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Powerful Conversations

Creating opportunities to discuss preventing
and addressing student bullying

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Anti-bullying

The NSW Anti-bullying Strategy brought together evidence-based resources and information to support NSW schools, parents and carers, and students, to effectively prevent and respond to bullying.

Bullying of any kind is not acceptable in NSW schools. Information and resources were developed by agencies and organisations active in preventing and addressing student bullying behaviours and student safety. These resources are available on the NSW Department of Education webpages along with other anti-bullying resources for students, parents and teachers.

In support of anti-bullying a two-day conference was held in Sydney and one-day regional workshops were held in Ballina, Dubbo and Wagga Wagga. Eighteen world experts in effective approaches to student bullying presented to over 1000 principals, teachers and other educational professionals from schools across NSW. The key information from the presentations was captured by a professional illustrator.

Those illustrations are used here as a trigger for discussions. Each has been matched with thought-provoking questions to generate powerful conversations with students, staff and families. There are also links to further resources and information on the NSW anti-bullying website, at antibullying.nsw.gov.au, to expand on the key messages represented.

The resources in this kit are for schools and teachers to use to support existing student anti-bullying programs and activities, conversations with parents and carers, and self-directed professional development to support a whole-school approach.

It is intended that educators use these materials flexibly, and feel free to adapt them in response to the local needs and context.

Anti-bullying forms part of the Student Behaviour Strategy, released in March 2021, as part of a multi-tiered continuum of support.

The content within this resource was reviewed by the Department of Education in 2022 to ensure accuracy and current best practice in supporting and responding to bullying.



Bullying: school-based intervention

Every educator knows that student bullying has a significant negative long-term impact for the students involved, and preventing and addressing student bullying in our schools is an ongoing focus and commitment.

Research highlights that school-based interventions result in long-lasting and meaningful benefits and among these is open and timely discussion on bullying itself along with the realisation of the power each person has in reducing bullying behaviours.

Bullying has three key features. It involves:

1. a misuse of power in a relationship
2. intentional, ongoing and repeated actions
3. behaviours that can cause harm.

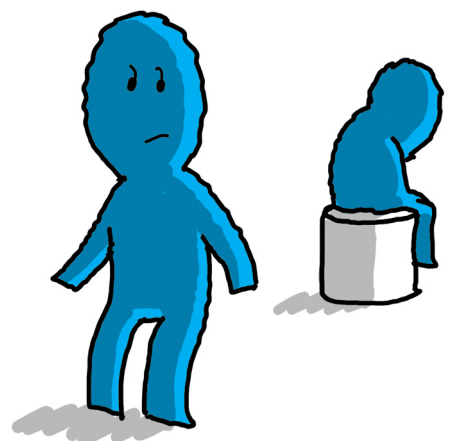
The most effective interventions take a holistic, whole-school approach and include opportunities for students to develop social and emotional competencies. These competencies or skills include learning appropriate ways to respond to anxiety, disappointment or bullying itself.

The Australian Student Wellbeing Framework acknowledges the strong interconnections between student safety, student wellbeing, positive relationships and learning. Bullying is less likely to occur in a caring, respectful and supportive teaching and learning community.

The framework's five evidence-based elements help schools implement a planned whole-school approach to promote student safety and wellbeing and to prevent and respond to bullying when it does happen.

When preventing and responding to bullying in schools, it is important to focus on environments where bullying happens, including:

- In the classroom
- Online
- The playground and other areas.



Powerful Conversations

The **Powerful Conversations** materials have been developed to trigger opportunities for casual and structured conversations on positive behaviours and actions. These materials use engaging imagery designed in response to evidence-based research. The collection looks at preventing and addressing student bullying behaviours and building personal resilience to support schools in having meaningful conversations with students. They also include materials to stimulate conversations between students and their families.

These materials are supported by resources freely available on the NSW anti-bullying website at: antibullying.nsw.gov.au. These resources include stage-based lesson plans, video presentations with national and international experts, and activities shared by schools from across NSW.

The **Powerful Conversations** materials includes four collections of resources for NSW schools:

1. Poster conversations – whole-school
2. Postcard conversations – families
3. Classroom conversations – students
4. Professional development resources – educators.

Poster conversations:

This series of four posters uses a student-focused approach to generate positive conversations across the school on four key themes:

- Prevention
- Action
- Resilience
- Staying safe online

Each poster features four illustrations providing positive information on ways students can address bullying. A complete set of teaching resources have been developed to support these conversations between staff and students.

The posters highlight:

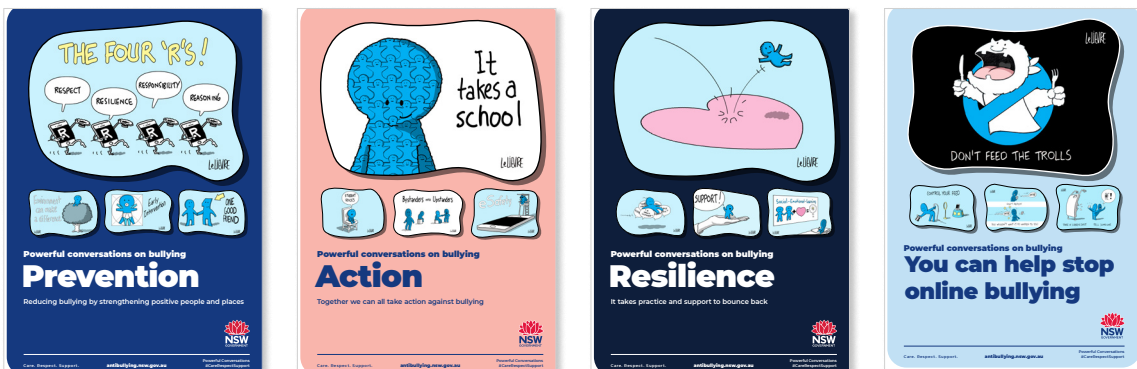
Prevention: The four Rs for preventing bullying, the importance of the physical environment to safety, the need to address bullying early and the importance of friendship.

Action: The importance of a whole-school approach, taking supportive action as an upstander, having your voice heard and approaching digital communication with caution.

Resilience: The joy of being able to bounce back, the power of using positive language and offering support, and the importance of explicitly teaching social and emotional skills.

Staying safe online: Discourage poor behaviour online by ignoring trolls, update the privacy settings on your social media accounts, delete hurtful posts and report online bullying behaviour.

They are suitable for placing around the school, forming the central discussion piece for the other materials (parent/carer postcards and classroom resources).



Postcard conversations:

Four companion postcards have been created to support conversations in the home. Each postcard includes a conversation starter, information on the topic and direction for further information.

As smaller, portable versions of the posters, students will be familiar with the images when they see them in the home and this will help form the start of a conversation about prevention, resilience and opportunities to take action when they witness or experience bullying in school or online. An A4 printable version of the postcards is available on the NSW anti-bullying website.

The postcards look at:

- Prevention:** The importance of relationships centred on respect and care for others.
- Action:** We each have the power to take action and that action might be different for each person and each situation.
- Resilience:** Help to build skills that promote resilience and wellbeing in children and young people.
- Staying safe online:** The importance of securing your personal information, and addressing bullying and trolling.



Classroom conversations:

A lesson plan template has been developed for the 12 images featured on the posters and postcards, and for an additional six images to generate broader discussion on preventing and addressing student bullying. The teacher resources include:

- Discussions starter guiding notes
- Digital versions of all images
- Links to academic resources
- A sample lesson plan.

In addition to the notes on the 12 images featured in the posters, there are five student-focused resources, discussing:

1. The importance of showing you care
2. Identifying and supporting people who may feel vulnerable
3. Why it's important to pause before engaging in online chatter
4. Differences between people are benefits not something to be feared
5. The value of respect.

Professional development:

The **Powerful Conversations** materials support ongoing professional development capturing key information drawn from evidence-informed academic research on issues affecting and surrounding student bullying and bullying behaviours.

The eight areas included cover:

1. The importance of follow-up following an incident or complaint
2. Impacts of social media bullying and gender
3. Student confidence and classroom relationships
4. Impacts of bullying and sexual identity
5. Defining student behaviour
6. Impacts of bullying and students with special needs
7. How perception influences and defines behaviour
8. The importance of early intervention.

Powerful Conversations – Resources

Contents:

- 29 images for multiple uses:
 - 16 images featured in posters and postcards on: Prevention, Action, Resilience and Staying safe online
 - 5 images expanding on social-emotional learning, personal and cyber safety
 - 8 images and discussion notes for professional development.
- Discussion notes to stimulate powerful conversations across the school, in the home and in the classroom and links to evidence-informed research
- A sample lesson plan using classroom set of 18 discussion cards.
- Focus questions for each image includes links to specific anti-bullying website content
- Posters – four
- Postcards – four

Format:

- Digital
- Print

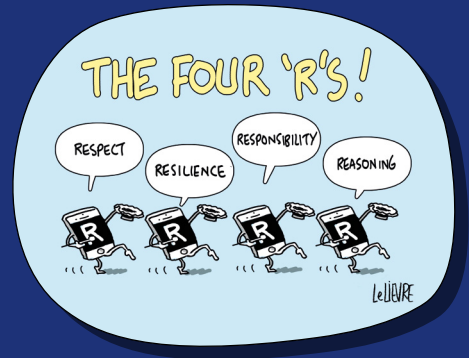
Sample lesson plan template

For use with 18 classroom resource images

TIMING	ACTIVITY	RESOURCES
Introduction 5 minutes	Display focus image/s for orientation: What is it about?	Selection of pre-chosen image/s. (hard or soft copies)
Body	Class conversations centred on focus questions to provoke thoughts and responses.	Access to images either hard copies or adequate screens to share.
10 minutes	Model A: whole class discuss all focus questions. Model B: small groups discuss a focus question per group, or discuss all questions then share responses.	
10 minutes	Explore website links provided to further investigate each key message.	Adequate access to screens for anti-bullying website: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying
Demonstration 20-30 minutes	Individual or small group creative responses to themes evoked by the images, such as: <ul style="list-style-type: none"> • Art work • Story writing • Poetry • Role play • Debate • Craft project 	Materials as per range of activities offered.
Conclusion 10 minutes	Share creative responses. Reflect on the insights gained during lesson activities. Record any unresolved concerns.	Nil.

Prevention

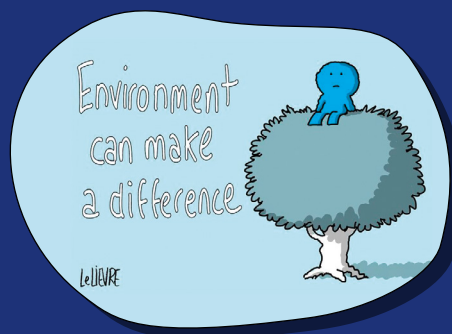
The Four 'R's!



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What do these words have to do with getting on with other people, particularly online?</p> <p>How can we demonstrate these when interacting online?</p> <p>What can you do to help when people are being mean online?</p> <p>Select one of the Four R's and give some examples of when you have seen it in action.</p>	<p>Website links: Julie Inman Grant – The '4Rs' of the digital age: https://www.youtube.com/watch?v=YcDhZjHzPIY&t=230s</p> <p>Australian Student Wellbeing Framework: partnerships element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/staying-safe-online</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Upstanders: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>What whole-school practices are in place to support ongoing implementation of the four 'R's' at your school?</p> <p>What strategies do you use daily to embed the four 'R's' with students in your class?</p> <p>How can we promote help-seeking behaviour, particularly for online bullying?</p>	<p>In addition: Prevention https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/bullying-prevention</p> <p>Online safety: https://www.esafety.gov.au/educators/training-for-professionals/teachers-professional-learning-program</p>
Families	<p>What do these words have to do with getting on with other people, particularly online?</p> <p>What are some ways we can practice them at home?</p> <p>How do you build positive relationships with the school to support your child?</p>	<p>In addition: Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/staying-safe-online</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Parents and carers tips factsheet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Prevention

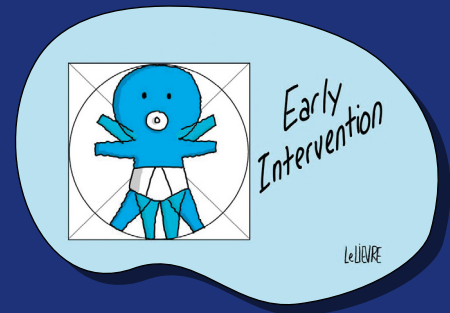
Environment can make a difference



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What helps you to feel safe at recess and during lunchtime?</p> <p>What helps you to feel safe and ready to learn in class?</p> <p>What can students and the school do to help make everyone feel safe at school?"</p> <p>If you could change one thing in your school's physical environment, what would it be and how would it make a difference?</p>	<p>Website links: Erin Erceg – How can the school environment 'inflamm' or 'extinguish' bullying behaviour: https://www.youtube.com/watch?v=Cc8pxjW7AfA</p> <p>Australian Student Wellbeing Framework: inclusion element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Student voice: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/whole-school-approach-to-bullying/student-voice</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Upstanders: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>What aspects of your classroom make it a place where students feel known, valued and cared for?</p> <p>What changes, if any, could make a positive difference to your classroom environment?</p> <p>What voice do your students have in creating the classroom environment?</p>	<p>In addition: Australian Student Wellbeing Framework: leadership element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>Prevention: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/bullying-prevention</p>
Families	<p>What factors help your child to feel safe at school?</p> <p>How do you know?</p> <p>What does the school do really well to create a safe environment for everyone?</p>	<p>In addition: Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Parents and carers tips fact sheet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Prevention

Identifying and supporting people who may feel vulnerable



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>How do you get help if you are feeling unsafe, anxious or fearful at school?</p> <p>If you noticed someone was starting to feel unsafe or worried about something, what action could you or the school take?</p> <p>How does the school encourage you to safely report your concerns or fears?</p>	<p>Website links: Michel Boivin – Peer relation difficulties: https://www.youtube.com/watch?v=adbKErf0zFI</p> <p>Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Being bullied: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p> <p>Bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-been-called-a-bully</p>
Professional Development	<p>How do you identify when a student requires help with social interactions?</p> <p>How do you promote help-seeking behaviour?</p> <p>How do you embed teaching of personal and social capabilities in your daily classroom practice?</p>	<p>In addition: Australian Student Wellbeing Framework: leadership element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p>
Families	<p>What responses or behaviours alert you that your child is stressed?</p> <p>How do you support your child when you notice these signs?</p>	<p>In addition: Being bullied: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p> <p>Bullying https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-bullying-others</p> <p>Seeing bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-has-seen-bullying</p>

Prevention

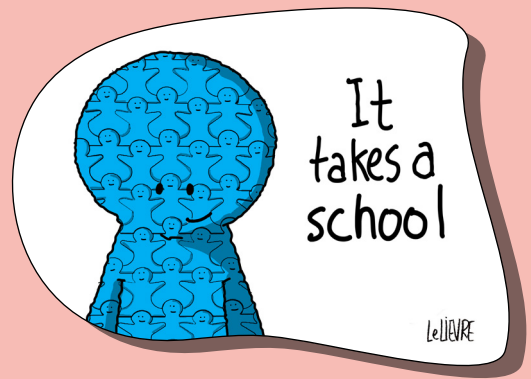
One good friend



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What qualities make a person a good friend?</p> <p>What things can you do to be a good friend to others?</p> <p>What could the school and students do to help a new student make friends?</p> <p>How could having one good friend help you in a difficult situation?</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying</p> <p>Upstanders: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>How do we identify students who struggle with peer relationships?</p> <p>What strategies can we use to support students who have difficulty making friends?</p>	<p>In addition:</p> <p>Social and emotional learning: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/bullying-prevention</p>
Families	<p>What are the qualities we look for in friends?</p> <p>How do you support your child to develop friendships at school?</p>	<p>In addition:</p> <p>7 Characteristics of a Bully-proof friendship: www.verywellfamily.com/7-characteristics-of-a-bullyproof-friendship-460644</p>

Action

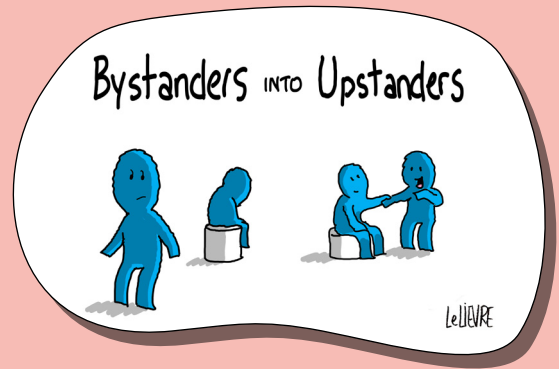
It takes a school



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What would you like to happen when you tell someone at school you are being bullied or have seen bullying?</p> <p>What actions is the school taking to help students feel safe?</p> <p>What needs to be done at school to make it feel even safer?</p> <p>How can we help people who bully others to change their behaviour?</p>	<p>Website links:</p> <p>Upstanders: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/powerful-conversations</p> <p>Being bullied: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p>
Professional Development	<p>What are the key elements and processes your school uses to build partnerships with families when responding to incidents of bullying?</p> <p>What are your school's procedures for responding to incidents of bullying?</p> <p>How do you encourage help-seeking behaviour?</p>	<p>In addition:</p> <p>Australian Student Wellbeing Framework: leadership element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p>
Families	<p>What does your child's school do in response to reports of student bullying behaviour?</p> <p>How does your child's school work in partnership with families to address concerns about bullying?</p> <p>How can you encourage your child to seek help if they are feeling unsafe?</p>	<p>In addition:</p> <p>If your child has seen bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-has-seen-bullying</p>

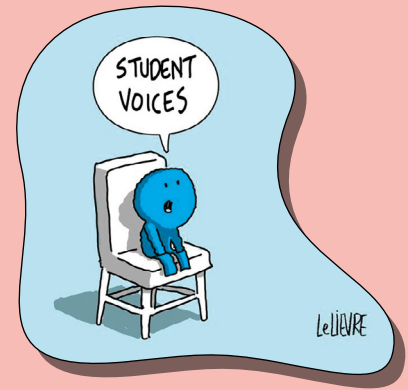
Action

Bystanders and Upstanders



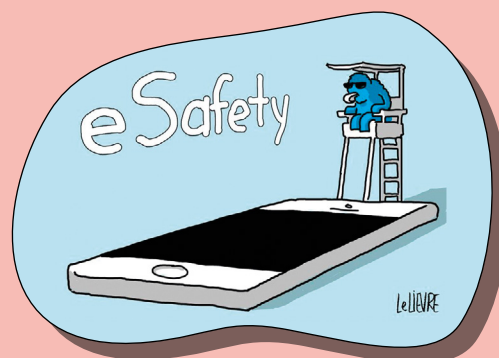
DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What is the difference between a bystander and an upstander?</p> <p>What are some safe actions that could be taken to help someone being bullied?</p> <p>Why do you think some people may find it hard to be an upstander?</p> <p>How can schools help students to be upstanders?</p>	<p>Website links: Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Bystander to upstander activities: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Upstander videos: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>What action could your school take to encourage reluctant bystanders?</p> <p>What whole school practices are in place to support this?</p> <p>Why are students sometimes reluctant to be upstanders?</p> <p>What actions could your school take to encourage and support upstander behaviour?</p> <p>What strategies have you found to be most effective when teaching upstander behaviours in your classroom?</p>	<p>In addition:</p> <p>Newsletter series for educators: https://www.prevnet.ca/bullying/educators/newsletter-series-for-educators</p>
Families	<p>How do you encourage your child to be an upstander when they see bullying behaviour?</p>	<p>In addition:</p> <p>If your child has seen bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-has-seen-bullying</p>

Action Student voices



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Classroom</p>	<p>How are students encouraged to share their thoughts and ideas about how the school operates?</p> <p>If you have a new idea that might help to address bullying behaviour at school how would you tell the teachers and make it happen?</p> <p>What could your school do to provide more opportunities for students to contribute to school decision making?</p> <p>How can the school improve the way student voices are heard?</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: student voice element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Been bullied: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p> <p>Seen bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
<p>Professional Development</p>	<p>What mechanisms are there to encourage students to participate in school decision making?</p> <p>How can students be involved in addressing whole-school issues such as bullying?</p> <p>What strategies do you use in your class to ensure all students are heard and feel connected?</p>	<p>In addition:</p> <p>Teacher resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Student voice: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/whole-school-approach-to-bullying/student-voice</p> <p>Social and emotional learning: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning</p>
<p>Families</p>	<p>Children are sometimes reluctant to talk about school when they get home. What are your best tips for starting conversations about the school day?</p> <p>How would you approach the school if you had an issue that needed to be addressed?</p>	<p>In addition:</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Parents and carers tips fact sheet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

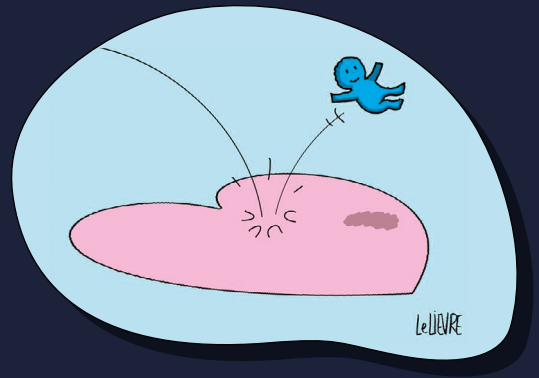
Action e-safety



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What makes online bullying different from other types of bullying?</p> <p>How can you protect yourself online?</p> <p>What can you do to help others being bullied online?</p>	<p>Website links:</p> <p>Sheri Bauman – Managing modern twilight zones: www.youtube.com/watch?v=vUccCbXw25U&t=351s</p> <p>Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/staying-safe-online</p> <p>Bystander to upstander activities: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p>
Professional Development	<p>What whole school practices help to prevent inappropriate online interactions between students?</p> <p>What classroom practices for online safety do you have?</p> <p>How are reports of bullying, including online bullying, managed in the school?</p>	<p>In addition:</p> <p>Online safety: https://www.esafety.gov.au/educators/training-for-professionals/teachers-professional-learning-program</p>
Families	<p>What can you do at home to help your child stay safe online?</p> <p>How do you work in partnership with the school to keep your child safe online?</p> <p>How do you report bullying behaviour at your child's school?</p> <p>Where can you go for help if you find out that your child is being bullied online?</p>	<p>In addition:</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/staying-safe-online</p> <p>Parents and carers Online bullying fact sheet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Resilience

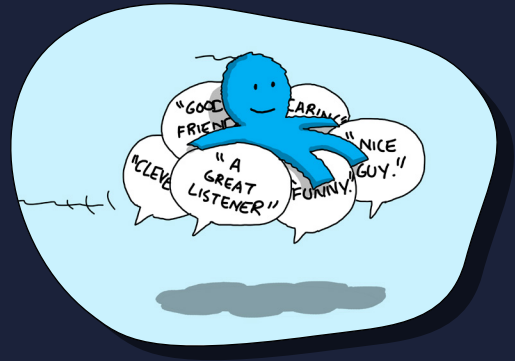
Share the love



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>When you are feeling sad, what helps you to bounce back?</p> <p>Who can you talk to when you are feeling sad?</p> <p>How does your school help students to feel supported and safe?</p> <p>What are some of the important factors that help us develop resilience?</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: inclusion element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Social and emotional learning: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning</p>
Professional Development	<p>How do you help build resilience and promote positive peer relationships in your classroom?</p> <p>What teaching strategies have you found most effective for teaching social and emotional skills?</p>	<p>In addition:</p> <p>Newsletter series for educators: https://www.prevnet.ca/bullying/educators/newsletter-series-for-educators</p>
Families	<p>Where can you go for help to support your child if he/she is regularly feeling anxious or sad?</p> <p>How can you work with the school if your child is not wanting to go to school because of bullying behaviour?</p>	<p>In addition:</p> <p>Being bullied: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p>

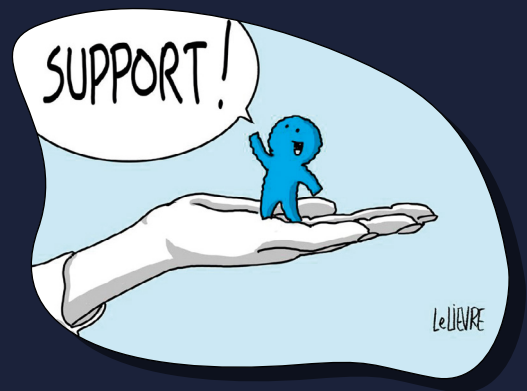
Resilience

You're wonderful



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What do you think this image is about?</p> <p>Why are positive comments so powerful?</p> <p>What happens at our school to encourage positive comments?</p>	<p>Website links:</p> <p>Donna Cross – From learning to behave to behaving to learn: https://www.youtube.com/watch?v=mMPizL8CXhg</p> <p>Australian Student Wellbeing Framework: student voice element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying</p> <p>Upstander videos: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>Why are positive peer interactions important?</p> <p>What are the most effective classroom practices you have used for building respectful relationships in your class?</p> <p>How can the whole school climate, policies and practices enable positive peer interactions?</p>	<p>In addition:</p> <p>Building student connection: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/bystander-to-upstander</p>
Families	<p>Why is it important to give children positive messages?</p> <p>What are some ways you can encourage your child to develop resilience and self reliance?</p> <p>How can you support the school in helping students build respectful relationships?</p>	<p>In addition:</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Upstander videos: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>

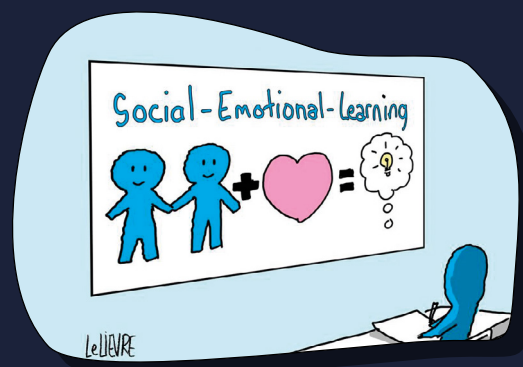
Resilience Support



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>Why do people need to feel supported?</p> <p>What types of help and support do students need from school?</p> <p>Where do students at your school go to find help?</p> <p>In what ways is this help helpful and how could it be even better?</p> <p>How could someone get help and support if they encounter a difficult situation online?</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Being bullied: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p> <p>Bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-been-called-a-bully</p> <p>Seeing bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>How do we identify students who need support for difficulties with peer interactions?</p> <p>What processes does this school have to support these students?</p> <p>How do we support colleagues?</p> <p>Where are the strengths and gaps in our school processes?</p>	<p>In addition:</p> <p>Resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p>
Families	<p>How can you encourage your child to tell you if they need help and support?</p> <p>How can you create opportunities for these conversations?"</p> <p>As a family, what are some of the ways you support each other?</p> <p>How can you work with the school to ensure your child feels safe and supported?</p>	<p>In addition:</p> <p>Australian Student Wellbeing Framework: partnership element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Listening: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Resilience

Social and emotional learning



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>Social and emotional learning is about practicing skills to better understand yourself and get on with others.</p> <p>What are the benefits of learning how to get along better with others?</p> <p>From where have you learned these skills?</p>	<p>Website links: Australian Student Wellbeing Framework: student voice element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Asking for help: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p> <p>Offering help/Upstander videos: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>
Professional Development	<p>What school systems are in place to ensure explicit teaching of social and emotional skills?</p> <p>How do you integrate social emotional learning across all Key Learning Areas?</p>	<p>In addition: Australian Student Wellbeing Framework: inclusion element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>Social and emotional learning: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning</p>
Families	<p>What are some of the skills children need to get on with other people?</p> <p>How does the school promote positive relationships between students?</p> <p>How does the school build strong partnerships with families?</p> <p>How can you help?</p>	<p>In addition: Australian Student Wellbeing Framework: partnership element: https://studentwellbeinghub.edu.au/educators/framework/</p>

Staying safe online

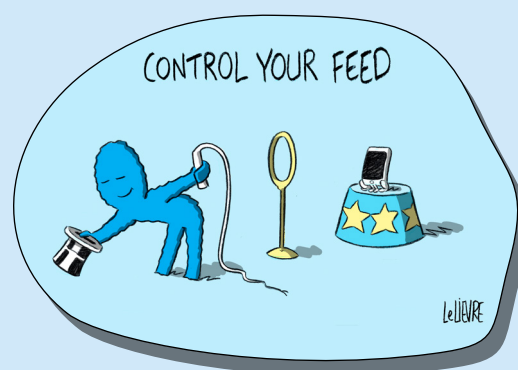
Don't feed the trolls



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What is an internet troll? (An internet troll is a person who intentionally starts arguments or upsets others on purpose by posting comments designed to make people upset or angry.)</p> <p>How do trolls want us to respond to their posts?</p> <p>What can we do as upstanders to discourage trolling behaviour?</p> <p>Who can help if you are being trolled?</p>	<p>Website links:</p> <p>Barbara Spears – A double edged sword of exclusion and rejection: bullying behaviour through a gender lens: https://www.youtube.com/watch?v=PUCtEzNAnvM</p> <p>Wendy Craig – Sexting: the issues and how to address them: https://www.youtube.com/watch?v=iezoAOiUMfw</p> <p>Australian Student Wellbeing Framework: partnerships and support elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Resources for online issues: https://www.esafety.gov.au/educators</p>
Professional Development	<p>What are some examples of trolling behaviour online?</p> <p>How have you responded to situations where students or staff have experienced trolling behaviour?</p> <p>How can we equip our students to responsibly manage trolling?</p> <p>Where can we get more information?</p>	<p>In addition:</p> <p>Start the chat and stay safe online – A guide to help parents, carers and educators protect kids online: https://www.esafety.gov.au/parents</p>
Families	<p>What are some examples of the types of trolling behaviour young people could experience?</p> <p>What are some things we can do to reduce the impact of trolls?</p> <p>Where can we get help and advice?</p>	<p>In addition:</p> <p>Parent Communication and Engagement Strategy: https://www.esafety.gov.au/educators/corporate-community-education</p> <p>Office of the eSafety Commissioner – privacy and your child: https://www.esafety.gov.au/parents/skills-advice/privacy-child</p> <p>Online safety basics: www.esafety.gov.au/parents/skills-advice/online-safety-basics https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/coping-skills-resilience-teenagers</p> <p>Start the chat and stay safe online – A guide to help parents, carers and educators protect kids online: https://www.esafety.gov.au/parents</p>

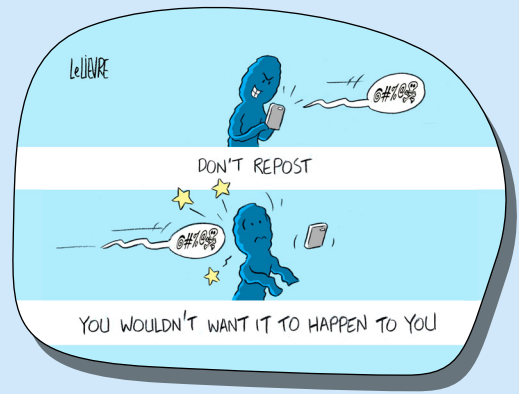
Staying safe online

Control your feed



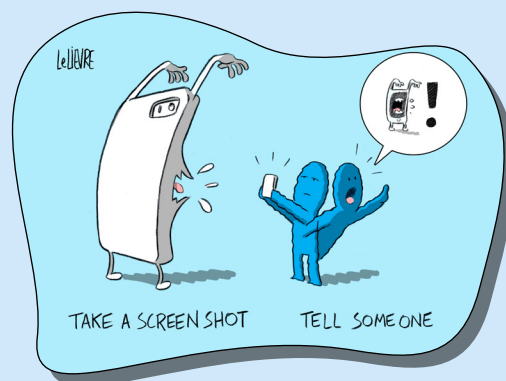
DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What is happening in this image?</p> <p>What are some ways to make sure that you only receive messages you want from sources you want to hear from?</p> <p>How often should you review the privacy settings on social media and other online sites?</p> <p>Who can help you to block or remove unwanted materials that may come through your feed?</p>	<p>Website links: Sheri Bauman – Managing modern twilight zones: https://www.youtube.com/watch?v=vUccCbxw25U</p> <p>Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/staying-safe-online</p> <p>Upstander booklet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/bystander-to-upstander</p>
Professional Development	<p>What is the Office of the eSafety Commissioner and what do they do?</p> <p>How do they support the work of schools?</p> <p>Where can you find other resources to support safe and responsible Internet use for students (and self)?</p>	<p>In addition:</p> <p>Online safety: https://www.esafety.gov.au/educators</p>
Families	<p>What can you do if you receive messages, images or links that are upsetting, or that you don't want to receive?</p> <p>How can you change your privacy settings?</p> <p>Where can you find practical help to block or remove material from the internet?</p>	<p>In addition:</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/staying-safe-online</p> <p>Parents and carers online bullying fact sheet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Staying safe online Don't repost



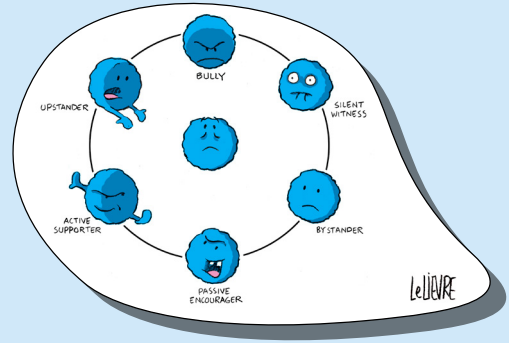
DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What do you do if you receive a message or image that is insulting, mean or hurtful to someone else?</p> <p>What happens when you re-post or 'like' a hurtful message or image?</p> <p>What happens when you don't "like" or repost it?</p> <p>How can we help to keep ourselves and others safe online?</p> <p>Who can help?</p>	<p>Website links:</p> <p>Wendy Craig – Sexting: the issues and how to address them: https://www.youtube.com/watch?v=iezoAOiUMfw</p> <p>Professional learning: www.esafety.gov.au/education-resources/outreach/teacher-professional-learning-program</p> <p>Online safety: www.youtube.com/watch?v=_w8c72-s2lQ</p> <p>My friend is being cyberbullied: kidshelpline.com.au/teens/issues/my-friend-being-cyberbullied</p>
Professional Development	<p>How can we model good practice for keeping ourselves safe online?</p> <p>Where can we get information and resources?</p>	<p>In addition:</p> <p>Kids Helpline school resources: kidshelpline.com.au/schools/resources</p>
Families	<p>If you receive an unwanted message about yourself or someone else, what can you do?</p> <p>Who can help?</p>	<p>In addition:</p> <p>A guide to online bullying for parents and carers: www.esafety.gov.au/parents/big-issues/cyberbullying</p>

Staying safe online Take a screenshot



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>In what ways do people your age report unwanted or nasty messages or images?</p> <p>Why is reporting a good idea?</p> <p>Where could you find information about getting material removed and/or blocking messages?</p> <p>Who can help?</p>	<p>Website links:</p> <p>Julie Inman Grant – The ‘4Rs’ of the digital age: www.youtube.com/watch?v=YcDhZjHzPIY&t=230s</p> <p>Australian Student Wellbeing Framework: partnerships element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/staying-safe-online</p> <p>Reporting cyberbullying: www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying</p> <p>CyberSmart Challenge: www.esafety.gov.au/education-resources/classroom-resources/challenge</p> <p>Support if being cyber bullied: www.esafety.gov.au/esafety-information/esafety-issues/cyber-abuse</p>
Professional Development	<p>What can the school do to encourage help-seeking behaviour in students?</p> <p>How can the school encourage upstander behaviour, particularly online?</p> <p>Where can we find information and resources to help?</p> <p>Where can we direct students and parents to find support and help?</p>	<p>In addition:</p> <p>Barbara Spears – A double-edged sword of exclusion and rejection: bullying behaviour through a gender lens: https://www.youtube.com/watch?v=PUCtEzNANvM</p>
Families	<p>What can you do if you see unwanted or upsetting posts on the internet?</p> <p>How can you support your child if they, or one of their friends have been upset by something they have seen or received online?</p> <p>Where can you find help and support?</p>	<p>In addition:</p> <p>Online safety: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/staying-safe-online</p> <p>Defining bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/what-is-bullying</p> <p>Parents and carers tips fact sheet: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Staying safe online The bullying circle



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Classroom</p>	<p>Which of these roles are familiar to you?</p> <p>What behaviour would you expect from each of these roles?</p> <p>Describe an example of one of these roles that you have seen?</p> <p>How could we go about changing the balance in the bullying circle?</p> <p>What makes people stay silent when they see bullying behaviour?</p> <p>How could a silent witness, bystander, passive encourager, or active supporter become an upstander?</p> <p>How can we all support and encourage bystanders to become upstanders?</p>	<p>Website links:</p> <p>Donna Cross – Whole school actions to improve learning and reduce bullying: https://www.youtube.com/watch?v=4CQEGnDqJIY</p> <p>Australian Student Wellbeing Framework: student voice element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What to do: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-been-called-a-bully</p> <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>

Additional classroom resources

Importance of showing you care



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>What do you think of when you see this image?</p> <p>What are some of the things that happen at school to help you feel cared for?</p> <p>What are some of the ways you show others that you care? (family, friends, pets)</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: support element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Classroom resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Upstander videos: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>

Additional classroom resources

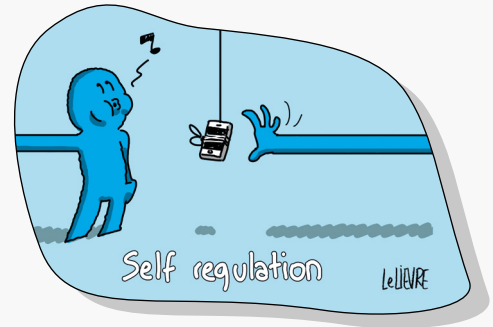
Identifying and supporting people who may feel vulnerable



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Classroom</p>	<p>What does it mean to feel vulnerable?</p> <p>What kind of support could be helpful to a person who is in a vulnerable situation?</p> <p>What action can you take if you are feeling vulnerable at school?</p>	<p>Website links:</p> <p>Neil Humphrey – Send support: addressing mental health difficulties among students with disabilities: https://www.youtube.com/watch?v=mypc7jErhYg</p> <p>Australian Student Wellbeing Framework: support and inclusion elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Classroom resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Online safety: https://www.youtube.com/watch?v=_w8c72-s2IQ</p> <p>What to do: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/im-being-bullied</p>

Additional classroom resources

Why it's important to pause before engaging in online chatter



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Classroom</p>	<p>What does this image say to you?</p> <p>How do you respond when you read something online that you don't like, or that you find upsetting?</p> <p>What can you do to avoid responding when you are angry or upset?</p> <p>Who can help?</p>	<p>Website links:</p> <p>Sheri Bauman – Managing modern twilight zones: https://www.youtube.com/watch?v=vUccCbwx25U</p> <p>Australian Student Wellbeing Framework: leadership element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Online safety educator page: https://www.esafety.gov.au/key-issues/cyberbullying/schools</p> <p>Online safety student page: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/staying-safe-online</p>

Additional classroom resources

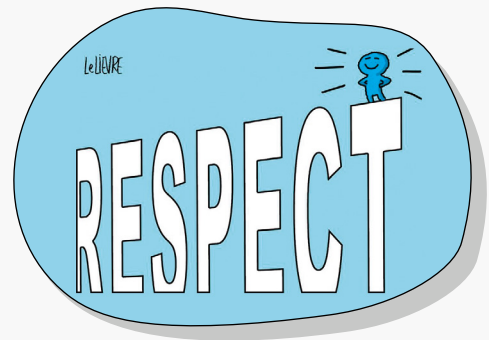
Differences between people are benefits not something to be feared



DISCUSSION	FOCUS QUESTION	RESOURCES
Classroom	<p>Why do people fear being different?</p> <p>What actions can be taken at school to celebrate difference?</p> <p>What examples have you seen of people celebrating difference?</p> <p>How can we promote an environment where everyone feels valued and cared for?</p>	<p>Website links:</p> <p>Neil Humphrey – Send support: addressing mental health difficulties among students with disabilities: https://www.youtube.com/watch?v=mypc7jErhYg</p> <p>Australian Student Wellbeing Framework: inclusion element: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Classroom resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Social and emotional skills: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning</p> <p>Diversity units: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/antibullying-units-of-work</p>

Additional classroom resources

The value of respect

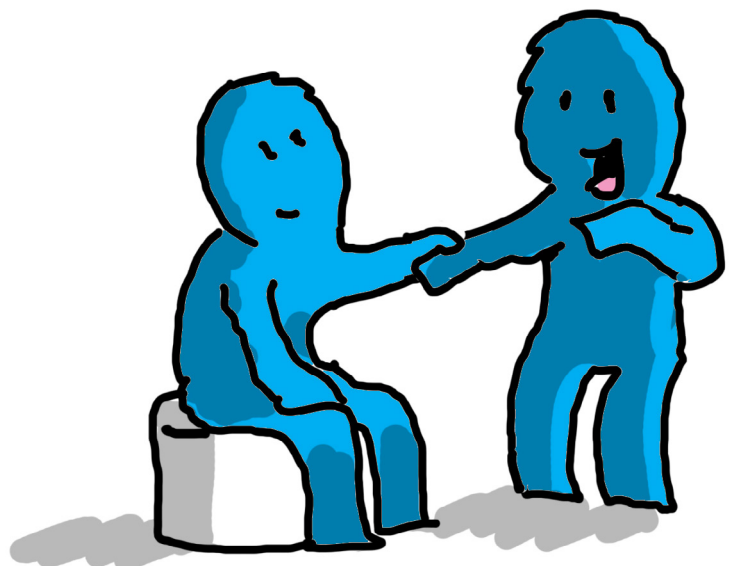


DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Classroom</p>	<p>What does being respected look like?</p> <p>What are some examples of respectful behaviour that you have seen or experienced?</p> <p>How can we encourage respectful behaviour between people at school and outside school?</p>	<p>Website links:</p> <p>Donna Cross – Getting more for less: whole school actions to improve learning and reduce bullying: https://www.youtube.com/watch?v=4CQEGnDqJIY</p> <p>Australian Student Wellbeing Framework: student voice and inclusion elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p>

Professional development resources

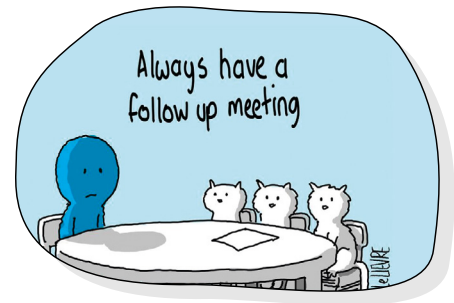
Additional 8 images for **staff professional learning activities, including:**

- focus questions to generate powerful conversations amongst teachers in staff meetings and/or professional learning sessions.
- links to specific sections of the NSW anti-bullying website.



Professional development resources

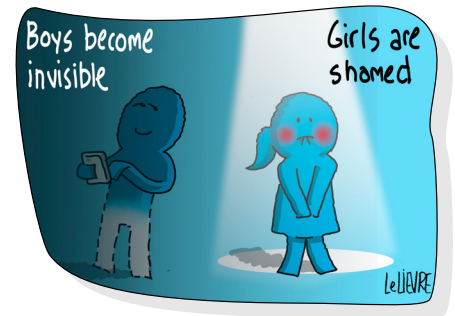
Importance of follow-up following an incident or complaint



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>What types of situations may require a follow-up meeting?</p> <p>How can we overcome some of the barriers to following matters up consistently?</p> <p>What is the purpose of a follow-up meeting after a bullying incident?</p> <p>Who are the various stakeholders who may be involved?</p> <p>What can you put in place to ensure that all parties feel safe and heard in the follow-up meeting?</p> <p>What are some other ways schools can monitor the quality and outcomes of interventions?</p> <p>What processes does your school have in place to respond to a report of bullying behaviour?</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: leadership and student voice elements: https://studentwellbeinghub.edu.au/educators/framework/</p>

Professional development resources

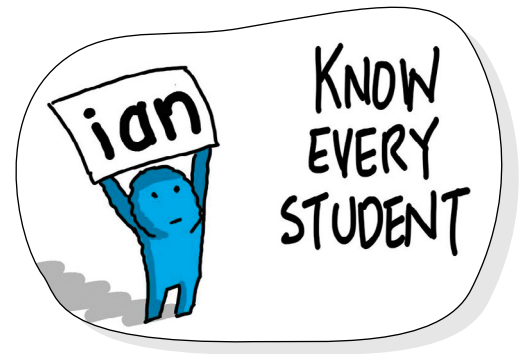
Impacts of social media bullying and gender



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>What does this image mean?</p> <p>How is online bullying different from other types of bullying behaviour?</p> <p>What processes are in place for responding to reports of online bullying?</p> <p>How can we engage students and families in reviewing our school processes for responding to reports of bullying behaviour?</p>	<p>Website links:</p> <p>Barbara Spears – A double edged sword of exclusion and rejection: bullying behaviour through a gender lens: https://www.youtube.com/watch?v=PUCtEzNAnvM</p> <p>Wendy Craig – Sexting: the issues and how to address them: https://www.youtube.com/watch?v=iezoAOiUMfw</p> <p>Australian Student Wellbeing Framework: partnerships and support elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Resources for online issues: https://www.esafety.gov.au/key-issues/cyberbullying/schools</p> <p>Professional learning: www.esafety.gov.au/education-resources/outreach/teacher-professional-learning-program</p>

Professional development resources

Student confidence and classroom relationships



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>How can we ensure that all students are known, valued and cared for?</p> <p>How does knowing every student make a difference in the classroom?</p> <p>How does knowing every student make a difference at the whole school level?</p> <p>How can this knowledge help us to address bullying behaviour?</p> <p>What classroom and whole-school practices could help us to be consistent in our approach to bullying behaviour?</p>	<p>Website links:</p> <p>Donna Cross – From learning to behave to behaving to learn: www.youtube.com/watch?v=4CQEGnDqJIY&t=1s</p> <p>Australian Student Wellbeing Framework: leadership and inclusion elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>Classroom resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p>

Professional development resources

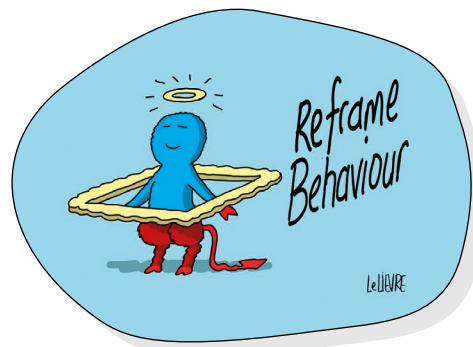
Impacts of bullying and sexual identity



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture, including being Aboriginal; if they have a disability; their sex; being lesbian, gay, bisexual, transgender and/or intersex (LGBTI).</p> <p>How can we identify and address all types of bullying behaviour?</p> <p>What stops students from reporting bullying behaviour?</p> <p>How can we encourage help-seeking?</p> <p>What can we do to empower students to safely support each other?</p> <p>How does social and emotional learning promote respect and a positive school culture?</p> <p>How can we create and sustain an environment where everyone feels valued and cared for?</p>	<p>Website links:</p> <p>Erin Erceg – How can the school environment ‘inflamm’ or ‘extinguish’ bullying behaviour: https://www.youtube.com/watch?v=Cc8pxjW7AfA</p> <p>Australian Student Wellbeing Framework: inclusion and support elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>Classroom resources: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Diversity Units: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/antibullying-units-of-work</p>

Professional development resources

Defining student behaviour



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>What are some of the elements in the school environment that have an influence on student behaviour?</p> <p>What are some of the elements outside the school environment that have an influence on student behaviour?</p> <p>What impact do staff attitudes have on student behaviour?</p> <p>How can we promote strengths-based, student-centred approaches to student behaviour?</p>	<p>Website links:</p> <p>Donna Cross – From learning to behave to behaving to learn: https://www.youtube.com/watch?v=mMPizL8CXhg</p> <p>Australian Student Wellbeing Framework: leadership and support elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>School culture and classroom climate: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/bullying-prevention</p>

Professional development resources Working with the families of students with disability



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>How can we engage meaningfully with all parents and carers?</p> <p>What are the benefits?</p> <p>How can we engage with the “hard to reach” parents and carers?</p> <p>Why are parents of students with disability more likely to “fall through the cracks”?</p> <p>What practices and regular processes can we establish to prevent this?</p>	<p>Website links:</p> <p>Neil Humphrey – SEND support: addressing mental health difficulties among students with disabilities: https://www.youtube.com/watch?v=mypc7JErhYg</p> <p>Australian Student Wellbeing Framework: leadership and partnerships elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>What works: https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/anti-bullying-interventions-in-schools</p> <p>Diversity units: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/antibullying-units-of-work</p> <p>Anti-bullying parents and carers fact sheet https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers/my-child-is-being-bullied</p>

Professional development resources

How perception influences and defines behaviour



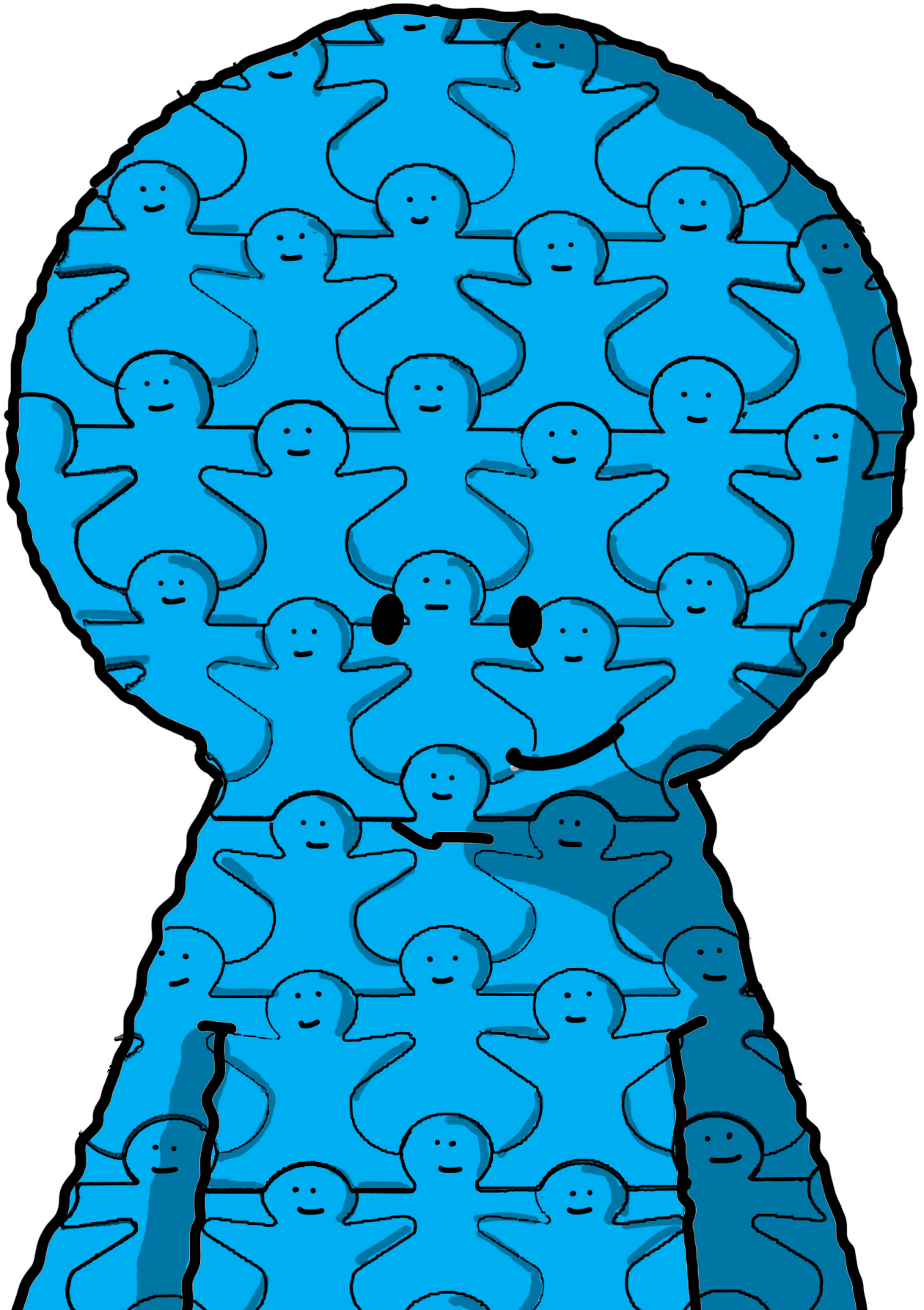
DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>How could “liking” or “not liking” a student be relevant to our job of teaching?</p> <p>What are some possible impacts of poor relationships between staff and students?</p> <p>The Wellbeing Framework identifies the following in the theme of Connect:</p> <p><i>Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.</i></p> <p>What are some strategies we can apply to ensure we nurture professional relationships with all students?</p>	<p>Website links:</p> <p>Australian Student Wellbeing Framework: inclusion and support elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>The Wellbeing Framework for Schools: https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools</p> <p>Understanding bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying</p>

Professional development resources

The importance of early intervention



DISCUSSION	FOCUS QUESTION	RESOURCES
<p>Professional Development</p>	<p>How can we ensure that we identify bullying behaviour and intervene early?</p> <p>Who needs to be involved?</p> <p>What systems do we have in place to support this goal?</p> <p>How can we monitor whether our systems are effective?</p>	<p>Website links:</p> <p>Professor Ian Hickie – Promoting young people’s mental wealth in the digital age: https://www.youtube.com/watch?v=4UhfU04afOI</p> <p>Australian Student Wellbeing Framework: inclusion and support elements: https://studentwellbeinghub.edu.au/educators/framework/</p> <p>Preventing bullying: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/bullying-prevention</p> <p>Building student relationships: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/understanding-bullying/understanding-bullying-classroom-resources</p> <p>Upstander video: https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/students/ive-seen-someone-bullied</p>



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