

The University of Sheffield



**Mapping review: Emotional and social wellbeing of young people in
secondary education.**

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Review 1A: Mapping review of current policy practice and evaluation.

Searching: Mindmap

Searching for the mapping review of current English policy, practice and evaluation was undertaken using Internet based sources and developed using mind mapping software (Free Mind). A mind map of information was developed using FreeMind by the information specialist (a pdf of the mind map is given in Appendix 1). This classified the documents retrieved by a search of Google in terms of whether they were policy related or related to practice and the evaluation of practice. Where possible, the mindmap linked to full text versions of the documents to facilitate the narrative of the review (not available in Appendix 1). A list of sources is given in Appendix 2.

The content of the mapping review of current policy, practice and evaluation grew out of the scope document for the intervention guidance. All of the policy mentioned in this document was added to the mindmap policy section. Due to the need for a search specific to English policy, practice and evaluation relating to emotional and social wellbeing in secondary education, searches were undertaken using Google. Due to the extensive nature of the search engine, search results were examined for relevance by the information specialist. Documents and websites that contained useful evidence were included in the mapping review for consideration by the reviewers. Additional documents and websites were identified by following links and by checking lists of references. These additional sources were also included. Searching was undertaken using the search terms in the appendix in Google and Google Scholar. Additional studies that were retrieved through the searching for Report 2A, but pertained to Report 1A were included in the mind map.

Summary of information extracted

The current English policy related to social and emotional wellbeing in secondary schools is focused on the Social, Emotional and Behavioural Skills (SEBS) programme. The secondary programme has been adapted from the highly successful primary strategy and is designed to meet the criteria for delivering the Emotional Health and Well-being strand of the National Healthy Schools Programme. Other key documents including Every Child Matters, The Children's Plan, and Choosing Health contain briefer sections which related to social and emotional wellbeing.

There is also policy guidance on specific areas, most prominently bullying (although the term "violent behaviour" is not common, unlike the USA based literature) and to supporting better specific mental health / wellbeing outcomes (although these are not always clearly defined). The interventions we identified in the mapping searches also appear focused on these two areas. The policy and intervention/evaluation data is provided in full in Appendix 2.

The data provided by the mind map clearly demonstrated that although it is relatively simple to obtain information on the current policy context, examples of interventions which could be used as case studies were much harder to come by. Those identified mostly consisted of very brief information either from websites or within policy documents. It may be possible to obtain further information on these via the authors of these documents, however at this stage it is anticipated that additional case study data

will also be obtained by working in association with the team currently conducting the evaluation of secondary SEAL.

Review 2A: Mapping review of the evidence of effectiveness.

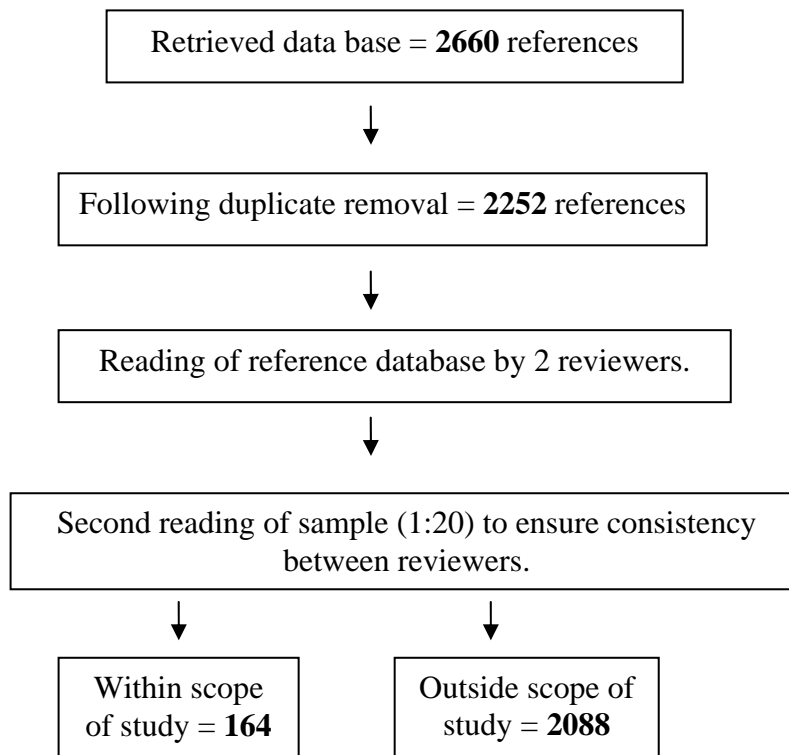
Searching

Due to time restrictions, a decision was taken to use a modified version of the search strategy developed by CRD for the Mental Wellbeing in Primary Schools NICE review, rather than develop a new search strategy. Searches will be expanded to include risk factors and preventative strategies once these have been determined. Sources searched are given in Appendix 2. Searches were limited to 1990 onwards and were not limited by language, place of publication or study type. Searches were undertaken at either title level or title and abstract in order to retrieve a manageable number of records within the timeframe. The number of hits per database is given in Appendix 2.

Extraction

All references were read and extracted by one reviewer, with every 20th reference being double read by a second review to check consistency. 164 studies were identified as being within the scope of the study. A flow chart illustrating the extraction process is given in Figure 1.

Figure 1: Flow chart of the extraction process



Rejections

A large number of papers were rejected as being beyond the scope, the numbers along with reasons for rejections are given in Table 1.

Table 1. Number of rejected papers and reasons

Reason	Number
School: management, leadership, sociology/ theory.	1119
Other - not relevant, not wellbeing	311
Smoking, Drugs, Alcohol	128
Age Primary/Pre-school/Adult	115
Not whole school	91
Obesity / Nutrition	78
Gender, race	62
Literacy / academic outcomes	51
Parent/teacher outcome	16
Community based	8
Suicide	7
Policy documents / books	102
Total	2088

Typology of interventions

Each extraction was then classified in terms of type of study, intervention strategy and intended outcomes.

The study types were defined as:

Randomised Controlled Trial

Systematic review

Longitudinal (all non RCT "before, after" studies)

Review or discussion papers

Not possible to discern - where insufficient information was provided in the abstract.

The number of each type of study extracted is shown in Table 2.

The intervention strategy categories are based on those defined and used for the primary school reviews. A small number of additional categories to accommodate papers which did not fit into the original categories were created. The intended outcomes were initially defined using the exact wording of each individual abstract. These produced 26 different outcome categories which were then grouped to give four broad categories. The broad categories are defined as follows:

Reducing of negative behaviours

This category includes papers which defined outcomes related to: bullying; violence; aggression; victimisation; delinquency; self harm; and truancy.

Encouraging positive behaviours

This category includes papers which defined outcomes related to: positive behaviour change; conflict resolution skills; increased social competency; improved resilience; sex education, improved peer support; awareness of health rights; coping with change; successful school transit; and sexual abuse prevention.

Improving mental health

This category includes papers which defined outcomes related to: general mental health improvement, stress management, reduction in depression / anxiety, improved wellbeing, reduction in risk behaviour.

Healthier / safer schools

This category includes papers which defined outcomes related to: healthy schools programme, safer schools programme, health promoting schools, and other general school programmes.

This data is presented in Table 3 and Table 4. Complete extraction data tables are included in Appendix 4.

Table 2. Frequency of extracted references by research method.

Randomised controlled trial	5
Systematic review	12
Longitudinal (before and after) study	30
Cross-sectional (survey or observational evaluation with one time point)	45
Review or discussion paper	54
Not possible to discern	18
Total	164

Table 3. Typology of interventions

Frequency of extracted references by intervention strategy and intended outcome.

		INTERVENTION STRATEGY								
		Non specific school-based & multiple interventions	Child					Parent	Teacher	Community
INTENDED OUTCOME			Ethos / environment change	Behaviour Management	Curriculum change	Outside classroom	No new intervention	Parent education	Teacher training	Community-based intervention
Reducing of negative behaviours	84	39	16	14	3	1	3	5	1	2
Encouraging positive behaviour	27	5	5	9	0	2	0	4	2	0
Improving mental health	22	9	3	4	1	2	2		1	
Healthier / Safer Schools	22	4	16	0	1	0	0	0	1	0
Not stated / multiple outcomes	9	6	2	0	0	0	0	1	0	0
TOTALS	164	66	42	27	5	5	5	10	5	2

Table 4. Extracted references by, intervention strategy, intended outcome* and study type.**

		Intervention strategy								
			Children					Parents	Teachers	Community
Intended outcome		Non specific school based & multi	Ethos / environment	Behaviour Management	Curriculum	Outside Class-room	No new inter-vention	Parents	Teachers	Community
Reducing negative behaviour*	84	19, 254, 474, 570, 618, 755, 792, 815, 821, 836, 867, 883, 901, 906, , 942, 946, 947, 1000, 1241, 2559,2507, 2555 2439, 2551, 2497, 1861, 1847, 1823, 1762, 1756, 1717,1714, 1713, 1701, 1677, 1668, 1665, 1573,1698	222, 231, 280, 314, 596, 608, , 937, 969, 1003, 1086, 1130, 1285, 1286, 1427, 1487, 2503	4, 5, 14, 147, 215, 240, 248, 251, 256, 861, 996, 1497, 2572, 1698	338, 724, 1109,	223,	148, 164, 740,	398, 2524, 2512, 2325, 2264,	917,	952, 1022,
Encouraging positive behaviour*	27	150, 764, 1761 2552, 1678,	25, 776, 919, 2656, 1616,	3, 6, 9, 10, 139, 161, 948,2358, 2174,		138, 1813,		2647, 2646, 2566, 2537,	269, 1790,	
Improving mental health*	22	626, 786, 830, 909, 1093, 1100, 2569, 2258, 1611,	208, 805, 964,	2573, 2517, 2477, 2473,	933,	11, 15,	156, 839,		1133,	

Healthier / Safer Schools*	22	68, 509, 1734, 1530,	233, 315, 332, 36,475, 542, 584, 590, 602, 657, 668, 669, 675, 1401, 2653, 1729,		240,				232,	
Not stated / multi	9	227, 621, 2260, 2218, 2052, 1940,	296, 1728,					2510		
Total	164	66	42	27	5	5	5	10	5	2

**Reducing negative behaviour: bullying; violence; aggression; victimisation; delinquency; self harm; and truancy.*

Encouraging positive behaviour: positive behaviour change, conflict resolution, social competency, resilience, academic, teenage parenting / sex education, peer support, health rights, change, transit, sexual abuse prevention

Improving mental health: mental health, stress management, depression / anxiety, wellbeing, risk behaviour

Healthier / safer schools: healthy schools, health promoting schools, other programmes, safer schools

***RCT, Systematic review, Longitudinal, Cross-sectional, Review discussion, N/S*

Discussion

In terms of the current English policy context and information extracted from the literature (and in particular, taking account of the small number of systematic review and RCTs identified) a couple of areas stand out as possible intervention areas for the next stage of more in-depth, targeted reviews. Taking these points into account (and incorporating suggestions from the NICE team), we would suggest two systematic reviews focusing on:

1. School-wide interventions which aim to reduce negative behaviours (e.g. bullying/aggression, violence).
2. School-wide interventions which aim to increase positive behaviours (e.g. conflict resolution, resilience, social skills).

It has been very challenging to identify the exact nature of many of the interventions from the abstracts, and indeed this may still be the case from the whole papers. Therefore it would seem unrealistic to define the review topics by intervention strategy, for example classroom/ curriculum or ethos/environment as many interventions are likely to be involved both. Therefore defining the reviews by common aim/outcome would appear more appropriate.

Case studies which directly complement the systematic review topics will be agreed (in consultation with NICE, topic experts and the secondary SEAL evaluation team) once these topics have been finalised.

Appendix 1. Mindmap

Please see attached pdf document

Appendix 2. Searches

Table 1. Databases and number of hits

Database	Level	Hits
ASSIA	Title	127
British Education Index	Title	23
CINAHL	Title	32
Cochrane Library - CENTRAL	Title	266
Cochrane Library - Reviews	Title	16
Cochrane Library –DARE	Title	20
Cochrane Library –HTA	Title	4
Cochrane Library –NHS EED	Title	19
Econlit	Title, abstract, subject heading	43
Embase	Title, abstract, subject heading	156

EPPI Centre	Browsed reviews	13
ERIC	Title	1073
HMIC	Title, abstract, subject heading	58
Medline	Title, abstract, subject heading	233
PsycINFO	Title	158
Social Care Online	Title	33
Sociological Abstracts	Title	223
Web of Science – Science Citation Index and Social Science Citation Index	Title	1148
Documents downloaded to reference manager library from scope etc.	N/A	38

Searches

Sources for Report 1A – Websites

CASEL (Collaborative for Academic, Social and Emotional Learning)
 Department for Children, Schools and Families
 Department of Health (www.dh.gov.uk)
 Healthy Schools Initiatives
 HDA reports via NICE website
 Institute for Education (Thomas Coram Research Institute)
 IPPR
 Joseph Rowntree Trust
 NFER
 OFSTED
 SEAL
 Search Institute
 SEED
 Teachernet

Sources for Report 1A – Search Engines

Google
 Google Scholar

Sources for Report 2A – Databases

ASSIA (Applied Social Science Index and Abstracts)
 British Education Index
 Cinahl
 Cochrane Library (CDSR, DARE, HTA, CENTRAL and NHS EED)
 EconLit
 EMBASE
 EPPI-Centre database
 ERIC
 Health Management Information Consortium.
 MEDLINE
 Proquest Education Journals
 PsycINFO
 Social Care Online

Sociological Abstracts

Web of Science (Science and Social Sciences citation indexes)

Appendix 3. Notes on current policy and interventions

The notes are direct quotations taken from the policy documents to demonstrate direct connection with improving mental wellbeing in secondary schools. All data is taken from the websites referenced.

Policy:

Promoting Children's Mental Health within Early Schools and Secondary Settings

http://www.teachernet.gov.uk/_doc/4619/mentalhealth.pdf

DfES 2001.

Section 2: Whole school approaches to Promoting Children's Mental Health

2.3 Primary and Secondary School Settings

There are key characteristics which schools that promote their children's and young people's

mental health share :

- a committed senior management team, creating a culture within the school in which the importance of trust, integrity, democracy, equality of opportunity and each child being valued regardless of their ability is seen as being vital;
- a culture within the school which values teachers, lunchtime supervisors, and all those engaged in the care and supervision of children ;
- clear policies regarding such vital issues as behaviour and bullying – ‘whole school behaviour’ policies which set out the range of acceptable behaviour for children, what is and what is not acceptable;
- the range of sanctions that will result and the acceptance and implementation of the policies throughout the school;
- high professional standards (efficient planning, setting, marking, punctuality);
- skilful teaching which arouses pupil interest and motivates; and proactive work with parents .

The importance of a value system within the school, which embraces all children, is particularly important. Such schools, particularly primary schools are often also engaged in a whole range of work to actively promote emotional and social learning amongst the staff, parents and pupils; from emotional literacy programmes, parenting programmes, circle time and specific initiatives for vulnerable children.

The National Healthy School Standard takes a whole school approach to supporting schools become healthier schools, since this is likely to have a greater impact on pupils' health, learning opportunities, experience and achievements. The Standard emphasises the importance of ensuring that school activities reflect pupils' needs, including those with special educational needs and specific health conditions, as well as disaffected pupils , young carers and teenage parents.

There is a whole range of specific initiatives that schools can become involved in to promote children's mental health. Whilst this area has not yet been comprehensively evaluated, as a result of a number of studies which have been carried out internationally, we are able to pull out important information about the types of interventions in schools which are more likely to be successful in promoting children's mental health, particularly for those children who are more vulnerable than their peers.

The importance of work in schools that is positively aimed at promoting the mental health of all children, rather than an approach which is solely focused on work with those children already displaying difficulties. Such an approach has been shown to have very real pay-offs for those children who are most at risk of developing problems.

Work in schools can promote 'caring school environments' for all children and parents and school staff. A number of schools are currently working with external facilitators to help them address issues of the broader school culture and classroom management. This can include such issues as: the stability of class groups, students relationships with their class teachers, helping teachers devise behaviour management techniques, and helping schools develop community-based projects for students and social activities.

Programmes through the curriculum can promote mental health. In particular, the use by schools of curriculum materials which promote examples of positive behaviour (being concerned for and trying to understand other people's feelings), and the use of role-play, games and stories to enhance students' understanding of others. Important characteristics of such programmes include those that enable children to correctly identify and regulate one's feelings e.g. understanding how anger is different from sadness and developing positive attitudes and values that guide behaviour.

Schools that actively teach children the use of pro-social resolution strategies, which they can practise both within the classroom and throughout all aspects of their school life.

Case studies

St Marylebone School (Case study 3)

St Marylebone School is an all girls comprehensive school in central London. The school actively promotes the mental health of its pupils through a number of initiatives, including a commitment to including the promotion of self-esteem, confidence, independence and responsibility throughout the PSHE curriculum, and where relevant in all aspects of school life. For example, aspects of personal, social and emotional education are taught throughout the curriculum, in English, drama as well as RS and science i.e. sex education and drugs education within the National Curriculum. Aspects of PSHE are also addressed in the tutorial programme within the school, and close liaison takes place between learning co-ordinators and the PSHE Department in order to facilitate this. In addition to this work, the school runs a Feel Good Factor Project: a peer support project that aims to raise self-esteem and self-worth amongst students, to create a positive atmosphere and a 'can do' culture. The

project enables younger pupils to seek advice and support from older pupils who may have experienced the same problems or issues as themselves. The Feel Good Factor also raises awareness of mental health issues through teaching, presentations, interviews, counselling sessions and the production of age-related and accessible information in a variety of forms. The Feel Good Factor is a whole school project aimed at Key Stage 3 but also involves the talents and experience of Key Stages 4 and 5, who have also gained a great deal from the project.

Paths Curriculum (Case study 4)

The PATHS curriculum (Promoting Alternative Thinking Strategies) is an American programme designed to promote emotional and social competencies, and reduce aggression and behaviour problems in school-age children. It is a universal, school-based intervention implemented by teachers to whole classes. The generalisation of skills learnt in the classroom to children's everyday lives is a major component in each unit. Curriculum units include self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem-solving skills. There have been four clinical trials of PATHS. Two have involved special needs students and two have involved 'mainstream' children. Across these trials, PATHS has been shown to improve protective factors (social cognitions, social and emotional competencies) and reduce behavioural risk (aggression and depression) across a wide range of primary school aged children. Effects have also been found on some cognitive skills. (Greenberg and Kusch, 1998).

Canon Lee Secondary School York (Case study 16)

A multi-agency initiative to support vulnerable pupils within a secondary school has been developed in the City of York. The project is still at an early stage in its development; however, a range of ways of engaging with young people who might be experiencing mental health problems have been developed. Whole school approaches to promoting the young people's mental health are being developed through the PSHE curriculum and a peer support programme. Eighteen young people have received training in developing peer support skills from two Educational Psychologists, which has enabled a service for younger pupils to be launched within the school. A relate-teen counsellor is in school one morning a week to support pupils with concerns surrounding family break-ups. Through utilising SRB funding, a youth worker has been appointed who works within the school. Two dinner times a week, he and a female colleague make informal contact with the students, which enables him to identify those who might be at risk of experiencing problems.

Alongside offering anger-management classes for aggressive students – which have been very well received, he is also able to refer those pupils he thinks are at particular risk to the project co-ordinator for further input. The project co-ordinator in turn is able to work directly with children experiencing problems at school. This work involves carrying out initial assessments of pupils who have been referred to her by year staff and the youth worker, and after initial liaison work with the child's parents, working with the young person in a 'counselling type approach'. Such an informal approach enables the co-ordinator to build up trust with the young person, and where appropriate to be able to refer them onto more specialist help. Where specialist help is needed, the co-ordinator is able to set up a meeting at the school to bring together the various agencies who might be involved in working with the young person, to ensure that their services are co-ordinated and the school is fully involved in the process.

National Healthy School Status. A guide for schools.

http://www.wiredforhealth.gov.uk/PDF/NHSS_A_Guide_for_Schools_10_05.pdf

DfES / DoH 2005.

This guidance is for all schools. It outlines the NHSP, introduces the concept of national Healthy School status and describes the benefits of becoming a 'Healthy School'. It describes what schools need to do to gain national Healthy School status.

The aims of the National Healthy Schools Programme

The aims of the NHSP are:

- to support children and young people in developing healthy behaviours;
- to help to raise pupil achievement;
- to help to reduce health inequalities; and
- to help promote social inclusion.

Emotional health and wellbeing

Promoting positive emotional health and wellbeing to help pupils understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn.

A Healthy School:

- identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families;
- provides clear leadership to create and manage a positive environment which enhances emotional health and wellbeing in school – including the management of the behaviour and rewards policies;
- has clear, planned curriculum opportunities for pupils to understand and explore feelings using appropriate learning and teaching styles;
- has a confidential pastoral support system in place for pupils and staff to access advice – especially at times of bereavement and other major life changes – and this system actively works to combat stigma and discrimination;
- has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination;
- has a clear policy on bullying, which is owned, understood and implemented by the whole school community;
- provides appropriate professional training for those in a pastoral role;
- provides opportunities for pupils to participate in school activities and responsibilities to build their confidence and self esteem; and
- has a clear confidentiality policy.

Social and Emotional Aspects of Learning for Secondary Schools (SEAL) Guidance Booklet.

http://www.bandapilot.org.uk/secondary/resources/welcome_page/sns_ssealguidance004307.pdf

DfES 2007.

Secondary SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. It proposes that the skills will be most effectively developed by pupils, and at the same time enhance the skills of staff, through:

- using a whole-school approach to create the climate and conditions that implicitly promote the skills and allow these to be practised and consolidated;
- direct and focused learning opportunities for whole classes (during tutor time, across the curriculum and outside formal lessons) and as part of focus group work;
- using learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt;
- continuing professional development for the whole staff of a school.

Helping pupils learn social and emotional skills is like helping them to learn any other skill. The same principles apply but the following might be considered to be of particular importance.

- Make sure the content is relevant to the pupils and they can see the benefits.
- Identify pupils' current understanding and skills and build upon their prior knowledge and experience.
- Make sure learners believe they can learn and that it is within their reach and capability.
- Make sure that pupils know what is to be learned and how they will know when it has been learned.
- Model the social and emotional skills that the pupils are being encouraged to learn.
- Create an environment that is emotionally, socially and physically supportive for learning.
- Encourage learners to learn from anything that went wrong and help the learner try again.
- Discuss how learning can be applied, give regular opportunities to consolidate and practise learning and help the pupil generalise learning to other examples and contexts and embed the learning in everyday life. e learning from the schools and local authorities involved in the Secondary SEAL pilot, and the particular approaches they have found successful.

SEAL and Healthy Schools

SEAL can help schools to meet the criteria for delivering the Emotional Health and Well-being strand of the National Healthy Schools Programme. It provides a whole-curriculum framework for promoting the social and emotional skills that are necessary for positive emotional health and well-being now and in the future. It also encourages a whole-school approach to creating an emotionally safe environment where these skills can be learnt and practised. SEAL and emotional health and well-being are not the same, although they are closely linked. It is not possible to successfully promote emotional health and well-being without helping children and young people to develop social and emotional skills and it is not possible to teach these skills effectively unless it is in an environment which is designed to support the emotional health and well-being of all the learners involved.

SEAL and bullying

When a school implements SEAL effectively across the whole school it establishes strong foundations to its work to prevent bullying. At the core of SEAL are the social

and emotional skills, which are all important because high levels of these skills create a social climate that does not tolerate bullying behaviour. Pupils are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. Empathy skills can be developed further within peer mentoring schemes designed to help tackle bullying. Pupils are encouraged to build a learning community where they feel responsible for including their peers and can develop and practise the skills associated with building positive relationships, being able to make, break and sustain friends without hurting others. They are supported to learn and practise the skills of assertiveness so they become more able to resist negative peer pressure and are taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.

In addition, SEAL can contribute more explicitly to reducing bullying through specific learning opportunities that are designed to explore and further develop social and emotional skills within the context of a bullying incident. This gives the pupils a safe place to examine and explore the issues involved and to create a common understanding within the school community. Primary SEAL includes the theme, *Say no to bullying!* Secondary SEAL will build upon the good practice in this area to develop the equivalent to use during anti-bullying week.

The Children's Plan. Building brighter futures.

http://www.dfes.gov.uk/publications/childrensplan/downloads/The_Childrens_Plan.pdf

DfES 2007.

The Children's Plan sets out our plans for the next ten years under each of the Department for Children, Schools and Families' strategic objectives, with a chapter at the end looking at how we will make these reforms happen.

Based on consultation, five principles underpin the Children's Plan:

- government does not bring up children – parents do – so government needs to do more to back parents and families;
- all children have the potential to succeed and should go as far as their talents can take them;
- children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries; and it is always better to prevent failure than tackle a crisis later.

Involving parents:

Consultation will lead to a new relationship between parents and schools and legislation if necessary in order that:

- parents will be contacted by a staff member at secondary school before their child starts at the school;
- parents will be able to attend information sessions at the new school;

- every child will have a personal tutor who knows them in the round, and acts as a main contact for parents;
- parents will have regular, up to date information on their child's attendance behaviour and progress in learning;
- Parents Councils will ensure that parents' voices are heard within the school parents' complaints will be managed in a straightforward and open way.

Goals for 2020:

A number of the goals relate to the school setting:

- enhance children and young people's wellbeing, particularly at key transition points in their lives;
- every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11;
- all young people participating in positive activities to develop personal and social skills, promote wellbeing and reduce behaviour that puts them at risk

Choosing Health. Making healthy choices easier.

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/Browsable/DH_4097491

DoH 2004.

Chapter 3. Children and young people - starting on the right path.

The aims are to:

- reduce infant mortality;
- support all children and young people to attain good physical and mental health;
- reduce inequalities in opportunities for children to make healthy choices and address environmental inequalities that can undermine those choices;
- ensure children and young people develop a good understanding of how they can balance the opportunities and risks in choices that impact on their health

Consultation made it clear that we need to create a culture where being concerned about health, including emotional wellbeing, asking for help or information and discussing risk is seen as natural behaviour that is respected and valued. This means responding better to what children, young people and their families want – developing the skills, knowledge, confidence and competence of everyone who works with them and providing a better co-ordinated approach to the health information and services on offer. It also means recognising that emotional wellbeing underpins good physical health and reduces the likelihood that children and young people will take inappropriate risks.

HEALTHY SCHOOLS – HEALTH AND EDUCATION GOING HANDINHAND

Children spend on average a quarter of their waking lives in school. The school environment, attitudes of staff and other pupils, as well as what children learn in the classroom, have a major influence on the development of their knowledge and understanding of health.

The National Healthy Schools Programme¹⁶ seeks to harness these opportunities by bringing policies and approaches that foster better health into everything that schools provide. The Government has a vision that half of all schools will be healthy schools by 2006, with the rest working towards healthy school status by 2009.

The National Healthy Schools Programme currently gives priority to improving children's health in the most disadvantaged areas. A recent evaluation¹⁷ shows that the programme is beginning to have a positive effect on health and wellbeing, particularly in deprived areas. Pupils in healthy secondary schools were, for example, less likely to have used drugs, had higher self esteem, and were less likely to watch excessive amounts of television. In primary schools, pupils were less likely to be afraid of bullying. The evaluation also showed that Ofsted rated healthy primary and secondary schools as having better provision for Personal, Social and Health Education (PSHE), and pupils had more positive attitudes towards schooling. We will encourage local Healthy Schools programmes to target deprived schools including Pupil Referral Units. We will also look to extend healthy schools to include nursery education.

Developing emotional health and wellbeing

We know that children and young people who have good mental health learn more effectively. Emotional problems such as depression and anxiety and conduct problems have increased in children since the 1980s. Deprived and abused children are more likely to suffer from mental health problems than average – for example behavioural problems have been found to be higher among homeless children. Although there is a strong association between emotional problems in childhood, teenage pregnancy and poor outcomes in adulthood, effective and timely interventions can reduce the incidence of serious health and social problems later in life.

The *Healthy Schools Programme* supports schools in developing an environment that promotes good mental health. We are evaluating the use of ENABLE – a CDROM designed to help schools identify and address the emotional health needs of children with emotional and behavioural difficulties – with a view to extending this model more widely.

We will continue to promote development of the skills that help children and young people make healthy choices through PSHE and Citizenship in school and the community. This explicitly supports emotional and social development and self esteem, as well as developing key life skills such as assertiveness, conflict resolution, managing peer influence and peer pressure and identifying and managing risks.

A high proportion of looked after children and young people have emotional and behavioural problems

The ethos and culture in schools impacts on all pupils. Antibullying has a high profile in the national key stage 3 Behaviour and Attendance programme and we are funding partnership working with key voluntary sector organisations to support antibullying work.

Healthy Living Blueprint for Schools

<http://www.teachers.tv/system/files/HealthyLivingBlueprint.pdf>

DfES 2004.

The National Healthy School Programme (a joint DfES/DH programme) is working with over 10,000 schools to develop a whole school approach to health, for example one that focuses on both the organisation and taught curriculum. It brings together and promotes all aspects of health, whilst giving schools flexibility to focus on particular local issues. Every area has a local healthy schools programme, which is managed by local education and health partnerships, and is able to support schools in meeting the objectives of this 'blueprint'.

- We have five key objectives, and our aim is that – over time – all schools will make progress in each objective:
- To promote a school ethos and environment which encourages a healthy lifestyle
- To use the full capacity and flexibility of the Curriculum to achieve a healthy lifestyle
- To ensure the food and drink available across the school day reinforces the healthy lifestyle message
- To provide high quality Physical Education and School Sport and promote Physical Activity as part of a lifelong healthy lifestyle
- To promote an understanding of the full range of issues and behaviours which impact upon lifelong health

Objective 5: To promote an understanding of the full range of issues and behaviours which impact upon lifelong health.

In supporting a healthy lifestyle, it is important that schools do not omit other areas such as emotional well-being, attitudes to drugs, alcohol, tobacco and sexual health as these are all important elements. We want children to have a coherent high quality Personal, Social and Health Education programme which gives them all the opportunity to explore the full range of issues in a safe environment. Effective Sex and Relationship Education (SRE) can reduce the instances of teenage pregnancy and promote sexual health thereby reducing sexually transmitted infections. This can be supported not only by the Curriculum but by provision of health advice services. The involvement of parents in the development of a school SRE policy promotes partnership and understanding of the issues.

Effective drug, alcohol and tobacco education can reduce or delay the take-up of some or all of these substances. The involvement of parents in the development of a school drug policy promotes partnership and understanding of the issues and supports the management of a consistent preventative approach to drug related issues.

Peer mentoring, peer support and other support structures, together with anti-bullying strategies, can help promote positive health, including mental health. Making opportunities for pupils' views to be heard and acted on promotes pupil well-being. Local Connexions services also work with schools to ensure support and advice for 13-19 year olds.

Extended Schools in partnership with the PCT can provide health and social care services on the school site. This might include drop-in health clinics and sexual health advisory services as well as specialist care like drug and alcohol advisory services and counselling.

The National Healthy School Programme has been designed to support schools in strengthening their provision by involving the whole school community in health issues. Such an approach is more likely to have a greater impact on pupils' health, learning opportunities and achievement.

Healthy Minds. Promoting emotional health and social wellbeing in schools.

<http://www.ofsted.gov.uk/assets/3954.pdf>

Ofsted 2005.

This report examines the vital role played by schools in promoting the emotional wellbeing of their pupils. It analyses practice based on evidence gathered from visits by Her Majesty's Inspectors (HMI) to 72 schools and reports on the impact of the guidance provided to schools four years ago by the Department of Education and Skills (DfES) and the National Healthy Schools Standards (NHSS), agreed in 1999.1,2 Both clarify the importance of good provision to ensure that schools meet the needs of pupils with mental health difficulties.

Key findings

- The best schools promoted good emotional health and well-being by valuing and respecting every individual.
- Very good whole-school systems to eradicate bullying reduced the risks of pupils developing mental health difficulties.
- Few schools used national guidance to plan and provide support for pupils emotional well-being.
- Training for staff on mental health difficulties was unsatisfactory in just over a third of the schools visited.
- Most training tended to focus on strategies to manage pupils. behaviour rather than on promoting a positive approach to relationships and conflict resolution.
- Most LEAs were responding to the need for improved joint working by establishing one directorate for all childrens services. However, the changes were not yet reflected in changed practice in schools.
- Partnerships with external agencies were unsatisfactory in nearly a quarter of the schools visited.
- Although they were good in a third, these were nearly all primary or special schools and pupil referral units (PRUs).
- Secondary schools found it most difficult to make arrangements for multi-agency working a priority and they rarely took the lead in improving this aspect of their work. The lack of common language between education, health and social services professionals contributed to the difficulties in establishing good partnership working.
- Primary and special schools were more successful than secondary schools in tackling emotional health and well-being through whole-school initiatives.

- Primary schools who were piloting the new materials provided by the Primary National Strategy to promote social and emotional well-being, dealt effectively with issues of pupils. mental health.
- Particularly good arrangements for working with parents included initiatives such as parenting classes and home visits, where parents could talk openly about their concerns and their childrens behaviour.
- Other effective provision involved pupils. self-referral, peer support and flexible approaches by schools to modifying the curriculum and timetables.
- Services to deal with mental health across an area were not always equitable: where a pupil lived determined, at least to some extent, which services were provided.
- Even where services were available, schools, parents and pupils were not always aware of how they could be accessed.
- Local and national voluntary organisations played an important role in working with schools and local authorities to provide services. They were often better at monitoring and evaluating the impact of their work, since they depended on such evidence to attract further funding.

Recommendations

Local authorities and other agencies should:

- ensure that services for pupils with mental health difficulties are co-ordinated
- effectively within their area and that access to services is clear to schools, parents, children, young people and other service users
- commission, where appropriate, the services of voluntary organisations.

Schools and other settings should:

- use the DfES national guidance on mental health difficulties to develop clear procedures, that are known and used by all staff, for identifying and supporting pupils
- ensure that issues concerning mental health are tackled successfully, either through the National Healthy School Standard (NHSS) programme or the PSHE curriculum
- establish arrangements for preventing bullying and promoting positive relationships and monitor their effectiveness work together to ensure that the DfES guidance is disseminated to all staff

Aiming high for young people: a ten year strategy for positive action.

http://www.hm-treasury.gov.uk/media/2/6/cyp_tenyearstrategy_260707.pdf

DfCSF 2007.

In the context of ongoing education and youth service reforms, this document sets out a strategy to transform leisure-time opportunities, activities and support services for young people in England.

The Government's vision is for all young people to enjoy happy, healthy and safe teenage years that prepare them well for adult life and enable them to reach their full potential – in short, to achieve the five Every Child Matters outcomes and be on the path to success. Young people should be valued members of society, whose

achievements and contributions are welcomed and celebrated. This means society viewing young people positively, not seeing them as a problem to be solved.

Levels of poor mental health are relatively high. In 2004, 10 per cent of those aged 5 – 16 had a clinically diagnosable mental disorder. The incidence increases with disadvantage: 18 per cent of boys and 13 per cent of girls aged 5 – 16 years living in households with a gross weekly income of under £100 had a mental disorder.

[Mental Health of Children and Young People in Great Britain Green, H., McGinnity, A., Meltzer, H., Ford, T. and Goodman, R., 2005]

Social and emotional skills

Improved social and emotional skills are essential to building young people's resilience and allowing them to fulfil their potential. These skills help to shape how young people view themselves, their level of self-esteem and aspiration and the extent to which they can take control of their own lives. They are essential for learning, better health, and developing the resilience and capability to manage more complex transitions to adulthood. A lack of these skills may also be one of the root causes of the poor behaviour of a minority of teenagers, as well as behaviour that damages their health. The key challenge is that the most disadvantaged young people are less likely to acquire these skills, leaving them at greater risk of developing poor outcomes.

[The Cost of Exclusion: Counting the Cost of Youth Disadvantage in the UK, Henally, S and Shgipanja, T, Princes Trust, 2007]

Working with the education system

The education system, as the main universal service for young people, is central to creating a more preventative system. Where schools and colleges work closely with youth support services, young people benefit from better access to positive activities and personal support when they need it. This can remove barriers to learning and lead to better attainment and behaviour.

This will involve looking at the potential for reshaping the existing school nursing service and, where appropriate, locating them within emerging or newly developed multi-disciplinary teams being established as part of the Every Child Matters reforms. Such teams could be well placed to manage a wide range of conditions and issues such as asthma; diabetes; emotional health; smoking cessation; obesity; sexual health; drugs and alcohol management; sports injuries; vaccinations and immunisations and emotional and behavioural issues; as well as input to health promotion and PSHE. In particular, such a service could assist in the early identification of and support for incipient emotional health and mental health problems, building on existing work through the SEAL programme in primary and secondary schools. A model of this sort in New Zealand secondary schools has seen significant benefits across a range of outcomes. Evaluation of this approach shows significantly improved access and outcomes for young people in all areas of health care and an improvement for some students in educational achievement.

Case study: The Hackney Health Hut Model

In Hackney, a multi-agency service model brings together statutory and third sector organisations in schools to improve the health and wellbeing of students. This is achieved by providing easier access to services, building better relations between young people and professionals, increasing early intervention and referral to specialist

services and reducing the stigma of addressing health issues. The first Health Hut, funded through Hackney's Drug Action Team (DAT) in partnership with The Learning Trust, was established at Stoke Newington School and is open to students from neighbouring Daniel House Pupil Referral Unit and the youth centre in the school. A second Health Hut is now up and running at Hackney Free & Parochial School. Consultation with young people, including a strong focus on peer consultation, indicated that their main areas of concern are sexual health, mental health and drugs and alcohol. To meet these demands, SUB19, the DAT commissioned young people's substance misuse service, 'CHYPS Plus Choices' (which provides support on sexual health issues), and Connexions, are all part of the multi-agency team. Links have also been forged with 'Off Centre', a counselling service for 13 to 25 year olds and 'A Space' who specialise in transition between primary and secondary school. Swift and easy referrals can be made to other specialist services where needed.

Young people were also consulted about barriers to accessing services to influence both the design and delivery of the service model. Young people suggested the name 'Health Hut' and continue to be influential in ensuring that the space is somewhere they feel at ease to access health information in their own time. The Health Hut in Stoke Newington opened in the summer term of 2006 and since then over 1300 young people have made use of drop-in sessions and one-to-one support. Of those accessing individual support, more than 70% have been via self-referral, demonstrating the power of the model in terms of empowering young people to manage their well-being.

Every Child Matters

<http://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf>

And

Every Child Matters; Change for Children

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DfES10812004.pdf>

Children and young people have told us that five outcomes are key to well-being in childhood and later life – being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being. Our ambition is to improve those outcomes for all children and to narrow the gap in outcomes between those who do well and those who do not.

Every child matters and *Every child matters: next steps2* recognised that the realisation of this ambition for improved outcomes required radical change in the whole system of children's services, including:

- the improvement and integration of universal services – in early years settings, schools and the health service;
- more specialised help to promote opportunity, prevent problems and act early and effectively if and when problems arise;
- the reconfiguration of services around the child and family in one place, for example, children's centres, extended schools and the bringing together of professionals in multi-disciplinary teams;
- dedicated and enterprising leadership at all levels of the system;

- the development of a shared sense of responsibility across agencies for safeguarding children and protecting them from harm; and
- listening to children, young people and their families when assessing and planning service provision, as well as in face-to-face delivery.

What the outcomes mean

Be healthy

Physically healthy

Mentally and emotionally healthy

Sexually healthy

Healthy lifestyles

Choose not to take illegal drugs

Parents, carers and families promote healthy choices

Stay safe

Safe from maltreatment, neglect, violence and sexual exploitation

Safe from accidental injury and death

Safe from bullying and discrimination

Safe from crime and anti-social behaviour in and out of school

Have security, stability and are cared for

Parents, carers and families provide safe homes and stability

Enjoy and achieve

Ready for school

Attend and enjoy school

Achieve stretching national educational standards at primary school

Achieve personal and social development and enjoy recreation

Achieve stretching national educational standards at secondary school

Parents, carers and families support learning

Make a positive contribution

Engage in decision-making and support the community and environment

Engage in law-abiding and positive behaviour in and out of school

Develop positive relationships and choose not to bully and discriminate

Develop self-confidence and successfully deal with significant life changes and challenges

Develop enterprising behaviour

Parents, carers and families promote positive behaviour

Achieve economic well-being

Engage in further education, employment or training on leaving school

Ready for employment

Live in decent homes and sustainable communities

Access to transport and material goods

Live in households free from low income

Parents, carers and families are supported to be economically active

Supporting parents and carers

The Government intends to put supporting parents and carers at the heart of its approach to improving children's lives. The Green Paper consults on a long term

vision to improve parenting and family support through universal services such as schools, health services and childcare providing information and advice and engaging parents in supporting their child's development, where such support is needed or wanted.

Parents' information meetings at key transition points in their children's lives (such as the move from primary to secondary school). Led by trained peers or professionals these would provide information about child development, learning and behaviour as well as direct parents towards specific help.

Bullying; Effective action in secondary schools

<http://www.ofsted.gov.uk/assets/3235.pdf>

Ofsted 2003

Since September 1999, local education authorities (LEAs) have had specific duties to combat bullying. Schools must have anti-bullying policies and procedures and LEAs must ensure that their schools comply with their duties. In December 2000, the Department for Education and Skills (DfES) published an anti-bullying pack, *Bullying: Don't Suffer in Silence* (revised edition 2002), giving helpful guidance to schools. The document drew on work undertaken through DfES sponsored anti-bullying projects. The pack was updated in September 2002.

This survey, based on visits by Her Majesty's Inspectors (HMI) to LEAs and schools in 2001/02, focused on strategies to reduce incidents of bullying, to support victims and to deal with perpetrators. Six LEAs were visited: Norfolk, Coventry, Devon, West Sussex, Durham and Birmingham. Discussions were held with LEA officers about the support given to schools to help them tackle bullying and to find out what use LEAs had made of the DfES guidance. Two-day visits were made to 15 schools which had received training either from their LEA or from other agencies. The visits assessed the effectiveness of the training teachers had received and of the approaches used in schools to counter bullying. During the visits, discussions were held with staff, pupils, parents and governors; contact was also made with voluntary agencies that worked in the schools. Inspectors observed training sessions for staff as well as lessons and other activities. Additional evidence was taken from the Ofsted school inspection database, identifying schools that were judged to have effective anti-bullying procedures and analysing the factors that contributed to this good practice.

Main findings

- Without reliable local or national means of analysing the incidence of different types of bullying in schools, it is not possible to say whether bullying is on the increase, but better research and publicity are bringing more evidence to light. Surveys of children and young people suggest that bullying in schools is more common than adults sometimes think.
- The schools visited in this survey demonstrated how practical action founded on clear moral principles and the active involvement of pupils and parents can combat bullying and challenge a culture that accepts it as inevitable. The level of reported and confirmed bullying in the schools visited was low, and serious incidents were very rare, but the schools were not complacent about the issue.

- Procedures for dealing with bullying were generally very good in schools with a strong ethos, where teachers, parents and governors share consistent expectations, reinforced on a daily basis, about attitudes and behaviour. A positive approach to building a sociable atmosphere and confident relationships among pupils made a powerful contribution.
- Schools' policies on bullying varied in coverage and depth, although they were generally good. Their effectiveness was based on the commitment of headteachers and staff to keeping the level of attention to the issue high and making policies work on a day-to-day basis, rather than only when serious incidents come to light.
- DfES guidance about bullying was used well by all the LEAs in the survey to help schools to develop policies and procedures. Training provided by the LEAs and supported by other agencies brought together expertise from across the country to assist schools to review and improve their practice.
- Most of the schools visited made good use of the guidance and training provided to raise staff awareness, revisit their policies and strengthen their procedures. They were also helped by material from voluntary organisations and sometimes their direct involvement. Anti-bullying work in schools supported by specially funded short-term projects often had value, but sometimes not enough was done to sustain its value after the projects came to an end.
- Schools with the most successful approaches to bullying canvassed and took full account of pupils' views and they dedicated curriculum and tutorial time to discussing relationships and matters like bullying.
- Other features of good practice included the efficient checking of the school site, setting up safe play areas or quiet rooms, and close supervision at the start and finish of the school day.
- The schools had sound procedures for the reporting and the prompt investigation of indications or allegations of bullying and spent a considerable amount of time investigating concerns when they arose. Communication with parents was an important and sometimes difficult part of the process. Most of the schools had adequate systems to record incidents of bullying so that analysis of patterns could inform policy and practice.
- Follow-up action to ensure that the confidence of bullying victims was restored and bullying did not re-occur was good or very good in nearly three fifths of the schools, but was always not comprehensive enough or well enough sustained in other schools. Where used, 'circles of friends', peer counselling, learning mentors and outside agencies often proved effective in supporting victims, in modifying the behaviour of bullies and affecting the culture of the school.

Recommendations

To improve the way in which bullying is tackled, schools, supported by LEAs, should:

- maintain the momentum on action against bullying through initiatives to improve attitudes and behaviour in schools generally
- regularly collect and analyse information on the incidence of bullying, taking full account of pupils' views

- arrange systematic training for staff on managing behaviour, counselling pupils and working with parents in difficult situations
- ensure that training to help teachers identify and deal with bullying tackles cases where bullying focuses on race and sexuality
- check that follow-up action on confirmed allegations of bullying is appropriate in its range and is sustained
- consider the use of positive peer pressure, the involvement of pupils in befriending and mentoring schemes, and the support of outside agencies
- use other professionals to work alongside teachers, pupils and parents in overcoming the extreme effects of bullying.

Features of good practice

- a strong ethos in the school which promotes tolerance and respect, including respect for difference and diversity
- positive leadership from senior staff and governors on how bullying is to be dealt with within the overall policy on attitudes and behaviour
- a clear policy statement about bullying which has input from staff, governors, parents and pupils and which includes examples of how instances of bullying will be handled
- a planned approach in curriculum and tutorial programmes to the issue of bullying in a context which promotes self-esteem and confident relationships
- regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying, and to equip them with ways of responding to it
- periodic consultation of pupils to find out what bullying occurs, when, where and by whom
- confidential and varied means for alerting the school to current instances of bullying
- efficient patrolling by staff and prefects of the school site, especially toilets, lunch queues and secluded areas, and their presence at the school gates at the beginning and end of the day
- safe play areas or quiet rooms for younger pupils or those who feel threatened at break times
- ways of breaking down age-group stratification, for example through 'buddy' systems, mixed-age tutor groups, and out-of-school clubs run by older pupils for younger ones
- independent listeners, including older pupils and adults other than school staff, to whom victims of bullying may turn
- the involvement of pupils in procedures dealing with instances of bullying through 'circles of friends', peer mediation and other schemes
- prompt and thorough investigation of reported incidents, including contact with parents of victims and bullies in order to agree, if possible, a course of action
- provision for follow-up with victims of bullying and the bullies themselves
- a system to record incidents of bullying so that analysis of patterns, whether of pupils involved, type, location or time, can inform policy and practice.

Anti-bullying policies

All the schools visited had specific policies to combat bullying. Most policies had started as short statements that had been developed to cover procedures and ways of working. They were understood by staff and pupils and supported by parents and governors. Some, however, were insufficiently detailed in their coverage of all the elements of effective action in schools, though most were cross-referenced to policies on personal, social and health education (PSHE) and equal opportunities.

The best anti-bullying policies emphasise that a culture of not 'telling tales' or 'grassing' fosters bullying. They make it clear that:

- the school's aims mean that any kind of harassment is not tolerated
- pupils, parents and staff need to understand what is meant by bullying and to report incidents of it
- there are systems for pupils to report bullying that minimise the risk of making things worse
- all allegations of bullying are investigated and, if confirmed, they are acted upon, with clear procedures and sanctions specified and applied consistently
- records of incidents and the outcomes of investigations are used to inform review and planning by staff and governors
- the means of supporting victims of bullying include the involvement of their peers
- there are procedures to punish the bully but also to make sure that the behaviour is not repeated
- the curriculum includes programmes that build self-esteem, self-confidence and responsible assertiveness
- the aim of in-service training is to refresh staff understanding of how to manage behaviour generally and to detect and respond to bullying, and this training covers staff new to the school.

Crucially, the schools that dealt with bullying effectively kept the policy alive. They communicated it widely, referred to it regularly, for example in assemblies and tutor time; they reviewed it from time to time; and they made it clear that pursuing the policy was a matter of general practice and not of simply reacting to reported incidents.

Aiming High: Raising the Achievement of Minority Ethnic Pupils

http://www.dfes.gov.uk/consultations/downloadableDocs/213_1.pdf
DfES 2003.

A Whole School Approach to Achievement: Strong leadership

The headteacher and senior managers must lead an effective strategy that is applied across the whole school.

Leadership and vision are crucial to raising standards and aspirations. Well-led schools provide the best educational experience and the highest standards for their pupils. Headteachers, governors and school management teams (as well as middle managers) must therefore understand the issues around minority ethnic achievement. Through this strategy, we will support them to acquire the skills and confidence they need to lead a concerted drive to narrow achievement gaps.

These skills are embedded in the National Standards for Headteachers which set out the knowledge, understanding, skills and attributes that good headteachers must develop. The National College for School Leadership has developed its programmes around these standards and will ensure that the programmes for existing and prospective heads¹⁴ encourage a whole-school approach to raising minority ethnic achievement. The pilot 'Leading from the Middle' programme, aimed at middle managers and subject leaders, also identifies inclusion as one of five key themes of effective leadership. Additionally, the college offers a special 'Leading an Inclusive School' programme, which addresses achievement and inclusion issues.

From 2004, all first-time headteachers will be required to work towards the National Professional Qualification for Headship, if they have not already achieved it. The qualification's course modules include one with a specific focus on equal opportunities and meeting the needs of all pupils. Headteachers will learn the importance of monitoring performance of minority ethnic pupils; of promoting good race relations and dealing with racist incidents; of developing strategies to teach pupils about ethnic and cultural diversity; and fostering understanding of social and religious issues. Because of London's large minority ethnic population, the work of the College's London Leadership Centre offers particular potential to make a difference. London school leaders will receive extra help through strategies developed as part of the London Challenge.

The National College's general leadership programmes will be complemented by SHINE, a pilot targeted at aspiring minority ethnic headteachers, and the Equal Access to Promotion programme, a joint initiative with the National Union of Teachers, which is specifically aimed at ensuring minority ethnic teachers achieve their potential by taking up key leadership roles within the profession.

From April 2003, the Leadership Incentive Grant will be made available to secondary schools in some of the most challenging areas and circumstances across the country. The grant has three main aims. First, it should accelerate improvement in standards by strengthening teaching and learning throughout the school so that every pupil can excel. Second, it should build capacity for sustained improvement particularly through effective teamwork. Third, it should stimulate collaboration within and between schools. The new grant will enable headteachers and governors to support their staff in developing strategies that will raise the achievement of all pupils, but particularly those from lower achieving groups.

The role of governors:

School governors have a key part to play in leading a whole-school approach to raising the achievement of minority ethnic pupils. The National Training Programme for New Governors aims to ensure they receive consistent information about their role and responsibilities. The programme will also encourage governing bodies to support and lead action to narrow achievement gaps.

It is particularly important that parents and business people from minority ethnic communities are well represented on governing bodies. A new good practice guide on recruitment and retention in May 2003 will advise local education authorities on how they can help governing bodies to become more representative of their communities.

One project which is already helping meet this goal is the School Governors' One Stop Shop, which aims to recruit governors with transferable skills from the business world. To date, it has recruited over 600 potential governors from minority ethnic backgrounds.

Effective teaching and learning

Lessons are planned and delivered as effectively as possible and teachers are equipped to reflect the diverse cultures and identities of the communities represented in their school through their lessons.

Every pupil's ability to succeed depends to a large extent on the quality of teaching they receive. In good schools, not only are lessons well planned, but there is individualised support available for students, including those from minority ethnic backgrounds.

The best schools have certain characteristics in their approach to teaching and learning which if applied more generally would improve the school system as a whole. They expect every pupil to achieve high standards, and use the best teaching strategies to enable such high expectations to be met. Every pupil is expected to work towards clear targets in each subject. Every pupil gets the personal support they need to overcome barriers to learning.

11–14 year olds

The Key Stage 3 National Strategy has high expectations for all 11–14 year olds. It recognises that additional support may be required for bilingual and minority ethnic pupils. Appropriate training and materials have been provided to assist teachers in improving the achievement of bilingual learners across all subject areas. There is a training module on effective methods of teaching grammar to bilingual learners. The strategy targets additional funding and support through special intervention programmes which are increasingly focused on underperforming pupils in deprived areas and from minority ethnic backgrounds.

14–19 year olds

The proposed changes to the curriculum for 14–19 year olds aim through greater flexibility to respond to the individual needs of young people, offering them more choice and encouraging them to stay on in education and training after the age of 16. Many minority ethnic pupils disengage from education after the age of 14 and achieve poor GCSE results as a consequence. The changes should help address those problems. Schools will be expected to monitor the take-up of courses so that they can discuss any imbalances in take-up between different ethnic groups.

The Curriculum

Both the content of the curriculum and the skill with which it is delivered are key to engaging children and young people in learning. This can be particularly important for children and young people from minority ethnic groups who may not see their culture, history and values reflected in their school experience. Teachers need the confidence, competence and materials to use the existing flexibility within the curriculum to make subjects more relevant to pupils' own experience and to reflect their cultural heritage. The Qualification and Curriculum Authority's *Respect for All* website, which was launched at the end of February, is designed to give teachers the tools to do this.

While issues of equality and diversity need to permeate pupils' experience in school and beyond, citizenship provides a valuable focus for these important issues. Citizenship became part of the non-statutory framework for Personal, Social and Health Education and Citizenship in primary schools from September 2000, and a statutory subject in secondary schools from September 2002. This ensures that for the first time, all pupils will be taught about the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. It provides distinct opportunities for pupils to develop an understanding of fairness and social justice; the nature of prejudice; anti-social and aggressive behaviours like racism and bullying; and develop skills to challenge them assertively.

School Workforce

Few would dispute that the workforce is the single most important resource in any school. Good teaching and good teachers are fundamental to unlocking the potential of their pupils and to the delivery of high standards. Understanding of diversity and equality is now an important part of teacher training and the induction of other members of the school workforce. Teachers learn such skills through the new standards for Qualified Teacher Status. Teaching assistants learn through their induction to work with bilingual learners, while non-teaching staff should also receive appropriate induction training. All should also benefit from the updating of skills that comes with continuous professional development.

[Also some case studies given which may be useful.]

A Better Education for Children in Care

DfES 2003

http://www.cabinetoffice.gov.uk/social_exclusion_task_force/~media/assets/www.cabinetoffice.gov.uk/social_exclusion_task_force/publications_1997_to_2006/abefcic_summary_2%20pdf.ashx

Based on findings from the Social Exclusion Unit examining the barriers that prevent children in care achieving their educational potential and highlights specific areas of action to improve their life chances.

Reports that:

Educational outcomes are strongly influenced by a child's emotional, mental and physical

health. School can boost a child's health through raising self-confidence and self-esteem, enabling participation in sports and access to health education.

Placement moves can exacerbate health problems and make diagnosis harder. Instability, bullying and trauma can all impact on a child's emotional health.

Children with mental health problems can have difficulty accessing Child and Adolescent Mental

Health Services (CAMHS). Waiting times can be as long as 12–18 months in some areas. The Government aims to expand CAMHS by a minimum of 10 per cent year-on-year, with additional funding of £250 million over the next three years.

Safe to Learn: Embedding Anti-Bullying Work in Schools

DCSF, 2007

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00656-2007&>

This guidance covers both how schools should tackle bullying in general and how schools can respond to the different kinds of bullying, such as cyberbullying, homophobic bullying and racist bullying.

Anti bullying work should be integrated within the general School Improvement Plan. Highlights need for auditing of anti bullying practices and provides materials to do this. Need for multiple layers of intervention both within and beyond the curriculum. Good practice suggests the policy should be reviewed on average every two years. Need to support staff to promote positive relationships and identify and tackle bullying appropriately. Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy. Report back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

Emphasises need to learn from anti-bullying good practice elsewhere and utilise the support of the LA and relevant organisations when appropriate. Provides specific guidance for enhancing all aspects of a policy including teacher training and how to respond to bullying.

Includes: Information about the prevalence of bullying, Further information about specific types of bullying, Opportunities to promote anti-bullying messages through the curriculum, Sample anti-bullying information sheet for pupils, Sample anti-bullying information sheet for parents, Model letter to parents informing them of their school's complaints procedure, Satisfaction survey for parents, Sample anti-bullying information sheet for staff (including temporary staff and contracted staff) working on the school site. Resource section contains references for reports on the incidence of bullying and examples of documentation to use.

Safe to Learn: Embedding Anti-Bullying Work in Schools - Cyberbullying

DCSF, 2007

<http://publications.teachernet.gov.uk/eOrderingDownload/CYBERBULLYING.pdf>

The DCSF has worked with children's charity Childnet International to provide this guidance, which forms part of the anti-bullying guidance *Safe to Learn: Embedding*

Anti-Bullying Work in Schools. Contains information and advice for schools on the subject, and strategies for schools to review their policies.

Cyberbullying is defined as the use of *Information and Communications Technology (ICT)*, particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

The report provides general background, potentially interesting data regarding the incidence of cyberbullying, guidance for strategies to tackle the issue, emphasising a “whole school community” approach. Specific strategies outlined in regard to IT use. Resource section contains useful websites and references 4 reports/studies. Also, “case studies” which give example paperwork used in four schools.

Bullying Today

Office of the Children’s Commissioner 2006

<http://www.11million.org.uk/resource/uqryw70gbnb0fa04ggal2va6.doc>

This report brings together analysis of national and local strategy and frameworks, academic theory and evidence base, and the experiences and views of children and young people to provide a comprehensive picture of bullying today. Tackling bullying needs a whole-systems approach. Bullying is a Children’s Rights issue, and Children’s Rights approaches can make a significant contribution to tackling the problem.

Examination of all Children and Young Peoples Plans produced by Children’s Authorities:

Key messages from initial analysis and interventions:

- *Intervene early*: primary schools are more likely to achieve substantial reductions in bullying than secondary schools (this appears to be largely for developmental rather than institutional reasons).
- *Work together*: a whole school policy must draw in governors, teachers, non-teaching staff, pupils and parents, and needs leadership to do so.
- *Work iteratively*: a whole school policy depends on a cyclical process moving through consultation, to content, to dissemination, to implementation, to evaluation, to awareness and back through to consultation.
- *Work over the long term*: effects fade unless engagement is maintained.
- *Work broadly*: develop a range of preventative and responsive techniques that meet the wishes and needs of different pupils and different types of bullying situations, including bias-bullying (see 4.7 - 4.10)
- *Develop or access new skills*: schools need to be able to draw on additional training and support.

- *Engage the charitable and voluntary sectors*: resources, skills and vision here can stimulate mainstream practice.

The Plans show how Trusts intend to tackle bullying at three levels: they describe some intervention methodologies; they describe operational support; and they set a strategic direction. Perhaps unsurprisingly, given the strategic nature of the Plans, intervention methodology is described in only a few cases. A helpline for victims of bullying is proposed in one. The presence of police officers in schools – an aspect of the Safer School Partnership approach - is endorsed in another. In one local authority, a media campaign with advertising in schools and at bus-stops will herald a broader set of practices. A couple of plans commit to improved and more easily accessible information for children and parents; while in another three, school charters and standards are seen as a way forward, through locally accredited charter schemes in two, and through improved sign-up to the national *Bullying – A Charter for Action* in the other (see 3.2). Perhaps significantly, most specific mentions are for approaches that equip children and young people with the insight and skills to themselves reduce bullying behaviour. Emotional and behavioural materials and techniques - SEAL and R-Time – (see 3.4) are endorsed in three plans; and peer-delivered support services – buddying or mediating - are promoted in three others. Restorative justice is described being used successfully in one area.

Discussion of policies SEAL, Every Child Matters, PSHE, difficulties reporting.
Chapter 5: Anti bullying interventions: what is their effectiveness – report of a literature review.
Recommendations from the Children’s Commissioner.

Bullying: a charter for action

DCSF 2007

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00657-2007>

A checklist for schools to assist them in implementing their anti-bullying policy. DCSF recommend schools use this charter when determining and evaluating their policy

Education and Inspections Act

DfES 2006

<http://www.dfes.gov.uk/publications/educationandinspectionsact/docs/Guide%20to%20the%20Education%20and%20Inspections%20Act.pdf>

The Act empowers schools by devolving as much decision-making to them as possible, while giving local authorities an enhanced strategic role as the champions of pupils and parents. Schools must tailor their curriculum to meet their pupils’ needs

and take responsibility for their own school improvement, working closely with other schools and external partners. Expansion of Trust schools model.

The Act gives effect to some of the key recommendations of the recent Steer report, creating a clear statutory right for school staff to discipline pupils, putting an end to the “You can’t tell me what to do” culture.

Nothing immediately relevant. Act covers general issues regarding funding, exclusion, introduction of diploma and local authority roles.

The Education of Children and Young People with Behavioural, Emotional and Social Difficulties as a Special Educational Needs

DCSF Revised Guidance, May 2008

<http://www.teachernet.gov.uk/doc/12604/BESD%202008%20guidance.doc>

The purpose of this guidance is to bring together existing advice on improving achievement, health and emotional well-being for children and young people whose behavioural, emotional and social difficulties are persistent and provide an obstacle to their learning. The guidance is set in the context of SEN and disability legislation and guidance, the Children Act requirement for local co-operation, guidance on mental health and the report of the Practitioners’ Group on School Behaviour and Discipline.

Contains: What is meant by Behavioural, Emotional and Social Difficulties? Whole school approaches to prevention and early identification.
Need to take account of children with SEN in general school policies.

Other literature suggested in NICE scope

Respect Action Plan

<http://www.homeoffice.gov.uk/documents/respect-action-plan?view=Binary>

Home Office 2006.

Nothing immediately relevant to wellbeing in schools. Data on school attendance and behaviour (chapter 3).

Primary National Strategy. Excellence and enjoyment: social and emotional aspects of learning. Guidance

<http://publications.teachernet.gov.uk/eOrderingDownload/DFES0110200MIG2122.pdf>

Guidance for primary and middle schools, special schools and Foundation Stage settings.

Higher Standards, Better Schools for all. More choice for parents and pupils.

<http://www.dfes.gov.uk/publications/schoolswhitepaper/pdfs/DfES-Schools%20White%20Paper.pdf>

Nothing directly relevant to wellbeing. Improving academic standards and parental choice.

Excellence and Enjoyment: A strategy for primary schools

http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/pns_excell_enjoy037703v2.doc

Primary level only

Depression in Children and Young People

<http://www.nice.org.uk/guidance/CG28#summary>

Expected care from doctor, nurse counsellor, and the kind of health services available.

Conduct disorder in children - parent-training/education programmes

<http://www.nice.org.uk/TA102>

NICE recommends group-based parent-training/education programmes in the management of children with conduct disorders. Individual-based programmes are only recommended where the family's needs are too complex for a group-based programme. Advice only applies to children 12 years or younger.

Interventions:

Intervention: National Healthy Schools Programme

Objectives

The whole school approach;

"Achieving National Healthy School Status recognises that being healthy is not just about children and young people, it is about the whole school community. And it's not just what happens in the curriculum, it's about the entire school day. Through adopting this approach schools ensure full engagement with the school community and secure sustainable improvements".

Expected Outcomes

A healthy school should:

- make a significant contribution in helping its children and young people
- achieve the five national outcomes of Every Child Matters
- identify valuable outcomes and processes that can be recorded in its OFSTED Self-Evaluation Form
- strengthen the school's position to offer effective extended services give a clear signal to children and young people, parents/carers, governors and the wider educational community that the school values participation, consultation and inclusion

Intervention details

<http://www.healthyschools.gov.uk/>

Healthy schools is a whole-school approach to physical and emotional well-being focused on four core themes:

Personal, Social & Health Education
Healthy Eating
Physical Activity
Emotional Health & Wellbeing

The Emotional Health & Wellbeing includes:

Support for vulnerable children
Clear leadership (including a behavioural policy)
Curriculum activities (use or planned use of SEAL)
Support and advice for crisis (pastoral care)
Combating stigma and discrimination
Bullying policy
Pastoral training (CPD support for all staff)
Confidence and self esteem activities (including celebrations and recognising achievement).
Confidentiality policy

There are 10 elements to the whole school approach:

- Leadership, management and managing change
- Policy development
- Curriculum planning and work with outside agencies
- Teaching and learning
- School culture and environment
- Giving children and young people a voice
- Provision of pupil support services
- Staff professional development needs, health and welfare
- Partnerships with parents/carers and local communities
- Assessing recording and reporting children and young peoples' achievement

Evaluation undertaken

http://www.wiredforhealth.gov.uk/PDF/Full_report_2004.pdf
http://www.nfer.ac.uk/emie/content.asp?id_Category=327&id_Content=295

A formal evaluation of Healthy Schools was undertaken in 2004 by the National Foundation for Educational Research and the Institute of Education and was based on a Health Related Behaviour Questionnaire. In secondary schools, four of twelve outcomes were significantly improved in schools that had achieved Healthy School Status (level three). These were: less likely to have used drugs, more likely to feel at ease when visiting a doctor, higher self esteem, and more likely to know where to get free condoms.

The over all lessons learned from the evaluation were:

- Pupils appreciated being listened to and consulted
- Confidentiality is important
- School like the flexibility available within the programme
- Support from school management is key

- A whole school approach is easier in primary than secondary school (small verses large school)
- Existing local partnerships were useful

An evaluation of the pilot NHSP activities and a parallel audit of existing healthy schools partnerships (Rivers et al., 2000) suggested that healthy programme activities had benefited schools academically and socially and that many of the improvements related to social relationships (e.g. pupil-pupil, pupil-teacher, school-parent, and school-community), although many of the research participants tended to view the healthy schools agenda as an initiative to improve the quality of life in school and not directly related to academic targets (NFER/TCRU, 2004; Sinnott, 2005).

A review (DfES/DoH, 2002) drawing from the Ofsted database of schools inspected between September 2000 and July 2001 also showed that healthy schools (both primary and secondary) were making improvements at a faster rate than other schools in pupil behaviour; quality of pupils' work; quality of the PSHE curriculum; and the management and support of pupils.

An evaluation carried out in Hong Kong (Lee et. al., 2005) showed that schools involved in healthy school awards showed better life satisfaction, emotional health, and academic performance. By embodying a whole school approach in which a broad health curriculum was supported by the development of a healthy environment and ethos, the scheme fostered healthy practices within the school, the home and the community. Importantly, the literature points to the teacher-pupil relationship as being particularly significant for excluded pupils (Pomeroy, 1999; 2000) and 'hard to teach' pupils (Ennis & McCauley, 2002).

Intervention: Secondary Social, Emotional and Behavioural Skills (SEBS) pilot

Objectives

The programme aimed:

- to complement, consolidate and strengthen good practice in secondary schools
- to build on emerging links between emotional health and well-being and effective learning
- to draw on work that schools will have undertaken through previous professional development on emotional health and well-being.

The programme aims to help teachers develop pupils' skills in five key areas:

- self-awareness, including knowing and valuing oneself, and understanding feelings
- the management of feelings, focusing on improving the management and expression of emotions
- motivation, including developing persistence, resilience and optimism and developing strategies to reach goals
- empathy, to promote understanding the thoughts and feelings of others and valuing and supporting others
- forming positive relationships: building, maintaining and improving relationships with others.

Expected Outcomes

Improved social, emotional and behavioural skills in secondary school children. Note that neither objectives nor outcomes are expressed in terms of quantified and/or quantifiable change in specific measures (or proxy measures) of wellbeing.

Intervention details

The pilot programme to develop social, emotional and behavioural skills started in 2005. The Secondary National Strategy produced a set of materials in 2004 *Developing emotional health and well-being: a whole school approach (DfES 0180-2005 G)*. It provided written resources in the form of handbooks and teaching materials to both support teachers' professional development and help them to develop pupils' social, emotional and behavioural skills in lessons. Behaviour and attendance (B&A) consultants supported schools in using these materials.

Six local authorities (Manchester, Gloucestershire, LB Barnet, Plymouth, Cumbria and NE Lincolnshire) and 54 schools were involved. LAs and schools had support in planning the implementation of SEBS, the leadership and management of the programme and suggestions for incorporating SEBS into teaching and learning plans. The development of this work was through the partnership between the local authority B&A consultant and schools. A range of other professionals potentially involved included educational psychologists, behaviour support services, emotional health and well-being consultants and Child and Adolescent Mental Health Services.

The acronym SEAL (Social and Emotional Aspects of Learning) is now used to describe the programme that has been developed from the SEBS pilots.

Evaluation undertaken

<http://www.dfes.gov.uk/research/data/uploadfiles/DCSF-RR003.pdf>

Evaluation of SEBS was undertaken between October 2005 and May 2007. Two phases both included interviews with pilot local authorities, case study visits to ten pilot schools and a schools survey.

Key qualitative findings include:

- Overall, the SEBS pilot was well received by pilot schools and LAs and staff valued and were committed to the underlying principles of the pilot programme.
- Schools were positive about the support they had received during the pilot. The main sources of support for schools appeared to be the Behaviour and Attendance (B&A) consultants and the local network meetings for pilot schools. The local network meetings provided schools with the opportunity to meet other pilot schools and exchange ideas and good practice, while the B&A consultants provided schools with more targeted support in particular areas of the implementation of the SEBS pilot, either through visits, or remote contact.
- In considering how the programme could best ensure impact in the future, interviewees highlighted a number of factors they felt may be important. These included: maintaining a whole-school approach, changing cultures and

attitudes, involving the right people, commissioning resources and linking with the bigger picture.

<http://www.ofsted.gov.uk/publications/070048>

After five terms, the greatest impact in the schools was on teachers' attitudes towards the idea of social, emotional and behavioural skills and their understanding of how to develop these skills systematically within subject lessons. Where the pilot was most effective, teachers adjusted teaching methods to take account of the pupils' specific needs. As a result, pupils worked better in teams, were better able to recognise and articulate their feelings, and showed greater respect for each other's differences and strengths.

Note that, although evaluation showed that availability of funding was an issue that influenced implementation, specific quantitative information was not collected on the costs or resource implications (eg time spent on training teachers, network meetings etc). Quantitative survey data did include some indicators of implementation such as % of teachers aware of/ using programme materials.

Intervention: DfES anti-bullying pack

Objectives

The pack was designed as a resource to help schools develop and improve their own anti-bullying programmes.

Expected Outcomes

Improved school programmes for tackling bullying.

Intervention details

<http://www.dfes.gov.uk/bullying/pack/02.pdf>

Funded as part of a then Depart for Education anti-bullying project (1991-94), "Don't suffer in silence; an anti-bullying pack for schools" was issued in September 1994 and revised in December 2000.

- The pack is divided into sections and provides schools with information on:
- A whole-school policy on bullying
- Bullying: pupils' experiences
- Finding out about bullying in school
- Strategies to combat bullying
- Working with parents
- Beyond the classroom
- Case studies
- Materials
- Advice for pupils, parents and families

The section on whole school approach provides information on: why schools should be concerned about bullying, establishing a whole-school policy in four stages

(awareness raising, implementation, monitoring, evaluation) and bullying outside a school's premises.

Links to a wide range of materials including literature, curriculum materials, videos and organisations.

Evaluation undertaken

[http://www.dfes.gov.uk/bullying/pdf/Bully%20Research%20DP%20Bullying%20\(download\).pdf](http://www.dfes.gov.uk/bullying/pdf/Bully%20Research%20DP%20Bullying%20(download).pdf)

The anti-bullying pack was evaluated by Goldsmith College London in 2003.

They found that:

- Schools generally found the pack useful for maintaining awareness of the issue and providing a range of strategies to employ
- Most schools requested the pack for a specific purpose- to write, follow up or implement an anti-bullying or healthy schools policy
- Most staff in the schools had not seen the pack
- The pack was also being used in work with parents, improving the school environment and group work
- Schools generally found that the problem of bullying slightly decreased since getting the pack.

Intervention: Emotional Wellbeing and Mental Health Support for Children and Young People in Schools (Bristol)

Objectives

To provide schools with support and advice in meeting both general and specific demands from young people.

Expected Outcomes

Provide schools working to support the emotional healthy of the young with greater confidence through information.

Intervention details

www.sw-special.co.uk/documents/misc/docs/BristolCarePathwayToolkit.doc

The toolkit document details strategies and resources available in Bristol to meet the needs of children, as well as resources to produce an "emotionally strong" school. It examines approaches for children who show high levels of concern and do not respond to early intervention. It includes reference points for contacts and advice from a wide range of agencies and supporting bodies. Access to specialist Child and Adolescent Mental Health services in Bristol is also explained. There is also an annex of background sources and further reading.

Evaluation undertaken

Although there is no formal evaluation, the authors state that the toolkit is "organic" and will require continuous modification to be of value. They believe that the true value is not the final document, but the process involved in its production; which involved a multi-agency team from CAMHS, LA, Healthy Schools, and schools.

Intervention: Local Wellbeing (The Young Foundation)

Objectives

This three-year project will test out a series of well-grounded interventions to improve public wellbeing in the three UK local authorities. The aim will be to pioneer new approaches to the design and delivery of policies and services which could then be replicated much more widely. Based on practical action in South Tyneside, Manchester and Hertfordshire, the project will explore how local government action can contribute to a growth in happiness and wellbeing, both by enhancing existing services and providing or planning new services.

Expected Outcomes

Improved public wellbeing.

Intervention details

http://www.youngfoundation.org.uk/work/local_innovation/consortiums/the_local_wellbeing_project

Five core themes have been identified where local government intervention, in partnership with other local services, should lead to an increase in wellbeing. Three of these themes are relevant to schools:

Positive parenting and parenting support

This will build on existing parenting programmes in the three local authority areas, which include a range of targeted and universal services, some focused around preventing anti-social behaviour. Scoping work will tease out how programmes can be enhanced to increase the wellbeing of both parents and children and how the overall impact on the wellbeing of parents can be evaluated.

Promoting emotional resilience among 11 to 13 year olds in secondary schools

The project will roll out Martin Seligman's resilience programme to schools through PSHE lessons using specially trained teachers. The Seligman programme has impressive results in the US and internationally. This will be its first comprehensive UK trial.

Young people's progress through the 16 to 19 transition

This will focus on ways in which interventions that encourage young people's employability lead to increased wellbeing. A range of approaches are being taken in the three areas to tie employers into education and schools, ranging from Connexions partnership working with local employers to the development of guaranteed apprenticeships, studio schools and a programme of Academies sponsored by local employers.

Intervention: The Young Minds schools outreach service

Objectives

To help raise awareness of children's and adolescent mental health issues in schools and community organisations.

Aims:

- To improve life chances for children and young people at risk of and experiencing difficulties with mental and emotional health
- To achieve better outcomes for parents and families who engage with children's mental health services
- To promote the good mental health and emotional well-being of all children

Expected Outcomes

Raised awareness, leading to better health.

"Our vision is of a society that promotes and protects good mental health for all children and young people. A society where children's views are respected and they are loved, safe and enjoy life".

Intervention details

<http://www.youngminds.org.uk/professionals/support-for-schools>

Young Minds is a national charity committed to improving the mental health and emotional well-being of all children and young people.

Young Minds:

- visit schools and youth groups to talk about how children and young people can stay emotionally healthy and aware of their mental health.
- provide staff with information and talk to students directly.
- talk about Young Minds and our Parent's Information Service (PIS)
- run an awareness workshop or assembly to help staff and young people gain an insight into mental health issues.
- refer to Young Minds's publications on key topics that can help staff and young people understand mental health issues in greater detail.
- support tutorials, health days, PSHE lessons or other relevant subjects

Intervention: Antidote

Objectives

"Antidote's **aim** is to create an emotionally literate society, where the facility to handle the complexities of emotional life is as widespread as the capacity to read, write and do arithmetic".

Expected Outcomes

build harmonious relationships
increase student motivation to learn
engage staff and student participation
stimulate innovation and can-do

Intervention details

<http://www.antidote.org.uk/who/vision.html>

Antidote was set up by a group of people, from diverse professional backgrounds, who saw a need to apply the latest understandings of human nature to the challenge of creating a healthier and more sustainably prosperous society. Antidote's focus was on emotional literacy, which came to be defined as: *The practice of interacting in ways that build understanding of our own and others' emotions, then using this understanding to shape our actions.*

The Antidote Toolkit

The School Emotional Environment for Learning Survey (SEELS) is an online self-evaluation tool. It provides staff and students with the information they need to start improving the emotional environment of their class or school.

Intervention: The impact of a whole school approach to improve out of class behaviour (Dartmouth High School)

Objectives

To assess the impact of a whole-school approach to improve out of class behaviour

Expected Outcomes

Implementation of a new whole school referral system designed to inform strategic planning to develop and encourage behaviour for learning skills both in and out of class

Intervention details

http://www.standards.dcsf.gov.uk/secondary/keystage3/downloads/cs_ba_class_behaviour.doc

Three weeks in the summer term were identified and a detailed log of every out of class behaviour incident was recorded. All staff, including support staff and administrators, met to discuss out of class behaviour. The in-depth audit formed the basis of the discussions. Key issues were prioritised and potential solutions agreed.

'Quick wins' were implemented immediately:

staff were consulted on the location of behaviour 'hot-spots' – informing redirection of break/lunch/senior staff duties
'meet and greet' became a key focus for all staff
bells were reduced to a minimum number

There was a whole staff INSET on effective starters and plenaries as these were seen as key areas impacting on out of class behaviour. The inclusion centre was redefined as the LINC – Learning and Inclusion Centre – focussing on all issues of inclusion, including an understanding of behaviour for learning and provision for pupils as an alternative to exclusion. Pupils exhibiting poor behaviour were targeted early and given appropriate support and guidance *on site* before reintegration – one major focus area is out of class behaviour. More effective use was made of the Behaviour Education Support Team and the development of links with additional outside agencies to address training issues and incidents of poor behaviour.

Evaluation undertaken

Findings:

- Staff recognised that all colleagues had a role to play and consistency was the critical element
- Significant improvement in punctuality to lessons
- Acknowledgement by staff, pupils and visitors that the school has a calmer atmosphere
- Fewer incidents of truancy after morning registration
- No exclusions in the first half of the autumn term (compared with 18 in the same period last year)
- Reduced number of referrals for misbehaviour during lessons
- After 4 weeks the bells were reinstalled because it has shown minimal impact and staff clearly wanted to return to the old system
- An increase in both level 5+ at KS3 in English, Maths and Science and in % 5+ A* - C at GCSE

Intervention: Expect Respect

Objectives

Expected Outcomes

Students can:

- make use of their own tacit knowledge
- convert their life experiences into prototype theories, mental models and check lists
- discuss important ideas about the consequences of different kinds of behaviour
- decide for themselves how to develop and maintain good relationships with peers, family, employers and others in community.

Intervention details

Expect Respect is a series of 20 workshops that focus on respect. - respect for ourselves, respect for people who are different and respect for our peers, families, elders and others in the community. Awaiting discovery within the workshops is a set

of principles about how to behave appropriately towards others and what to expect in return.

A workshop can be completed in 40-60 minutes.

Affecting others
Anger management
Assertive behaviour
Being a team player
Belonging to a group
Bullying and racism
Dealing with bullying and racism
Discrimination
Empathising with others
Expectations of others
Good relationships
New challenges
Opinions and beliefs
Personal goals
Respect for differences
Responsible behaviour
Rights and responsibilities
Rules and laws to live by
Showing respect

Groups of students each connect 4-6 USB keyboards to a computer via a USB hub and the classroom activity is ready to begin. Every group has a student facilitator who takes turns conducting the meetings. Everyone types their which appear on the display in real-time. Students are then asked identify the key ideas or concepts and recorded by the facilitator. After the session, an electronic copy is sent to everyone who attended so the thinking can be used as the basis for an essay, presentation or class project.

Evaluation undertaken
Feedback from students:
I now feel much closer to my fellow students
You realise what goes around comes around
We have to break the bullying cycle
Everyone has their say and is really listened to
This is fun
We generated a huge number of really good ideas
Everyone is affected by the problem.

Feedback from teachers:
Expect Respect helps students take more responsibility for their behaviour
It improves self-esteem
Students have ownership of the solutions
This is a great example of personalised learning
This results in a 2-way improvement in respect, students for teachers AND teachers for students.

Appendix 4

Paper extractions

Source (author, title journal and year of publication)	Evaluation of a Comprehensive Behaviour Management Program To Improve School-Wide Positive Behaviour Support Metzler et al 2001 Education and Treatment of Children 24(4) 448-479
Reference manager no.	3
Country of Origin Population	USA/Canada? 7 th grade (n=671)
Type of study (RCT, observation etc)	Primary evaluation Cross sectional
Type of intervention (Curriculum, environment etc)	Children: behaviour management Social skills training Aggression/violent behaviour
Outcomes	Improve positive reinforcement for appropriate social behaviour Decrease aggressive social behaviour
Results	The effective behaviour support program resulted in increased positive reinforcement for appropriate social behaviour and decreased aggressive social behaviour among students. Discipline referrals were significantly decreased for 7th graders.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Preliminary Evaluation of a Multimedia Violence Prevention Program for Adolescents Bosworth et al 2000 American Journal of Health Behaviour 24(4) 368-280
Reference manager no.	4
Country of Origin Population	USA/Canada? Middle school students
Type of study (RCT, observation etc)	Primary evaluation Intervention and control before and after study Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behavioural management Computer based violence prevention programme
Outcomes	Reduced violence / increase intention to use non-violent strategies
Results	Successfully diminished intervention students' beliefs supporting violence and increased intentions to use non-violent strategies
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Coping with Distress and Self Harm: The Impact of a Primary Prevention Program among Adolescents Klingman et al 1993 Journal of Adolescence 16(2)121-140
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Reference manager no.	5
Country of Origin Population	Israel Eighth-grade students (n=237)
Type of study (RCT, observation etc)	Primary evaluation Cross sectional
Type of intervention (Curriculum, environment etc)	Children: behavioural management
Outcomes	Improve eighth-grade students' (n=237) distress-coping and prepare them as gatekeepers with regard to self-destructive behaviour of peers
Results	Program had positive effect on attitudes, emotions, knowledge, and awareness of distress coping skills. Had some face validity and social validity from students' vantage point.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	The Impact of a Cooperative or Individualistic Context on the Effectiveness of Conflict Resolution Training Stevahn et la 1996 American Educational Research Journal 33(4)801-823
Reference manager no.	6
Country of Origin Population	Canada Seventh and eighth graders (n=111)
Type of study (RCT, observation etc)	Primary evaluation Cross sectional
Type of intervention (Curriculum, environment etc)	Children: behaviour management Conflict resolution training
Outcomes	effectiveness of a conflict resolution program
Results	Results with 111 seventh and eighth graders support the effectiveness of the conflict resolution training and indicate that the training generally had more effect in a cooperative learning condition.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Social Skills Training for Young Adolescents Wise et al 1991 Adolescence 26 101-233
Reference manager no.	9
Country of Origin Population	USA/Canada? Sixth graders (n=22)
Type of study (RCT, observation etc)	Primary evaluation Intervention / Control (FU 6 months). Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behaviour management Assertiveness training
Outcomes	Improved assertiveness (peer interactions and social responsibility).
Results	Compared to control group, students who received training performed significantly better on test of cognitive

	acquisition of the information at post test and six-month follow up.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	A School-Based Social Competency Promotion Demonstration Skroban et al. 1999 Evaluation Review 23(1) 3-27
Reference manager no.	10
Country of Origin Population	? Middle school
Type of study (RCT, observation etc)	Primary evaluation (5 year programme) Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behavioural management Social competency promotion programme
Outcomes	Prevent problem behaviour in middle school
Results	Evaluation of the five-year program showed that it was ineffective, with no dependable results on youth behaviour.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Improving academic performance and mental health through a stress management intervention: Results and mediators of change Keogh et al 2006 Behaviour Research and Therapy 44(3)339-357
Reference manager no.	11
Country of Origin Population	UK
Type of study (RCT, observation etc)	Primary evaluation Intervention / Control (FU 8-10 weeks) Longitudinal
Type of intervention (Curriculum, environment etc)	Children (intervention outside the classroom?) Cognitive behaviourally based stress management intervention (SMI) group, or a non-intervention control group.
Outcomes	Mood and motivation measures were administered pre and post intervention. Standardised examinations were taken 8-10 weeks later. Objective to improve mood and motivation
Results	As hypothesised, results indicated that an increase in the functionality of pupils' cognitions served as the mechanism by which mental health improved in the SMI group. In contrast, the control group demonstrated no such improvements. Also, as predicted, an increase in motivation accounted for the SMI group's significantly better performance on the standardised, academic assessments that comprise the United Kingdom's General Certificate of Secondary Education. Indeed, the magnitude of this enhanced performance was, on average, one-letter grade.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Evaluation of Responding in Peaceful and Positive Ways (RIPP): A school-based prevention program for reducing violence among urban adolescents Farrell et al 2001. Journal of Clinical Child Psychology 30(4)451-463
Reference manager no.	14
Country of Origin Population	USA
Type of study (RCT, observation etc)	Primary evaluation Intervention / Control (FU 6 and 12 months) Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behavioural management Universal violence prevention programme
Outcomes	Reduction in suspensions, use of peer mediation, reduction in fight related injuries.
Results	The reduction in suspensions was maintained at 12-month follow-up for boys but not for girls. RIPP participants also reported more frequent use of peer mediation and reductions in fight-related injuries at post-test. Intervention effects on several measures approached significance at 6-month and 12-month follow-up. The program's impact on violent behaviour was more evident among those with high pretest levels of problem behaviour
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	The effect of an optimism and lifeskills program on depressive symptoms in preadolescence Quayle et al 2001. Behaviour Change 18(4) 194-203
Reference manager no.	15
Country of Origin Population	USA/Canada? 47 grade 7 girls
Type of study (RCT, observation etc)	RCT (6 months FU)
Type of intervention (Curriculum, environment etc)	Children: intervention outside the classroom Transition to high school Optimism and Lifeskills Program for preventing depression in preadolescents.
Outcomes	Depressive and lonely symptoms, attributional style and self-worth
Results	Results showed fewer depressive symptoms and more positive self-worth in the intervention group compared to the control group at 6-month follow-up.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Bullying in Flemish schools: An evaluation of anti-bullying intervention in primary and secondary schools Stevens et al 2000. British Journal of Educational Psychology 70 195-210
Reference manager no.	19
Country of Origin Population	Norwegian 18 schools, 1104 primary and secondary school children.

	Age 10-16
Type of study (RCT, observation etc)	Longitudinal For this study, an experimental pre-test/post-test design was used which included a control group. Group 1: Treatment with Support: school-based anti-bullying intervention with additional support from the research group. Group 2: Treatment without Support: school-based anti-bullying programme, no researcher support Group 3: Control: did not implement the anti-bullying programme
Type of intervention (Curriculum, environment etc)	?
Outcomes	Reducing problems with bullying
Results	Mixed pattern of positive changes in primary schools and zero outcomes in secondary schools. The findings regarding the effects of external support revealed limited outcomes. It was argued that the developmental characteristics of secondary school students interfered with the programme outcomes.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Conflict resolution and peer mediation in public schools: What works? Lindsay 1999 Peer Reviewed Journal: 1998-11102-006
Reference manager no.	25
Country of Origin Population	USA/Canada? community mediation centres in fourteen elementary, middle, and high schools compared with three schools without such programs
Type of study (RCT, observation etc)	Cross sectional Primary evaluation. Teachers and other school personnel were interviewed and surveyed by mail, providing both qualitative and quantitative data.
Type of intervention (Curriculum, environment etc)	Changes to ethos/environment. Conflict resolution and peer mediation
Outcomes	Improvements in school discipline, systems and curriculum.
Results	Positive impact was found on school discipline systems and curriculum. Teachers gained skills useful for teaching and class management. Schools developed enlarged visions of teaching students to take responsibility for their own actions.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Evaluations of health promoting schools: a review of nine studies Mukoma et al 1919? Health Promotion International. 3 357-368
Reference manager no.	68
Country of Origin Population	South Africa

Type of study (RCT, observation etc)	Systematic Review: evaluations of health promoting schools (9 papers included) One study was a randomised controlled trial, while a quasi-experimental research design with comparison schools was used in three studies.
Type of intervention (Curriculum, environment etc)	Changes to environment / ethos Healthy School programmes
Outcomes	combinations of quantitative and qualitative data
Results	here was evidence that the health promoting school has some influence on various domains of health for the school community. It is also possible to integrate health promotion into the school curriculum and policies successfully.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Helping Friends: A Peer Support Program for Senior Secondary Schools Dillon 2007 Australian e-Journal for the Advancement of Mental Health 6(1)
Reference manager no.	138
Country of Origin Population	Australia 22 schools
Type of study (RCT, observation etc)	Primary evaluation (Before/after) Longitudinal
Type of intervention (Curriculum, environment etc)	Children: intervention outside the classroom. Peer support
Outcomes	Social Provision Scale (Cutrona & Russell, 1987) - increase in perceived social support.
Results	Small yet significant increases along subscales
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Primary and Secondary Prevention of Behaviour Difficulties: Developing a Data-Informed Problem-Solving Model to Guide Decision Making at a School-Wide Level Ervin 2007 Psychology in the Schools 44(1) 7-18
Reference manager no.	139
Country of Origin Population	Canada One school (as an example)
Type of study (RCT, observation etc)	Observation. Longitudinal
Type of intervention (Curriculum, environment etc)	Changing ethos / environment Children: behaviour management
Outcomes	Discipline problems, level of behavioural support.
Results	Reductions were noted in the number of student discipline problems, and improvements were noted in critical

	features of school-wide effective behaviour support at a systems level.
Extracted by (name, date)	Lb 30.06.08

Source (author, title journal and year of publication)	Making the Smart Choice: a systemic response to school-based violence Breunlin 2006 Journal of Family Therapy 28(3) 246-266
Reference manager no.	147
Country of Origin Population	USA One high school
Type of study (RCT, observation etc)	Primary evaluation Observation FU 4 years. Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behavioural management Violence reduction Conflict resolution
Outcomes	Suspensions for school based violence
Results	For four years, suspensions for school-based violence were halved compared to the four years prior to the start of the programme
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Voices from the Classroom: Pictorial and Narrative Representations of Children's Bullying Experiences Bosacki 2006 Journal of Moral Education 35(2) 231-245
Reference manager no.	148
Country of Origin Population	Canada
Type of study (RCT, observation etc)	Qualitative observation Discussion
Type of intervention (Curriculum, environment etc)	Children: other.
Outcomes	?
Results	Comprehensive anti-bullying interventions should include a component on moral values related to bullying & victimisation
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Strengthening Resilience in Children and Youths: Maximising Opportunities through the Schools Brooks 2006 Children & Schools 28(2) 69-76
Reference manager no.	150
Country of Origin Population	USA Children and Youths
Type of study	Review / Discussion

(RCT, observation etc)	
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	Strengthening resilience.
Results	Schools can strengthen resilience by developing social competence, increasing bonding between students & caring adults, communicating high expectations for students' academic & social performance, maximising opportunities for meaningful participation of students in the school environment, promoting resilience in school teachers & staff, & creating partnerships with families & community resources.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Theory-Based Survey Analysis of Well-Being in Secondary Schools in Finland Konu 2006 Health Promotion International 21(1) 27-36
Reference manager no.	156
Country of Origin Population	Finland 1346 pupils & 69 classes from grades seven to nine
Type of study (RCT, observation etc)	Evaluation of measurement tool Cross sectional
Type of intervention (Curriculum, environment etc)	?
Outcomes	School Well-being Profile to identify differences in well-being between classes in school.
Results	Time pressure was also reported widely. Concerning social relationships, teachers' interest in how pupils are doing & teachers' fair treatment were the aspects calling for attention. I
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Making Schools Safe: A System-Wide School Intervention to Increase Student Prosocial Behaviours and Enhance School Climate Kilian 2006 Journal of Applied School Psychology 23(1) 1-30
Reference manager no.	161
Country of Origin Population	USA One elementary school
Type of study (RCT, observation etc)	Longitudinal Primary evaluation (before/after) Intervention and control (limited) Behavioural, observational, self-report, quantitative, and qualitative measures
Type of intervention (Curriculum, environment etc)	Children: behaviour management Parental support Teachers
Outcomes	Improving pro-social behaviour, increasing positive behavioural choices, decreasing disruptiveness, decreasing

	disciplinary office referrals and suspensions.
Results	The school-wide intervention was effective in improving prosocial behaviour, in increasing students' appropriate and positive behavioural choices, in decreasing student disruptiveness in classrooms and common areas, and in decreasing disciplinary office referrals and suspensions.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Parental Reported Bullying among Nordic Children: A Population-Based Study Nordhagen 2005 Child: Care 31(6) 693-701
Reference manager no.	164
Country of Origin Population	Finland 20 000 children aged 2-17 5 Nordic countries.
Type of study (RCT, observation etc)	Longitudinal comparative study in 1984 & 1996
Type of intervention (Curriculum, environment etc)	Data collection - no intervention
Outcomes	prevalence of bullying, risk factors for bullying & possible effect factors
Results	parents reported bullying of their child in 15.1% of the cases. Bullying varied from 7.2% in Sweden to about 20% in Denmark & Finland. There was a small increase in bullying from 13.7% in 1984 to 16.4% in 1996. Bullying was most frequent in boys (OR: 1.4) & in children 2-6 & 7-12 years old (OR: 2.0 & 2.2 compared with older children). Children of single parents & of parents with low education had increased risks (OR: 1.4 & 1.4). Children with chronic conditions had higher risks for being bullied (OR: 2.3). In 1996 children with psychiatric/nervous problems & hyperactivity had high risks for being bullied (OR: 8.8 & 10.5) & for bullying others (3.9 & 3.5). Being bullied was associated with poor thriving & psychosomatic & psychological problems. No countries had national interventions before 1984, but Sweden had early focused on the problem & implemented a strong national policy before 1996. After 1996 national anti-bullying policies were strengthened in the Nordic countries, most in Sweden & Norway.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Can the school make a difference? A multilevel analysis of adolescent risk and health behaviour Maes 2003 Social Science and Medicine ?? 517-529
Reference manager no.	208
Country of Origin Population	Finland 29 schools
Type of study (RCT, observation etc)	Modelling Discussion
Type of intervention	Changes to ethos / environment.

(Curriculum, environment etc)	
Outcomes	Relationship between the structural and (health) policy variables of the school and characteristics of the individual on the risk and health behaviour of adolescents.
Results	?
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	The Protocol Approach to School Violence Moriarty 2001 Smith College Studies in Social Work 279-296
Reference manager no.	215
Country of Origin Population	USA One middle school
Type of study (RCT, observation etc)	Before /after study (FU 6 months) Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behavioural management Programme to prevent school violence
Outcomes	Number of violent incidents
Results	a violent incident reduction across the board of more than 30%
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Countering bullying at an Australian secondary school with students as helpers Peterson 1999 Journal of Adolescence 481-429
Reference manager no.	222
Country of Origin Population	Australia students in Years 7, 9, 10 and 11 in
Type of study (RCT, observation etc)	Questionnaire study 1995 and again in 1997. Longitudinal
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment Anti-bullying strategies
Outcomes	Levels of victimisation Support for anti-bullying strategy
Results	Significant reductions in levels of victimisation were recorded for Year 7 students only. Significantly increased support for anti-bullying initiatives was found among senior students (Years 10 and 11). Anti-bullying activities directed and undertaken by students themselves received most approval from peers.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Project peace: the evaluation of a skill-based violence prevention program for high school adolescents De Anda 1999 Social Work in Education 137-149
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Reference manager no.	223
Country of Origin Population	USA Adolescents
Type of study (RCT, observation etc)	Observation Cross sectional
Type of intervention (Curriculum, environment etc)	Children: interventions outside the classroom
Outcomes	sense of safety in the school environment attitudes towards violence behaviour with respect to confrontations
Results	Significant improvement in outcome measures
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Achieving health and educational goals through schools - a study of the importance of the school climate and the students' satisfaction with school Samdal 1998 Health Education Research 383-397
Reference manager no.	227
Country of Origin Population	Finland 11-, 13- and 15-year-old students in Finland, Latvia, Norway and Slovakia
Type of study (RCT, observation etc)	Observation Discussion
Type of intervention (Curriculum, environment etc)	Children; other
Outcomes	Health Behaviour in School-aged Children Survey
Results	in school health promotion interventions, attention needs not only to be given to classroom teaching materials, but also to the quality of a student's school experiences and the quality of the relationship with the teachers.
Extracted by (name, date)	LB 30.06.08

Source (author, title journal and year of publication)	Bully proofing your school: creating a positive climate Garrity et al 1997 Intervention in School and Clinic 235-243
Reference manager no.	231
Country of Origin Population	?
Type of study (RCT, observation etc)	Primary evaluation Discussion
Type of intervention (Curriculum, environment etc)	Teachers: training Children: curriculum change, behaviour management Changes to ethos / environment
Outcomes	Developing a school culture which does not tolerate physical or emotional violence.
Results	Highlights the five key components in creating a school culture that does not tolerate physical or emotional

	aggression. Details the staff training required for program implementation. Looks at classroom intervention, intervention with bullies and victim support
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Does your school have a peaceful environment? Using an audit to create a climate for change and resiliency Embry 1999 Intervention in School and Clinic 217-222
Reference manager no.	232
Country of Origin Population	USA
Type of study (RCT, observation etc)	Evaluation (audit) Discussion
Type of intervention (Curriculum, environment etc)	Teachers: training
Outcomes	Creating peaceful schools and communities
Results	Describes a tool for helping administrators, teachers and community leaders to create more peaceful schools and communities. Calls for a proactive response in creating a positive school climate.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	The European network of health promoting schools: development and evaluation in Wales Bowker et al 1996 Health Education Journal 457-464
Reference manager no.	233
Country of Origin Population	UK
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	?
Results	Outlines the guiding principles of the Welsh project, and the intervention and evaluation approaches adopted
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Bullying in UK schools: the DES Sheffield bullying project Sharp 1991 Early Child Development and Care; 77 47-55
Reference manager no.	240
Country of Origin Population	UK
Type of study	Observation

(RCT, observation etc)	Longitudinal
Type of intervention (Curriculum, environment etc)	Children: behaviour management
Outcomes	Reduced bullying
Results	Reports on the Sheffield Project, inspired by the success of the Nationwide Anti Bullying Campaign in Norway which suggests that intervention can reduce bullying by 50%. Considers the nature of the problem, interventions used and pupil involvement and addresses issues of monitoring and outcome.
Extracted by (name, date)	01.07.08

Source (author, title journal and year of publication)	The health-promoting school: organisation and policy development in Welsh secondary schools Nuttbeam 1987 Health Education Journal 3 109-115
Reference manager no.	244
Country of Origin Population	UK
Type of study (RCT, observation etc)	Observation ?
Type of intervention (Curriculum, environment etc)	Children; curriculum changes
Outcomes	curriculum development for health education, the school environment and family and community links.
Results	?
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Monitoring Indicators of Children's Victimization in School: Linking National-, Regional-, and Site-Level Indicators Benbenishty 2007 Social Indicators Research 3 333-348
Reference manager no.	248
Country of Origin Population	Israel
Type of study (RCT, observation etc)	Conceptual framework, methodology development Discussion
Type of intervention (Curriculum, environment etc)	Children; behavioural management
Outcomes	Victimization
Results	monitoring indicators of victimisation on all levels is described as a democratic youth empowering process.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	School bullying: The inside story Battaglio 2007
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	Dissertation Abstracts International 67(12)
Reference manager no.	251
Country of Origin Population	Canada N=18
Type of study (RCT, observation etc)	Qualitative Discussion
Type of intervention (Curriculum, environment etc)	Children: behaviour management
Outcomes	early school leaving, reduced self-esteem, depression, long-term addictions
Results	To be effective, anti-bullying strategies need to include (a) respecting individual differences, (b) understanding social group dynamics, (c) attending to teacher- student relationships, and (d) including a consideration of the social-emotional environment as a part of responsible educational pedagogy.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Fear of School Violence and the Ameliorative Effects of Student Social Capital Sacco 2007 Journal of School Violence 1 3-25
Reference manager no.	254
Country of Origin Population	Canada Data from the Canadian National Survey of Children and Youth
Type of study (RCT, observation etc)	Secondary data analysis Discussion
Type of intervention (Curriculum, environment etc)	?
Outcomes	the relationships between students' social connections and their feelings of vulnerability to criminal danger.
Results	Findings point to the importance of the social capital inhered in the students' relationship with parents, friends, and teachers as well as their own personality characteristics.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Individual and School Predictors of Middle School Aggression Reis 2007 Youth & Society 3 322-347
Reference manager no.	256
Country of Origin Population	USA 111,662 students in sixth, seventh, & eighth grades
Type of study (RCT, observation etc)	Secondary data analysis ?
Type of intervention (Curriculum, environment etc)	Children; behaviour management
Outcomes	individual student, family, & school predictors of

	aggression
Results	At the level of the individual student, measures of problem solving were most strongly predictive of aggression. Inclusion of students in policy & rule processes, cultural sensitivity education, & teaching that emphasises understanding over memorisation were significant predictors of aggression at the school level.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Fostering resilience among early adolescents exposed to community violence: Challenges, strategies, and support needs of middle school teachers in predominantly African American urban communities Maring 2006 Dissertation Abstracts International 67(3)
Reference manager no.	269
Country of Origin Population	USA 20 teachers from three middle schools
Type of study (RCT, observation etc)	Qualitative Cross sectional
Type of intervention (Curriculum, environment etc)	Teachers
Outcomes	foster youth resilience; addressed structure in their classrooms, school, and community; engaged in behaviours to preserve their personal mental health.
Results	Teachers expressed needs for support to effectively guide youth; improve school and community structure; and access mental health-related services.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Violence prevention programs and zero tolerance policies: Effectiveness for school safety as reported in the SSOCS Olmstead 2006 Dissertation Abstracts International 66(10)
Reference manager no.	280
Country of Origin Population	USA
Type of study (RCT, observation etc)	Observation Secondary data analysis Cross sectional
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	Violent incidents.
Results	Of the 14 types of VP programs, only student hotlines and school reorganisation were significant predictors of violent incidents in a multiple regression analysis
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Structure, Culture, and Personalization: The Battle for Recognition in Two Small Urban High School Settings Rodriguez 2005 Dissertation Abstracts International 66(5)
Reference manager no.	296
Country of Origin Population	USA Twenty low, middle and high achieving students
Type of study (RCT, observation etc)	Observation Qualitative Cross sectional
Type of intervention (Curriculum, environment etc)	Changing ethos / environment
Outcomes	Dimensions of school culture
Results	school size interacted with four major dimensions of school culture to facilitate the emergence of student personalization. The data demonstrated that student-adult relationships, quality of adults, academic culture and school mission were all significant dimensions of school culture.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	The Multilevel Context of School Disorder and Victimization: Examining the Influence of Student, School and Community Characteristics Kurlychek 2005 Dissertation Abstracts International 65(9)
Reference manager no.	314
Country of Origin Population	USA nationally representative sample of 8th grade students
Type of study (RCT, observation etc)	Observation?
Type of intervention (Curriculum, environment etc)	Changing ethos / environment.
Outcomes	Victimization
Results	school climate, particularly poor disciplinary climate, is substantially and significantly associated with student disorder and victimisation.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	The Role of School Context in the Increase in Young People's Health Complaints in Finland Karvonen 2005 Journal of Adolescence 1 1-16
Reference manager no.	315
Country of Origin Population	Finland 8th & 9th graders (14- & 15-year-olds, n = 60,347)

Type of study (RCT, observation etc)	Cross sectional data Surveyed in 1996, 1998 & 2000 Multilevel linear regression analysis
Type of intervention (Curriculum, environment etc)	Changing ethos /environment
Outcomes	Psychosocial health
Results	The study suggests that young people's psychosocial health involves a range of influences deriving from individual susceptibility & from the social & educational functioning of schools.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	School Size and the Interpersonal Side of Education: An Examination of Race/Ethnicity and Organisational Context Crosnoe 2004 Social Science Quarterly 5 1259-1274
Reference manager no.	332
Country of Origin Population	USA 14,966 students in 84 schools from the National Study of Adolescent Health.
Type of study (RCT, observation etc)	Secondary data analysis Cross sectional
Type of intervention (Curriculum, environment etc)	Changing ethos / environment
Outcomes	Student attachment to school and teachers Extra curricular participation.
Results	Increasing school size was associated with decreasing student attachment to school & to teachers as well as extracurricular participation.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Academic Failure in Secondary School: The Inter-Related Role of Health Problems and Educational Context Needham 2004 Social Problems 4 569-586
Reference manager no.	336
Country of Origin Population	USA
Type of study (RCT, observation etc)	Secondary data analysis Logistic regression modelling Discussion
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	(1) whether physical & mental health problems are an academic risk factor during secondary school; (2) the academic mechanisms underlying this risk status (3) explore whether this risk status varies by school context.
Results	self-rated health & emotional distress are both associated with greater likelihood of failing one or more classes in the next year & that absenteeism, trouble with homework, &

	student-teacher bonding account for much of these associations
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	The Development of Early Delinquency: Can Classroom and School Climates Make a Difference? Sprott 2004 Canadian Journal of Criminology and Criminal Justice 5 553-572
Reference manager no.	338
Country of Origin Population	Canada two years of the Canadian National Longitudinal Survey of Children & Youth
Type of study (RCT, observation etc)	Secondary data analysis Longitudinal
Type of intervention (Curriculum, environment etc)	Children; curriculum changes
Outcomes	development of early violence & property offending
Results	An emotionally supportive classroom when these children were age 10 to 13 was related to lower levels of violence two years later when they were age 12 to 15.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Relationship of the Family Environment to Children's Involvement in Bully/Victim Problems at School Stevens 2002 Journal of Youth and Adolescence 6 419-428
Reference manager no.	398
Country of Origin Population	USA
Type of study (RCT, observation etc)	Observation? Cross sectional?
Type of intervention (Curriculum, environment etc)	Parents
Outcomes	family functioning, childrearing practices, problem-solving strategies
Results	The findings revealed important perception differences between children & their parents, with parents holding up a more positive picture of their family. Important differences between families of bullies, victims, & bully/victims were documented looking at the family functioning & parent-child interactions from the perspective of the children. In contrast, almost no differences between the groups were observed if parents' reports were considered.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Group Approaches to Reducing Aggression and Bullying in School Horne 2007
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	Group Dynamics 11(4)
Reference manager no.	474
Country of Origin Population	USA
Type of study (RCT, observation etc)	Comparison of interventions Discussion
Type of intervention (Curriculum, environment etc)	Various Aggression and bullying
Outcomes	Aggression and bullying
Results	The authors present a series of interventions developed to reduce the incidence of aggression and bullying in schools. All of the programs presented have in common the utilisation of a group approach, and vary in their orientation from being psychoeducationally based to having a counselling emphasis. Finally, the overall effectiveness of group work for reducing aggression in schools is examined, and based on the findings the authors provide several recommendations for school administrators, counsellors, and other mental health professionals
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Process evaluation of the Healthy Schools Strategy in the urban area in Cali, Colombia Gutierrez 2007 Colombia Medica 38(4)
Reference manager no.	475
Country of Origin Population	Columbia
Type of study (RCT, observation etc)	process evaluation of the HPS Cross sectional
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	achievements, constraints and facilitators perceived by people involved in the strategy.
Results	achievements are related to the improvement of the management of the schools and the health of the children;
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Safe school
Reference manager no.	509
Country of Origin Population	Brazil
Type of study (RCT, observation etc)	RCT
Type of intervention (Curriculum, environment etc)	

Outcomes	To review the strategies to make school a safe environment.
Results	Implementation of safe schools represents a promising new direction for school-based preventive work. It is important to note that a safe school should intervene not only in its physical structure, but it should also make it as safe as possible by gathering the school community through health education, and mainly encouraging healthy behaviour.
Extracted by (name, date)	LB 09.02.08

Source (author, title journal and year of publication)	Bullying at school and satisfaction from health and life in pupils aged 11-15 Mazur 2004 Pediatria Polska 79(9) 2004
Reference manager no.	542
Country of Origin Population	Poland HBSC study - Health Behaviour in School aged Children. (A WHO Cross-national Collaborative Study) carried out in 2002 (N=6383) pupils from grade V (mean age 11,7) of primary school and grades I and III of secondary schools (mean age 13,7 and 15,7 respectively).
Type of study (RCT, observation etc)	Secondary data analysis Logistic regression Cross sectional
Type of intervention (Curriculum, environment etc)	?
Outcomes	8 health measures as dependent variables and type of bullying involvement, age and gender as independent variables
Results	Those participating in bullying as a victim or perpetrator were at highest risk of feeling nervous (OR=2.42). Being only a perpetrator significantly increased the risk of many mental and somatic complaints (especially sleeping problems and nervousness), however odds ratios were lower than for victims. Anti-bullying school policies should be considered as a way to improve children's and adolescents' health and life satisfaction
Extracted by (name, date)	LB02.07.08

Source (author, title journal and year of publication)	Anti-bullying interventions at school: Aspects of programme adaptation and critical issues for further programme development Stevens 2001 Health Promotion International 16(2) 2001
Reference manager no.	570
Country of Origin Population	UK
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Norwegian anti-bullying intervention that was developed and evaluated by Olweus (1992)

Outcomes	Effectiveness the adaptation processes of the Bergen anti-bullying programme
Results	anti-bullying actions at schools may benefit from: (i) a clear overview of the learning objectives, specified per target population; (ii) more attention to parental involvement and family interventions; and (iii) additional information about the adoption processes of the anti-bullying interventions within schools
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Health promoting schools and health promotion in schools: Two systematic reviews Lister-Sharp et al (S Stewart Brown)1999 Health Technology Assessment 3(22) 1999
Reference manager no.	584
Country of Origin Population	UK
Type of study (RCT, observation etc)	Systematic review
Type of intervention (Curriculum, environment etc)	Children: curriculum changes Changes to ethos / environment
Outcomes	
Results	Although the environmental approaches varied in the different areas of health need, interventions which included these approaches were more likely to be effective than those which did not. Effective components of classroom approaches: Assessment of the effectiveness of different components was limited by inadequate reporting of intervention content. Against a background of relative ineffectiveness there is evidence that substance use programmes incorporating normative education and resistance skills were more likely to be effective than those which did not.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Helping schools to become health-promoting environments - An evaluation of the Wessex Healthy Schools Award Moon 1999 Health Promotion International 14(2)
Reference manager no.	590
Country of Origin Population	UK
Type of study (RCT, observation etc)	Longitudinal 3-year evaluation study 11 intervention secondary and five control schools. 1 pupils, teachers, support staff, parents, school governors, health promotion officers and education advisers, using a range of quantitative and qualitative tools.
Type of intervention	Changes to ethos / environment

(Curriculum, environment etc)	
Outcomes	pupils' health-related knowledge, attitudes and behaviour through self-administered questionnaires; and attitudes and perceptions of staff parents and governors
Results	The results showed that audit scores for all areas except physical activity and taking responsibility for health, increased in intervention schools, indicating positive Award-related changes. There was little improvement in healthy food choices, smoke-free environment and developing community links. Pupils' knowledge, high at the baseline, remained unchanged. Positive effects on smoking uptake and drug use were seen, but little change in healthy eating and physical activity. Older girls made greater progress in all areas. Parents and non-teaching staff strongly supported school health promotion, perceived many benefits of the Award and wished to be more actively involved.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Violence in the Swedish school environment: Extent of the problem and its manifestations Laflamme 1998 Work 11(2)
Reference manager no.	596
Country of Origin Population	Sweden Principals of a representative sample of schools
Type of study (RCT, observation etc)	Cross sectional
Type of intervention (Curriculum, environment etc)	Changes in ethos / environment
Outcomes	Perceptions of violence
Results	There has been a non-uniform trend in perceptions of violence across types of schools and municipalities since 1990. Schools where violence has been a problem for some time were more likely to express dissatisfaction with the psychosocial and physical environment of the school, and to emphasise individual and adult-supervision factors as injury determinants. Prevention of intentional injuries requires a variety of interventions, adapted according to factors associated with the problem at local level
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Developing the 'health-promoting school'- A national survey of healthy schools awards Rogers 1998 Public Health 112(1)
Reference manager no.	602
Country of Origin Population	UK
Type of study	Cross sectional

(RCT, observation etc)	Postal questionnaire
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	Health promoting school
Results	The most common issues addressed were; standard chronic disease risk behaviour, the environment and health education in the national curriculum, less frequently addressed were mental health, accident prevention, staff health and developing links with the wider community. Evaluation was usually by target setting and assessment of progress over a two year period. However, evaluation was rarely external or independent, raising doubts about the standards obtained and validity of the approaches.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	PeaceBuilders: A theoretically driven, school-based model for early violence prevention Embry 1996 American Journal of Preventive Medicine 12(5)
Reference manager no.	608
Country of Origin Population	USA
Type of study (RCT, observation etc)	Longitudinal Evaluation: intervention / Control Four schools, one from each of four matched pairs, were randomly assigned to begin Peace-Builders in Year 1. The remaining four schools begin in Year 2 N = 2,736 children
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	student self-reports, standardised teacher reports, playground observations, and school and law enforcement records.
Results	during the past week 15% had been sent to the office for disciplinary problems, 13% tried to start a fight, 27% hit someone, and 12% reported being threatened with a gun or knife. Violent behaviours and experiences are common among the studied children.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	An evaluation of an anti-bullying intervention in Toronto schools Pepler 1994 Canadian Journal of Community Mental Health 13(2)
Reference manager no.	618
Country of Origin Population	Canada
Type of study (RCT, observation etc)	Longitudinal Effectiveness evaluation

	Examined with quantitative and qualitative data gathered before and 18 months after its implementation.
Type of intervention (Curriculum, environment etc)	Toronto Anti-Bullying Intervention.
Outcomes	Incidents of bullying
Results	There were some improvements in students' reports of bullying as assessed at the individual, peer, and school levels. Over the first 18 months of the program, children reported increased teacher interventions to stop bullying. More bullies indicated that teachers had talked to them, but there were no differences in the proportion of bullies or victims who had discussed their problems with parents. Fewer children indicated that they could join in a bullying episode following the intervention. There was an increase in the number of children who admitted to bullying, but a decrease in the number of children who had been victimised during the past five days.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Adolescent development and educational policy: Strengths and weaknesses of the knowledge base Jackson 1993 Journal of Adolescent Health 14(3)
Reference manager no.	621
Country of Origin Population	USA
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	?
Outcomes	Increases in their social, emotional, behavioural, and academic adjustment.
Results	consistent with the view that restructuring and reorganising the social, physical, and instructional regularities of the school context to more closely fit the developmental needs of young adolescents will result in pronounced increases in their social, emotional, behavioural, and academic adjustment.
Extracted by (name, date)	LB 01.07.08

Source (author, title journal and year of publication)	Strategies to address mental health through schools with examples from China Whitman 2008 International Review of Psychiatry 20(3) 237-249
Reference manager no.	626
Country of Origin Population	USA
Type of study (RCT, observation etc)	Discussion
Type of intervention	?

(Curriculum, environment etc)	
Outcomes	Improving mental health
Results	Research indicates that programmes promoting mental health are among the most effective of health promoting school efforts. This paper discusses the health promoting schools framework, reviews effective strategies for promoting mental health in schools, and provides examples from Zhejiang Province, China. This article also discusses the key roles that mental health professionals can play in promoting mental health through schools. As advocates, policy makers, researchers and teachers, mental health professionals can bridge the sectors of education, mental health and public health.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	The effects of school gardens on students and schools: conceptualisation and considerations for maximising healthy development. [Review] [53 refs] Ozer 2007 Health Education & Behaviour 34(6) 846-863
Reference manager no.	657
Country of Origin Population	USA
Type of study (RCT, observation etc)	Systematic review
Type of intervention (Curriculum, environment etc)	?
Outcomes	?
Results	This review draws on ecological theory to conceptualise school gardens as systemic interventions with the potential for promoting the health and well-being of individual students in multiple interdependent domains and for strengthening the school environment as a setting for positive youth development.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Methods: School Health Policies and Programs Study 2006 Kyle et al 2007 Journal of School Health 7(8) 398-407
Reference manager no.	668
Country of Origin Population	USA
Type of study (RCT, observation etc)	Cross sectional Computer-assisted telephone interviews or self-administered mail questionnaires were completed by state education agency personnel in all 50 states plus the District of Columbia and among a nationally representative sample of school districts (n=538). Computer-assisted personal interviews were conducted with personnel in a nationally

	representative sample of elementary, middle, and high schools (n=1103), with a nationally representative sample of teachers of required health education classes or courses (n=912), and with a nationally representative sample of teachers of required physical education classes or courses (n=1194).
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	health education, physical education and activity, health services, mental health and social services, nutrition services, healthy and safe school environment, faculty and staff health promotion, and family and community involvement.
Results	? see 669
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Overview and summary: School Health Policies and Programs Study 2006 Kyle et al 2007 Journal of School Health 77(8) 385-397
Reference manager no.	669
Country of Origin Population	USA
Type of study (RCT, observation etc)	Cross sectional
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	health education, physical education and activity, health services, mental health and social services, nutrition services, healthy and safe school environment, faculty and staff health promotion, and family and community involvement
Results	SHPPS 2006 describes key school health policies and programs across all 8 school health program components: health education, physical education and activity, health services, mental health and social services, nutrition services, healthy and safe school environment, faculty and staff health promotion, and family and community involvement.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Achieving good standards in health promoting schools: preliminary analysis one year after the implementation of the Hong Kong Healthy Schools Award scheme Lee et al 2007 Public Health 121(10) 752-760
Reference manager no.	675
Country of Origin Population	Hong Kong 10 secondary schools
Type of study (RCT, observation etc)	Primary Evaluation Discussion
Type of intervention	Changing ethos / environment

(Curriculum, environment etc)	
Outcomes	Health promoting school standards
Results	This study has shown that those schools reaching high Health Promoting School standards have adopted the concept of a whole school approach in addressing health and social issues, rather than topic-based and school-located health promotion. The schools performing less satisfactorily mainly follow a prescriptive approach.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Anti-bullying intervention: implementation and outcome Salmivalli et al 2005 British Journal of Educational Psychology 75(3) 465-487
Reference manager no.	724
Country of Origin Population	Finland 48 school classes (Grades 4, 5, and 6) from 16 Finnish schools, involving 1,220 children (600 girls and 620 boys)
Type of study (RCT, observation etc)	cohort longitudinal design with adjacent cohorts 12 month FU
Type of intervention (Curriculum, environment etc)	Children; curriculum
Outcomes	frequencies of bullies and victims, the extent of observed and experienced bullying, students' attitudes and efficacy beliefs related to bullying, and their participant role behaviours (self- and peer-reported).
Results	A positive impact of the intervention programme was found on several outcome variables (e.g. frequencies of bullies and victims, observed and experienced bullying, attitudes and efficacy beliefs, and to some extent, participant role behaviours). The intervention effects were found more often in Grade 4 than in Grade 5, and often only in schools with a high degree of implementation of the programme
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Bullying: who does what, when and where? Involvement of children, teachers and parents in bullying behaviour Fekkes 2005 Health Education Research 20(1) 81-91
Reference manager no.	740
Country of Origin Population	Netherlands 2766 children from 32 Dutch elementary schools
Type of study (RCT, observation etc)	Cross sectional Questionnaire
Type of intervention (Curriculum, environment etc)	?
Outcomes	Incidents of bullying
Results	When teachers knew about the bullying, they often tried to stop it, but in many cases the bullying stayed the same or even got worse. With regard to active bullying, neither the majority of the teachers nor parents talked to the bullies

	about their behaviour. Our results stress the importance of regular communication between children, parents, teachers and health care professionals with regard to bullying incidents. In addition, teachers need to learn effective ways to deal with bullying incidents. Schools need to adopt a whole-school approach with their anti-bullying interventions
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Help seeking amongst child and adolescent victims of peer-aggression and bullying: the influence of school-stage, gender, victimisation, appraisal, and emotion Hunter et al 2004 British Journal of Educational Psychology 74(3) 375-390
Reference manager no.	755
Country of Origin Population	UK 830 children (49% male) aged 9-14 years
Type of study (RCT, observation etc)	Cross sectional Questionnaire
Type of intervention (Curriculum, environment etc)	?
Outcomes	victimisation, appraisal, emotion, and coping strategy choice
Results	Results suggest that pupils are more willing to seek help when they see the situation as one in which something can be achieved. Pupils also may be seeking support to get help coping with negative emotions, and this may need to be emphasised to teachers
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Health rights in secondary schools: student and staff perspectives Smith 2004 Health Education Research 19(1) 8-597
Reference manager no.	764
Country of Origin Population	New Zealand 821 Year 11 (15-16 year olds) students and 438 staff in 107 schools
Type of study (RCT, observation etc)	Cross sectional Questionnaire
Type of intervention (Curriculum, environment etc)	?
Outcomes	?
Results	Most students and staff reported that sources of health advice were available at their schools, but only a minority of students saw these sources as accessible or trustworthy. In every area of health promotion, students saw information and advice as less accessible than staff did. Most staff and students identified mental health problems such as depression as a source of concern in schools, but only a quarter of students (compared to half of staff) thought that this topic was covered during classtime.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	TRAVELLERS: a school-based early intervention programme helping young people manage and process change, loss and transition. Pilot phase findings Dickinson 2003 Australian & New Zealand Journal of Psychiatry 37(3) 299-360
Reference manager no.	776
Country of Origin Population	New Zealand two secondary schools, one rural and one urban with 34 participants (females n = 24, males n = 10).
Type of study (RCT, observation etc)	Cross sectional Evaluation methods included: review of programme materials; identification of potential selection tools appropriate to Year 9 students; analysis of selection questionnaire; and conduct of feedback from participants, facilitators and parents/caregivers.
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment
Outcomes	?
Results	The TRAVELLERS programme provides a means of identifying and selecting young people who may benefit from participating in an early intervention programme. The programme has achieved a statistically significant reduction in participants' distress ($p < 0.01$). Young people were overwhelmingly enthusiastic about most aspects of TRAVELLERS. School personnel reported that TRAVELLERS was an appropriate and acceptable programme to the school
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Depression in young people: what causes it and can we prevent it? Burns 2002 Medical Journal of Australia 177 s93-s96
Reference manager no.	786
Country of Origin Population	Australia
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Depression
Outcomes	?
Results	Programs that enhance the school environment are associated with improved behaviour and wellbeing. Interventions that teach cognitive skills are associated with a short-term reduction in depressive symptoms. Current evidence suggests that for an intervention to be sustainable it must encompass multiple components across several levels: classroom, curriculum, whole school, and the school-community interface. Teaching interpersonal skills, including cognitive and problem-solving skills, should be

	coupled with the promotion of positive school and family environments to prevent depression in young people
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Implementation of an empirically based drug and violence prevention and intervention program in public school settings Cunningham 2001 Journal of Clinical Child Psychology 30(2) 221-232
Reference manager no.	792
Country of Origin Population	USA
Type of study (RCT, observation etc)	Longitudinal quasi-experimental design
Type of intervention (Curriculum, environment etc)	Bullying Prevention and Project ALERT
Outcomes	reduced youth violence, reduced drug use, and improved psychosocial functioning of participating youth
Results	?
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	MindMatters, a whole-school approach promoting mental health and wellbeing Wyn 2000 Australian & New Zealand Journal of Psychiatry 34(4) 594- 601
Reference manager no.	805
Country of Origin Population	Australia 24 secondary schools
Type of study (RCT, observation etc)	Pilot evaluation Discussion
Type of intervention (Curriculum, environment etc)	Changes in ethos / environment
Outcomes	exemplary practice in the promotion of whole-school approaches to mental health promotion; develop mental health education resources, curriculum and professional development programs which are appropriate to a wide range of schools, students and learning areas; trial guidelines on mental health and suicide prevention and to encourage the development of partnerships between schools, parents, and community support agencies to promote the mental wellbeing of young people
Results	Promoting the mental health and wellbeing of all young people is a vital part of the core business of teachers by creating a supportive school environment that is conducive to learning. Teachers need to be comfortable and confident in promoting and teaching for mental health. Specific, targeted interventions, provided within a whole-school framework, address the needs of the minority of students who require additional support

Extracted by (name, date)	LB 02.07.08
Source (author, title journal and year of publication)	Concurrent and longitudinal links between friendship and peer victimisation: implications for befriending interventions Boulton 1999 Journal of Adolescence 2(4) 461-466
Reference manager no.	815
Country of Origin Population	UK At Time 1, 170 pupils provided data, and 158 of these did so again at Time 2.
Type of study (RCT, observation etc)	Short term longitudinal study FU 6 months
Type of intervention (Curriculum, environment etc)	?
Outcomes	peer reports of victimisation and self-reported friendship
Results	a decrease in conflict and betrayal reported to characterise the participants' best friendship was associated with falls in victimisation
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Swedish and English secondary school pupils' attitudes towards, and conceptions of, bullying: concurrent links with bully/victim involvement Boulton 1999 Scandinavian Journal of Psychology 40(4) 227-284
Reference manager no.	821
Country of Origin Population	UK / Sweden Thirteen and fifteen year old Swedish and English secondary school pupils (n = 210)
Type of study (RCT, observation etc)	Cross sectional questionnaire study
Type of intervention (Curriculum, environment etc)	?
Outcomes	Rate and type of bullying incidents
Results	a significantly larger percentage of English pupils than Swedish pupils indicated that name calling is bullying, whereas the reverse was true for leaving somebody out. These results suggest that findings concerning incidence of, and beliefs about, bullying may not generalise from one group of pupils to another.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Primary prevention mental health programs for children and adolescents: a meta-analytic review Durlak 1997 American Journal of Community Psychology 25(2) 115-152
Reference manager no.	830
Country of Origin	USA

Population	
Type of study (RCT, observation etc)	Review
Type of intervention (Curriculum, environment etc)	Used meta-analysis to review 177 primary prevention programs designed to prevent behavioural and social problems in children and adolescents
Outcomes	Preventing behavioural and social problems in children and adolescents
Results	Programs modifying the school environment, individually focused mental health promotion efforts, and attempts to help children negotiate stressful transitions yield significant mean effects ranging from 0.24 to 0.93.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Coping with school stress: a comparison of adolescents with and without learning disabilities Geisthardt 1996 Journal of Learning Disabilities 29(3) 287-296
Reference manager no.	839
Country of Origin Population	USA 59 students with learning disabilities (27 females, 32 males) and 402 students without learning disabilities (241 females, 161 males).
Type of study (RCT, observation etc)	Cross sectional study Questionnaire
Type of intervention (Curriculum, environment etc)	The experience of school-related stress during the transition to junior high school
Outcomes	checklist of 11 stressful school events,
Results	adolescents with learning disabilities were more likely to report that they had failed a class and less likely to report they had been chosen for a school activity than their non-learning disabled peers. However, the two groups of students did not differ in their perceived stressfulness of any of the pertinent school events. Students with learning disabilities reported relying on cognitive avoidance as a coping strategy more heavily than did non-learning disabled students when coping with an academic stress event, and reported that they mobilised fewer peers for social support when dealing with an academic stressor or with an interpersonal problem.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	The effectiveness of group interventions in reducing the level of bullying behaviours in middle school settings Stacie 2008 Dissertation Abstracts International Section A: Humanities and Social Sciences 68 (10a)
Reference manager no.	861
Country of Origin Population	USA

Type of study (RCT, observation etc)	Cross sectional Questionnaire
Type of intervention (Curriculum, environment etc)	Children; behavioural management Students rated their level of social skills by completing the Social Skills Rating System and their bullying behaviours by completing the Olweus Bully/Victim Questionnaire.
Outcomes	effectiveness of group social skills interventions in reducing bullying and victimisation in the middle school setting.
Results	While students did not report significant changes in their social skills, they did report a significant decrease in bullying behaviour. Results revealed there were no statistically significant differences for gender or grade. In addition, students' reported social skills did not significantly increase following the intervention
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	More approaches to understanding school violence Gerler Year? Journal of School Violence 6(1)
Reference manager no.	836
Country of Origin Population	Canada
Type of study (RCT, observation etc)	
Type of intervention (Curriculum, environment etc)	
Outcomes	
Results	Special issue of Journal on school violence
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	A content analysis of school anti-bullying policies: Progress and limitations Smith Year?
Reference manager no.	867
Country of Origin Population	UK
Type of study (RCT, observation etc)	Discussion An analysis of 142 school anti-bullying policies, from 115 primary schools and 27 secondary schools in one county was undertaken.
Type of intervention (Curriculum, environment etc)	?
Outcomes	?
Results	Most included improving school climate, a definition of bullying including reference to physical, verbal and relational forms, and a statement regarding contact with parents when bullying incidents occurred. But many

	schools did not mention other important aspects, and there was low coverage of responsibilities beyond those of teaching staff; following up of incidents; management and use of records; and specific preventative measures such as playground work and peer support. There was infrequent mention of homophobic bullying, and of cyberbullying.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	The developmental dynamics of aggression and the prevention of school violence. Farmer 2007 Journal of Emotional and Behavioural Disorders 15(4)
Reference manager no.	883
Country of Origin Population	USA
Type of study (RCT, observation etc)	?
Type of intervention (Curriculum, environment etc)	?
Outcomes	?
Results	Three distinct but complementary levels of intervention are required to effectively reduce school violence: (a) universal strategies to address contextual factors, including the social dynamics of aggression and the activities of "conventional" peers that promote interpersonal conflict; (b) selective strategies for supporting the strengths of at-risk youth to prevent the negative reorganisation of their developmental systems; and (c) indicated strategies involving co-ordinated services from multiple providers to reorganise the developmental systems of high-risk youth
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Prevalence of bullying among elementary school children as a function of the comprehensiveness of anti-bullying policies and programs in the school Ordonez 2007 Dissertation Abstracts International Section A: Humanities and Social Sciences 67
Reference manager no.	901
Country of Origin Population	USA Two hundred and thirty-one students from six elementary schools completed the Multidimensional Peer-Victimisation Scale
Type of study (RCT, observation etc)	Cross sectional
Type of intervention (Curriculum, environment etc)	?
Outcomes	Peer victimisation
Results	schools' anti-bullying efforts should involve all ecosystemic levels. In addition, policies must include all types of bullying and communicate equal intolerance for

	each.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Coping With Bullying at School: Children's Recommended Strategies and Attitudes to School-Based Interventions in England and Japan. Kanetsuna 2006 Aggressive Behaviour 32(6)
Reference manager no.	906
Country of Origin Population	Japan 61 Japanese and 60 English pupils aged 12-15 years, in six secondary schools
Type of study (RCT, observation etc)	Cross sectional Structured interviews
Type of intervention (Curriculum, environment etc)	?
Outcomes	coping strategies, bystander intervention, and attitudes towards school-based interventions
Results	Coping strategy recommended was found to vary by type of bullying. Seeking help was the most recommended, with significant national differences notably for social exclusion. Victims were thought not to seek help for several reasons, again varying by nationality. There was consensus that bystanders should help victims, but more pupils in England had positive views on school-based interventions than pupils in Japan.
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	School-Based Intervention: Examining a Universal Approach to Anxiety Management Barrett 2006 Australian Journal of Guidance & Counselling 16(1)
Reference manager no.	909
Country of Origin Population	Australia
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Observation
Outcomes	risk and protective factors of anxiety
Results	The applicability of the universal approach to prevention is discussed in relation to the FRIENDS for Life (FRIENDS) program (Barrett, 2004, 2005) and its implementation within schools
Extracted by (name, date)	LB 02.07.08

Source (author, title journal and year of publication)	Antibullying Interventions in Schools: Ingredients of Effective Programs Smith 2006, Canadian Journal of Education 28(2) 2005-2762
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Reference manager no.	917
Country of Origin Population	Canada School principals in Ontario (N = 395)
Type of study (RCT, observation etc)	Cross sectional Questionnaire
Type of intervention (Curriculum, environment etc)	Teachers Changes to ethos / environment
Outcomes	severity of bullying, the amount of anti-bullying resources, and the variety of antibullying activities in their schools
Results	reductions in bullying in previous years, sufficiency of resources for resolving bullying, and amounts of antibullying programming were all positively associated antibullying program outcomes. These data suggest that the investment of time, effort, and money in school-based antibullying initiatives can lead to safer and more peaceful schools
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	The impact of a school-wide positive behaviour support plan on high school student's perceptions of school climate and peer relationships Glover 2005 Dissertation Abstracts International Section A: Humanities and Social Sciences 66
Reference manager no.	919
Country of Origin Population	USA One urban high school
Type of study (RCT, observation etc)	Cross sectional School Climate Survey
Type of intervention (Curriculum, environment etc)	Changing ethos / environment
Outcomes	influence of a universal/school-wide positive behaviour support plan on high school student's perception of school climate and their peer relationships.
Results	Results indicated that there was only a partial implementation of a universal/school-wide positive behaviour support plan in place
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Implementation of a School-Based Mental Health Promotion Programme in Ireland. Byrne 2004 International Journal of Mental Health Promotion 6(2)
Reference manager no.	933
Country of Origin Population	Ireland 15-18 year olds in Irish schools
Type of study (RCT, observation etc)	Discussion Evaluation

Type of intervention (Curriculum, environment etc)	Children: Changes to curriculum
Outcomes	adapting principles of best practice to local circumstances, teacher training; delivery - school ethos, stakeholder involvement, measuring implementation, selecting appropriate outcome indicators, designing an activity-based evaluation workshop for students; development of quality indicators for teachers
Results	?
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Bullying in Italian schools: An overview of intervention programmes. Gini 2004 School Psychology International 25(1)
Reference manager no.	116
Country of Origin Population	Italy
Type of study (RCT, observation etc)	?
Type of intervention (Curriculum, environment etc)	?
Outcomes	?
Results	This article presents an overview of published intervention/prevention programmes carried out in Italian schools in the last decade.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Choosing To Be Violence Free in Middle School: The Student Component of the GREAT Schools and Families Universal Program. Meyer 2004 American Journal of Preventive Medicine 26 suppl1
Reference manager no.	937
Country of Origin Population	USA
Type of study (RCT, observation etc)	Discussion Evaluation / descriptive Anti-violence programmes
Type of intervention (Curriculum, environment etc)	Changing ethos / environment
Outcomes	The program consists of twenty 40-minute lessons taught by a trained facilitator on a weekly basis during the school day
Results	
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Fear and Loathing in the Classroom: A Candid Look at
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publication)	School Violence and the Policies and Practices That Address It. Austin 2003 Journal of Disability Policy Studies 14(1)
Reference manager no.	942
Country of Origin Population	USA
Type of study (RCT, observation etc)	Evaluation / evidence synthesis Discussion
Type of intervention (Curriculum, environment etc)	Preventing school violence
Outcomes	prevent school violence
Results	Ultimately, the most successful approaches must involve the "problem" student in the solution by valuing his or her membership in the school community and fostering meaningful relationships with peers and staff.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	The nature of school bullying and the effectiveness of school-based interventions. Smith 2003 Journal of Applied Psychoanalytic Studies 5(2)
Reference manager no.	946
Country of Origin Population	UK
Type of study (RCT, observation etc)	Systematic Review of bullying interventions
Type of intervention (Curriculum, environment etc)	?
Outcomes	?
Results	?
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Resistance to violence prevention interventions in schools: Barriers and solutions. Vernberg 2003 Journal of Applied Psychoanalytic Studies 5(2)
Reference manager no.	947
Country of Origin Population	USA
Type of study (RCT, observation etc)	Systematic Review of bullying programmes Evidence synthesis
Type of intervention (Curriculum, environment etc)	?
Outcomes	?

Results	Drawing from efforts to implement and evaluate bully-victim-bystander programs, we describe a core set of potential barriers at each ecological level and offer possible strategies for action.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	How effective and inclusive is the school's behaviour policy? Turner 2003 Emotional & Behavioural Difficulties 8(1)
Reference manager no.	948
Country of Origin Population	UK
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Children: behavioural management.
Outcomes	Staff involvement Children's involvement
Results	examines the risks of failing to involve all staff and pupils in the development of a behaviour policy, and the inconsistencies in practice that arise when those using the policy have no ownership of the document. T
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Where policy meets the pavement: Stages of public involvement in the prevention of school violence Castella 2007
Reference manager no.	952
Country of Origin Population	USA
Type of study (RCT, observation etc)	Qualitative research Discussion
Type of intervention (Curriculum, environment etc)	Community
Outcomes	?
Results	community-based violence-prevention organisations collaborating with schools are sometimes blocked from doing good work by poor funding, power struggles, and a deficit model of youth.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	The efficacy of a universal school-based program to prevent adolescent depression. Shochet 2001 Journal of Clinical Child Psychology 30(3)
Reference manager no.	964

Country of Origin Population	Australia 260 Year 9 secondary school students.
Type of study (RCT, observation etc)	RCT 2 interventions and control 10 month FU
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment Depression prevention programme
Outcomes	Measures of depression
Results	Adolescents in either of the RAP programs reported significantly lower levels of depressive symptomatology and hopelessness at post-intervention and 10-month follow-up, compared with those in the comparison group.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Detecting and describing preventive intervention effects in a universal school-based randomised trial targeting delinquent and violent behaviour. Stoolmiller 2000
Reference manager no.	969
Country of Origin Population	USA
Type of study (RCT, observation etc)	RCT Aggression was measured on the playground using observers blind to the group status of the children.
Type of intervention (Curriculum, environment etc)	Changing ethos /environment Prevention of conduct disorder
Outcomes	Aggressiveness
Results	The effectiveness of the intervention was strongly relate to initial levels of aggressiveness
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Self-esteem, response style and victimisation: Possible ways of preventing victimisation through parenting and school based training programmes Sharp 1996 School Psychology International 17(4) 357
Reference manager no.	996
Country of Origin Population	UK 377 11- and 12-yr-old students in 2 English secondary schools.
Type of study (RCT, observation etc)	Cross sectional questionnaire
Type of intervention (Curriculum, environment etc)	Children; behavioural management Parents
Outcomes	Self esteem Bullying
Results	The results suggest that those students who respond actively to bullying behaviour (either assertively or aggressively) experience less stress when they are bullied.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Bullying or peer abuse at school: Facts and interventions Olweus 1996 Current Directions in Psychological Science 4(6) 200
Reference manager no.	1000
Country of Origin Population	Norway
Type of study (RCT, observation etc)	Programme evaluation
Type of intervention (Curriculum, environment etc)	Longitudinal
Outcomes	Bullying Antisocial behaviour New bully victims
Results	marked reductions in bully victim problems and antisocial behaviour, improvement in various aspects of the social climate of the classroom, and reduction in the number of new victims.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Is there any point in trying to reduce bullying in secondary schools? A two year follow-up of a whole-school anti-bullying policy in one school AEP (Association of Educational Psychologists) Journal 10(3) 162
Reference manager no.	1003
Country of Origin Population	
Type of study (RCT, observation etc)	Longitudinal before / after intervention FU 12 and 24 months
Type of intervention (Curriculum, environment etc)	Parents Changes to ethos / environment Teachers : training The whole-school intervention included increased liaison with parents, increased attention to supervision during breaks between classes, a review of pastoral care curriculum, the development of a non-punitive sanctions policy, and staff development.
Outcomes	Levels of bullying and aggression
Results	Results showed that bullying and general aggression can be reduced but that substantial reductions in bullying may not occur until after 2 yrs into the intervention program.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Acting out, acting in Shucksmith No reference given
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Reference manager no.	1022
Country of Origin Population	Scotland
Type of study (RCT, observation etc)	Descriptive Bullying and aggression reduction
Type of intervention (Curriculum, environment etc)	Community based
Outcomes	?
Results	?
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Evaluation of the RIPP-6 violence prevention program at a rural middle school Farrell 2002 American Journal of Health Education 3 167-172
Reference manager no.	1086
Country of Origin Population	USA
Type of study (RCT, observation etc)	Case / comparison FU 1 year
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment Violence prevention
Outcomes	Violent behaviour Peer support
Results	Compared with students in the comparison group, students who participated in RIPP-6 reported significantly lower approval of violent behaviour, more peer support for non-violent behaviours, less peer pressure to use drugs, and greater knowledge of the intervention at post-test. They also reported significantly lower post-test frequencies of physical aggression, drug use, and peer provocation. T
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Effective school-based mental health interventions: advancing the social skills training paradigm Evans 2000 Journal of School Health 70(5) 191-194
Reference manager no.	1093
Country of Origin Population	USA
Type of study (RCT, observation etc)	Descriptive
Type of intervention (Curriculum, environment etc)	?
Outcomes	four steps to improve social skills interventions that take advantage of the unique environments of schools
Results	?

Extracted by (name, date)	LB 03.07.08
Source (author, title journal and year of publication)	Prevention of anxiety in children and adolescents in a school setting: the role of school-based practitioners Tomb 2004 Children & Schools 26(2) 87-101
Reference manager no.	1100
Country of Origin Population	USA
Type of study (RCT, observation etc)	Descriptive
Type of intervention (Curriculum, environment etc)	Prevention intervention to treat anxiety disorder
Outcomes	?
Results	?
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Minimising Bullying Behaviour of Middle School Students through Behavioural Intervention and Instruction Drosopoulos 2008 Ref????
Reference manager no.	1109
Country of Origin Population	USA ? 63 students from both a high school health class and a 6th and 7th grade middle school homeroom.
Type of study (RCT, observation etc)	Descriptive evaluation Before / after intervention
Type of intervention (Curriculum, environment etc)	Children; curriculum changes
Outcomes	bullying events
Results	The students reported that they had felt more comfortable dealing with bullying situations and the results show that the amount of bullying had decreased from 147 instances in the pre-doc, to 101 in the post doc, a decrease of 31%. The amount of verbal bullying, especially name-calling and gossiping decreased the most, 39% and 21% respectively. Through the interventions the participants increased their awareness of bullying and readiness to handle bullying situations
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	SHPPS 2006: School Health Policies and Programs Study- -Violence Prevention Centres for Disease Control and Prevention
Reference manager no.	1130
Country of Origin Population	USA

Type of study (RCT, observation etc)	Cross sectional descriptive
Type of intervention (Curriculum, environment etc)	Changes in ethos / environment
Outcomes	?
Results	The School Health Policies and Programs Study (SHPPS) is a national survey periodically conducted to assess school health policies and programs at the state, district, school, and classroom levels. This brief reports study results in the area of violence prevention, covering the following topics: (1) Health Education; (2) Health Services and Mental Health and Social Services; and (3) Healthy and Safe School Environment.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	The Well-Being of Teachers in Flanders: The Importance of a Supportive School Culture Aelterman 20007 Educational Studies 297
Reference manager no.	1133
Country of Origin Population	Belgium
Type of study (RCT, observation etc)	Cross sectional Questionnaire
Type of intervention (Curriculum, environment etc)	Teachers wellbeing
Outcomes	school-related conditions relevant for teachers' professional well-being.
Results	?
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Cyber-Dilemmas in the New Millennium: School Obligations to Provide Student Safety in a Virtual School Environment Shariff 2005 McGill Journal of Education
Reference manager no.	1241
Country of Origin Population	?
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Cyber bullying
Outcomes	Reducing cyber bullying
Results	emerging and established law is highlighted to provide guidelines that are more likely than arbitrary responses, to help schools reduce cyber-bullying through educational

	means that protect students and avoid litigation
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	"I Am the Hate that Dare Not Speak Its Name": Dealing with Homophobia in Secondary Schools Adams 2004 Educational Psychology in Practice
Reference manager no.	1285
Country of Origin Population	UK 19 secondary schools.
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment Children: curriculum Homophobic bullying
Outcomes	how effectively issues of homophobic bullying and sexualities were addressed through secondary schools' formal policies and areas of the curriculum
Results	Outcomes indicate that sexual orientation was mentioned in two-thirds of Equal Opportunities policies but was not mentioned specifically in any Anti-Bullying policies.
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Psychology's Contribution to Understanding and Managing Bullying within Schools Reid et al 2004 Educational Psychology in Practice
Reference manager no.	1286
Country of Origin Population	UK
Type of study (RCT, observation etc)	discussion
Type of intervention (Curriculum, environment etc)	Changes to ethos / environment Anti-bullying
Outcomes	
Results	anti-bullying interventions focusing on these aspects are explored and the importance of a whole-school approach emphasised
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	The Responsive Classroom Approach: A Caring, Respectful School Environment as a Context for Development Horsch et al 2002 Education and Urban Society
Reference manager no.	1401
Country of Origin Population	USA

Type of study (RCT, observation etc)	Observation? Discussion
Type of intervention (Curriculum, environment etc)	Children; curriculum changes
Outcomes	Social-emotional development
Results	The Responsive Classroom approach was implemented to support students' social-emotional development. Presents four case histories of the creation of caring, respectful schools using this approach
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Creating a Culture of Tolerance in Schools: Everyday Actions To Prevent Hate-Motivated Violent Incidents Cobia et al 2002 Journal of School Violence
Reference manager no.	1427
Country of Origin Population	?
Type of study (RCT, observation etc)	Discussion
Type of intervention (Curriculum, environment etc)	Changing ethos / environment
Outcomes	prejudice or intolerance and hate-motivated school violence
Results	Offers examples of interventions that educators might use, both individually and systematically, to create a school culture of tolerance and respect for individual and group differences as a means of preventing bias motivated violent incidents
Extracted by (name, date)	LB 03.07.08

Source (author, title journal and year of publication)	Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School Lipson 2001 AAUW Educational Foundation
Reference manager no.	1487
Country of Origin Population	USA A nationally representative sample of 2064 public school students in 8th through 11th grades was interviewed
Type of study (RCT, observation etc)	Cross sectional Self administered questionnaire
Type of intervention (Curriculum, environment etc)	? Sexual harassment / bullying
Outcomes	Incidents of sexual harassment and bullying
Results	significant numbers of students are afraid of being hurt or bothered in their school lives; sexual harassment is widespread in school life; school sexual harassment has a negative impact on students' emotional and educational lives; students today are more likely than those in 1993 to

	say their schools have a policy or distribute literature on sexual harassment; nearly all students surveyed know what sexual harassment is; the most upsetting examples of sexual harassment in school life involve speech as well as actions; a sizeable minority of students reports high levels of sexual harassment in school; most experiences involve students harassing students, although many experiences involve school adults harassing students; and slightly more than half (54%) of students say they have sexually harassed someone during their school lives.
Extracted by (name, date)	LB 04.07.08

Source (author, title journal and year of publication)	Stop the Bullying: A Handbook for Schools Rigby 2001
Reference manager no.	1497
Country of Origin Population	Australia
Type of study (RCT, observation etc)	Cohort 10-year study of bullying in Australian schools
Type of intervention (Curriculum, environment etc)	Children; behaviour management Changing ethos / environment Anti-bullying
Outcomes	working effectively with students to gain their support in stopping bullying, dealing constructively with children who bully others, supporting children who are victimised by peers, and enabling teachers and parents to work together to stop bullying.
Results	?
Extracted by (name, date)	

Source (author, title journal and year of publication)	Chittenden, A. How can a pastoral care programme improve a school culture? Pastoral Care in Education, 1993
Reference manager no.	2656
Country of Origin Population	UK
Type of study (RCT, observation etc)	Not specified – no abstract
Type of intervention (Curriculum, environment etc)	Ethos
Outcomes	Positive behaviour
Results	NS
Extracted by (name, date)	SB 30/06/08

Source (author, title journal and year of publication)	A healthy schools program in Hong Kong: enhancing positive health behaviour for school children and teachers,
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	Education for Health, 2000
Reference manager no.	2653
Country of Origin Population	Hong Kong NS – no abstract
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	Ethos
Outcomes	Healthy schools
Results	NS
Extracted by (name, date)	SB 30/6/08

Source (author, title journal and year of publication)	Hallam, S. Improving children's behaviour and attendance through the use of parenting programmes: an examination of good practice, Book, DES, 2004
Reference manager no.	2647
Country of Origin Population	UK Not specified
Type of study (RCT, observation etc)	Report of a number of studies and programmes
Type of intervention (Curriculum, environment etc)	Parent
Outcomes	Positive behaviour
Results	NS
Extracted by (name, date)	SB 30/6/08

Source (author, title journal and year of publication)	Rogers et al. Improving children's behaviour and attendance through the use of parenting programmes: an examination of practice in five case study local authorities, British Journal of Special Education, 2006
Reference manager no.	2646
Country of Origin Population	UK Not fully specified , 2 cases early years - others?
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	Parent
Outcomes	Positive behaviour
Results	
Extracted by (name, date)	SB 30/6/08

Source (author, title journal and year of publication)	Kragg et al. School programs targeting stress management in children and adolescents: a meta-analysis, Journal of
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	School Psychology, 2006
Reference manager no.	2573
Country of Origin Population	NS NS
Type of study (RCT, observation etc)	Review
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Mental health
Results	School programme
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Mytton et al. School-based violence prevention programs: systematic review of secondary prevention trials, Archives of Pediatrics and Adolescent Medicine, 2002
Reference manager no.	2572
Country of Origin Population	NS NS
Type of study (RCT, observation etc)	Review
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Violence
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Durlak & Wells, Primary prevention mental health programs for children and adolescents: a meta-analytic review, American Journal of Community Psychology, 1997
Reference manager no.	2569
Country of Origin Population	US NS
Type of study (RCT, observation etc)	Review
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Mental Health
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Diamond & Hyde, Parent education programmes for
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publication)	children's behaviour problems: medium to long term effectiveness, No journal. 1999.
Reference manager no.	2566
Country of Origin Population	NS NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	Parent
Outcomes	Positive behaviour
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Effectiveness of school-based programs for reducing drinking and driving and riding with drinking drivers: a systematic review, American Journal of Preventive Medicine, 2005
Reference manager no.	2559
Country of Origin Population	US NS
Type of study (RCT, observation etc)	Review
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Violence/aggression/bullying
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Mytton et al. School-based secondary prevention programmes for preventing violence, Cochrane Database of Systematic Reviews 2006
Reference manager no.	2555
Country of Origin Population	UK Children in mandatory education identified as exhibiting, or at risk of, aggressive behaviour. Primary and secondary schools
Type of study (RCT, observation etc)	Systematic review
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Violence/aggression/bullying To examine the effect of school based violence prevention programmes for children identified as aggressive or at risk of being aggressive
Results	School-based secondary prevention programmes to reduce

	aggressive behaviour appear to produce improvements in behaviour greater than would have been expected by chance. Interventions designed to improve relationship or social skills may be more effective than interventions designed to teach skills of non-response to provocative situations,
Extracted by (name, date)	

Source (author, title journal and year of publication)	Zwi et al. School-based education programmes for the prevention of child sexual abuse. Cochrane Database of Systematic Reviews 2007
Reference manager no.	2552
Country of Origin Population	UK – but studies reviewed N American lit Schools
Type of study (RCT, observation etc)	Systematic review
Type of intervention (Curriculum, environment etc)	NS School based programme
Outcomes	Positive behaviour To assess: if school-based programmes are effective in improving knowledge about sexual abuse and self-protective behaviours; whether participation results in an increase in disclosure of sexual abuse and/or produces any harm; knowledge retention and the effect of programme type or setting
Results	Studies evaluated in this review report significant improvements in knowledge measures and protective behaviours. Several studies reported harms, such as increased anxiety in children
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Ehrie et al. Primary prevention interventions for reducing school violence Cochrane Database of Systematic Reviews: Protocols.2007
Reference manager no.	2551
Country of Origin Population	UK NS
Type of study (RCT, observation etc)	Protocol for a review – review completed yet?
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Violence/aggression/bullying To assess and summarise critically the effects of primary prevention interventions to reduce school violence
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Hustson et al. Effect of a program to facilitate parent-child communication about sex, Clinical Paediatrics 1990,
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Reference manager no.	2537
Country of Origin Population	US Middle grade
Type of study (RCT, observation etc)	Experimental
Type of intervention (Curriculum, environment etc)	Parents
Outcomes	Positive behaviour To increase parent-child communication about sex through an educational program for parents
Results	There was a significant increase in communication reported by the experimental group. This study shows that parent-child communication about sex can be facilitated by an educational program for parents.
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Magen, H. A comparison outcome study of parent training programs for aggressive children: Skills training versus problem-solving, no journal, 1992
Reference manager no.	2524
Country of Origin Population	NS NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	Parent
Outcomes	Violence/aggression/bullying
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Hains, A. The effectiveness of a school-based, cognitive-behavioural stress management program with adolescents reporting high and low levels of emotional arousal, The School Counsellor, 1994,
Reference manager no.	2517
Country of Origin Population	US Adolescents
Type of study (RCT, observation etc)	Non randomised? controlled
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Mental health Examined the effectiveness of a cognitive intervention training program to reduce adolescent emotional response to stress
Results	Before training, the group means (GMs) for the high emotional arousal Ss were in the clinical range for trait

	anxiety, depression, and trait anger and near-clinical for anger expression. After training, GMs of all Ss were in the non-clinical range.
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Mullin et al. A controlled evaluation of the impact of a parent training programme on child behaviour and mothers' general well-being, <i>Counselling Psychology Quarterly</i> , 1994
Reference manager no.	2512
Country of Origin Population	NS NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	Parent
Outcomes	Violence/aggression/bullying
Results	NS
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	The Adolescent Transitions Program for High-Risk Teens and Their Parents: Toward a School-Based Intervention, <i>Education & Treatment of Children</i> , 1995
Reference manager no.	2510
Country of Origin Population	US Middle school
Type of study (RCT, observation etc)	Observation
Type of intervention (Curriculum, environment etc)	Parent + child
Outcomes	NS/multi Parent- and teen-based curricula focusing on precursors to problem behaviour such as communication, limit setting, problem solving, goal setting, and dealing with negative peer influences
Results	Results from 158 participating families found the program effective in engaging both parents and teens, teaching targeted skills, and reducing parent-child conflict
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Kelder et al. The students for peace project: a comprehensive violence-prevention program for middle school students, <i>American Journal of Preventive Medicine</i> , 1996
Reference manager no.	2507
Country of Origin Population	US sixth-, seventh-, and eighth-grade students in a large urban

	school district
Type of study (RCT, observation etc)	Experimental
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	NS/Multi This study examines the hypothesis that students exposed to a two-year multiple-component intervention will reduce aggressive behaviour compared to students who receive the district's "usual care" of violence prevention activities
Results	Nearly all variables indicated comparability between treatment and control conditions. Violence-related variables indicated 30-day fighting prevalence, 23%; 12-month prevalence of injuries due to fighting, 14%; 30-day hand-gun carrying prevalence, 11%; 30-day prevalence of taunts and threats at school, 27%, and threats going to and from school, 26%.
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Orpinas et al. Outcome evaluation of a multi-component violence-prevention program for middle schools: the Students for Peace project, Health Education Research, 2000
Reference manager no.	2439
Country of Origin Population	US students of eight middle schools
Type of study (RCT, observation etc)	RCT
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	NS/Multi This study evaluated the effect of Students for Peace, a multi-component violence-prevention intervention, on reducing aggressive behaviours among
Results	Cohort and cross-sectional evaluations indicated little to no intervention effect in reducing aggressive behaviours, fights at school, injuries due to fighting, missing classes because of feeling unsafe at school or being threatened to be hurt. For all variables, the strongest predictors of violence in eighth grade were violence in sixth grade and low academic performance. Although ideal and frequently recommended, the holistic approach to prevention in schools in which teachers, administrators and staff model peaceful conflict resolution is difficult to implement, and, in this case, proved ineffective.
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Farrell et al. Richmond youth against violence: a school-based program for urban adolescents, American Journal of Preventive Medicine 1996,
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Reference manager no.	2503
Country of Origin Population	US middle-school students
Type of study (RCT, observation etc)	Experimental
Type of intervention (Curriculum, environment etc)	Ethos/environment Teaches knowledge, attitudes, and skills for reducing their involvement in violence
Outcomes	Violence/aggression/bullying Its goal is to promote peaceful and positive alternatives to interpersonal and situational violence, by creating environments that teach and encourage health-enhancing behaviours and intrapersonal attributes and weakening supports for health-compromising behaviours and intrapersonal attributes
Results	Outcome measures include school data and measures completed by students – doesn't give details of what they were
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	Huesmann et al. Evaluating a cognitive/ecological program for the prevention of aggression among urban children, American Journal of Preventive Medicine, 1996
Reference manager no.	2497
Country of Origin Population	US Sixteen Chicago-area schools
Type of study (RCT, observation etc)	RCT
Type of intervention (Curriculum, environment etc)	NS/multi The program has three levels of intervention delivered in two-year segments: (1) Level 1: a general enhancement classroom intervention that stresses culturally sensitive student and teacher interaction involving instructional and classroom management strategies and a social-cognitive curriculum that mitigates aggressive development; (2) Level 2: intensive small-group sessions designed to change children's cognitions and enhance peer relationship skills for at-risk children added to the general classroom enhancement program; and (3) Level 3: a one-year family relationship intervention that stresses parenting skill building and emotional responsiveness in family interactions added to the general enhancement and small-group training conditions.
Outcomes	Violence/aggression/bullying To prevent and understand the development of aggressive behaviour.
Results	None given
Extracted by (name, date)	SB 1/7/08

Source (author, title journal and year of publication)	de,Anda D. The evaluation of a stress management program for middle school adolescents, Child and Adolescent Social Work Journal, 1998
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Reference manager no.	2477
Country of Origin Population	US middle school adolescents
Type of study (RCT, observation etc)	Experimental
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Mental health To determine the effectiveness of a 10-wk stress management program
Results	The program appears to have been successful in developing stress management skills in 2 major areas emphasised in the intervention cognitive control coping strategies and relaxation methods.
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Rahman, A. et al. Randomised trial of impact of school mental-health programme in rural Rawalpindi, Pakistan, Lancet, 1998
Reference manager no.	2473
Country of Origin Population	India Secondary school
Type of study (RCT, observation etc)	Experimental
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Mental health To assess the impact of a school mental-health programme on the awareness of schoolchildren, their parents, friends who were not attending school, and neighbours.
Results	The school programme succeeded in improving awareness of mental health in schoolchildren and the community.
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Lochman & Wells, Effectiveness of the Coping Power Program and of classroom intervention with aggressive children: outcomes at a 1-year follow-up Behaviour Therapy, 2003
Reference manager no.	2372
Country of Origin Population	US 5th- and 6th-grade years
Type of study (RCT, observation etc)	Before and after
Type of intervention (Curriculum, environment etc)	NS/multi School-based groups focusing on anger management and social problem solving skills, and the Coping Power parent component addressed parenting and stress-management skills.
Outcomes	Violence/aggression/bullying

	This effectiveness study explored whether a classroom intervention directed at teachers and at all of the parents in the intervention classrooms enhanced the effects of the Coping Power program with at-risk children.
Results	The current results indicate that prior findings of post intervention improvement for this sample (Lochman & Wells, 2002b) has led to preventive effects on delinquency and on substance use for older and moderate-risk children. The Coping Power program, in conjunction with a classroom-level intervention, also reduced school aggression 1 year after the intervention was completed. In addition, it appears that the classroom intervention facilitates radiating effects on reduced substance use for other at-risk children in the same classrooms who did not receive Coping Power
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Amin & Sato, Impact of a school-based comprehensive program for pregnant teens on their contraceptive use, future contraceptive intention, and desire for more children, Journal of community health nursing, 2004
Reference manager no.	2358
Country of Origin Population	US 371 pregnant and parenting teens, 500 comparable teens
Type of study (RCT, observation etc)	Observational
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Positive behaviour change a systematic evaluation of such a school-based comprehensive program-the Paquin School Program in Baltimore City-to assess its impact on contraceptive use, future contraceptive intention, and desire for more children.
Results	The percentages of the Paquin School enrollees who were using contraceptives or who expressed intention to use contraceptives in the future were higher than those of their counterpart nonenrollees from the comparison schools.
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Scott,S. Do parenting programmes for severe child antisocial behaviour work over the longer term, and for whom? One year follow-up of a multi-centre controlled trial Behavioural and Cognitive Psychotherapy, 2005
Reference manager no.	2325
Country of Origin Population	? ns
Type of study (RCT, observation etc)	ns
Type of intervention (Curriculum, environment etc)	Parent

Outcomes	Violence/aggression/bullying
Results	ns
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	BUCHANAN & HUDSON (eds) Parenting, schooling and children's behaviour, 1998
Reference manager no.	2264
Country of Origin Population	UK?? Varied
Type of study (RCT, observation etc)	Papers stemming from a series of seminars looking at parent child relations and more specifically on childhood behaviour disorders. Includes papers on: the public health implications of childhood behaviour problems and parenting programmes
Type of intervention (Curriculum, environment etc)	Parent
Outcomes	Violence/aggression/bullying
Results	ns
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Kedar (ed) Promoting the emotional well-being of children and adolescents and preventing their mental ill health: a handbook
Reference manager no.	2260
Country of Origin Population	? ?
Type of study (RCT, observation etc)	The book provides examples of a broad range of projects and initiatives in Britain and other European countries
Type of intervention (Curriculum, environment etc)	NS
Outcomes	NS
Results	
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Dickenson et al. The sustainability of mentally health schools initiatives: insights from the experiences of a co-educational secondary school in Aotearoa/New Zealand, International Journal of Mental Health Promotion 2004,
Reference manager no.	2258
Country of Origin Population	NZ

Type of study (RCT, observation etc)	Provides information on the Mentally Healthy Schools initiative and an overview of a range of approaches and implemented to promote, educate and support the mental health of students and staff. Concludes by highlighting key features that appear to be critical to the sustainability of school-based initiatives to promote the mental health of young people
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Mental health
Results	
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Small et al. School policy and environment: Results from the School Health Policies and Programs Study Journal of School Health, 2001
Reference manager no.	2218
Country of Origin Population	? ?
Type of study (RCT, observation etc)	ns
Type of intervention (Curriculum, environment etc)	ns
Outcomes	ns
Results	ns
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Medley et al. Comparing Individual Behaviour Plans from Schools with and without Schoolwide Positive Behaviour Support: A Preliminary Study, Journal of Behavioural Education, 2008
Reference manager no.	2174
Country of Origin Population	NS NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Positive behaviour change The purpose of the present study was to investigate whether behaviour support plans created in schools employing SWPBS systems were more technically adequate than support plans created in schools utilising traditional approaches to behaviour problems.
Results	support plans created at schools with SWPBS systems were more technically adequate than support plans

	produced at non-SWPBS schools as measured by the "Behaviour Support Plan-Quality Evaluation" ("BSP-QE"). However, support plans from schools with SWPBS systems were still considered underdeveloped.
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Bartz, D. The Effects of School Desegregation on Student Achievement, Motivation, and Social/Psychological Development: A Review of Research. A Research Report, Paper presented at the Annual Meeting of the American Association of School Administrators, 1983,
Reference manager no.	2052
Country of Origin Population	US
Type of study (RCT, observation etc)	This paper presents an overview of interventions that schools can use to enhance the psychological and social development of children in a desegregated school environment
Type of intervention (Curriculum, environment etc)	NS/multi Five remedies, designed to meet children's psychological needs in desegregated schools, are first defined and then analysed for specific interventions appropriate at the school or classroom level.
Outcomes	NS
Results	Self-esteem may be improved by seven interventions, including reducing social comparisons and interpersonal competition among students. Achievement motivation may be enhanced through such means as offering attainable but challenging goals to students, while coping skills are aided by stressing students' strengths. Vocational aspirations and social skills are also necessary in school settings and are developed by interventions such as ascertaining students' interests and encouraging co-operation.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Price et al. School and Community Support Programs That Enhance Adolescent Health and Education, Part of a series of working papers prepared for the U.S. Congress Office of Technology Assessment's Adolescent Health Project, 1990
Reference manager no.	1940
Country of Origin Population	US Adolescents
Type of study (RCT, observation etc)	Review paper
Type of intervention (Curriculum, environment etc)	NS
Outcomes	NS This paper reviews social support programs designed to have a preventive impact on young adolescents.
Results	School-based support programs are aimed at enhanced

	classroom participation, mobilisation of parent and teacher support, encouragement of peer leadership, reorganisation of the school environment to produce stable and supportive peer groups, and provision of school-linked clinics. Community-based support programs include youth organisations, youth participation in community projects, mentoring programs for inner-city youth, visiting nurse programs for pregnant adolescents, and special programs in black churches that are aimed at enhancing support to young adolescents and increasing their academic skills
Extracted by (name, date)	SB 2/7/08

Source (author, title journal and year of publication)	Sloan, D. Reasons and Remedies for Gangs and Delinquency among School Age Children. Literature Review. No journal, 1993
Reference manager no.	1861
Country of Origin Population	?US? School age
Type of study (RCT, observation etc)	Review article
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Violence/aggression/bullying Some of the common characteristics associated with juveniles who become involved in gang activities are identified. Programs that attempt to alleviate the situations that lead to gang involvement and programs that deal with juvenile delinquents are discussed.
Results	Characteristics that can predispose a youth to gang membership include social and family background, personal problems independent of background, and school factors. Some programs that attempt to deal with these characteristics are described. Some approaches deal with the school environment, some focus on the community, and others work in other environments. Research on these programs does not always give enough information for those interested in replication. Most research does indicate the need for building juvenile self-esteem and communication skills.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Rohrman, D. Combating Truancy in Our Schools--A Community Effort, NASSP Bulletin, 1993,
Reference manager no.	1847
Country of Origin Population	?
Type of study (RCT, observation etc)	review
Type of intervention (Curriculum, environment etc)	NS

Outcomes	Violence/aggression/bullying
Results	Truancy can be traced to four causes: an unsupportive school environment, lack of community support, chaotic family life, and personal deficits. School-based responses feature either academic incentives for good attendance, administrative consequences for non-attendance, academic consequences for non-attendance, or supportive services. Counselling and community-based approaches are recommended
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Smith & Sharp, School Bullying: Insights and Perspectives, 1994
Reference manager no.	1823
Country of Origin Population	UK Various
Type of study (RCT, observation etc)	Chapters include "The Sheffield Project: Methodology and Findings" (Irene Whitney and others);
Type of intervention (Curriculum, environment etc)	NS/multi The book discusses the following approaches to dealing with bullying: (1) developing a whole-school policy; (2) using classroom and curriculum materials; (3) training lunchtime supervisors; (4) improving playground environment; and (5) working directly with students involved in bullying situations.
Outcomes	Violence/aggression/bullying This book examines the nature and extent of bullying in schools and gives a succinct account of research into ways of reducing the problem, book, 1994
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Cutrona, G & Guerin,D Confronting Conflict Peacefully: Peer Mediation in Schools, Educational Horizons, 1993
Reference manager no.	1813
Country of Origin Population	? ?
Type of study (RCT, observation etc)	?
Type of intervention (Curriculum, environment etc)	Outside class
Outcomes	Positive behaviour change
Results	Suggests peer mediation as an alternative dispute resolution approach. Indicates the need to shift the focus from crisis intervention to prevention and to integrate dispute resolution skills into the school environment

Extracted by (name, date)	SB 3/7/08
Source (author, title journal and year of publication)	Stalling et al. Conflict Resolution for School Counsellors: Facilitation and Social Learning
Reference manager no.	1790
Country of Origin Population	US?
Type of study (RCT, observation etc)	Discussion article
Type of intervention (Curriculum, environment etc)	Teacher
Outcomes	Positive behaviour change This article acknowledges the growing interest in conflict resolution among professional counsellors and explains how resolution interventions may be tempered by a concern for social development in children. Proactive suggestions are also offered for school counsellors on how to assess and deal with conflict in school settings
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Walker, D. Prevencion de la violencia en las escuelas (School Violence Prevention), Report 1995,
Reference manager no.	1768/ 1766
Country of Origin Population	Chile?
Type of study (RCT, observation etc)	?
Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Violence/aggression/bullying The relationship between school climate and school violence, the principal's role in the reduction of violence, strategies for teaching non-violence to students, and preventative approaches for helping students with serious problems are described
Results	Research has shown that violent student behaviour can be alleviated through the development of a caring, inclusive school culture; programs that teach prosocial behaviour and foster self-esteem; and collaboration with community social-service agencies. A highly visible principal can create school norms of non-violence and community by cultivating relationships with students, encouraging a sense of ownership, and comprehensively addressing the roots of violent behaviour, such as poverty, racism, and inadequate or abusive parenting.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	School Safety: Promising Initiatives for Addressing School Violence. Report to the Ranking Minority Member, Subcommittee on Children and Families, Committee on
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	Labour and Human Resources, U.S. Senate, 1995,
Reference manager no.	1762
Country of Origin Population	US ?
Type of study (RCT, observation etc)	various
Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Violence/aggression/bullying This report presents findings of a study, conducted by the United States General Accounting Office (GAO), that investigated programs used by schools to curb violence
Results	The programs reported changes in participants' attitudes toward violence and gang membership, less disruptive behaviour, and less contact with the criminal justice system. The study also identified seven characteristics of promising school-based violence-prevention programs: a comprehensive approach, an early start and long-term commitment, strong leadership and disciplinary policies, staff development, parental involvement, interagency partnerships and community linkages, and a culturally sensitive and developmentally appropriate approach
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Ferriara et al. The Caring Culture of a Suburban Middle School, Paper presented at the Annual Meeting of the American Educational Research Association, 1995
Reference manager no.	1761
Country of Origin Population	US Middle school
Type of study (RCT, observation etc)	Data were gathered through observations; interviews with 27 teachers, 4 administrators, and 8 staff members; document analysis; and a questionnaire.
Type of intervention (Curriculum, environment etc)	NS/multi four arenas or domains--curriculum and instruction, extracurricular activities and programs, discipline, and administration
Outcomes	Positive behaviour change Examined several dimensions of school functions--policy making, decision making, structure building, and relation building--to determine how they contributed to or hindered the development of a caring culture
Results	Findings indicate that although some messages countered caring at the school, they were outweighed by those messages that consistently reflected caring teachers, administrators, and support staff. Several social structures provided channels for caring, particularly teaming and the Success Period. Among the major factors that sustained the caring culture were individual teachers' acts and a fairly common language and set of values that supported caring. Obstacles included a new discipline code (which was fragmented and inconsistent), racial tensions, and

	resistance to outcomes-based education.
Extracted by (name, date)	SB 3.7.08

Source (author, title journal and year of publication)	Mellor, A., Which Way Now? A Progress Report on Action against Bullying in Scottish Schools. Research Report Series, 1995
Reference manager no.	1756
Country of Origin Population	Scotland Various
Type of study (RCT, observation etc)	The information contained in the report has been drawn from a number of sources: questionnaires sent in September 1994 to education authorities, and to teacher training institutions; documents prepared by education authorities; schools and individuals; and data collected by the Scottish Council for Research in Education (SCRE)
Type of intervention (Curriculum, environment etc)	NS/multi Appendixes describing anti-bullying programs, resources, and actions account for about one-fifth of the document
Outcomes	Violence/aggression/bullying
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Tossavainen, K. et al. An Evaluation of Health-Promoting Schools in the Finnish Network, Childhood Education: International Perspectives, 1996
Reference manager no.	1734
Country of Origin Population	Finland Various
Type of study (RCT, observation etc)	Report
Type of intervention (Curriculum, environment etc)	NS/various
Outcomes	Healthy schools In the area of co-operation and interaction, topics such as changes in personal relationships, common activities, parental involvement, and external partnerships are discussed. In the area of health education curriculum, issues discussed include the portion of the curriculum allocated to health education, the involvement of students, its integration into other subjects, and the role of the teacher.
Results	The article concludes that the network's program has contributed to a more systematic, and therefore more effective, approach to health education.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Nelson et al. Designing Supportive School Environments, Special Services in the Schools, 1996
Reference manager no.	1729
Country of Origin Population	
Type of study (RCT, observation etc)	Case study
Type of intervention (Curriculum, environment etc)	Ethos/environment Specifically addresses ways to achieve effective ecological arrangements and common area routines across the school environment. Provides a six-step process for implementing and maintaining these ecological arrangements and routines.
Outcomes	Healthy schools Describes an approach to fostering a predictable, well-organised, and safe school environment.
Results	Presents a case study with preliminary results.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Carlson, C. Changing the School Culture toward Integrated Services, Special Services in the Schools, 1996
Reference manager no.	1728
Country of Origin Population	
Type of study (RCT, observation etc)	
Type of intervention (Curriculum, environment etc)	Ethos/environment Examines contemporary school culture as it relates to health and mental health services for children and families. Suggests changes that can help schools move from services as currently organised to integrated services. Outlines an organisation-systems perspective of schools, along with the changing visions of education, schooling, and service delivery
Outcomes	NS/multi
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Ballard & McCoy Preventing Violence in Rural Schools: A Sampling of the Responses of School Superintendents in Southern Georgia, 1996
Reference manager no.	1717
Country of Origin Population	US
Type of study (RCT, observation etc)	Interview

Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Violence/aggression/bullying Reviews the history of school violence and explores probable reasons for its increase, particularly in rural areas. Among 20 rural school superintendents interviewed in southern Georgia, over half believed that school violence was increasing, and many reported using technology and additional programming to deter school violence.
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Kenney et al. Reducing Fear in the Schools: Managing Conflict through Student Problem Solving
Reference manager no.	1714
Country of Origin Population	US NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	NS/multi community-policing strategies and problem-solving techniques
Outcomes	Violence/aggression/bullying Describes a component of one North Carolina school district's plan for improving the high school environment by integrating community-policing strategies and problem-solving techniques for reducing school crime, delinquency, and disorder
Results	By using teacher/student working groups, the school reports declines in the incidence of school crime and violence, and reduced fear levels of students and teachers.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Orphinas, P et al. Critical Issues in Implementing a Comprehensive Violence Prevention Program for Middle Schools. Translating Theory into Practice Education and Urban Society, 1996
Reference manager no.	1713
Country of Origin Population	US four, urban middle schools
Type of study (RCT, observation etc)	Case study?
Type of intervention (Curriculum, environment etc)	NS/multi Components consist of modification of the school environment, introduction of a violence-prevention curriculum, use of peer resources, and parent education
Outcomes	Violence/aggression/bullying
Results	

Extracted by (name, date)	SB 3/7/08
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Source (author, title journal and year of publication)	Grady,M. Rural Schools and Safety Issues, Paper presented at the Annual Meeting of the National Rural Education Association, 1996
Reference manager no.	1701
Country of Origin Population	US
Type of study (RCT, observation etc)	Review paper
Type of intervention (Curriculum, environment etc)	NS/multi Examples of alternative schools and programs for violent and disruptive youth are described.
Outcomes	Violence/aggression/bullying This paper reviews the literature on violence and crime in schools and on prevention strategies and programs.
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Hutchinson, Monitoring School Bullying: A Review of One School's Program for Assessing and Monitoring the Problem, 1996,
Reference manager no.	1698
Country of Origin Population	Australia an independent boys' day and boarding school
Type of study (RCT, observation etc)	survey
Type of intervention (Curriculum, environment etc)	Behaviour management
Outcomes	Violence/aggression/bullying A study assessed the levels of bullying behaviour at Hale School, in metropolitan Perth, Western Australia.
Results	Results indicated that, despite a widely publicised program and the publication of anti-bullying and harassment policies, levels of bullying decreased only slightly in the 2-year life of the program, and that levels of bullying within the classroom increased. Further, despite an increased willingness on the part of students to report bullying to parents, they were less willing to report bullying matters to teachers. Findings reinforce the value of survey questionnaires to gauge the effectiveness of programs such as the anti-bullying interventions.
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Bickmore, K. Teaching Conflict and Conflict Resolution in School: (Extra-) Curricular, 1997, Paper presented at Connections '97 International Social Studies Conference
Reference manager no.	1678
Country of Origin Population	NS NS

Type of study (RCT, observation etc)	?
Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Positive behaviour change This paper examines a broad range of school-based learning opportunities that influence young people's development of knowledge and inclinations for handling conflict.
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Gotfredson et al. Survey of School-Based Gang Prevention and Intervention Programs: Preliminary Findings, Paper prepared for the National Youth Gang Symposium 1997,
Reference manager no.	1677
Country of Origin Population	US? ?
Type of study (RCT, observation etc)	
Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Violence/aggression/bullying a study of approaches used by schools to reduce or prevent gang involvement among schools.
Results	Data suggest that schools are engaging in a great deal of activity to reduce problem behaviour generally and to prevent or reduce gang involvement in particular. However, much of that activity is weak and would not be expected to have much of an effect because it fails to use practices known to be effective, is limited in intensity, or is extended to only a few individuals. The quality of school efforts could probably be improved through better training and supervision of intervention activities
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Walker et al. Violence Prevention and School Safety: Issues, Problems, Approaches, and Recommended Solutions, OSSC Bulletin 1941?
Reference manager no.	1668
Country of Origin Population	? ?
Type of study (RCT, observation etc)	Discussion paper
Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Violence/aggression/bullying violence within the context of schooling is expressed in extreme forms of reactive and proactive aggression, antisocial behaviour patterns and oppositional-defiant

	behaviour. Schools are highly vulnerable to the damaging effects of these student behaviours and often must take radical steps to prevent, control and offset their toxic effects. This report addresses with key issues, problems, approaches and recommended solutions to these challenges to the schooling process.
Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Volokh,A. & Snell,L. School Violence Prevention: Strategies To Keep Schools Safe. Policy Study No. 234 Report. 1997
Reference manager no.	1665
Country of Origin Population	US? Private Schools?
Type of study (RCT, observation etc)	-
Type of intervention (Curriculum, environment etc)	NS
Outcomes	Violence/aggression/bullying This publication surveys popular methods of violence prevention and divides them into three classes: school-management measures, environmental modification, and educational and curriculum-based measures. The review also considers structural conditions that influence whether schools adopt the most appropriate antiviolence methods for their needs, and examines the ways in which public and private schools differ. T
Results	The conclusion is that there is no one-size-fits-all solution, and that disciplinary methods in public schools are constrained by procedural roadblocks to punishment
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Thurston et al. Morality and the Ethic of Care: Peaceable Rural Schools, Caring Rural Communities, Rural Special Education Quarterly, 1998
Reference manager no.	1616
Country of Origin Population	ns
Type of study (RCT, observation etc)	ns
Type of intervention (Curriculum, environment etc)	Ethos/environment
Outcomes	Positive behaviour change Suggests that the ethic of care is vital to promoting safe schools and developing responsible, respectful, and tolerant students and citizens. Describes three approaches for developing a caring school culture that include linking students together as a caring moral community, teaching social skills and conflict resolution, and focusing on interpersonal skills for managing everyday classroom life and interactions.

Results	
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Promoting Stress Management: The Role of Comprehensive School Health Programs, Eric Digest, 1998
Reference manager no.	1611
Country of Origin Population	NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	NS/multi CSHPs contain four key elements. The first element, community participation and focus, can be achieved through school health newsletters, health fairs, local newspaper, radio, and television promotions, and guest speakers. The second element, school environment, encompasses the physical setting, policy and administrative environment, psychosocial environment, and health promotion for staff. The third element, education, comprises school-based life skills programs that focus on such strategies as relaxation, problem solving, and positive perspectives. The final element, school services, provides counselling, psychological and social services, nutrition and food services, comprehensive family services, and needed medical treatments.
Outcomes	Mental health Examines how Comprehensive School Health Programs (CSHPs) may promote stress management in children and adolescents.
Results	NS
Extracted by (name, date)	SB 3/7/08

Source (author, title journal and year of publication)	Steineger,M Middle School Revolution: A New Culture of Courtesy and Co-operation Takes Hold in Eugene, Northwest Education, 1999
Reference manager no.	1573
Country of Origin Population	US NS
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	NS/multi Peaceable Educational Practices (PEP) project, which identifies research-based best practices for reducing school violence. Three general strategies include school data collection, schoolwide policies and programs, and tailoring strategies to the school.
Outcomes	Violence/aggression/bullying
Results	PEP schools have seen a dramatic fall in discipline referrals

Extracted by (name, date)	SB 3/7/08
Source (author, title journal and year of publication)	Banks, S. Addressing Violence in Middle Schools
Reference manager no.	1530
Country of Origin Population	US Middle school
Type of study (RCT, observation etc)	NS
Type of intervention (Curriculum, environment etc)	NS/multi
Outcomes	Healthy/safer schools Describes the successful effort at one middle school in the Virginia Beach city school system to establish a safe school environment by providing successful programs and effective policies, and by relying on a school, family, and community partnership
Results	NS
Extracted by (name, date)	SB 4/7/08