



Engagement and Impact 2018

Flinders University

FLN13 (SS) - Impact

Overview

Title

(Title of the impact study)

Addressing School Bullying, Violence, and Wellbeing in School Settings

Unit of Assessment

13 - Education

Additional FoR codes

(Identify up to two additional two-digit FoRs that relate to the overall content of the impact study.)

Socio-Economic Objective (SEO) Codes

(Choose from the list of two-digit SEO codes that are relevant to the impact study.)

93 - Education and Training

Australian and New Zealand Standard Industrial Classification (ANZSIC) Codes

(Choose from the list of two-digit ANZSIC codes that are relevant to the impact study.)

80 - Preschool and School Education

Keywords

(List up to 10 keywords related to the impact described in Part A.)

bullying

violence

peer aggression

mental health

coping

wellbeing

intervention

implementation

Sensitivities

Commercially sensitive

No

Culturally sensitive

No

Sensitivities description

(Please describe any sensitivities in relation to the impact study that need to be considered, including any particular instructions for ARC staff or assessors, or for the impact study to be made publicly available after EI 2018.)

Aboriginal and Torres Strait Islander research flag

(Is this impact study associated with Aboriginal and Torres Strait Islander content?)

NOTE - institutions may identify impact studies where the impact, associated research and/or approach to impact relates to Aboriginal and Torres Strait Islander peoples, nations, communities, language, place, culture and knowledges and/or is undertaken with Aboriginal and Torres Strait Islander peoples, nations, and/or communities.)

No

Science and Research Priorities

(Does this impact study fall within one or more of the Science and Research Priorities?)

Yes

Science and Research	Practical Research Challenge
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Priority	
Health	Improved prediction, identification, tracking, prevention and management of emerging local and regional health threats.

Impact

Summary of the impact

(Briefly describe the specific impact in simple, clear English. This will enable the general community to understand the impact of the research.)

Phillip Slee of Flinders University published the first edition of the PEACE Pack, a school anti-bullying resource, in 2001. The initial and subsequent editions of the PEACE Pack have significantly increased policy- and program-level awareness of peer bullying in schools and the consequent reduction of wellbeing in children. The PEACE Packs have contributed to the reduction of peer bullying and the improvement of learning environments and outcomes in schools locally, nationally, and internationally.

Beneficiaries

(List up to 10 beneficiaries related to the impact study)

school-aged children

parents

social workers

wellbeing coordinators

policy-makers

government: local, state and federal

legal practitioners

medical practitioners

Countries in which the impact occurred

(Search the list of countries and add as many as relate to the location of the impact)

Australia

Italy

Greece

Malta

Details of the impact

(Provide a narrative that clearly outlines the research impact. The narrative should explain the relationship between the associated research and the impact. It should also identify the contribution the research has made beyond academia, including:

- who or what has benefitted from the results of the research (this should identify relevant research end-users, or beneficiaries from industry, the community, government, wider public etc.)*
- the nature or type of impact and how the research made a social, economic, cultural, and/or environmental impact*
- the extent of the impact (with specific references to appropriate evidence, such as cost-benefit-analysis, quantity of those affected, reported benefits etc.)*
- the dates and time period in which the impact occurred.*

NOTE - the narrative must describe only impact that has occurred within the reference period, and must not make aspirational claims.)

Flinders University established the Centre for Student Wellbeing and Prevention of Violence (SWAPv) in 2010 with Professor Phillip Slee as its Director. SWAPv is dedicated to making a difference to the health and wellbeing of young people's lives through a focus on promoting mental health and preventing violence in educational settings, and since its inception, it has developed and promoted research-based best practice and policy initiatives in these fields.

The academic and professional standing of Prof Slee and SWAPv has been recognised through invitations to lead numerous working parties and forums including a four-year international leadership role in a European COST Action (ISO0801 "Cyberbullying: coping with negative and enhancing positive uses of new technologies in relationships and educational settings"; Slee 2008–2012). This leadership role facilitated collaboration between 22 EU countries and Australia to refine the formal definitions and measurements of cyberbullying. In 2016 Prof Slee was contracted by Education Services Australia to review and update the National Safe Schools Framework.

From 2009 –2012, SWAPv evaluated the national Australian KidsMatter and KidsMatter Early Childhood mental health initiatives. This evaluation and associated research confirmed a strong link between school bullying and mental health. The increasing recognition of the contribution of SWAPv research in understanding the impact and cost of bullying within school settings resulted in the Federal Minister of Education inviting the SWAPv Director to a 2012 think-tank forum to address how schools and parents can work together to address bullying, and to inform the policy component of the National Safe schools Framework.

Further extending the international reach of programs developed by SWAPv, a three-year (2012–2014) Indian-European Research Networking Programme addressed the issue of schoolyard bullying within India.

The flagship research outcome emerging from SWAPv is the PEACE Pack, first published in 2001. Comprising lesson plans and supporting materials for use by teachers, the PEACE Pack aims to address bullying behaviour through a framework encompassing (P)reparation, (E)ducation, (A)ction, (C)oping, and (E)valuation.

The PEACE Pack, revised and currently published in a 4th edition, is informed by ongoing research and by sustained engagement with various government agencies and end-users. The sustained research and promotion of this research has resulted in the recognition of bullying as a serious impediment to wellbeing and educational outcomes and consequent societal and cultural impacts. The PEACE Pack was recognised in 2011 by KidsMatter and beyondblue as an evidence-based resource, and was promoted as such to Australian schools. PEACE Pack's "Resilient & Inclusive Classrooms" professional learning module is listed on the Commonwealth Government's online Student Wellbeing Hub as a recommended resource (2016).

Since its inception in 2011, evaluations of the PEACE Pack have involved over 9,000 students in primary and secondary schools in Australia (in excess of 40 schools). Beyond Australia, the program has been translated and implemented in Japan, Malta, and Greece.

Evaluations of the PEACE Pack have involved pre- and post-testing and longitudinal studies one to three years. These evaluations have revealed significant reductions in self-reported victimisation (17–33%), reductions in bullying of other students (5–10%), increases in coping skills, feelings of safety at school, school belonging.

In response to limited awareness regarding bullying in Greek schools, in 2011 the program was translated into Greek and trialled in number of Greek schools. In 2014 the principal school counselling body in Greece invited

members of SWAPv to run a three-day training workshop for Greek school counsellors to widely implement the Flinders anti-bullying program. In 2015, the Greek Department of Education extended this implementation to 100 Thessaloniki schools. To date, the program is implemented in over 300 Greek schools and the intervention has significantly reduced the level of self-reported bullying within these schools.

Similarly, the Maltese Department of Education and Employment had few policies or programs in place to address bullying within Schools. In 2015–2016, the Maltese Department of Education and Employment trialed an anti-bullying intervention program based on the PEACE Pack in 11 Maltese schools. The intervention resulted in a statistically significant reduction of self-reported bullying, an increase in coping skills and engagement with school. The impact of the PEACE Pack on policy and society is evidenced in Malta through the Ministry for Education and Employment developing the “Addressing bullying behaviour in schools policy” (2014) and launching an Anti-bullying Service.

Further extending the international reach and impact of Flinders research, in 2016 a joint research laboratory was established with the University of Bologna to implement the PEACE Pack in Italian schools. Evaluation of trials conducted in 22 Italian classes found a significant reduction in bullying in these classes. The success of the initial trial garnered support from the regional Minister for Education to more widely implement the program in Italian schools.

The impact of Flinders research into school bullying has most recently extended to the US, with discussions to develop a PEACE Pack for the US market in 2016 culminating in the provision of a seminar series and related resources tailored for the southern states.

Locally, SWAPv research contributes to the curriculum of new Flinders Graduate Certificate and Master of Education specialisations in Wellbeing and Positive Mental Health. These specialisations have (at 2017 census) 96 admissions, largely comprised of practicing teachers, school wellbeing coordinators, and school counsellors.

Associated research

(Briefly describe the research that led to the impact presented for the UoA. The research must meet the definition of research in Section 1.9 of the EI 2018 Submission Guidelines. The description should include details of:

- what was researched*
- when the research occurred*
- who conducted the research and what is the association with the institution)*

The associated research has been ongoing, with major projects taking place in 1997 (development of the PEACE pack); 2002 (development of National Safe Schools Framework); and 2009–2012 (evaluation of KidsMatter mental health initiatives).

Research by Flinders University and other organisations has clearly established that the effects of bullying and peer aggression at school are serious and long-term. From 2011–2016, research associated with the development of the PEACE Pack grew from its initial focus on the effects of bullying in Australian schools to encompass children’s mental health and wellbeing.

Evaluations of the PEACE Pack program, in Australia and internationally, have involved pre- and post-testing and longitudinal studies across one to three years, with these evaluations revealing significant reductions in self-reported victimisation amongst other outcomes.

The PEACE Pack is informed by ongoing research and by sustained engagement with various government agencies and end-users. The PEACE Pack was recognised in 2011 by KidsMatter and beyondblue as an evidence-based resource and was promoted as such to Australian schools

Research underpinning the development, promotion, and evaluation of the PEACE Pack was conducted by members of the Student Wellbeing and Prevention of Violence (SWAPv) Research Centre in the School of Education, led primarily by Professor Phillip Slee.

FoR of associated research

(Up to three two-digit FoRs that best describe the associated research)

13 - Education

References (up to 10 references, 350 characters per reference)

(This section should include a list of up to 10 of the most relevant research outputs associated with the impact)

Slee, P.T. Campbell, M., & Spears, B. (3rd Ed) (2012), Child, Adolescent and Family Development. Cambridge University Press. Melbourne.

Shute, R., & Slee, P.T., (2015). Child Development. Theories and critical perspectives. Routledge. Psychology Press.

Shute, R., & Slee, P.T. (2016). Mental health and wellbeing through Schools: The way forward. Routledge . U.K

Slee, P.T., Ma. L., Taki, M., Sim, H., & Sullivan, K. (2003). School bullying amongst five countries in the Asia-Pacific rim. In J. Keeves & R. Watanabe (Eds), The handbook on educational research in the Asia-Pacific Region. Netherlands: Kluwer. First study of mental health and wellbeing of children in 5 Pacific Rim countries.

Slee, P.T. (2008). The PEACE Pack: A program for reducing bullying in our schools. In Shane R. Jimerson, Susan M. Swearer, and Dorothy L. Espelage (Eds) The International Handbook of School Bullying. New York, Routledge. Cited by 177.

Slee, P.T. (2006). The P.E.A.C.E. Pack: Evaluation of a program for the successful reduction of school bullying. IN H. McGrath & T. Noble. (eds.) Bullying solutions. Evidence-based approaches to bullying in Australian schools. Pearson. Sydney.

Slee, P.T. (2013). Coping with School Bullying: Students and Expert's Views on Effective Strategies. IN B. Gerrard & M. Soriano. (Eds.) School Based family Counselling. Transforming Family-School Relationships. Create Space Independent Publishing Platform Ch. 37, pp, 615-634.

Slee, P.T. (1996). The P.E.A.C.E. Pack. A program for reducing bullying in our schools.. Australian Journal of Guidance and Counselling. 6, 63-69.

Slee, P.T. & Mohyla, J. (2007). The PEACE Pack. An evaluation of a school based intervention to reduce bullying in four Australian primary schools. Educational Research , 49, 2 103-115.

Slee, P.T. & Mohyla, J. (2014) . THE PEACE PACK: A computerised on-line assessment of school bullying. Journal of Educational Computing Research. special issue on Recommender Systems and Group Awareness in Collaborative Social Learning Environments. 50 (3) , 431-447.

Additional impact indicator information

Additional impact indicator information

(Provide information about any indicators not captured above that are relevant to the impact study, for example return on investment, jobs created, improvements in quality of life years (QALYs). Additional indicators should be quantitative in nature and include:

- name of indicator (100 characters)*
- data for indicator (200 characters)*
- brief description of indicator and how it is calculated (300 characters).)*