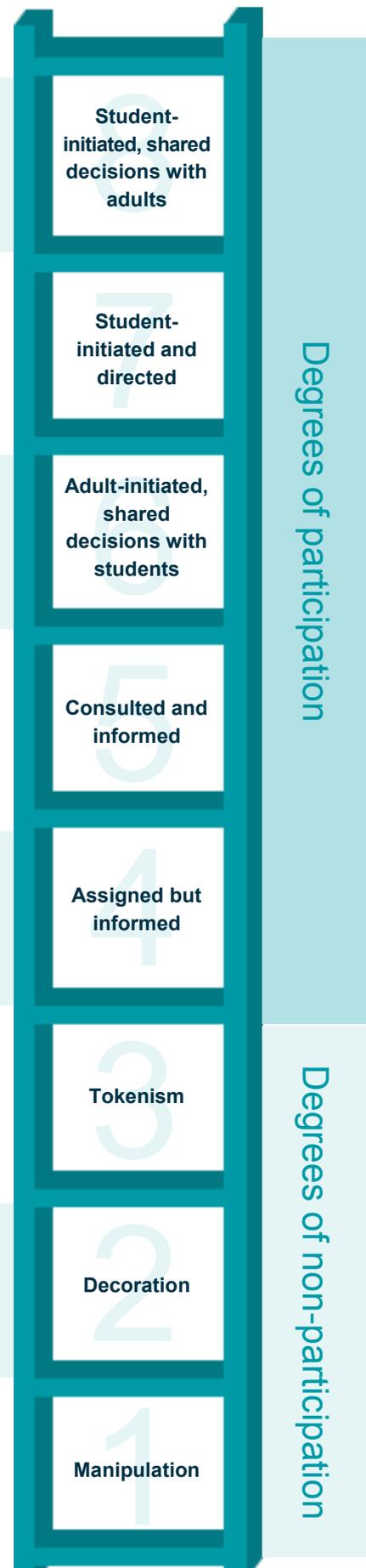
Students are consulted about an anti-bullying initiative designed and run by staff. They understand how their input will be used and are kept informed of decisions made.

Students are organised to participate in an anti-bullying activity. They are informed of its purpose and feel ownership of the issue.

The school decides to make a video on bullying. Three students are given topics to consider. Staff record students' feedback, editing out sections they decide not to include.

Students attending an anti-bullying campaign are given t-shirts with slogans and told to line up for a group photo. Photo distributed to media as part of the launch. Students are not informed or do not understand why the photo is being taken.

Students take part in a bullying prevention role play and are given a prepared script to read from. The play is filmed and used to promote adults' anti-bullying initiatives.

Rung	Label
8	Student-initiated, shared decisions with adults
7	Student-initiated and directed
6	Adult-initiated, shared decisions with students
5	Consulted and informed
4	Assigned but informed
3	Tokenism
2	Decoration
1	Manipulation

Degrees of participation

Degrees of non-participation

What are you doing at your school?

Looking at ways to incorporate student voice into your school community can seem like a big job, especially if you are just beginning.

There are no set rules on how to incorporate student voice in day-to-day school activities. A good starting point is to look at where students currently have input and identify other opportunities for them to provide opinions or information that can drive decision-making.

Remember, you don't need to involve students in every decision made at the school in order to hear and honour student voice.

✔ CHECKLIST

You can use the questions below to guide your reflections about student voice.

- What does student voice look like at our school?
- When our students have ideas or want to have a say about something, how do they tell us?
- What would we like student voice to look like at our school?
- In which areas would we like to involve students?
- What would we need to set up at the school for this to happen?
- What does student voice look like to staff?
- How does our school handle a situation where it is not possible to do what students have requested?

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Student-involved / student-led / student-initiated bullying prevention efforts are important because:

- children and young people are often the most knowledgeable about and the most motivated to help solve the problem
- bystanders can often serve as first responders, intervening to stop bullying and getting help
- students usually know a lot more about cyberbullying than most adults
- messages delivered by students are often better received and more successful at changing behaviour than messages created and delivered by adults
- partnering with adults to develop bullying prevention initiatives helps students feel more respected by and more connected to adults
- student involvement leads to feelings of empowerment – children and young people become committed to standing up to bullying and supporting their peers
- bullying is often hidden from adults, with school staff often only hearing or seeing a small percentage of what is really happening.

Belling the Cat

A group of mice living in a resplendent house meet to discuss how they could protect themselves against the attacks of a big, clever cat, who has come to live in the same house.

One of them proposes placing a bell around the cat's neck, so that they are warned of its approach. The plan is applauded by the others.

Among all the cheers and murmurs of approval, a little voice belonging to a small, unimportant mouse was heard, asking, "But who will hang the bell around the neck of the cat?" There was silence, which grew longer and longer. Then there was a shuffling of feet as all the mice remembered important engagements to which they had to hurry away to. No one ever mentioned the idea of belling the cat again.

This story illustrates the gap between having an idea and executing it.

The notion of partnerships between adults and students is highly compelling. The question is around the implications of such a vision for schools and the ways in which it might be brought about.

Reflecting upon and developing a shared understanding of how children and young people are positioned within the school community is important. In some schools a de facto 'us and them' relationship exists between staff and students.

Uncovering and exploring the assumptions, expectations and viewpoints that teachers hold about students and, if necessary, building a collaborative commitment to positioning students in a different way, may help support children and young people to be genuinely participative in decision-making.

Build a commitment ladder
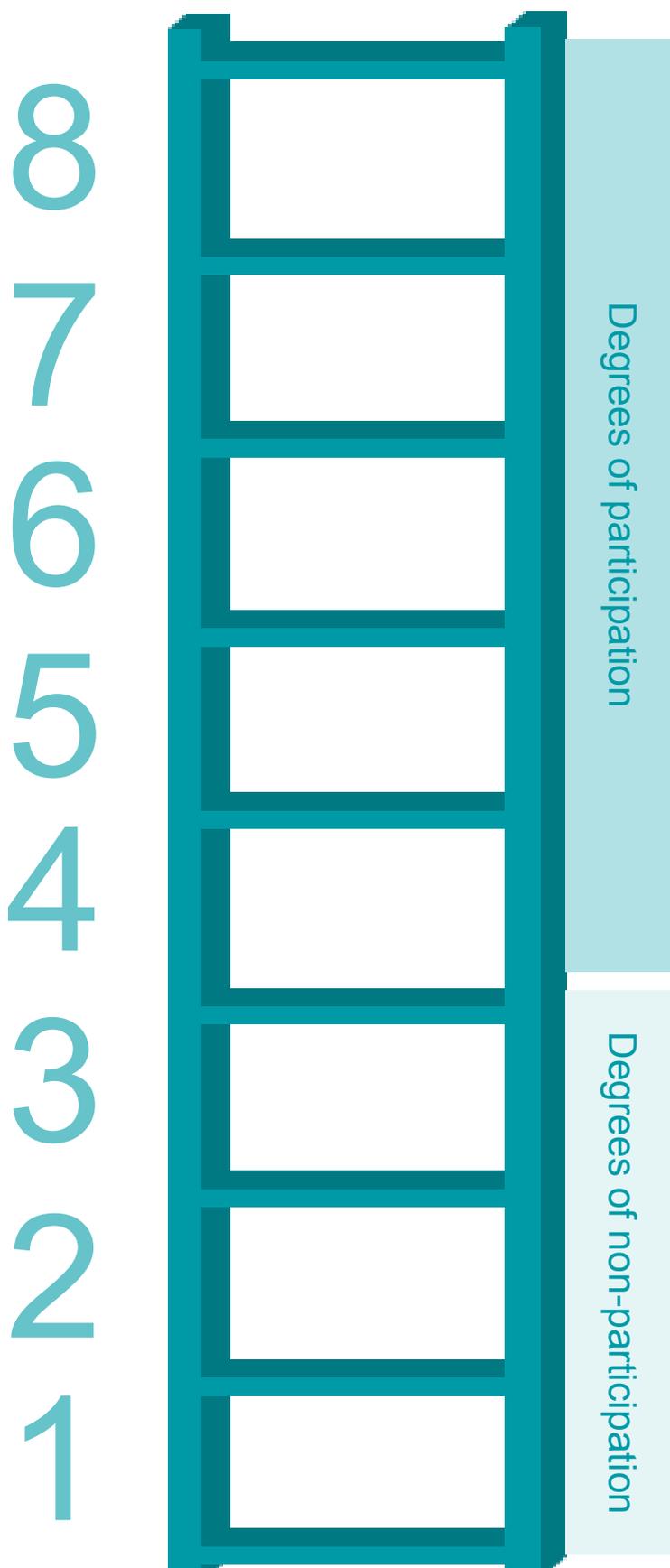
Professional learning and development activity

Facilitator notes:

1. Print copies of both the commitment ladder (page 9) and the ladder template (page 13).

2. Talk through the explanations of each rung of the ladder – explain how each rung progressing up the ladder represents a greater level of commitment, starting with resistance to the idea on the lowest rung, through to a strong commitment at the top.

3. Explore different views of student participation and the ladder of commitment. Discuss where your school might be on the ladder.

4. Distribute copies of the ladder template. Ask staff to rate their level of support for student participation by marking the appropriate rung on the ladder that represents their views. The ratings are anonymous – there is no need for staff to name their template.

5. Tally the ratings to gage support for change – you might do this prior to a break.

6. Share the results with staff for further discussion. If the results are less than hoped, the facilitator can ask for feedback on how the idea can be improved to generate more commitment.

Build a commitment ladder
Professional learning and development activity

8
7
6
5
4
3
2
1

Degrees of participation

Degrees of non-participation

The nine core elements of a successful bullying prevention whole-school approach

1 Strong leadership

Leadership is critical – the most effective schools have a board and senior leadership who champion bullying prevention and wellbeing, and where at least one senior staff member co-ordinates bullying prevention efforts.

Tackling bullying: A guide for Boards of Trustees will help Boards build on good practice and identify actions for their school and its needs.

2 A positive school climate and culture

Real change happens when students, school staff, parents and whānau, and other members of the community share responsibility for making a respectful and inclusive environment in their school. A positive climate is the foundation for a school where positive behaviour is the norm, and where students actively work to stop or reduce bullying, such as reporting bullying to an adult.

Classroom activities encourage students to develop prosocial skills and think about what actions they can take to build a positive culture.

The annual Bullying-Free NZ Week provides an opportunity for schools to highlight their work, encourage respect, and value difference.

3 Gathering data

Data collection is critical. Schools need a clear picture of the nature and extent of bullying problems in their school so they can plan an appropriate response. The Wellbeing@School tools (developed by NZCER) are designed to help schools identify what they are doing well to promote a safe and inclusive environment and what they could be do better, and provide a baseline for monitoring outcomes over time.

The BullyingFree.nz website includes ideas for consulting with students, staff and community.

The Wellbeing@School student survey is currently free to schools.

4 Student leadership, agency and voice

Actively involving students in designing and reviewing initiatives can have a major impact on developing and implementing effective solutions to bullying. A clear understanding of what students think will help to develop the most appropriate approach to bullying prevention. Research shows that peers are more aware of bullying episodes than adults, so surveying students provides essential information on the nature of bullying.

The Wellbeing@School student survey is free of charge until the end of 2018. Classroom activities encourage students to talk about bullying, take agency, and identify what works in bullying prevention. A profile of Aotea College's Wellbeing Bubble shares and example of good practice that centres on student leadership to drive change.

5 Effective and supportive policies

The whole school community needs to share the same perspective on preventing and responding to bullying for policies to be effective. A school's policies and practice on behaviour, diversity, and challenging prejudice are key.
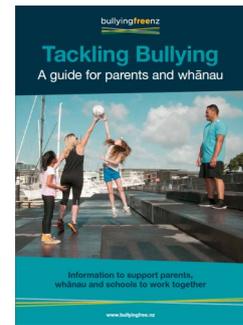
The roadmap is a simple tool that guides schools through steps to incorporate the nine elements of the Bullying-Free NZ Framework into bullying prevention policies and initiatives. Information and a sample policy on the website provides a template to help develop policy.

6 Involvement of parents, carers, whānau and the wider community

Parents, carers and whānau need to be fully informed, frequently consulted, and recognised as equal partners in the bullying prevention process and in building a positive school climate. This adds strength and depth, and has a positive impact by helping family life reinforce the actions of the school.

Tackling bullying: A guide for parents and whānau, is designed to help them and schools to work together. It includes information about bullying and what parents and whānau can do.

7 Professional learning and development

Many school staff struggle with how to manage student conflicts, build students' social skills, and encourage a sense of responsibility for others. Evidence indicates that when school staff are trained to recognise bullying and effectively handle incidents, bullying rates are lower.

A set of ten free workshops to support schools develop or review their policies on bullying behaviour, share a common understanding, and build a positive school culture.

8 Universal approach / curriculum support

Bullying prevention teaching and learning sits within the New Zealand Curriculum key competencies of managing self, relating to others, and participating and contributing. It should also align with the Health and Physical Education (HPE) learning area of the curriculum.

A set of four posters for primary schools to display in classrooms help explain what bullying is and give younger students tips on what to do if they encounter bullying. Classroom activities are a good way to get students learning about bullying prevention and there are video resources to share in class.

9 Targeted support and early response

A targeted approach that is integrated with a universal approach, can help those with bullying problems and alleviate any emotional and behavioural issues at the start.

The website includes information about bullying based on the latest research with links for further information. The Bullying assessment matrix, is an online tool to help assess the severity, impact and frequency of a bullying incident.

Check how you're doing!

1 Strong leadership

Every school needs a champion for bullying prevention and wellbeing.

A senior staff member co-ordinating bullying prevention efforts.

☐ *Got it* ☐ *Need it*

2 Positive school climate and culture

Positive behaviour is the norm and students actively work to stop or reduce bullying.

Classroom activities encouraging students to develop prosocial skills.

☐ *Got it* ☐ *Need it*

3 Gathering data

Data gives a clear picture of the nature and extent of bullying problems.

The Wellbeing@School survey is free to all schools.

☐ *Got it* ☐ *Need it*

4 Student leadership, agency and voice

Students are more knowledgeable about the nature of bullying than adults.

Involve students in discussion, decision-making and design of bullying prevention.

☐ *Got it* ☐ *Need it*

5 Effective and supportive policies

All schools need policies and procedures in place for responding to bullying.

Procedures need to be relevant supports accessible to students.

☐ *Got it* ☐ *Need it*

6 Involvement of parents, carers, whānau and the wider community

Parents, carers and whānau need to be fully informed, frequently consulted, and recognised as equal partners in the bullying prevention process.

☐ *Got it* ☐ *Need it*

7 Professional learning and development

Staff are trained to recognise and effectively handle bullying incidents, build students' social skills and encourage a sense of responsibility for all.

☐ *Got it* ☐ *Need it*

8 Universal approach / curriculum support

The NZ Curriculum key competencies and HPE learning area align.

Classroom activities teaching students about bullying prevention.

☐ *Got it* ☐ *Need it*

9 Targeted support and early response

Responding to bullying problems, alleviating emotional and behavioural issues early.

Resolving bullying incidents with approaches such as restorative practices.

☐ *Got it* ☐ *Need it*

bullyingfreenz