URSTRONG

Bullying prevention framework

Coolbinia Primary School

Healthy Friendship — Unhealthy Friendship

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overview

The URSTRONG Bullying Prevention Framework was developed to work in partnership with URSTRONG Schools and communities to provide a clear plan of action to help prevent "bullying" behavior in children.

This Bullying Prevention plan centres on a school-wide positive relationship strategy, designed to shift schools towards a culture of kindness and respect. The key factors include:

- G A consistent, whole-school approach so that teachers and parents are using the same language to support students
- G A skills-based strategy that empowers students to self-govern and make healthy choices in their relationships
- G Kid-friendly language and pedagogy that promotes learning, retention, and application of knowledge and skills
- G Proactive system that teaches interpersonal skills and conflict-resolution at a young age

As a URSTRONG School, **Coolbinia Primary School** has personalised the framework to map it against our school's values, ethos, and resources.

The following people have contributed to this Bullying Prevention Plan for: **Coolbinia Primary School**

Name	Title
Debra Holland	Associate Principal
Marina Campbell	Teacher
Kim Couch	Teacher
Luke Erceg	Teacher
Fiona Gundlach	Teacher
Carolina Redstall	Special Needs Education Assistant

Goals of the Bullying Prevention Framework:

G   Decrease in the number of instances of conflict reported, as students are better equipped to manage conflict in a healthy way on their own.

G   Increase in self-esteem among students who feel empowered to stand up for themselves.

G   Decrease in Mean-on-Purpose behaviors as students who exhibit those behaviors experience immediate consequences in the most effective way (by their peers).

G   Improved ability for educators to identify serious anti-social behaviors (e.g. oppositional defiance, conclusive bullying, etc.) and provide deeper interventions for students experiencing mental health issues.

G   New language (i.e. "Mean-on-Purpose") that focuses specifically on the behavior, reduces the 'bully stigma' and allows aggressive kids greater opportunity to avoid the label.

G   Strengthened relationships between teachers and parents through a common, consistent language to better guide children.

G   Increase in students' feelings of support, trust, and safety, knowing teachers and parents are on the same team, coaching them along.

G   Improved academic performance in all students, as students have reduced anxiety and are less distracted by conflict and unhealthy peer relations.

Key Understandings:

G Providing children, at an early age, with the skills and language to normalize and manage conflict between friends and differentiate everyday disagreements, Friendship Fires, from Mean-on-Purpose behavior is the most effective preventative strategy to combat bullying.

G URSTRONG employs kid-friendly language and concepts to maximize knowledge retention and skills development, addressing children across the full 'sensitivity spectrum' (from shy/sensitive kids who might profile as 'victims' to the outspoken/aggressive kids who might profile as "bullies").

G "Bullying" is a term that is misused and results in students, teachers, and parents labeling a child a "bully." The term is used in quotations for this reason. With Growth Mindset at the forefront, we will support children through their social-emotional development and recognize they are still learning.

G The URSTRONG methodology outlines that conflict is defined into two categories:
   o Normal conflict referred to as a *Friendship Fire®*
   o Actions that are *intentionally* unkind or cruel referred to as Mean-on-Purpose behavior

G Skills-based, practical strategies must be implemented in order to create change.

G Students, parents, and teachers must 'speak the same language', working together to achieve a common goal.

G ALL students (the perpetrator, the victim, and the bystander) need guidance and support.

G Interpersonal skills and conflict-resolution are skills that need to be explicitly taught.

Our School's Commitments:

We are committed to the social-emotional wellbeing of our students and recognize that this is the foundation to raising flourishing learners. We will make every effort to:

G Ensure the safety of all children. Our school will be a safe place for all children, parents, and educators.

G Role-model kindness and respect for our students and create a friendly school culture.

G Provide "Talk-it-Out" spaces in our school to ensure students have a place to put out their *Friendship Fires®*. Students will be given time to resolve conflicts, as we know that learning cannot take place when children are upset.

G Encourage healthy friendships at our school and not force children to work with students they are in conflict with. We expect our students to be friendly to everyone, but recognize that friendships/relationships are a choice.

G Teach URSTRONG's curriculum, Friendology 101, to our students in grades 1 to 6 and utilize the language and skills into our daily practices. We will receive regular Professional Development to stay on the pulse of best practices.

G Systematically record and monitor Mean-on-Purpose Behavior. We will follow our Action-Plans to support Victims, Perpetrators, and Bystanders.

G Work as a team with parents and provide support, guidance, and opportunities to learn. We will bring in speakers and experts when possible.

G Seek help from professionals and experts when deeper interventions are necessary.

G Communicate and share this Bullying Prevention Framework with parents, educators, and students. It will be available in the office and online.

G Integrate other effective programs and strategies to support the social-emotional wellbeing of our students.

Some of these include:

Name of Program/Strategy
UR Friendology 101
Zones of Regulation
Restorative Practice
PBS Behaviour Expectations

Expectations of Everyone Involved:

Educators and school staff, parents and caregivers, and students all have an integral role to play in ensuring the success of this Bullying Prevention Framework.

Educators and School Staff are expected to make every effort to:

G Work as a team with the parents, recognizing they have many children and families with diverse backgrounds to support.

G Reinforce the skills, language, and strategies that our school is employing so that children are receiving consistent messages between school and home.

G Teach and reinforce the Friendology curriculum.

G Avoid using the term "bullying" at school and shift to using the terms: Friendship Fire and Mean-on-Purpose behavior.

G Attend professional development in social-emotional learning to ensure they're on the pulse of best practices to support student wellbeing.

G Role-model kindness and respect at our school to help create a friendly school culture.

Parents and Caregivers are expected to make every effort to:

Parents/Caregivers are an integral part of our Bullying Prevention Framework. In order to ensure the success of this plan, parents/caregivers are expected to make every effort to:

G Work as a team with the educators, recognizing they have many children and families with diverse backgrounds to support.

G Reinforce the skills, language, and strategies that our school is employing so that children are receiving consistent messages between school and home.

G Avoid using the term "bullying" at home and shift to using the terms: Friendship Fire and Mean-on-Purpose behavior.

G Attend workshops and presentations to continue learning and strengthen that sense of community. Parents are highly encouraged to attend URSTRONG's Language of Friendship parent-child workshop to get deeper insight into the friendship curriculum.

G Role-model kindness and respect at our school to help create a friendly school culture.

Students are expected to make every effort to:

G Use the skills, language, and strategies to put out their Friendship Fires and stand up to Mean-on-Purpose behavior.

G Avoid using the term "bullying" at home and shift to using the terms: Friendship Fire and Mean-on-Purpose behavior.

G Follow the guidance of teachers and parents, recognizing they are coaches – not problem-solvers.

G Role-model kindness and respect at our school to help create a friendly school culture.

Key Learning Outcomes for Students:

The following details the Key Learning Outcomes that will be taught to all students in Years 1 to 6 that follow a sequential and comprehensive journey towards positive, healthy relationships.

We believe that, by focusing our teaching on these areas, we will be able to create a harmonious school culture where students make responsible choices in their friendships and stand up to unkind behavior. We aim to improve the overall wellbeing of our students and avoid bullying behaviors in our school.

URSTRONG's Friendology 101 Student Learning Outcomes	Years 1 & 2	Years 3 to 6
1. Students will describe how conflict is normal and survivable in a friendship (Friendship Fact #1)	X	X
2. Students will identify various types of friendships, recognizing that every friendship is different, and focus on what works in their friendships (Friendship Fact #2)	X	X
3. Students will describe how trust & respect are essential in a friendship and be able to give examples (Friendship Fact #3)	X	X
4. Students will explain how friendships change and why this is okay (Friendship Fact #4)	X	X
5. Students will demonstrate realistic expectations in their friendships by applying the 4 Friendship Facts	X	X
6. Students will describe the difference between healthy & unhealthy friendships using the Friend-o-meter and apply it to their own friendships	X	X
7. Students will express how they are feeling in their friendships	X	X
8. Students will identify the difference between a Friendship Fire and Mean-on-Purpose behavior		X
9. Students will demonstrate how to put out a Friendship Fire® and move towards Forgive-and-Forget on the Friend-o-cycle	X	X
10. Students will demonstrate how to say a Quick Comeback in reacting to Mean-on-Purpose behavior		X
11. Students will explain the role 'body language' has in communication with others and will demonstrate positive body language	X	X
12. Students will identify when and how to report a situation to an adult		X

13. Students will show self-worth by explaining they deserve healthy, respectful friendships	X	X
14. Students will show self-love by being authentic and true to who they are in their friendships	X	X
15. Students will focus on seeing themselves and their friendships through a positive lens	X	X
16. Students will practice kindness and empathy in their friendships	X	X

Mean-on-Purpose Behavior

Tracking Mean-on-Purpose Behavior:

We believe it is important to track and monitor incidences of Mean-on-Purpose behavior. When required, we will follow-up with all the students involved based on the appropriate Action-Plans.

The following details how our school will track and record Mean-on-Purpose behavior when it is reported by a student:

1. The teacher who received the report will fill out the Mean-on-Purpose Tracker with all the details of the incident.
2. If required, the teacher will implement the Action-Plans for the students involved.
3. The teacher will take the Mean-on-Purpose Tracker to: _____.
4. At the end of each day, [Insert Person's Name] will review the Trackers that were submitted and notify parents and teachers if necessary.
5. Mean-on-Purpose Trackers will be recorded in student files.

Mean-on-Purpose Tracker

Date: _____   Time: _____

Teacher: _____   Area of incident: _____

_____ (name & class), reported that

_____ (name & class) was mean-on-purpose.

Did they use their 'Quick Comeback'?   YES / NO

Did you talk to both students?   YES / NO

Is further follow-up required?   YES / NO

Please take this card to the office

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Action-Plan for student exhibiting Mean-on-Purpose Behavior:

When a child has exhibited Mean-on-Purpose behavior, the following actions will be taken:

1. After <u>one report</u>, no action required from teacher. This is because the student who used a Quick Comeback and reported administered the most effective consequence.

2. After <u>two reports</u>, the student is notified by the teacher that two reports have been documented. The teacher may then choose to speak briefly with this child who has been Mean-on-Purpose.

3. After <u>three reports</u>, the teacher has a meeting with the student to try to determine the causal factors and provide one-on-one support. It is expected that the teacher and student create a behavior plan together (completing the "**Bringing out the Best in You**" document and/or "**Mean-on-Purpose Think Sheet**") and further interventions are sought if required (e.g. Self-regulation and de-escalation strategies, etc.). The teacher is expected to monitor and check-in with the student and the Principal, parents, and any other implicated educators are made aware of the plan.

   If no improvement is noted in their behavior, the student is referred on to a Psychologist or School Counsellor for clinical interventions.

Action-Plan for Victim:

When a child has been the victim of Mean-on-Purpose behavior, the following actions will be taken:

1. They are congratulated ("Good job!", "I'm proud of you! Thanks for letting me know!") for using their Quick Comeback and reporting.

2. If a Quick Comeback was not used, the teacher is expected to practice quickly with that student and encourage them to use their Quick Comeback next time. The teacher reminds the student, "You teach people how to treat you" and explains that Mean-on-Purpose behavior is not allowed at our school.

3. The teacher is expected to remind the student of the Friend-o-meter, encourage them to spend time with friends in the healthy zone, and remind them they deserve to be treated with love and respect.

   <u>For a student who is repeatedly a victim (3 or more times) of Mean-on-Purpose behavior</u>, the teacher has a meeting with the student to try to determine the causal factors and provide one-on-one support. It is expected that the teacher and student create a behavior plan together (completing the "**Bringing out the Best in You**" document and/or "**Mean-on-Purpose Think Sheet**") and further interventions are sought if required (e.g. Building self-worth and compassion resources, etc). The teacher

is expected to monitor and check-in with the student and the Principal, parents, and any other implicated educators are made aware of the plan.

IMPORTANT NOTE: It is extremely important that this meeting is not seen as a consequence for reporting – the child needs to feel supported and recognize this is coming from a place of love and support to ensure the child feels safe at school.

If no improvement is noted in what this student is experiencing and feeling, the student is referred on to a Psychologist or School Counsellor for clinical interventions.

Action-Plan for Bystander (who has not reacted to Mean-on-Purpose behaviour):
When a child has been witness to Mean-on-Purpose behavior, the following actions will be taken:

1. The student is reminded to use their Quick Comeback when they witness Mean-on-Purpose behavior. The student is also reminded that we are a safe and caring school and Mean-on-Purpose behavior is not allowed.

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Student Name: _____ Grade: _____ Teacher: _____

Bringing out the Best in You

We are a safe and caring school and we want to help you be the best version of who you are. It's important to learn from our experiences so that we're always learning and growing. Let's come up with a plan to help bring out the best in you!

What has been happening?

_____
_____
_____
_____

How have you been feeling?

_____
_____

How do you want to feel?

_____
_____

Reflecting on your experiences, what do you have control over?

_____
_____

What's your plan to bring out the best in you?

G _____
_____

G _____
_____

How can your teachers & parents help you?

_____
_____

When should we check back in? _____

You can do it!
We believe in
you! 😊

Student Name: _____ Grade: _____ Teacher: _____

Mean-on-Purpose Think Sheet

I was involved with Mean-on-Purpose behavior:

☐ I was Mean-on-Purpose
☐ Someone else was Mean-on-Purpose to me (or a friend)

Briefly describe what happened:

_____

_____

_____

If someone was Mean-on-Purpose to you, did you:

G **Say your Quick Comeback in a strong voice? (e.g. "Not cool!")**

YES   NO

G **WALK AWAY?**

YES   NO

G **REPORT it to a Teacher/Adult?**

YES   NO

If you were Mean-on-Purpose to someone, how did they react?

_____

_____

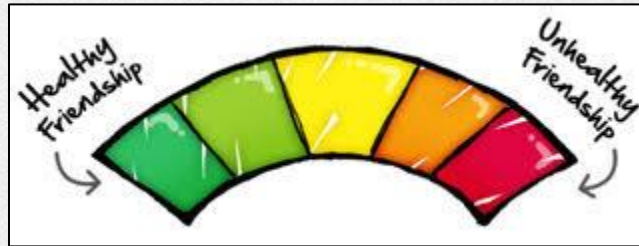_____

This is what happened after the incident:

_____

_____

_____

Where is this 'friendship' on the Friend-o-meter? Draw an arrow.

Healthy Friendship

Unhealthy Friendship

Where is this 'friendship' on the Friend-o-cycle? Draw an arrow.

Healthy Friendship

Fire!

Closer & Stronger

Trust & Respect

Confront the Issue

Forgive & Forget

Talk it Out

To get my friendship back in the healthy zone of the Friend-o-meter and move towards Forgive & Forget on the Friend-o-cycle, I am going to try:

_____

_____

_____

If this 'friendship' is always in the unhealthy zone, I am going to spend less time with this person by…

_____

_____

_____

My Signature: _____Date: _____

Mean-on-Purpose Tracker

Date: Time:

Date: Time:

Teacher: Area of incident:

_____ (name & class), reported that

_____ (name & class) was mean-on-purpose.

Did they use their 'Quick Comeback'?   YES / NO

Did you talk to both students?   YES / NO

Is further follow-up required?   YES / NO

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