

Identifying an issue:

Our class is focusing on the issue of having healthy relationships with others within the school in relation to bullying, peer pressure and friendships. In my group, we are focusing on the area of school policy relating to bullying.

Bullying is an important issue in high schools because it has the ability to endanger every aspect of well-being. It can stop students from feeling safe at school, they can be hurt physically and mentally, and they can develop problems of low self-confidence. The Youth 2012 survey [1] shows that bullying is reported by up to 10% of students (younger students report it happening more often). The survey our class carried out [2] with our school students showed that bullying is a minor issue in our school. However because looking at policy is an important part of a collective action health promotion model, our group decided to investigate our school's policy on bullying to see if any changes were needed.

Our SMART goal is to review the school policy on bullying to make recommendations to the principal of possible changes that would help students develop better relationships with others (social well-being). We will do this by the end of term two.

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Find the school policy on bullying	So we can continue with our plan.	Not being able to find it. This might mean it doesn't exist (we could change our plan to suggest ideas for one) and this will make our health promotion more difficult to finish.	Being able to find it. This means we can move on to the next step of reading and reviewing it.	By the end of week 3
Read over this and make notes on possible changes	So we understand it and can continue with our plan and have ideas for the changes.	Not understanding the policy and not having any ideas. This means we cannot suggest changes or present these.	If the policy is easy to understand and we have ideas on possible changes. This means we can continue.	By the end of week 4
Discuss the policy with our health teacher	To see if we are on the right track and if she has any other ideas.	Might be hard to get a time to sit down with her or she might not have good feedback so we might need to start again.	Having the discussion and getting good feedback so we can write up the recommendations.	By the end of week 5
Write up our recommendations for the principal	So that our recommendations are presented convincingly.	Having trouble accessing the computers/printer at school (if so will have to do this at home).	Having good access to the computers and a printer to get this printed out.	By the end of week 7
Meet with the principal to discuss what we recommend	So we can explain our recommendations and see what she says.	Problems with getting an appointment. This might mean we have	The principal's PA can help us make an appointment. This	By the end of week 9

		to just deliver the letter, which will be less effective.	means we can speak to the principal in person.	
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Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
3 April	Wrote up three recommendations for wording changes to the school policy on bullying.	After feedback from our teacher, we saw that these were good ideas. We made sure that we worded these well so that they were easy to understand and got the message across. Only two group members were here today – me and Kristy. We did the work and will have to check it with Cara when she's back at school.	Having good feedback so we knew our recommendations were on the right track and just needed to be worded well.	Cara being away. This meant that we had to do this without her which made our workload bigger and we had to wait to check it with her.

Evaluating the outcomes for well-being:

The result of our actions was that we made three recommendations for updates/changes to the school policy on bullying and we presented our findings to the principal. She said that she would take our discussions to a senior leadership team meeting and see if more research can be done and the changes made. Our recommendations related to updating to make the policy more relevant by having more specific mention of cyber bullying and language relating to different cultures and gender identities etc in the school.

At this point **people's well-being is not improved [3]** because the changes to the policy have not been made, although the principal seemed open to the changes. If the changes were to happen, then well-being could be enhanced by making everyone feel equal and included, protected from bullying and safe at school. Bullying would be less likely to occur, and if it did happen, it could be dealt with effectively. This would make the school a safer place, with more social support and confidence in the school system to deal with any problems that may occur.

What went well was the meeting with the principal, probably because we were able to present thoughtful recommendations for updating the policy. We were pleased that she was positive about the changes and will take this further, meaning that hopefully the changes can be made.

What didn't go so well was the fact that we don't feel we made any changes for people's well-being – not yet anyway. Making changes to policy is slow work, and the effects for well-being cannot be seen straightaway.

If someone was to pick up on this project again, **I recommend [4]** that they follow up on our recommendations and also volunteer to help with revising the policy from a student's perspective. If no-one takes this any further now, then the changes we recommended might just get lost amongst other school business.