Respectful Schools
Respectful Behaviour

Department of Education
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MESSAGE
FROM THE SECRETARY

Learners First establishes our vision, mission and key drivers ensuring collective purpose for all our educational settings. We share a collective aim to develop successful, skilled and innovative Tasmanians. We value learning, excellence, equity, respect and partnerships. Learners achieve growth and make powerful connections through positive and effective relationships.

The multi-faceted Respectful Schools and Workplaces framework identifies key priorities and strategies. This ensures supportive relationships and the best possible learning outcomes for each learner across the full range of settings. This includes our Child and Family Centres, schools, senior secondary schools, Trade Training Centres and LINC.

The third edition of Respectful Schools Respectful Behaviour, is an essential resource in supporting all learners and school communities. It seeks to embrace the richness of our communities and achieve welcoming and respectful learning settings in which individuals feel a strong sense of belonging. In doing so, it ensures that our learners’ aspirations are supported, contributions are valued and our diversity celebrated.

Respectful relationships are integral to empowering and engaging students, staff and school communities in all aspects of school life and beyond. They feature in policy and practice, curriculum and teaching, learning partnerships and collaborations, and in our everyday interactions with each other.

Respectful Schools Respectful Behaviour maintains our focus on supporting strong relationships, better learning outcomes and developing a rich school culture and positive ethos. This resource lays out the understandings, dispositions and actions for school communities to develop and embed in their practice. It incorporates specific supports for students, families and schools at times of crisis, particularly those affected by family violence.

Our learners, their families and communities are deserving of our best efforts in promoting and embedding respectful relationships. I commend this resource to you.

Warm regards,

Jenny Gale
RESPECTFUL SCHOOLS
RESPECTFUL BEHAVIOUR

Introduction
This resource supports learning communities from the early years to Year 12 to build respectful, safe and supportive learning environments where all members are given the opportunities to develop the knowledge and skills to equip them to be successful, lifelong learners. It provides practical information about:

• developing and implementing whole school or organisation, classroom, group and individual approaches to respectful behaviour and relationships
• school and classroom best practice
• supporting individual need
• dealing with inappropriate behaviour and relationships.

It also provides handy hints and further information through the following identifiers:

- best practice guides for effective leaders
- best practice guides for effective teachers
- links to services, policies, procedures, guidelines and resources
- links to the Good Teaching series
- links to the elements of the National Safe Schools Framework
- links to the National School Improvement Tool
- links to the National Quality Standard for education and care services

Acknowledgements
Our Department builds on this resource through the Respectful Relationships Education Package and teaching and learning package in conjunction with planned professional learning.

This resource has been produced by a number of staff at the Department of Education and informed by representatives from:

• Department of Health and Human Services
• Working it Out
• Gender Help for Parents
• headspace
Commonly used terms and definitions

**Education Settings**
Throughout this book this term is used broadly to include all learning settings such as Child and Family Centres, schools, senior secondary colleges, Trade Training Centres and LINCs.

**Curriculum**
In this resource the term refers to the endorsed curriculum for the relevant year of schooling. In early learning settings that is the Belonging, Being and Becoming: The Early Years Learning Framework for Australia. For students from Prep to Year 10 the core curriculum framework is the Australian Curriculum. Teachers of students in Years 11 and 12 implement Tasmanian Assessment, Standards and Certification and VET accredited courses.

**Leaders**
Refers to any person who is formally or informally leading within a learning setting. It is not necessarily role specific or tied to positions of responsibility, however there is recognition that certain positions attract more leadership responsibilities than others.

**Family**
Refers to the term ‘family’ in the broadest sense. That is, to include people who are related through kindred or marriage or de facto partnerships, as well as adoption and fostering relationships, sibling and extended family. In this way it includes all primary and other caregivers involved in the lives of learners.

**Supporting Initiatives and Frameworks**

“The 21st Century has witnessed significant changes which have altered how people live and work. ‘Globalisation and technological change are placing greater demands on education and skill development in Australia and the nature of jobs available to young Australians is changing faster than ever.’ What students need to know, understand and be able to do must keep pace with and respond to this. As well as sound literacy and numeracy skills, students need to be equipped with 21st Century skills and capabilities such as problem solving, creativity and innovation, ICT literacy, communication and collaboration.”

Melbourne Declaration on Educational Goals for Young Australians

Well-developed curriculum and quality pedagogy supports respectful behaviours and relationships. The following national and state initiatives and frameworks are essential in developing 21st century skills and capabilities.

Our Department’s **Learners First Strategy** drives the work of the Department through our:
- belief that all learners have a right to experience success in rigorous and engaging learning opportunities
- commitment to excellence and high expectations
- conviction that all learners have the right to be treated with respect
- desire to work collaboratively with learners and their communities.

www.education.tas.gov.au

The Melbourne Declaration (2008) sets the education goals for young Australians, that:
- schooling promotes equity and excellence
- all young Australians become successful learners, confident and creative individuals and active and informed citizens.

http://bit.ly/1IBbQ4B
Belonging, Being & Becoming – The Early Years Learning Framework for Australia is the required national framework from birth to age five. Children explore and develop their own identities and understandings of the world. It recognises that:

- respectful, caring and reciprocal relationships support learning outcomes
- families and caregivers are children’s first and most influential teachers.

www.education.gov.au/early-years-learning-framework

The Australian Curriculum is the required curriculum from Prep (Foundation) to Year 10. It:

- sets high expectations that consider individual learning needs
- acknowledges students’ strengths, interests, goals and needs
- develops a broad set of knowledge, skills, behaviours and dispositions.

www.australiancurriculum.edu.au

The Tasmanian Curriculum remains the required curriculum for schools for some learning areas while the Australian Curriculum continues to be fully implemented. It:

- acknowledges students’ strengths, goals, needs and interests
- promotes a commitment to lifelong learning
- provides students with the opportunity to acquire the understandings, skills and attributes needed to achieve their individual potential.

www.education.tas.gov.au
Learners First – Respectful Schools

Successful learners, an innovative workforce, inspired leadership, dynamic learning environments and community confidence.

Through the Learners First Strategy we will develop successful, skilled and innovative Tasmanians.

The Respectful Schools and Workplaces framework, which is available on our website, outlines the importance of staff and student wellbeing in supporting effective learning and working environments and experiences that contribute to these goals.

The framework focuses on building and maintaining positive respectful relationships between all members of the school community and outlines our priorities and strategies to achieve the outcomes of:

- compassion and cooperation
- effective communication
- a culture of respect
- positive behaviour
- success and achievement
- safe and inclusive learning and working environments

Respectful and inclusive schools are critical to achieving staff and student wellbeing that enables the achievement of high quality learning goals and targets.

What we value drives the development, maintenance and growth of respectful school cultures.

Learning
People in Tasmania are engaged in positive, productive and supported learning experiences, and encouraged towards lifelong learning.

Excellence
We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources.

Equity
We all have the right to challenging and engaging learning opportunities.

Respect
Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability.

Relationships
We achieve growth and strength through partnerships and connections with our learners, their communities and the world.
Overview

Our Learners First vision is to develop successful, skilled and innovative Tasmanians. Our Learners First Strategy, with a strong school improvement agenda, continues to drive change as we build, grow and support respectful schools. When we work together and create a culture of respectful behaviour and relationships we provide certainty to staff, students, parents and carers and the wider community. Leaders collaboratively guide whole school approaches within their school improvement cycle so that every student has a sense of belonging and is a successful learner. Leaders guide staff to ensure that practices are aligned to our values within a whole school approach to respectful behaviour and relationships. The Tasmanian Respectful Relationships resources align curriculum and professional learning with whole school implementation processes.

All staff in education settings have an important responsibility to model respectful behaviours, relationships, attitudes and values as they collaborate with students, staff, parents and carers in and out of the classroom. As Masters (2012) notes, parents and carers, families and the wider community are integral members of the school community. Parents and carers and families are integral partners in their children’s education. The connections through the wider community, including local businesses and community organisations with strategic partnerships, have a positive impact on student learning outcomes. Therefore, a whole school approach to behaviour and respectful relationships is about working well together to build positive environments and a culture of respect based on responsibility, integrity and accountability.

Effective leaders work to ensure that all partners are committed to the school’s common goals and purposes. They understand that schools play a vital role in helping to shape learners’ values, dispositions and behaviours which impact their communities.

They support professional practices in teaching and learning for respectful behaviour and relationships through school improvement planning. They enable timely professional learning.
for their staff and develop and communicate expectations with the school community as a whole.

While there are numerous strategies, Departmental and school policies, procedures and guidelines and models that support the development of a whole school approach to respectful behaviour and relationships depending on a school's individual context, the National Safe Schools Framework, and Respectful Relationships program provide underpinning principles that align with our Learners First Strategy and the Safe Homes, Safe Families initiative.

### Practical advice for Leaders

#### Across the school:

Effective leaders establish policies, systems and processes, based on Departmental policies and procedures. Data systems such as Student Support System (SSS) and Education Information (edi) then inform ongoing school-based actions and reviews.

This ensures a whole school approach to respectful behaviour and relationships.

**Leaders will:**

- work within the Learners First Strategy and comply with Departmental policies, procedures and guidelines
- know their school contexts and work closely with their leadership teams
- use the Respectful Relationships Audit Tool
- choose to extend their work using the National Safe Schools Framework and evidence based models to guide their practice.

#### Developing a whole school approach:

While leadership teams, staff, students and families have a shared responsibility for developing a whole school approach to respectful behaviour and relationships, it is the principal who sets the tone for the school. Their leadership is crucial for success.

**A leader will:**

- collect and analyse data to identify what is being addressed and areas for improvement
- use improvement profiles and student data including academic performance, absences, suspensions and relocations to better understand their context
- share school audit data and establish collective goals and priorities
- maintain a communication plan and communicate regularly with families
- adhere to Departmental policies, procedures and guidelines in relation to safety, wellbeing and behaviour
- ensure use of SSS to document student support: including Learning Plans, important information, strategies and communications with parents
- establish mechanisms for collecting and analysing data on an ongoing process
- allocate budgets and provide resources to support respectful behaviour systems and processes
- embed mechanisms for ongoing whole school review.

#### Working with staff:

Effective leaders work closely with their colleagues to ensure supportive practices, common expectations and consistency across the school. They maintain structures and supports for staff by establishing inclusive learning environments, behaviour supports and appropriate resourcing. They model professional behaviour and responsive, inclusive language.

**A leader will:**

- take a critically reflective stance to evaluate the school’s position in relation to promoting diversity, positive relationships and welfare for students and staff
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- commit to developing an inclusive school through a whole-school, evidence-based approach
- use the first professional learning opportunities each year to revisit respectful behaviour processes, reflect upon student data and communicate expectations to staff
- ensure that staff are aware of legislative, Departmental and school-based requirements, policies and processes. This includes the State Service Code of Conduct
- identify behaviour as a regular item for leadership and grade team meetings to collectively discuss concerns and plan for intervention
- maintain a strong presence in the school, visiting classrooms playgrounds and communal areas
- ensure that potential trouble spots and
unstructured times are supervised
• communicate day-to-day student behavioural issues directly to staff
• make the best use of:
  - SSS and ed/i reports
  - staff briefings
  - individual and group emails
  - staff bulletins
  - staffroom whiteboards
• include respectful behaviour in induction processes for all new staff
• identify the strengths and areas for growth of individual staff members and address them through:
  - PDP discussions
  - collaborative team processes
  - targeted professional learning
  - peer mentoring
  - strategic support
• be proactive and plan for:
  - staff on extended leave
  - part-time staff
  - relief teachers
• maintain staff safety and wellbeing through:
  - effective and timely communication
  - providing planned support systems and structures for staff
  - providing processes for effective debriefing and follow-up including support after critical incidents.

Working with parents and carers and the community:
Good leaders maintain effective relationships based on common goals and expectations with parents and carers and communities. They work closely with their School Association and relevant community organisations. They embed effective communication processes to support student wellbeing and learning.

A leader will:
• maintain professional and respectful interactions with parents with a priority on positive relationships
• understand the need for privacy and maintain confidentiality at all times
• hold regular meetings with the School Association and seek input regarding whole school approaches to respectful behaviour and relationships
• communicate whole school approaches for respectful behaviour and relationships to parents and carers of new and prospective students

• establish clear processes for contacting individual parents when there are concerns about their child's behaviour including:
  - celebrating successes when they occur
  - identifying staff members as the point of contact for extreme behaviours
  - calling regularly if there are problems
• welcome sharing by parents and carers to understand family issues that may impact on their child's behaviour and interactions at school
• ensure that student contact information is up to date and accessible
• establish contact and maintain relationships with emergency services, other government agencies and non-government organisations.

Interacting with students:
Effective leaders communicate with students in positive ways, establishing high expectations for behaviour. They model professional, respectful behaviour and responsive, inclusive language in all their interactions. They understand that students who are engaged with their learning are more likely to achieve success.

A leader will:
• know their students and address them by name wherever possible
• be consistent and fair when working with students and ensure consequences align with behaviour
• be a visible presence in classrooms and the playground, especially in potential trouble spots
• celebrate student success both through everyday interactions and in formal ways including school assemblies and meetings with students
• give students a voice by enabling:
  - student decision making
  - peer mentoring
  - student ownership
• actively encourage and support student leadership programs such as:
  - Student Councils
  - Peer Support
  - Aussie Sports leaders
• work to make every student feel safe and included at school
• listen actively and maintain confidentiality when students discuss their problems
• ensure that there are safe places and routines for every student in the playground.
The **National Safe Schools Framework** provides Australian school communities with a vision, guiding principles and practical tools and resources that support whole school approaches to building positive school cultures.

**Vision**

‘All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.’

The National Safe Schools’ vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

**Guiding Principles**

- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school’s child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole school and evidence-based approach.

**Elements of the Framework**

The framework identifies nine key elements to assist schools in planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety and wellbeing.

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. Focus on student wellbeing and student ownership
8. Early intervention and targeted support
9. Partnerships with families and community

To support schools to implement the framework the Australian Government has worked with Education Service Australia to deliver the Student Wellbeing Hub.

**www.studentwellbeinghub.edu.au**

The hub is a one-stop shop that provides school communities, teachers, school leaders, students, parents and specialist professionals with a range of safe school strategies that are underpinned by the framework including information on building safe and supportive learning environments.
Steps to Develop a Safe and Supportive School Plan

Using the elements for a whole school approach to respectful behaviour and relationships, school leaders, staff, students, parents and carers and the community have the responsibility to develop a whole school approach to respectful behaviour. School leaders should actively engage the various stakeholders through regular staff meetings, professional learning opportunities, School Association meetings, parent meetings and community forums to create a shared vision and understanding of, and take collective and individual responsibility for respectful behaviour and relationships.

The National Safe Schools Framework is a very useful resource designed to assist in this process. It includes a School Audit Tool and advice about planning (appendix 1). The steps to develop a safe and supportive school plan provide an action framework for leaders to use.

**Step 1**
Complete the school audit tool

**Step 2**
Identify the characteristics of the nine elements that your school is already addressing well

**Step 3**
Identify the gaps in the nine elements on which your school still needs to work

**Step 4**
Refer to the key actions and practices chart to select and implement appropriate directions for your school

**Step 5**
Document your safe school policies and practice. This process could involve the broader school community

**Step 6**
Promote the ways in which your school is safe and supportive to the whole school community.

**Step 7**
Repeat the audit every 12 months and build on your good practice

Safe Homes, Safe Families

Respectful Relationships Education

The Respectful Relationships Education package has been developed for early learning settings and schools as part of a larger strategy to promote positive and respectful relationships, free from violence and victimisation. This program is a part of the Tasmanian Government Safe Homes, Safe Families Action Plan. The Action Plan provides a coordinated approach to respond effectively to the issues associated with family violence.

The Respectful Relationships Education package includes sequenced teaching and learning materials from birth to Year 12 that take into account the key messages about violence and effective whole school approaches. The package supports school leaders with their ongoing approach to relationships education through parent and community engagement tools and professional learning support. For more information, including the implementation and planning package and curriculum resources see:

www.education.tas.gov.au/intranet
Evidence-Based Models for a Whole School Approach

There are many ways to enact a whole school approach to respectful behaviour and relationships. Once school priorities have been identified, a range of supportive practices and programs are available to schools depending on their contexts. Comprehensive recording of information in the Student Support System (SSS) underpins a whole school approach to respectful behaviour and relationships.

Three models widely used in Tasmanian Government schools to support respectful behaviours and relationships are:

1. School-Wide Positive Behaviour Support (SWPBS)

www.pbis.org/

SWPBS is a framework which supports the social and academic learning of all students. It is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioural practices for improving learning and behaviour outcomes for all students.

SWPBS emphasises four integrated elements:

a. data for decision making
b. measurable outcomes supported and evaluated using data
c. practices with evidence that these outcomes are achievable
d. systems that efficiently and effectively support implementation of these practices.

SWPBS is based on a three-tiered prevention model that requires all students to receive support at the universal or primary level. If the behaviour of some students is not responsive, more intensive behavioural support is provided in the form of a group contingency (selected or secondary tier) or a highly individualised plan (intensive or tertiary tier).

The outcomes associated with implementing SWPBS

Schools implementing SWPBS have teaching and learning environments that:

• maximise academic engagement and achievement for all students
• are more engaging, responsive and productive
• set high academic and behavioural expectations and positively address classroom management
• understand student need and target support for those who require additional assistance
• are respectful and inclusive.

Respectful teaching and learning environments focusing on positive behavioural expectations empower students to:

• respect themselves, respect others, and respect property
• be safe, be responsible, be respectful
• respect relationships and respect responsibilities
• respond to challenging situations constructively.
2. Restorative Practice

www.restorativepractices.org.au

The most profound learning occurs when there is a healthy relationship between teacher and student. The Restorative Practice process assists teachers, students and parents and carers to build, maintain and restore relationships using a ‘no blame’ approach. It also helps build capacity to enable students to self-regulate behaviour and contribute to the improvement of learning outcomes.

The Restorative Practice process places emphasis on the following underpinning elements:

1. **The Practice Domain**
   explores the belief in, and practice of, explicit teaching

2. **The Fair Process**
   creates a ‘fertile ground’ where staff, students, parents and carers and community share a common understanding

3. **Restorative Questions**
   Note: These questions are to be used with careful consideration for a student’s stage of development and state of readiness.
   - What happened?
   - What were you thinking? What are you thinking now?
   - Who has been hurt or is sad because of what you have done?
   - What do you need to do to make things right?
   - What will you do differently next time?

4. **The Theory of Affects**
   examines theory underlying practice

5. **Explicit Practice**
   establishes learning environments where students feel safe and are respectful, engaged and proactive learners.

When teachers, students and parents and carers have an understanding of these elements, there is a greater capacity to engage, develop relationships, repair harm, reflect and measure current practice and improve learning outcomes.

The Restorative Practice framework provides an opportunity for schools to:

1. align their practice with our values
2. establish learning environments where students feel safe, valued and included
3. support respectful, engaged and proactive learners
4. promote explicit teaching of behaviour and expectations
5. develop and maintain healthy relationships
6. use data to support need and target resources.

3. Index for Inclusion

www.eenet.org.uk/index_inclusion/index_inclusion.shtml

The Index for Inclusion was developed to support student learning and participation in schools. The index is about the education of all children and young people, including students with disability. It provides a mechanism for school improvement according to inclusive values.

The Index in use

‘It’s something you can dip in and out of, and doesn’t pretend to say: right you need to start here.’

There are four elements to the index:

1. **Key concepts** to support thinking about school improvement that is inclusive
2. **Review framework dimensions** to structure the approach to the evaluation and development of schools
3. **Review material indicators and questions** to enable detailed review of all aspects of a school and to help the school community identify and implement priorities for change
4. **An inclusive process** to ensure that the process of review, planning for change and putting plans into practice is itself inclusive.

The index review comprises sets of questions that support a whole school approach to behaviour by addressing the following three dimensions:

- Producing inclusive POLICIES
- Evidencing inclusive PRACTICES
- Creating inclusive CULTURES

The outcomes of implementing the Index for Inclusion include:

- schools being more responsive to diversity
- improved inclusive practices
- reduced incidents of exclusion and discrimination
- minimisation of barriers to learning
- increased participation in learning.
Positive mental health and wellbeing

Positive mental health is a desirable quality in its own right and is more than the absence of mental illness.

Positive mental health assists in the enjoyment of life, the environment and people around us; to be creative, learn, take risks and enjoy new things.

Positive mental health ensures we are better able to cope with difficult times - it builds resilience, optimism and self-esteem.

Effective leaders:

• understand that positive mental health and wellbeing can co-exist with mental ill-health
• implement whole school approaches to positive and holistic mental health and wellbeing
• draw from evidence-informed strategies that promote positive mental health and wellbeing including digital applications and programs
• establish effective partnerships with community sector services and agencies to promote positive mental health and wellbeing
• collaborate with staff, students and the wider community to develop a common language in relation to positive mental health and wellbeing
• provide professional learning opportunities for staff to deepen their understanding of positive mental health and wellbeing
• have effective risk-management and support strategies in place
• work closely with students and families who are experiencing difficulty and provide them with referral pathways when needed.

Effective teachers:

• understand that positive mental health is critical to student learning and building personal resilience
• work from a proactive and respectful framework such as the Respectful Relationships package and the Australian Curriculum Health and Physical Education – personal, social and community health strand
• provide evidence-informed learning opportunities that build awareness of positive mental health, self-concept, self-esteem and resilience
• use common language to build an understanding of positive mental health and to minimise the use of language that may discriminate or increase stigma
• communicate with parents and carers regarding the mental health and wellbeing of students
• inform students about the use of online applications about mental health, identifying and sharing evidence-informed programs
• ensure students’ wellbeing and safety by fostering a culture of inclusivity, respect and equity.

Refer to resources listed in the Work Together! Make Improvements! chapter for more information on services and supports.
PROFESSIONAL PRACTICE

Behavoural expectations

Behavioural expectations set a clear, consistent and planned approach to appropriate and inappropriate behaviour.

Behavioural expectations are planned for in the same way we plan for curriculum, professional learning and resource management.

In setting behavioural expectations we provide goals that support wellbeing and behaviour enabling all learners to succeed.

Effective leaders:

• lead the implementation and ongoing development of the whole school approach to respectful behaviour and relationships
• engage the school community in working together for student outcomes
• maintain student data and records in the Student Support System (SSS)
• use audit (Appendix 1) to make informed judgements about what is going well and to identify gaps
• collaborate with staff, students and the wider community to develop a common language in relation to behavioural expectations
• identify school personnel with defined responsibility for supporting staff to promote and support respectful behaviour and relationships
• communicate clearly the roles, responsibilities and actions that support the implementation of common approaches
• provide opportunities for staff, students and the community to develop clear understandings about respectful behaviour
• collect and review data about incidents and frequency of inappropriate behaviour to inform future planning
• have well-documented procedures in place to address incidents that require external monitoring.

Effective teachers:

• develop an holistic view of each learner
• empower students to make the right choices

Excellence

We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources.

• promote students’ chances of academic success
• develop mutually respectful relationships with parents and carers
• effectively communicate teaching and learning outcomes through clear classroom expectations
• engage learners using quality pedagogy to ensure classrooms are physically and emotionally safe
• intentionally teach behavioural expectations
• use a range of strategies to acknowledge positive respectful behaviour
• use visual and verbal cues to communicate when behaviour is inappropriate
• coach students to understand typical responses to inappropriate behaviour
• tailor strategies to support individual student behaviour
• record and report incidents in line with school and system priorities
• regularly check SSS and edi for updated student information
• are proactive in defusing conflict
• interact in ways that show clear separation of the student from their behaviour
• work with professional support staff to develop strategies to promote respectful behaviour and school-wide processes
• work with professional support staff to build their own capacity in relation to respectful behaviour.

Learning Services Support

A Respectful Schools Support Team in each of the Learning Services delivers professional supports to schools through a lead behavioural psychologist, behaviour learning leader and an inclusive learning leader.

Other professional support staff such as social workers, school psychologists, speech and language pathologists, autism consultants and school nurses provide additional support to schools.
PROFESSIONAL PRACTICE

Building positive relationships

Positive relationships are critical to supporting students to develop agency over their learning, reach their potential and strive for excellence. Positive relationships support learners to feel safe, respected and connected. Positive relationships develop trust, understanding and mutual respect.

Effective leaders:
• demonstrate their ability to build positive relationships in the school and the community
• develop respectful relationships with all members of the school and wider community
• collaborate with their school communities to develop shared values and set clear expectations around positive and respectful behaviour
• ensure school structures support safe attentive environments where everyone feels listened to, valued and respected
• develop leadership capacity across the school through teaching and learning programs that promote positive relationships
• identify areas for improvement across the school community and actively address concerns
• provide professional learning opportunities for staff to promote reflective practice and a deep understanding of positive relationships
• use data to inform future planning and professional learning needs as part of continuous improvement
• understand and communicate the legal context of inappropriate relationships through Departmental procedures e.g. Protective Practices for Staff in their Interactions with Students.

Effective teachers:
• know their students well and develop positive relationships in the classroom
• model, teach, prompt and acknowledge behaviour most conducive to learning

Community Partnerships
Effectively communicate the value of public education and lifelong learning as key to improving the social and economic wellbeing of Tasmanians.

• co-construct classroom rights and responsibilities that are clearly articulated, understood and aligned to the whole school values
• recognise and give meaningful feedback to students behaving positively
• act and reflect on the behaviour, not the student, when there is a problem and look for win-win situations
• create opportunities for explicit teaching of respectful behaviour
• have a repertoire of strategies to build and maintain positive relationships
• have a key ‘go to person’ for support
• keep a record of incidents to support whole school evidence-based decision making
• are clear about the boundaries in relation to teacher-student, student-student and teacher-other adult relationships
• are aware of how a student’s out of school relationships and experiences may impact on their relationships at school.

Learner Wellbeing and Behaviour policy
This policy outlines the responsibility of all staff to:
1. Provide safe and inclusive learning environments including both indoor and outdoor spaces
2. Explicitly model and promote socially acceptable and responsible values and behaviour, including through social media
3. Participate in whole school approaches to learner wellbeing and behaviour support

www.education.tas.gov.au
Respectful Schools – Work Together! Create a Culture!

PROFESSIONAL PRACTICE

Optimal learning environments

Optimal learning environments are based on quality responsive relationships where every student feels a sense of belonging and connectedness.

Optimal learning environments teach, prompt and acknowledge appropriate behaviour.

Optimal learning environments allow students to thrive academically, personally and socially.

Effective teachers:

• understand that positive relationships are critical to student learning and nurture trusting relationships
• build a culture of high expectations for learning and behaviour
• create an environment where students feel included, connected and have a sense of belonging
• create calm, orderly and predictable learning environments that include well established routines, organised classrooms and engaging and appropriately resourced learning programs
• put into action supports to increase student agency and engagement
• provide regular, relevant and constructive feedback to students
• allow students opportunities to put the feedback into practice.

Effective leaders:

• provide positive guidance through respectful communication and collaborations
• are explicit in their actions toward behaviour and articulate the theory in meaningful ways
• use intentional teaching and inclusive language
• have a clear understanding of optimal learning environments and how to develop them collaboratively
• establish high expectations of themselves, staff, students and the community
• support staff in implementing the Respectful Relationships Education package
• collaborate with staff, students and the wider community to ensure inclusive and professional language is employed across the school
• create processes that enable systematic and regular dialogue about student improvement
• team with staff to ensure the implementation of responses happens in predictable ways across classroom and non-classroom settings
• develop a cycle of continuous improvement for curriculum, pedagogy, the school’s ethos and physical environments
• meet the mandatory requirements in relation to safety for staff and students
• ensure all staff receive annual mandatory reporting training provided by Learning Services
• ensure that all staff understand and are compliant with relevant departmental and school policies, procedures and guidelines.

Guidelines for inclusive language

Inclusive language is free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups. It neither deliberately nor inadvertently excludes people from being seen as part of a group.

Inclusive language sets the tone for a positive and respectful school environment.

www.education.tas.gov.au

Key Elements 2 and 6

Domain 3, 4, 7 and 8

QA 1

Good Teaching Series
PROFESSIONAL PRACTICE

Social and emotional learning

Social and emotional learning enables the development of appropriate behaviours, protocols and actions.

Social and emotional learning supports the development of skills and knowledge for safe, responsible and respectful ways of behaving.

Social and emotional learning helps students develop self-awareness and self-control and take responsibility for their own behaviour.

**Effective leaders:**

- establish, model and promote our shared values and expectations
- focus on student and staff wellbeing and safety to enhance learning
- ensure whole school planning for student social and emotional learning through curriculum and programs such as: Early Years Learning Framework for Australia, Respectful Relationships, and the Australian Curriculum.
- ensure mechanisms are in place to monitor and respond to students requiring additional and targeted support such as in times of crisis
- ensure planning and provide ongoing follow up and support for optimal teaching and learning
- work collaboratively with professional support staff to promote student learning
- prioritise the teaching of personal safety and protective behaviours in the school improvement process
- support staff in taking care of their personal wellbeing
- value the connectedness and collaborative capabilities of students, staff and the broader school community.

**Effective teachers:**

- behave respectfully and develop positive relationships in and out of the classroom
- create positive and respectful classroom environments that are safe and facilitate learning success

- understand that learners’ social and emotional states affect their engagement
- explicitly plan for and teach social and emotional learning drawing from the Respectful Relationships resources
- create a classroom where students can take risks, try new things, make mistakes and try again
- explicitly teach strategies that support respectful behaviour and acknowledge diversity
- provide opportunities for students to develop collaborative skills
- meaningfully acknowledge the positive things students say and do
- have some low-key strategies for students who find positive acknowledgement difficult
- support colleagues through team planning and teaching, peer coaching and peer feedback.

**Social and emotional learning**

Effective leaders and good teachers are aware of and use the five core skills of social and emotional learning:

- self-awareness
- social awareness
- social management
- relationship skills
- responsible decision making

These are described in more detail across the continuum of development in the Personal and Social Capability within the Australian Curriculum and Outcome 3 of The Early Years Learning Framework for Australia. Personal and social capability supports students in learning about their emotions, values, strengths and capacities. The more learners are able to manage their emotions and behaviours, as well as understand others and develop and maintain positive relationships, the better equipped they are for learning and citizenship.

**Positive Environments**

Strengthen a culture of respectful workplaces based on understanding of, and compliance with, the Department’s behavioural expectations.

**Key Elements 2, 6 and 7**

**Domains 5, 7 and 8**

**QA 1 and 5**
PROFESSIONAL PRACTICE

Valuing diversity

Valuing diversity is celebrating difference and learning from and with one another with an appreciation for the varying strengths and needs of each individual.

Valuing diversity is ongoing improvement to address the gaps and barriers for students and families who are or may feel marginalised.

Valuing diversity enables all students and families to have the right to successful learning opportunities in environments that are inclusive, safe and supportive.

Effective teachers:

- are culturally knowledgeable and respect diversity in the classroom
- select resources that portray diverse individuals and families as well as men and women outside of gender stereotypes
- work to ensure all students engage and experience success in learning
- take responsibility to differentiate the curriculum to provide meaningful learning programs which take student diversity into account
- promote excellence and equity by explicitly acknowledging specific student achievement
- strategically utilise students’ differences as opportunities for learning
- acknowledge previous experiences that impact on students’ learning
- are familiar with and utilise the Australian Curriculum general capabilities
- structure learning activities to build on the interests, strengths and goals of each student
- work collaboratively with families, and support staff to provide meaningful, flexible and responsive learning opportunities
- practise culturally responsive pedagogy, recognising that students have differing backgrounds, languages, family structures and social or cultural identities
- assist students in the development of cultural competence
- establish for effective communication with diverse families, including interpreters and outreach.

Effective leaders:

- are aware of their own values and beliefs and how these impact on decisions and actions
- facilitate processes that enable all staff to connect with their own values and beliefs and the implications these may have
- establish effective communication with families with diverse backgrounds, including interpreters and outreach services
- are culturally responsive and recognise that families and individuals have different world views that may be connected to background, language, family structure and social or cultural identity
- assist teachers to develop cultural competence through professional learning and classroom practices that strengthen relationships
- develop policies and processes that support the participation and learning of all students
- collaborate with relevant support staff and services to get appropriate advice and support
- continually explore with staff new approaches to engage and support students
- identify key personnel with responsibility for supporting all staff to maintain a respectful and inclusive learning environment
- regularly monitor and address both physical and affective environments to eliminate exclusion
- ensure all staff are familiar with and understand the legal requirements that mandate appropriate and fair treatment of all students.

Guidelines for Supporting Sexual and Gender Diversity in Schools and Colleges

These guidelines outline our commitment to ensuring that education is free from discrimination, harassment and bullying based on sexual orientation and gender identity.

www.education.tas.gov.au

Key Elements 2, 6 and 7

Domains 4, 8 and 9

QA 1, 5 and 6
Family and community partnerships foster strong connections across the school community.

Family and community partnerships are critical to achieving positive learning outcomes.

Family and community partnerships nurture, value and actively involve parents and the wider school community in purposeful interactions.

Effective leaders:

- understand that collaborative relationships across the learning setting and local community are the basis for collectively achieving positive learning outcomes for students
- nurture connections with parents and carers by providing a range of opportunities for family engagement
- value the diversity of families in the community and understand their preferred ways of interacting
- work to increase the degree to which families feel welcomed, informed, listened to and valued
- partner with their School Associations and their committee, the broader community, business and industry for improved student outcomes
- involve parents and carers in helpful interactions sharing their strengths and knowledge in enabling ways
- ensure students, parents and carers are engaged in the creation and shaping of Learning Plans
- share information regularly in parent-friendly ways
- provide consistent messages about safety and wellbeing to parents and carers and the wider community
- work closely with families who are experiencing difficulty to facilitate access to support assistance
- work closely with other Government agencies in relation to students under guardianship and custody orders
- work closely with families and children experiencing domestic violence.

Effective teachers:

- are aware of their values and beliefs
- are considerate and courteous, and model respectful language and behaviour with families
- take a no-blame approach when raising concerns
- value and respect parents and carers as their child’s first and most important teacher
- inform their own understanding by seeking feedback about children’s strengths and interests from parents and carers
- encourage and nurture the diversity of families to support student learning
- involve parents and carers in planning and decision making about their child’s learning
- provide opportunities for parents and carers to participate in learning activities
- provide meaningful feedback to parents and carers to ensure the safety, health and wellbeing of all students
- regularly report to parents with empathy, honesty and objectivity in relation to student progress
- provide multiple opportunities for meaningful contact between home and school
- understand and work within regulatory requirements to support vulnerable students and students under guardianship and custody orders.
Why are family-school partnerships important?

“Families are the first educators of their children and they continue to influence their children’s learning and development during the school years and long afterwards. Schools have an important responsibility in helping nurture and teach future generations.” p. 2

Family-School Partnerships Framework, A guide for schools and families, DEEWR.

The Department’s Family Partnerships Model Program

This program is designed to foster positive partnerships between families and schools. Recognising and valuing the inherent knowledge and expertise within all families lies at the heart of the program. It is an evidence-based model of helping which supports learning settings to build trusting relationships with parents and carers using highly effective communication skills. Families’ competencies are built on and developed to support decision making for empowerment.

Difference Differently

Explore diversity with this free online interactive resource. Aligned to the Australian Curriculum Difference Differently offers modules in English, History, Geography and Civics and Citizenship for students in Years 3–10.

www.differencedifferently.edu.au

Countering Violent Extremism

Carefully constructed learning environments that prioritise inclusion, engagement, resilience and positive health and wellbeing support young people to understand issues related to violence, crime, substance misuse and sexual exploitation. Radicalisation towards violent extremism can have far reaching impact. In partnerships with families, communities and other agencies, schools have an important role to play in prevention and early intervention.

School leadership teams and professional support staff identify potential risks and necessary supports including specialist service agencies and providers. In instances of possible radicalisation towards violent extremism the referral pathway is available from:

www.education.tas.gov.au/intranet
RESPECTFUL SCHOOLS – SET EXPECTATIONS! ENGAGE LEARNERS!

We achieve growth and strength through partnerships and connection with our learners, their communities and the world.

Learners First

Overview

Our Learners First plan values: learning, excellence, equity, respect and relationships. In our learning settings we value positive and effective interactions based on responsibility, integrity and accountability.

Effective leaders support teacher to maximise their impact on student learning outcomes and wellbeing. They have a clear understanding of the endorsed curriculum frameworks and associated curriculum activities. From these frameworks they set high expectations for all students, confident in the knowledge that all students are capable learners. They build positive cultures of challenge and support and make careful collaborative planning a reality. They continuously review the effectiveness of learning by monitoring data, setting goals and making changes as needed.

These leaders operate from an aspirational and strengths-based perspective; inspiring learners to go beyond preconceived notions of what they can achieve. They build constructive connections with others, harnessing expertise that helps drive increased enthusiasm and improved impact on learning. They encourage and support active student engagement and representation in the life of the school.

Positive respectful behaviour and relationships are modelled, explicitly taught and reinforced throughout all learning experiences. Effective leaders and teachers set high standards of behaviour.

All staff have key responsibility for the whole school approach to respectful behaviour and relationships in all learning environments and shared spaces within their setting.

It encompasses:

- regular learning time
- specialist classrooms
- extra-curricular lesson times
- small group work
- parent help programs
- flexible learning provisions
- outdoor play environments
- extension activities
• excursions
• work placement.

It involves:
• leaders
• teachers
• professional support and administration staff
• relief, part-time and itinerant teachers
• parents and carers and the community.

There is a shared responsibility to ensure everyone is familiar with the routines and procedures of the learning setting and that age appropriate and context sensitive strategies are in place.

Practical advice for teachers/educators

Across the school:
Effective educators set high expectations for themselves and others whatever their role and wherever they are in the school. Every student is the responsibility of every teacher and every member of the school community is responsible for the safety and wellbeing of all.

As an educator:
• be familiar with the policies, systems and processes that support respectful behaviour and relationships
• be positive and consistent in all interactions with students, families and other staff
• ask for support when it’s needed. The principal or leadership team are good starting points.

In the classroom:
A whole school approach to respectful behaviour and relationships establishes processes that ensure consistent rules and procedures are employed in every setting. Every educator will set and support agreed expectations and procedures. Teachers and educators:
• plan and implement well-structured programs and lesson sequences that engage and promote learning
• embed the Respectful Relationships learning sequence into curriculum
• meet school expectations of ‘being organised and ready to learn’ by having the classroom set up and ready to go before students arrive
• set clear classroom expectations, plan ways to acknowledge appropriate behaviour and relationships and apply responses for inappropriate behaviour

• co-construct expectations and support strategies with the students
• maintain routines and procedures that provide opportunities for students to practise positive respectful behaviours and relationships
• move around the learning space to connect and engage with all students as individual learners
• use voice and eye contact to interact with students
• adjust communication to suit different contexts
• offer positive directions e.g. ‘walk’ or ‘stay with me’ rather than ‘don’t run!’
• give brief rule reminders; use the common language of our values, whole school expectations or social prompt language e.g. ‘thank you for raising your hands to ask questions’
• maintain a ratio of at least four positive interactions to every corrective one. Sometimes you might need to get in early to begin the day with a ‘positive’
• provide timely, effective and appropriate feedback to students so that they have clarity about their learning and next steps
• provide opportunities for students to put the feedback into action.

Each learner is an individual:
Effective teachers treat learners as individuals. A whole school approach to respectful behaviour and relationships supports the diversity of all learners and puts into action strategies to ensure the student is always at the centre of the learning program. As an educator:
• plan differentiated learning from endorsed curriculum to allow every learner to have success with learning
• behave respectfully and develop positive relationships
• activate and embed student voice in learning programs
• ask learners to identify which social situations are difficult for them and ones they would like to focus on
• collect data that tracks which learners have received acknowledgements and put into place strategies to ensure that all are able to achieve success
• monitor patterns of behaviour detrimental to learning including lateness, absences and inappropriate social interactions
• employ partnerships and support interventions to enable improvements in behaviours and relationships.
Challenging behaviours:

Effective teachers give learners positive guidance and encouragement towards acceptable behaviours. They show respectful communication, appropriate behaviours, know their students and how they learn, and build collaborative learning communities. Through a whole school approach, effective teachers activate differentiated practice and put in place support measures alongside behavioural expectations. They know how to respond appropriately rather than reacting in ways that perpetuate or reinforce inappropriate behaviour.

Educators:

- know the students and their capacity, and the appropriate time, using supports where necessary, to ask the key restorative questions:
  - What happened?
  - How did it happen?
  - What part did you play in it?
  - How were you affected?
  - How were others affected?
  - What do you need to do to make it right?
  - How can we repair the harm?
- keep a record of the behaviour noting what happened before the behaviour escalated, e.g. what happened earlier in the day; what happened immediately before
- use a behavioural data collection process, such as the one available in SSS, to track trends and develop preventative approaches that reduce behaviours of concern.

Supporting itinerant educators

Working across one or more learning settings presents its own set of challenges. An itinerant educator can support a whole school approach to respectful behaviour and relationships by:

- being familiar with the policies, systems, processes and routines that support respectful behaviour and relationships at each school
- being aware of the duties and the range and frequency of tasks they are required to undertake
- building relationships with other staff and students
- becoming part of the school by learning the names of learners and being involved with what is happening outside their area
- ‘buddying up’— finding a critical friend to update them on important briefings.

As an itinerant educator:

- work in respectful ways with learners, staff, families and the learning community
- ensure that programs are differentiated and engaging
- plan strategies to deal with challenging behaviours
- have some tried and tested back up plans and activities
- email any anecdotal notes regarding incidents at the end of each day, so that the time lapse between school visits isn’t an issue
- follow up as quickly as possible with a positive interaction after an incident.

Supporting relief staff

The challenge for relief staff is to adapt effectively to a variety of whole school approaches to respectful behaviour and relationships. Schools can support relief staff by:

- developing a relief staff folder which provides information about the school, its values, policies, procedures and guidelines
- providing them with key information about the classes and students they will be teaching
- being clear if work needs to be brought in, or if it will be provided
- anticipating where the behavioural problems might be and being proactive with preventative measures, resources and support.

As a relief staff member prepare by:

- arriving as early as possible to obtain keys, materials and specific information relating to students in the class
- being familiar with locations, senior staff and school routines
- preparing backup material
- establishing clear and respectful expectations from the commencement of the lesson
- teaching in an engaging way
- planning strategies to support positive, respectful behaviour and relationships
- reporting back ensuring the class is accountable to their regular teacher
- taking care to leave equipment as it was found
- engaging in professional learning opportunities to develop knowledge and skills
- being confident to ask for help.
Student engagement is visible when students are motivated, curious and clear about what they are learning and why.

Student engagement occurs when we are able to tap into student strengths, interests and needs and consider their learning preferences.

Student engagement means that learning is personalised, purposeful, empowering and enjoyable.

Effective leaders:

• understand and are able to facilitate the development of sound, engaging pedagogy and classroom practice
• build staff capacity using a strengths-based approach
• are genuinely interested in the personal lives of students and their families to promote learning success
• develop strong purposeful relationships across the learning community
• have a clear plan for school improvement and regularly track student progress
• provide appropriate opportunities for students to be involved in whole school decision making
• regularly visit classrooms and display genuine interest in and knowledge of teaching and learning programs
• facilitate programs that engage students through innovative and supported learning
• develop a shared vision for eLearning and the role it has in staff and student learning
• foster the growth of networks with other schools, agencies and groups to support teaching and learning
• meet their obligations regarding reporting and evaluating progress against the school improvement plan.

Effective teachers:

• know that all students are capable learners and work from a strengths-based approach
• find out about students’ interests, strengths, aspirations and needs, and what has worked to support their learning in the past
• use this information to connect with, motivate and provide learning experiences that engage and promote learning success
• facilitate collaborative decision making with students, parents and community taking into account students’ best interests
• enable and support students to persist and persevere with their learning despite challenges and setbacks
• use the curriculum expertly through pedagogies that provide learning opportunities for all students
• incorporate eLearning strategies to enhance the learning of students
• ensure that all students are able to make progress in their learning and are clear about their learning pathways.

Student engagement includes three interrelated components: cognitive, behavioural and emotional engagement.

• Cognitive engagement relates to students’ investment in learning and is reflected in their intrinsic motivation and self-regulation.
• Behavioural engagement refers to students’ participation in education, including the academic, social and extracurricular activities of the school. It is reflected in their attendance and adherence to behavioural expectations.
• Emotional engagement encompasses students’ emotional reactions in the classroom and in the school. It is reflected in the relationships they have with their peers and teachers and their sense of belonging and connectedness.

Student disengagement from education occurs when one or more of these three components of engagement becomes compromised. Students are at risk of disengagement from education when life circumstances, school experiences and/or behaviours interfere with any or all of these components.

Source: Effective Schools are Engaging Schools: Student Engagement Policy Guidelines, Department of Education and Early Childhood Development, Victoria, 2009
PROFESSIONAL PRACTICE

Intentional teaching

Intentional teaching is being **thoughtful** and **purposeful** and uses everyday events as **rich** learning opportunities.

Intentional teaching of values and expectations in well planned ways from a **strengths** perspective reinforces students’ sense of **belonging** as well respected members of their learning communities.

Intentional teaching of respectful relationships promotes student **wellbeing** and enhances students’ capacity to engage with their learning.

**Effective leaders:**

- plan for respectful behaviour, and social and emotional learning
- support whole school community commitments to develop and put into action values of respect, tolerance and positive relationships
- ensure all staff have a deep understanding of the curriculum including the practices of the *Early Years Learning Framework for Australia*, the general capabilities of the *Australian Curriculum* and Years 11 and 12 curriculum offerings
- ensure staff acquire an understanding of differentiated learning and the need to make curriculum adjustments to meet the needs of all students
- strategically communicate the school improvement plan with the school community
- strategically implement opportunities for intentional social and emotional learning
- create structures for staff to develop and share explicit teaching strategies.

**Effective teachers:**

- recognise and support student agency enabling learners to be increasingly independent
- plan collaboratively for a whole school approach to respectful behaviour aligned to students’ needs and school priorities
- facilitate environments in which every child experiences success with their learning
- know when to interpret inappropriate behaviours as learning needs
- incorporate the *Respectful Relationships* package and the *Australian Curriculum* general capabilities into their planning, pedagogy and practice
- capitalise on opportunities to teach positive behaviour in meaningful, real-life situations
- explicitly teach protective behaviours and help seeking, including for bullying and cybersafety
- use ICT as an engaging tool to support students to achieve
- use student voice to identify **issues of concern** and use opportunities for shared discussion.

**Intentional teaching is thoughtful, informed and deliberate**

“Involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have ‘always’ been done that way.”

*Early Years Learning Framework for Australia*, p 15

**Successful learners**

Empower people by providing information and opportunities to acquire the knowledge and skills they need.

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NSSF: Key Elements 2, 5, 6 and 7  
NSST: Domains 5, 6 and 8  
NQS: QA 1 and 5  
GT: Good Teaching Series
PROFESSIONAL PRACTICE

Modelling behaviour

Modelling respectful behaviour reinforces our expectations about how we interact with one another and the whole school community.

Modelling is a highly effective way to help students learn appropriate and respectful behaviour.

Modelling respectful behaviour sets the scene for safe, calm and focused learning environments.

Effective leaders:

- clearly communicate high expectations for learning and behaviour
- demonstrate respectful behaviour and relationships through their interactions with staff, students, parents and carers and the wider school community
- foster shared understanding of respectful, clear and consistent ways of behaving and address behaviours and relationships that are incongruent with our values
- know and appropriately select from a range of initiatives that promote positive behaviour
- ensure everyone is familiar with and works towards our Learners First agreed values
- provide opportunities for staff to learn from each other and refine their practices through quality professional learning
- monitor staff and student behaviour consistently in a range of forums and promptly address behavioural issues that are of concern
- consistently give timely, positive, meaningful feedback when desired behaviours are being displayed
- communicate behavioural expectations to the school community and reinforce them during parent and community interactions
- ensure that all staff understand their legal and professional obligations and take responsibility for their conduct and actions
- make sound judgements that display empathy, genuine caring and consideration for people’s circumstances.

Effective teachers:

- are inviting, welcoming and use inclusive verbal and non-verbal behaviours
- develop class expectations with students that align with the whole school vision and our Learners First values
- construct environments that are responsive, collaborative and support cooperative learning
- develop a repertoire of strategies that explicitly teach respectful behaviours
- use inclusive language that is free from words, phrases or tones that deliberately or inadvertently exclude people
- employ a range of routines and procedures that support safe, inclusive and respectful teaching and learning
- are attentive, consistent, purposeful andtrustful in their interactions to support student learning
- have visible prompts that remind students of agreements and boundaries
- clearly communicate behavioural expectations and procedures for dealing with conflict to both students and their parents.

Conduct in the Workplace

This policy guides staff behaviour and interactions on the basis of responsibility, integrity and accountability.

It highlights staff responsibilities conferred by legislation, industrial awards and agreements, government directives and Departmental policies and practices.

www.education.tas.gov.au

Key Elements 1, 2 and 7
Domains 3 and 9
QA 5 and 6
Respectful Schools – Set Expectations! Engage Learners!

Active supervision is building positive relationships and developing a culture of shared and supportive practice towards the health, wellbeing and safety of learners.

Active supervision is used to promote positive interactions and reduce the frequency of behaviours of concern.

Active supervision is about ensuring professional and legal obligations related to duty of care are met.

**Effective leaders:**

- have a visible presence around learning environments and are familiar with what is being taught and the pedagogies used
- behave respectfully and develop positive relationships in their interactions
- recognise and celebrate the achievements of the whole school community
- keep up to date with social trends and social media and implement appropriate policies
- provide leadership in the provision of an engaging curriculum and have high expectations of their staff and students
- regularly review the physical and affective state of the school and ensure there is a safe and supportive environment
- clearly understand and can articulate duty of care responsibilities across the school
- make balanced, fair, empathetic and considered judgements based on all available evidence
- have a repertoire of skills to deal with difficult situations and matters of conflict
- ensure everyone is familiar with and meets the legal and professional obligations that support student health, safety and wellbeing
- ensure all staff understand and implement their responsibilities to duty of care.

**Effective teachers:**

- ensure that learning environments are safe and inclusive of all students
- ensure that all activities (including off-campus activities) are safe and inclusive
- arrange classrooms and organise learning materials to improve access and time spent on learning
- move around the learning setting interacting in a positive and respectful way with students
- welcome parents, community members and support staff into their teaching spaces at appropriate times
- respond to inappropriate student behaviours with timely, considered redirection and follow up with positive affirmations
- explicitly teach about protective behaviours, including bullying and cybersafety
- use data to inform next steps for academic and behavioural improvement targets.

**Procedures for Planning Off-Campus Activities**

As part of active supervision of learning programs in alternative learning environments, staff need to ensure requirements are met.

**Duty of Care for Students on Departmental Educational Sites**

This resource provides guidance to principals, managers, teachers and non-teaching staff on their duties and obligations to students’ safety.

[www.education.tas.gov.au](http://www.education.tas.gov.au)
PROFESSIONAL PRACTICE

Analysing and discussing student information

Analysing and discussing student information enables staff to be responsive in supporting students to develop the skills and understandings that they need.

Analysing and discussing student information informs a culture of continuous improvement.

Analysing and discussing student information supports intervention-based data.

Effective leaders:

- use school and system level data to inform school improvement planning and support whole school approaches
- collaborate with families and professional support staff to improve student learning and wellbeing
- equip leadership teams to manage a continuous improvement model
- share the most relevant data with staff and encourage analysis and discussion
- ensure relevant staff have access to student level data, including school psychological assessments etc.
- make performance data comparisons with like schools to inform analysis and discussion
- establish processes that enable staff to readily gather, record, analyse and interpret data on student learning and behaviour
- share school improvement data with the School Association and the broader community to inform school planning
- use current systems enabling student growth to be monitored across the years of schooling
- develop a culture of accountability in line with school improvement expectations and processes
- ensure staff understand their responsibilities regarding confidentiality of school and student information and data

Effective teachers:

- know students’ strengths, aspirations and needs
- are enthusiastic about student learning and establish ways to celebrate success and encourage learning
- are clear about where students are in their learning, the criteria for success and individual student learning goals
- access background information, including professional reports to support their planning for student learning
- use data to analyse student needs to inform planning and practice
- maintain confidentiality of student information and data
- regularly monitor student achievement and provide timely and constructive feedback to students and their parents
- record relevant data in the Student Support System (SSS)
- have processes for sharing and discussing student information.

Student Support System (SSS)

The Student Support System (SSS) is an electronic database of student information. This includes attendance, contacts with parents and guardians, observations, professional reports and Learning Plans. Information in SSS is available to all staff in the Tasmanian Government school that the student is enrolled in. The comprehensive use of SSS provides the evidence to support individual students and informs the whole school approach.

www.education.tas.gov.au
Professional accountability is built on strong, measurable, formal performance and improvement frameworks.

Professional accountability requires regular monitoring and evaluation through performance development and improvement plans.

Professional accountability ensures high expectations that promote a culture of continuous improvement.

**Effective leaders:**

- lead whole school improvement, innovation and change
- create a lively culture of professional inquiry, goal setting, reflection and review
- set expectations around curriculum planning, teaching and assessing
- clearly communicate high expectations for student equity and excellence
- provide regular and constructive feedback on teachers’ professional practice through informal and formal performance development processes
- develop and implement collaborative processes to deepen professional knowledge and practice
- effectively utilise the skills and expertise of professional support staff to build collective capacity
- work with teachers to embed effective teaching and learning practices in classrooms
- ensure that all staff understand their legal and professional obligations and duty of care
- actively create meaningful partnerships with the wider community to build a whole school approach to respectful behaviour and relationships.

**Effective teachers:**

- have high expectations of their students
- know that all students are capable learners
- use curriculum frameworks flexibly to enable personalised learning options for students
- use effective pedagogy to explicitly and responsively teach and assess
- focus on teaching strategies to improve students’ personal and social capabilities
- differentiate the curriculum to support students’ preferred ways of learning and match their specific needs
- use formative assessment practices and effective feedback as tools to improve student learning
- make evidence-based summative assessments and report accurately to parents
- value and appreciate diversity and draw on the expertise of professional support staff to develop well-informed teaching and wellbeing strategies
- use ICT and 21st century pedagogies appropriately to engage students for improved learning outcomes
- regularly collect and review student data to inform classroom planning and adjust programs to support individual learning goals.

**Australian professional standards for teachers and the Australian professional standard for principals**

These frameworks have been developed to promote excellence in the profession of teaching and school leadership. The standards are public statements which set out what teachers and principals are expected to know, understand and do in order to achieve their work.

[www.aitsl.edu.au/](http://www.aitsl.edu.au/)

**Professional Support Staff**

Professional support staff include support teachers, school psychologists, speech and language pathologists and social workers. These professional support staff help school staff and students resolve problems and can refer families to further professional help when required.

[www.education.tas.gov.au](http://www.education.tas.gov.au)
Respectful Schools–Set Expectations! Engage Learners!
We all have the right to challenging and engaging learning opportunities.

Learners First

Overview

Our Learners First mission is to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.

Our values of learning, excellence, equity, respect and relationships inform the development, implementation and maintenance of respectful learning environments. Effective learning settings support and develop an appreciation of difference as a positive influence on the personal, social and ethical knowledge, skills and behaviours of school communities. Through diversity, learners engage in positive, productive relationships and learning experiences.

School leaders work collaboratively with their communities to develop understanding and appreciation of diversity among all members. This is reflected in a whole school approach to respectful behaviour and relationships.

Even when this is in place and working effectively, some students will require intensive, individualised behavioural support from time to time. Without this additional support they may not feel safe, included and connected at school. For these students we provide a more intensive focus on student-centred planning and collaborative support. Explicit intervention, crisis prevention and de-escalation strategies may also be required in certain circumstances.

For students who need individualised support, it is important to partner with them and their families when planning and implementing enabling strategies. It is also important that teachers know and understand the family connections of their students. For some students their main carer may be a relative such as a grandparent or aunt or uncle.

Some students may be under the care of the Department of Health and Human Services and their case manager is the carer with whom teachers should collaborate. We have formal arrangements with other agencies around information sharing in relation to these students. Some students may be named in family violence orders. We have a responsibility to offer counselling to the children to mitigate the impact of family violence on children’s learning.
All orders pertaining to children must be filed on the Student Support System (SSS).

Mental health issues can significantly interfere with a student’s cognitive, emotional or social abilities. Marked changes in personality and behaviour can be a sign of a problem that requires support from professional personnel or community agencies. Schools play a vital role in supporting the mental health and wellbeing of all students in safe, inclusive learning environments.

Targeted, consistent and wrap-around support is a key element of a whole school approach to respectful behaviour and relationships. It focuses on individual students’ needs. It finds ways to keep them physically and emotionally connected to school and their learning program.

**Practical advice for Leaders and Educators**

**Across the school:**

Leaders and educators who value diversity and target support understand and work within:

- the whole school approach to respectful behaviour and relationships
- relevant Departmental and school-based policies, procedures and guidelines that impact on work with individual learners, e.g.:
  - Guidelines for Inclusive Language
  - Guidelines for Supporting Sexual and Gender Diversity in Schools and Colleges
  - Learner Wellbeing and Behaviour Policy
  - Protective Practices for Staff in their Interactions with Students Policy
  - Disability Standards for Education (2005)
  - Disability Discrimination Act (1992)
- legal and professional obligations in relation to mandated reporting and the provision of Learning Plans for particular groups of students
- formal arrangements with other agencies, for example the Department of Health and Human Services, for Children under Care and Protection Orders.

They get to know and use the services of the professional support staff that can support individual learners:

- School Support Teachers
- Respectful Schools Support Teams
- Multi-disciplinary Learning Services Support Teams
- Safe Homes, Safe Families Social Workers and Psychologists
- Student Wellbeing Support Team
- Statewide Support Teams
- School Health Nurses.

**In the classroom:**

Leaders and educators who value diversity and mobilise support:

- promote and support cultural awareness and learning
- facilitate inclusive learning environments where learners can thrive and excel
- know their learners – their capabilities, needs, family or social circumstances that might impact on their academic achievement and wellbeing
- establish consistent and clear routines
- teach whole-school behavioural expectations
- teach and reinforce social and emotional skills
- differentiate the curriculum and align teaching strategies to cater for individual learning needs
- build positive relationships with learners and between learners
- maintain a ratio of at least 4:1 positive to corrective interventions
- team with learners, parents and support personnel to develop, implement and review Learning Plans and behavioural support as appropriate
- plan with teacher assistants to develop their understanding of differentiation and positive behaviour support
- enlist professional personnel to support individual learners and their families
- work towards recognising and removing triggers that might escalate a learner’s behaviour
- understand duty of care to all learners and ensure a risk management plan is in place to protect all students should the need arise.

**Trauma-Informed Practice**

Trauma experienced in childhood has a significant impact on children’s experiences of education and their capacity to learn. This is because violence and abuse experienced by children can have ongoing detrimental effects on their brain development, overall health, ‘identity, relationships, expectations of self and others, ability to regulate emotions and view of the world’ (Elliot et al. 2005).

The effects of trauma are unique to each child and will be felt and responded to differently. Many children who have experienced complex trauma find it difficult to understand typical social expectations and behaviours. The needs of students affected by complex trauma are best supported through care team approaches.
That is, a team of key people coming together on a regular basis to reflect, share expertise and plan for learners in a coordinated way.

Trauma-informed practice is strengths-focused and emphasises the learner’s resilience even if their chosen behaviours are causing difficulties. It is predicated on positive regard and genuine respect for the learner. As for all positive learner-educator relationships, forming strong relationships underpins the development of trust and more positive interactions.

Trauma-informed practice uses words that reflect:
- the behaviour, not the child as the focus
- the aim of shaping more positive behaviour
- clear expectations through the use of clear and non-blaming and non-shaming communication

In this way staff can have considerable impact in supporting learners to develop relationship-based skills and improve their educational and wellbeing outcomes.

For more information and resources on Trauma-Informed Practice visit The Australian Childhood Foundation.

www.childhood.org.au/

“Understanding the experience of the abused and neglected child assists us to develop compassion, patience and empathy. It is a key intervention in itself. Recovery from trauma will occur best in the context of healing relationships”


School Support Teachers:

Every school has a school support teacher to help build capacity of school staff to maximise educational opportunities, engagement and learning outcomes for students with the highest educational needs. These teachers work collaboratively with classroom teachers, teacher assistants and other relevant support providers to plan for student learning. They provide ‘at the shoulder’ support to teachers working with learners with additional needs and can provide advice and modelling regarding specific programs, resources and teaching strategies for inclusive learning.

**Respectful Schools Support Teams:**

In each of the Learning Services, Respectful Schools Support Teams provide support services through a Lead Behavioural School Psychologist, Behaviour Learning Leader and a Teaching Learning Leader. Using an evidence-based model, targeted resources are directed to specific schools to support them to be inclusive and establish a supportive whole school approach to behaviour.

**Multi-disciplinary Learning Services Support Teams:**

Professional support staff such as psychologists, social workers and speech and language pathologists are available to support students and their families in our schools. They contribute to capacity building of school communities to improve access, participation and achievement of best quality learner outcomes. Every school has access to these professionals through their Learning Service.

**Statewide Support Teams:**

Through our Department, professional support is provided to students who have vision or hearing impairment, have an Autism Spectrum Disorder or have a physical impairment. Access to these professionals is through the Manager State Support Service or the relevant Learning Services Operations Manager. Principals can make contact with these professionals at any time.

**Safe Homes, Safe Families Team:**

As part of the Safe Homes, Safe Families Action Plan there are an additional six social workers and psychologists based in three Child and Family Centres around the state. They have a role in supporting the protective needs of at-risk children and families impacted by family violence. They provide counselling, case management, advocacy and links to other agency services and supports. They also help their centres to better promote safe and caring relationships. Their work helps a wide range of staff to better understand child protection issues, including the early recognition and intervention for at-risk children.
The Student Wellbeing Support Team:
The Student Wellbeing Support Team is made up of a lead principal in each of the Learning Services and a social worker assigned to the six school networks across the state. Working alongside the Safe Homes, Safe Families unit, the Student Wellbeing Support Team aims to secure the wellbeing of children who are at risk of impact from neglect and abuse. Their work also helps better integrate the effort of schools, their communities and other agencies in relation to protecting at-risk children and families through case management approaches.

English as an Additional Language (EAL) Teachers:
EAL Program teachers provide strategies in schools for identified students. Explicit language teaching is necessary for learners for whom English is an additional language. EAL Program teachers work in collaboration with classroom teachers and the school principal to guide the language acquisition of students and to develop appropriate programs and practices that enable students to become successful learners.

Multi-Lingual Teacher Assistants (MTAs):
The EAL Program has a number of trained MTAs who provide support for newly arrived students from Kindergarten to Year 12. MTAs are proficient in English and one or more other language, have a rich experience of language and culture, and have an understanding and knowledge of their own ethnic group in the Australian context.

Aboriginal Educators in Schools:
The Aboriginal Early Learning team consists of Aboriginal Early Years Education Workers around the State who are based in Child and Family Centres (CFCs) and a Senior Curriculum Officer based at Aboriginal Education Services. Aboriginal Early Years Education Workers liaise closely with families of Aboriginal children from birth to four years of age to engage their children in a wide range of planned activities and programs.

Learning Plans
The primary purpose for Learning Plans (LPs) is to provide a framework and guide for the student’s learning program based on co-constructed student, family and school goals. The LP is stored in the Student Support System (SSS) with other relevant professional reports and observations. The LP is used to outline the student’s strengths, interests, learning goals, key teaching strategies and progress with learning. Professional Support and specialist staff or community representatives are also consulted, where necessary to help develop the LP.

A Learning Plan supports the education for a number of students such as those who:
- have a disability
- are under Care and Protection Orders
- are gifted and being accelerated
- identify as Aboriginal and require educational adjustments more than within differentiated teaching practice
- require re-engagement provisions
- have English as an additional language or dialect
- require educational adjustments above quality differentiated teaching practice

**PROFESSIONAL PRACTICE**

### Student centred planning

Student centred planning works best with **student voice** and provides an opportunity to work **proactively** and **respectfully** with parents and carers.

Student centred planning **equips** staff with increased understanding of learners as **individuals** and **facilitates** planning engaging learning experiences.

Student centred planning **harnesses** the **expertise** of key adults who know the learner well. It enables teachers to explore **innovative** approaches which focus on the **strengths**, **interests** and **goals** of the learner.

#### Effective teachers:

- know their students well and foster positive interactions
- identify students who may require educational adjustments specifically related to their social interactions at school and provide appropriate resources
- partner with students and families to develop each learner’s agency
- collaboratively establish, maintain and review Learning Plans
- team with professional support staff to plan interventions and monitor supports
- differentiate curriculum, pedagogy and the physical environment to support positive learner outcomes
- review student engagement and learning to inform planning using SSS, SARIS and edi.
- provide opportunities for students to reflect on their own learning
- understand and work within relevant legislation, policies and guidelines (Practical Resources 3 and 5).

### Successful learners

**Empower learners to set high expectations and reach their potential through tailored learning.**

MindMatters – **Student Empowerment**

A focus module in MindMatters training, ‘Student Empowerment’ is designed to increase staff understanding of youth empowerment concepts and the benefits associated with the authentic engagement of young people within a whole school approach ... 

[www.mindmatters.edu.au](http://www.mindmatters.edu.au)

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**Effective leaders:**

- understand the diversity of the school community and ensure everyone is recognised and valued
- develop school-wide systems and practices promoting equity
- identify students requiring Learning Plans and ensure that they are developed in collaboration with students, parents and carers
- ensure and mobilise resources to support personalised learning
- identify students who require targeted supports and ensure staff capacity in differentiating teaching and learning
- collaborate with key stakeholders to ensure optimal support for learning
- review access, participation and achievement across the school
- identify data trends to inform future support priorities as part of school improvement planning
- ensure staff are familiar with and meet the legal and professional obligations that support student health, safety and wellbeing.

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**Key Elements 1, 5 and 7**  
**Domains 2, 3, 5, 7 and 8**  
**QA 1, 5, 6 and 7**
Engagement and retention are critical factors in determining a student’s educational attainment, which impacts significantly on their future learning, work and life opportunities.

Professional practice that engages and retains students involves schools delivering a continuum of supports, strategies and programs that range from universal provisions for all students, through to flexible programs that are responsive to the strengths and needs of individual students.

Responsive learning programs maximise educational retention and attainment by ensuring relevant, challenging and engaging learning opportunities are available for each student.

Effective leaders:

• build inclusive and responsive school settings where early intervention is a priority
• understand the continuum of supports and strategies that precede individualised programs
• are accountable for all learning programs delivered in and out of their schools and for the students who participate in them
• ensure that LPs are in place for students undertaking individualised learning programs
• ensure students, parents and carers are involved in the development of LPs and decisions related to goals and adjustments
• allocate resources, including human resources, to facilitate individualised learning opportunities
• identify key staff with responsibility for the oversight of student support programs
• ensure key stakeholders collaboratively plan, monitor and review all learning opportunities for students
• build knowledge and capacity of all staff about making adjustments within individualised programs
• ensure appropriate risk-management processes are in place and teachers are aware of and comply with their legal and professional obligations
• meet formal reporting obligations with our Department and other agencies.

Effective teachers:

• team with school leaders and professional support staff to identify students who may require individualised learning provision
• partner with students, parents and carers to develop LPs for students undertaking individualised learning programs
• monitor, evaluate and implement adjustments for improved learner outcomes
• consistently implement the individualised learning program and monitor the key learning outcomes for their students
• provide effective feedback to the learner and their parents/carers about learning outcomes
• monitor the safety issues and manage the risks
• understand their legal and professional obligations in regard to duty of care.

Individualised Learning

Individualised learning includes a range of different programs encompassed under the duty of care of a teacher. Principals, support staff and teachers work together to determine flexible learning opportunities for identified students. Students who participate in these coordinated programs require a Learning Plan (LP).

Program types include:

• in-school programs
• e-learning opportunities
• re-engagement programs
• school coordinated off-campus programs

Whole School Approach

A whole school approach is cohesive, collective and collaborative action. It is based on a learning community that begins with the development of shared values strategically constructed to improve learning, wellbeing and behaviour; and the conditions that support these.
PROFESSIONAL PRACTICE

Collaborative support for students with challenging behaviour

Collaborative support for students with challenging behaviour is centred on strong partnerships.

Collaborative support for students with challenging behaviour enables access to a range of professional groups and agencies for students who require targeted support.

Collaborative support for students with challenging behaviour ensures students and families are empowered to contribute to meeting their child’s learning needs.

Effective leaders:

- understand that different students need different resources and mobilise their resources accordingly
- develop and implement a whole school vision for an inclusive, safe, supportive and respectful school
- establish sustainable protocols and management practices that support all staff and students
- manage resources to support staff working with students with challenging behaviours
- ensure that there are regular opportunities for evaluation and review of practices and programs
- provide access to professional support staff and student support mechanisms
- identify and support key staff with specific responsibilities for students with significant challenges
- regularly review behaviour data to inform decision making
- maintain a comprehensive knowledge of and regular connection with the school community
- ensure all staff are aware of their legal obligations and their collective responsibilities in supporting students
- undertake risk assessments and establish behaviour management plans as appropriate.

Effective teachers:

- are committed to the whole school approach to respectful behaviour and relationships
- know their students well and maintain high expectations for all students
- partner with students, parents and carers to develop LPs for students with challenging behaviours
- consistently model positive and respectful behaviour for their students and other staff members
- explicitly teach clear expectations for respectful relationships and positive interactions
- develop positive relationships with and between everyone involved in the students’ learning, especially parents and carers
- provide timely, precise, genuine and constructive feedback
- know who the key contacts are for students with complex needs
- collaborate with professional support staff to plan and monitor interventions
- maintain behaviour data and student profile records
- know about the legal and ethical frameworks that support all students
- maintain their own health and wellbeing and seek support when it is needed.

Students under Care and Protection Orders

Many students under Care and Protection Orders experience significant disruption to their lives and education. They are often likely to require additional support for their emotional wellbeing and feelings of safety, and encouragement to maximise their educational development. All students under Care and Protection Orders must have a Learning Plan (LP) and a Department of Health and Human Services Case and Care Plan.

Teachers should partner with the student and the student’s case worker to jointly develop a LP.

www.education.tas.gov.au
Crisis prevention and de-escalation strategy plans guide effective interactions as teachers support learners to return to a calmer state.

**Effective leaders:**
- regularly review the effectiveness of whole school structures that support respectful behaviour and relationships
- provide effective whole school approaches and processes to manage crisis situations
- support staff to identify students who require an individual behaviour management plan
- ensure that behaviour management plans align with the whole school approach to respectful behaviour and relationships and address the specific behaviours that lead to crisis situations
- ensure resources are available so that key staff, including professional support staff, can participate in ongoing reviews and implementation of individual behaviour management plans
- communicate with parents and carers when a crisis occurs and discuss the steps undertaken to return their child to a calm state
- have processes in place to ensure the safety of all staff and students when a crisis occurs (Appendix 5)
- support staff and students when a crisis occurs and are aware of the triggers that may impact on an individual’s health and wellbeing at the time and into the future
- ensure that mandatory reporting requirements are communicated to staff and met
- communicate critical incidents to Learning Services.

**Effective teachers:**
- build positive and respectful relationships with and between students and others including parents and carers
- have high expectations of their students and explicitly teach social and emotional skills
- know the students who may require an individual behaviour management plan
- collaboratively work with professional support staff and parents and carers to develop, implement and review individual behaviour management plans
- work towards recognising and removing known triggers
- work within the model for preventing and de-escalating crisis (Appendix 5) to support students whose behaviour is likely to escalate
- remain calm and use non-confrontational language and procedures
- understand the goal is to return the student to a calm state
- support student re-entry and re-engagement processes
- understand their duty of care to all students and if necessary remove themselves and others from a crisis situation
- are mindful of the impact of a crisis situation on their own wellbeing
- debrief and seek help if necessary.

**Functional Behaviour Assessment (FBA)**
Teachers use assessment to identify learner needs and plan what to teach. FBA is about assessing the motivation or function of a behaviour and identifying matching strategies. FBA helps to unravel the message behind problematic and unexplained behaviour and teaches the learner more appropriate ways to meet needs.

The three important assumptions that underpin FBA are that the behaviour is purposeful, predictable and changeable.

www.education.tas.gov.au
Professional self-care and protective behaviours keep us physically and mentally healthy.

Professional self-care and protective behaviours set boundaries to enable us to deal with difficult behaviour and lead fulfilling and productive lives.

Professional self-care and protective behaviours allow us to take care of ourselves so we can take care of others.

- sensitively support staff who are dealing with family violence issues
- provide access to leave and support resources outlined in the Departmental Family Violence Workplace Arrangements and Support for Managers resource packages.

**Effective leaders:**

- promote a motivated workforce through high-quality professional learning
- promote and participate in whole of agency health and wellbeing initiatives, e.g. Healthy@Work and the Global Corporate Challenge
- build a culture of mutual respect and trust that allows schools to focus on teaching and learning
- manage work health and safety and have a good risk management process in place for everyone
- develop a strong feedback culture that fosters shared understanding and decision making
- coach and mentor staff with targeted support to foster their professional growth and development
- capitalise on staff performance and development frameworks to further strengthen growth and development
- equip leadership teams with the skills to manage continuous improvement
- develop partnerships and connections across staff that focus on wellbeing and safety
- ensure all staff are familiar with and understand their legal and professional obligations under the State Service Code of Conduct, the Conduct in the Workplace Policy and the Protective Practices for Staff in their Interactions with Students Policy
- ensure staff are familiar with and understand the support available to them in times of stress and crisis

**Effective teachers:**

- model the behaviours and relationships required to support a respectful school culture
- are strategic and purposeful in their use of reflection processes
- form positive professional networks to strengthen practice and manage their work proactively
- take responsibility for their own health and wellbeing
- have multiple strategies to manage difficult or stressful situations
- support and foster understanding of the health and wellbeing needs of their students and colleagues
- plan opportunities to facilitate work/life balance
- develop meaningful partnerships that support emotional and social learning outcomes
- appropriately monitor, record and report on behavioural interventions and targeted support
- know where to go to and from whom to access support when required.
Healthy@Work

Provides information, resources and professional development ideas for promoting staff mental health and wellbeing.

www.education.tas.gov.au

Protective Practices for Staff in their Interactions with Students Policy

Provides advice to staff on the establishment of positive, caring and respectful relationships. Focuses on duty of care and professional boundaries and the emotional and physical wellbeing of students and employees in school and online environments.

www.education.tas.gov.au

Employee assistance program

1300 678 327

This 24 hour service provides confidential, free counselling for DoE staff and immediate family members. For more information go to

www.convergeinternational.com.au
RESPECTFUL SCHOOLS – WORK TOGETHER! MAKE IMPROVEMENTS!

We build respectful schools and workplaces by promoting and sharing knowledge and understanding in positive and respectful ways that celebrate our successes and model our commitment to safe and inclusive learning environments and workplaces.

Overview

Our Learners First plan includes the values of respect and equity. We believe that respectful schools and workplaces are critical to achieving staff and student wellbeing and high quality educational goals and targets. All learners, staff and parents and carers have a right to work and learn in a safe, inclusive environment that models positive and effective interactions.

When we work together and make changes that address inappropriate behaviours, learners can engage in meaningful learning and staff are supported to deliver exciting and innovative learning opportunities that are inclusive and based on mutual respect.

Schools need to establish a shared responsibility with the whole school community to ensure inappropriate behaviours are not accepted. These behaviours include:

- Bullying
- Cyberbullying
- Harassment and discrimination
- Violence and aggression
- Child abuse and neglect

Any abuse of power jeopardises the safety and wellbeing of any member of the school community. We have a duty of care to each other and a responsibility to ourselves to ensure that respectful relationships are created and maintained.

Acts of discrimination, harassment and violence within our Department are not only considered to be breaches of proper standards of conduct and behaviour, in many cases, they are also illegal. Refer to our Department’s discrimination and harassment policy for the list of relevant legislation.
Effective leaders understand pertinent legislation and have robust policies in place to address inappropriate behaviours in open, supportive, respectful and connected ways. They team with support staff, other organisations when necessary to support individual students.

Our Department continues to develop further resources to support schools regarding the appropriate use of electronic communication and social media, professional relationships between employees and students and physical contact with students.

**Practical advice for Principals and Educators**

**Across the school:**

When schools tackle issues and make changes, they promote, support and grow environments that are welcoming and supportive. All members of the community are physically and emotionally safe and respected.

Educators, learners, parents and carers, and members of the wider community have a right to expect that their concerns about behaviour are listened to, responded to and that appropriate support will be provided. They also have a responsibility to work together to address any issues.

Effective leaders model, recognise and celebrate positive behaviours. They develop a shared understanding of respectful behaviour and relationships and empower the community to work collaboratively to respond to incidents of inappropriate behaviour and find positive solutions.

Effective leaders ensure that their colleagues have an understanding of relevant policies that impact on learner behaviour and are aware of the support mechanisms available to support learners. They are aware of educator, classroom, learner and family dynamics and use evidence-based strategies to target resources and support appropriately.

**In the classroom:**

Educators have a responsibility to work within the agreed whole school approach and plan for learning about positive, respectful behaviours and relationships. To do this they employ a range of teaching and learning strategies to ensure that all learners are:

- valued
- connected
- encouraged to be active bystanders
- confident that if they see or hear inappropriate behaviours they can speak up safely
- able to access appropriate support services where necessary.

If a student feels uncomfortable and powerless to stop an inappropriate behaviour, or the behaviour interferes with their ability to learn effectively, then the distress caused by the behaviour is real, regardless of the actual intention of the other party.

Behaviours that are distressing to learners can have a severe impact on their learning and their wellbeing.

Children and young people do not often tell adults about inappropriate behaviours they have experienced. They fear they will be disconnected from their supportive friends and family and that adults may overreact and make the situation worse.

A respectful workplace ensures that concerns are acknowledged and strategies are put in place to support learners, staff and parents and carers.

**Be alert to the signs:**

Signs that indicate a student may be the target of or exposed to inappropriate behaviour include:

- changes in personality
- appearing more lonely or distressed
- unexpected changes in friendship groups
- less interaction with students at school
- peer rejection
- high levels of absenteeism
- a decline in physical health
- a decline in academic achievement.

**Bullying is not:**

- isolated episodes of social rejection or dislike
- isolated episodes of acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.
It is a whole of school responsibility to identify concerns, explicitly teach skills to victims and bullies, and take action and provide appropriate support:

**STEP ONE:**
Identify concerns
- Is the student distressed?
- Has the student been exposed to inappropriate behaviour?
- Has the student engaged in inappropriate behaviour affecting another student?
- Has the student engaged in inappropriate behaviour affecting themselves?
- Has the student engaged in criminal behaviour?

**STEP TWO:**
Take action
- Ensure the student is safe
- Make further inquiries into the incident
- Contact parents and carers

**STEP THREE:**
Contact the appropriate support
- The school leadership team
- The Respectful Schools Support Team
- Tasmania Police

**STEP FOUR:**
Respond and provide support
- Support all people involved
- Apply the processes of the whole school approach to Respectful Behaviour
- Work with the school leadership team
- Consult Learning Services staff

There are many resources to support the whole school community to tackle issues and make changes:

**Alannah & Madeline Foundation**
The Alannah & Madeline Foundation is one of Australia’s most respected children’s charities, and is dedicated to protecting children from violence and its devastating impact.
The Foundation cares for children who have experienced or witnessed serious violence; reduces the incidence of bullying, cyber bullying and other cyber risks; and, advocates for the safety and wellbeing of children.
www.amf.org.au/

**eSafety**
The Office of the Children’s eSafety Commissioner is a one-stop-shop for online safety. The Office provides Australians with a range of up-to-date information and resources, coupled with a comprehensive complaints system to assist children who experience serious cyberbullying.
www.esafety.gov.au

**Fairer World**
A Fairer World is a values-based community organisation that provides ways for schools, workplaces and the Tasmanian community to learn, connect and act together for positive social change.
www.afairerworld.org

**Kids HelpLine**
Is a confidential telephone and online counselling service for young people between the ages of 5 to 25. You can call anytime to discuss any issue of concern or visit the website to start a WebChat.
Phone 1800 55 1800

**KidsMatter**
KidsMatter is a mental health and wellbeing framework for primary schools and early childhood education.
www.kidsmatter.edu.au
Lawstuff
Lawstuff is a website that provides legal information to children and young people across Australia.
www.lawstuff.org.au

Making Multicultural Australia
Making Multicultural Australia assists teachers to find quality resources on multicultural education, anti-racism and explore new strategies to promote cultural diversity and tolerance.
www.multiculturalaustralia.edu.au

MindMatters
MindMatters is a national mental health initiative for secondary schools funded by the Australian Government Department of Health and Ageing. MindMatters is a resource and professional development initiative supporting Australian secondary schools in promoting and protecting the mental health, and social and emotional wellbeing of all the members of school communities.
www.mindmatters.edu.au

MYTERN
This program helps students create emotional intelligence, health and resilience at any stage of their development.
www.myterncity.com.au

Positive Detective
Positive Detective is a primary school program to encourage students to seek, acknowledge and spread the wonderful good that exists in their lives.
www.positivedetective.com

Racism. No Way!
Racism. No Way! aims to tackle racism in schools in Australia, through providing teachers, students and parents and carers with games, research and lesson ideas that explore the causes and effects of racism for practical use in the classroom.
www.racismnoway.com.au

rightsED
rightsED includes a range of interactive, education activities for teachers and their students. Activities are designed to introduce students to human rights concepts in an engaging, relevant way.
www.humanrights.gov.au

SPEAK UP! Stay chatTY
The #TeamChatTY Schools Program is designed to enhance young people's awareness, and build their knowledge and skills to achieve and maintain positive mental health. The key messages delivered through the program are that nothing is so bad you can't talk about it — seek help and seek to help others.
www.staychatty.com.au

Stay Smart Online
Stay Smart Online is the Australian Government’s cybersecurity website. The website is hosted by the Department of Broadband, Communications and the Digital Economy and has received input and support from a range of other Australian Government agencies with related responsibilities.
www.staysmartonline.gov.au

The National Centre against Bullying
The National Centre against Bullying (NCAB) is a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cybersafety.
www.ncab.org.au/resources

The Student Wellbeing Hub
The Student Wellbeing Hub is a one-stop shop for information and resources on safe school strategies to assist teachers, school leaders, students and parents and carers.
www.studentwellbeinghub.edu.au

Think U Know
Developed by police, this web resource has information for schools and parents and carers about reporting inappropriate behaviour.
www.thinkuknow.org.au

Working It Out
Working It Out is Tasmania’s gender, sexuality and intersex status support and education service. It provides support and facilitated peer support, resources, professional learning, and information sessions for staff, parents and carers and students.
www.workingitout.org.au
Bullying occurs when there is a misuse of power in relationships and inappropriate behaviour that is intentional sustained and harming towards an individual or a group.

Bullying can be based on bias and have long-term effects on those involved including bystanders.

Bullying behaviour can be hard to recognise and it can happen at any time. It can be in public or private and it is sometimes only known to the target and the bully.

Bullying behaviour can be categorised as:
- physical e.g. hitting, punching, spitting, scratching
- verbal e.g. threats, teasing, name calling, abuse, putdowns
- social e.g. excluding, making inappropriate gestures, alienating, starting rumours

Effective leaders:
- value diversity and appreciate the rich learning opportunities it brings to school life
- work with their community to challenge bias and maintain inclusive cultures
- develop, implement, evaluate and review a school based anti-bullying policy
- consistently reinforce the message that bullying is not acceptable
- develop a whole school approach that is multi-faceted and values-led
- promote awareness of anti-bullying in the community and communicate regularly using consistent language
- ensure teachers have effective classroom supports and resources
- promote a positive school environment that provides safety, security and support for students, staff and parents and carers
- develop and review whole school practices aimed at promoting respectful schools using appropriate resources
- provide opportunities for developing social and emotional learning
- reinforce effective communication strategies and problem solving skills for staff, students and parents and carers
- minimise the risk from all types of harm to staff.

Effective teachers:
- provide a model of appropriate behaviour and encourage empathy and respect
- have strategies to deal with bullies and bullying
- respect, listen and understand students’ feelings
- appreciate that individual students will respond and act differently to bullying
- understand that bullying behaviour arises from a power imbalance leading to distrust, fear, misunderstanding, lack of knowledge or jealousy
- encourage students to share problems and get helpful advice from significant adults and their peers
- teach students to respond effectively to bullying behaviour
- explicitly teach students about healthy and unhealthy relationships
- teach students to understand that they have a responsibility to help fix bullying behaviours
- provide language to empower students to respond supportively to someone being bullied or to challenge bullying behaviours
- teach students about not behaving in ways that make bullying problems worse.

The Department’s Combatting Bullying Initiative

This initiative supports schools to have an anti-bullying approach as part of their Respectful Schools Plan. A key aspect of the initiative is a partnership with the Alannah and Madeline Foundation to increase students’ and staff understanding and skills in relation to cyber safety.

www.education.tas.gov.au
Cybersafety is being able to use electronic forms of contact safely, securely and with skill, confidence and knowledge to enhance personal, work, leisure and family lives.

Cyberbullying is online bullying of a person or group. Cyberbullying can spread rapidly and be difficult to remove.

Cyberbullying can involve:
• abusive texts and emails
• hurtful messages, images or videos
• intimidating others online
• excluding others online and nasty online gossip and chat.

Effective leaders:
• consider school-wide e-security and implement plans for consistent expectations around technology use
• seek guidance about the use of content filters or other technological tools to limit access to inappropriate content
• equip educators with practical cybersafety skills and knowledge
• establish a cybersafety contact person to provide guidance to students and parents on issues concerning student safety and wellbeing
• identify vulnerable students, including those who take greater offline risks or behave inappropriately offline
• educate learners and parents and carers about the appropriate use of personal information online
• develop and implement policies and codes of conduct
• display clear incident response flow charts to ensure all staff and, where relevant, parents and carers are aware of how to deal with a breach of a policy or code of conduct
• review policies and procedures annually as technologies and their use develop rapidly
• promote the use of developing teaching and learning resources to support whole school approaches for students to become responsible digital citizens.

Effective teachers:
• explicitly teach cybersafety skills and knowledge to guide students to become responsible digital citizens
• educate students about the potential threats posed online and how they can protect themselves from unwanted contact
• encourage students to think about their digital reputations
• support students to consider how they manage their own and others’ messages and images
• encourage students to read user agreements or privacy policies to determine how their personal information may be used in the future
• assist students to explore possible responses to cyberbullying
• follow through when they suspect or are made aware of inappropriate information and immediately seek guidance
• promote and model positive online behaviour
• protect their own personal information in online environments
• use separate addresses to communicate with friends, family and for work or study.

Student Technology audit
Understanding how students use technology can help educators target their lessons in cybersafety.

The Student Technology Audit is a quick and effective tool to understand how students use computers and other technologies and provides a good starting point for conversations about cybersafety issues.


Key Elements 1, 3, 6 and 9
Domains 4, 8 and 9
QA 1, 2, 5 and 7
A large part of young peoples’ communication is online. Often relationships are initiated and developed online. Young people may not be aware of the risks and consequences of posting information online.

Sexting is defined in most Australian law as using the internet or a phone to share naked or sexual images or videos. Young people may not understand that their digital practices, such as sexting and posting images, can be manipulated or used to humiliate and denigrate.

We have a responsibility to promote behaviours that are safe and respectful.

**Effective leaders:**
- ensure school approaches are contextualised to suit their school communities and are situated within a values-led framework
- address the impact of sexting and the digital circulation of inappropriate images through a whole school approach including in policy, procedures, curriculum and parent and community partnerships
- support their communities with education about these issues and how they are being addressed
- make available professional learning and resources for educators to address sexting and the digital circulation of inappropriate images within the context of respectful relationships
- ensure teachers have the knowledge, understanding and confidence to support and address these issues
- draw upon the expertise of professional support staff as appropriate
- establish procedures for involving Learning Services when students’ online identity has been compromised through the sharing of inappropriate images
- establish a cybersafety contact person to provide guidance to students and parents on issues concerning student safety and wellbeing

**Effective teachers:**
- work from a proactive and respectful framework such as Respectful Relationships Education and the Australian Curriculum Health and Physical Education – Personal, social and community health strand
- identify professional learning needs to ensure their teaching strategies and resources reflect current best practice
- provide learning opportunities that equip students with the skills and knowledge to be safe, respectful and ethical in their use of digital technologies
- directly address the issues and risks of sexting and sharing inappropriate images online
- promote and model ethical digital practices
- provide clear messages to students about the risks and legal implications of sending, receiving and forwarding sexually explicit messages, photos and images
- are mindful of their students’ critical digital literacy skills and promote appropriate learning opportunities
- educate students regarding the nature of online social networks and the benefits and risks in their use
- ensure students’ wellbeing and safety by implementing school and system requirements in the use of digital technologies.

**Key Resources**
**PROFESSIONAL PRACTICE**

### Harassment and discrimination

**Harassment** is any form of behaviour that is unwanted, offends, intimidates or creates a hostile environment.

**Discrimination** is unjust or prejudicial treatment. People can be harassed or discriminated against for a range of reasons, including their gender, race (colour, nationality, descent or ethnic background), religion, sexual preference, age and disability.

**Harassment** and **discrimination** are abuses of power that harm the rights and wellbeing of others.

#### Effective leaders:

- set high expectations for respectful behaviour and relationships in their educational setting
- include prevention of harassment and discrimination as central components of the whole school approach to respectful behaviour and relationships
- equip staff to deal with harassment and discrimination through targeted professional learning
- identify vulnerable students, including those who are potential perpetrators as well as victims
- make staff aware of teaching and learning resources that have been developed to promote mutual understanding
- raise awareness of rights, responsibilities and legal obligations amongst staff and students
- make their colleagues aware that discrimination and harassment are not only wrong but also illegal
- establish procedures for complaints to be made in safe ways which do not breach confidentiality.

#### Effective teachers:

- model positive social values and behaviours which display high degrees of mutual understanding
- actively seek opportunities to build understanding of difference into teaching and learning
- encourage discussion and dialogue to promote mutual understanding
- discuss issues and instances of harassment and discrimination with their students
- explore prominent examples from the media in detail with their students
- encourage their students to think about how to interact with people in positive and respectful ways which make them feel safe and included
- stress the importance of using respectful and inclusive language and avoid the use of terms and phrases which insult and denigrate
- encourage students to report incidents of harassment and discrimination
- establish buddy systems and procedures such as peer support for students undergoing harassment and discrimination to help them to resolve the problems they experience
- work with parents, carers and students in their class who suffer from or are perpetrators of harassment and discrimination.

#### Voices of Australia

The teaching and learning activities incorporated in this resource allow for students to explore their own family history and experiences of diversity, discrimination, race relations, friendships and signs of respect.

LGBTI (Lesbian, Gay, Bisexual, Transgender and/or Intersex) is inclusive of all people of diverse sexualities and genders and physical characteristics.

We recognise that people’s genders, bodies, relationships, and sexualities can be impacted by prejudice.

An emphasis on practices that are inclusive of all individuals is critical in fostering inclusion, respect and dignity for all.

Schools set high expectations for respectful behaviour and model these expectations.

Diversity is, after all, what makes our school communities vibrant.

**Effective leaders:**

- ensure the school is informed about its obligations under the Tasmanian Anti-Discrimination Act (1998) and the Department’s Discrimination and Harassment Policy
- ensure the school has its own anti-discrimination policy
- ensure there is representation of the history, legislation and lived experiences of LGBTI people and their families in the school library
- treat all people fairly and respectfully, valuing everyone’s contributions regardless of their (and their family’s) gender, sexuality or intersex status
- support school community initiatives to establish LGBTI employee networks
- discuss with staff ways to show that diverse families are welcome in the school environment, and how understanding will be promoted
- ensure the DoE Diversity brochure is readily available to all parents and carers
- provide relevant training to all employees
- challenge derogatory language whenever it is used and point out the harm prejudice causes and discuss ways that this can be managed with colleagues and parents
- publish information about diversity in the school newsletter.

**Effective teachers:**

- read, research, ask questions and discuss the issues in open and thoughtful ways which promote mutual understanding
- are able to say “I’m not sure but I’ll find out”
- use inclusive language, e.g. replace him/her with partner and Mum/Dad with parents
- keep in mind that gender is not binary
- are not afraid to correct inappropriate statements
- are prepared with appropriate responses to discriminatory comments
- explain to their students why discriminating behaviours are not appropriate and what impact that behaviour may have
- let students know about organisations and places where support for students identifying as LGBTI and their families is available
- are aware of the many privacy issues involved and maintain confidentiality.

**Working It Out**

Working It Out is Tasmania’s gender, sexuality and intersex status support and education service. It provides support and facilitated peer support, resources, professional learning, and information sessions for staff, parents and carers and students.

Phone 6231 1200 or 0429 346 122

www.workingitout.org.au

**Gender Help For Parents**

Offers information and support for parents and carers with gender diverse children.

www.genderhelpforparents.com.au
Violence and aggressive behaviour

Aggressive behaviour leading to violence includes:

- **Physical aggression**: hitting, slapping, kicking, biting, pushing, grabbing, pulling, shoving, beating, etc.
- **Verbal aggression**: use of hostile words to insult, threaten, anger or intimidate.
- **Indirect aggression**: attempting to harm by spreading rumours, attempting to humiliate, excluding the victim from a group.
- **Proactive aggression**: unprovoked aggressive acts.
- **Reactive aggression**: aggressive acts as a result of provocation.

**Effective leaders:**

- implement and document procedures for managing overly aggressive and violent behaviour in their whole school approach to respectful learning
- have clear protocols for managing incidents involving extreme aggression and violence towards both staff and students at the school
- ensure that non-teaching, casual, professional and visiting staff are aware of these protocols
- regularly collect data about aggressive and violent behaviour to inform decision making
- ensure mechanisms are in place for teachers to record incidents which include violent or overly aggressive behaviour
- provide opportunities for professional learning and resources to support ongoing learning about violent and aggressive behaviour
- perform a risk assessment to identify areas of the school where violence may be more easily perpetrated
- raise awareness of rights, responsibilities and legal obligations amongst staff and students
- establish procedures for involving Learning Services and police support when staff or students are subjected to acts of violence at school
- liaise and work with the parents and carers of students who suffer from or are perpetrators of aggressive and violent behaviour including domestic violence.

**Effective teachers:**

- teach and model pro-social values which promote respectful behaviour and relationships
- provide alternatives to aggression and violence as ways of resolving conflict
- recognise and acknowledge positive interactions and modes of conflict resolution in their classroom
- access resources to support ongoing learning about aggression and violent behaviour
- look for opportunities to include protective behaviours and personal safety into the teaching and learning program
- explicitly teach strategies for countering aggression and violence
- encourage students to report incidents and maintain records using school mandated systems
- are aware of the school’s protocols for dealing with extreme aggression and violence and follow them at all times
- liaise with the school leadership team and professional support when necessary.

**Ongoing intervention and learning**

Aggressive and violent behaviour is best addressed early. Explicit teaching of the fundamentals of social interaction including sharing, compromise, cooperation and positive verbal communication can have lasting results. The Australian Curriculum general capabilities provide a sound framework for this learning.

It is important to note that children displaying violent behaviours may be impacted by family violence in their homes. Violence prevention programs delivered to individuals and groups are likely to have lasting short and long term benefits. **KidsMatter** and **MindMatters** provide resources to support the journey.

[www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
[www.mindmatters.edu.au](http://www.mindmatters.edu.au)
Family Violence occurs when someone intentionally uses violence, threats, force or intimidation to control or manipulate a family member, partner or former partner.

Family Violence is characterised by an imbalance of power.

Statistics show that women experience domestic and family violence at far greater rates than men. Women and children often live in fear as a result of the abuse used by perpetrators to maintain control over their partners and families. This impacts on the well-being and educational outcomes of students.

Research tells us that key determinants of family violence are gender stereotypes and rigid beliefs of masculinity and femininity.

Promoting empathy and respect can prevent violence in family relationships.

### Effective leaders:

- know their staff, students and their families, including family structures and circumstances and monitor families who may be struggling
- establish supportive learning environments where students are listened to and their needs are responded to
- know and understand their legal responsibilities regarding mandatory reporting of suspected physical or emotional abuse
- ensure that staff understand the process in the school for mandatory reporting of suspected physical or emotional abuse
- ensure staff have access to appropriate and suitable professional learning in a timely and proactive way
- have strategies in place to support students where violence and abuse is suspected
- ensure there is an identified adult support person for any student in a home where violence or abuse is suspected
- ensure school and classroom routines and procedures support students during times of vulnerability
- ensure that families at risk have opportunities to connect with professional support staff
- facilitate integrated and collaborative interventions with a range support professionals (including professionals from other agencies)
- allocate resources in a flexible, supportive manner inclusive of ongoing and emerging issues
- facilitate and lead school communities to become safe, supportive and respectful teaching and learning communities that promote student wellbeing
- collect and analyse data to identify what is being addressed and areas for improvement using the Respectful Relationships Education Package.

### Effective teachers:

- understand that the strengths and needs of all students and their families should be supported and encouraged
- build positive and supportive relationships
- monitor students who may be at risk and intervene as necessary
- develop learning environments which support opportunities for all students to express themselves and have their needs met
- manage disclosures in a supportive, reassuring way while attending to mandatory reporting requirements
- model respectful behaviour and relationships in all of their interactions with students, staff and parents
- educate students about characteristics of respectful relationships and how to manage relationships where they feel uncomfortable, disrespected or unsafe
- know and understand the process in the school for mandatory reporting
- comply with the school and Department policies and requirements in relation to mandatory reporting
- ensure classroom and whole school routines work in support of the student’s vulnerability and take into account the student’s family circumstances
- work in partnership with families (where possible), other staff and services to provide a flexible and responsive learning program for the student.
Mandatory Reporting

Part 3 of the Children, Young Persons and their Families Act (1997) imposes a statutory obligation on all staff in schools and colleges who know, believe or suspect on reasonable grounds, that a child is suffering, has suffered or is likely to suffer abuse to take steps to prevent the occurrence of further occurrence of abuse. (Refer to Suspected child abuse and neglect page for further information.)

Support for families

Department of Health and Human Services Family Violence Counselling and Support Service offers professional and specialised services to assist children, young people and adults affected by family violence. This service is part of the Safe at Home initiative, a Tasmanian whole of government response to family violence.


More information can be found at www.safeathome.tas.gov.au

White Ribbon

White Ribbon is the world’s largest movement of men and boys working to end violence against women, to promote gender equity and healthy relationships. White Ribbon recognises the positive role men play alongside women in preventing violence against women, and seeks to inspire them to be part of this social change.

Find Help and Support

- If you or someone you know is impacted by family violence, call the Safe at Home Family Violence Response and Referral Line on 1800 633 937.
- Visit the 1800RESPECT website www.1800respect.org.au or call 1800 RESPECT (1800 737 732): the 24 hour, National Sexual Assault, Family & Domestic Violence Counselling Line for any Australian who has experienced, or is at risk of, family and domestic violence and/or sexual assault.
  - In an emergency, call 000.
  - Call the Men’s Referral Service on 1300 766 491 for anonymous and confidential telephone counselling, information and referrals to help men stop using violence and controlling behaviour.
  - Lifeline has a national number who can help put you in contact with a crisis service. Ph 13 11 14 (24 hours) or visit www.lifeline.org.au
  - Translating and Interpreting Service: Ph 131 450 to gain access to an interpreter in your own language (free).
  - Suicide Call Back Service Ph 1300 659 467.
  - Mensline Australia: Supports men and boys who are dealing with family and relationship difficulties. Ph 1300 78 99 78 (24/7) or visit www.mensline.org.au
  - Australian Childhood Foundation: Counselling for children and young people affected by abuse. Freecall: 1800 176 453 or (03) 9874 392. Email info@childhood.org.au or visit www.childhood.org.au
  - Relationships Australia: Support groups and counselling on relationships, and for abusive and abused partners. Ph 1300 364 277 or visit www.relationships.com.au
  - Blue Knot Foundation (formerly Adults Surviving Child Abuse): Telephone counselling for adult survivors of childhood trauma, their friends, family and the health care professionals who support them. Blue Knot Helpline Phone 1300 657 380 (9am-5pm 7 days) email helpline@blueknot.org.au or visit www.blueknot.org.au
  - National Disability Abuse and Neglect Hotline: An Australia-wide telephone hotline for reporting abuse and neglect of people with disability. Ph 1800 880 052 or visit www.disabilityhotline.org

Proudly working with White Ribbon to create a safer workplace.
Australia’s campaign to stop violence against women.
PROFESSIONAL PRACTICE

Youth suicide postvention

Respect: Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability.

Being prepared for critical incidents with postvention plans allows schools to provide a timely coordinated response to help minimise the impact of complex trauma events such as youth suicide.

International research has identified a phenomenon known as suicide contagion. Doing nothing heightens the risk of contagion.

Actively communicate help-seeking behaviours and prevention orientated safe messaging with support to staff and students to reduce the risk of contagion.

Effective leaders:

- are familiar with and adhere to the Departmental Critical Incidents and Emergency Procedures
- develop a suicide postvention plan and an emergency response staff team with the support of an agency such as the headspace organisation
- note within the plan important steps and supports including when and how to liaise with the bereaved/affected family with sensitivity and compassion
- implement whole school approaches to positive and holistic mental health and wellbeing
- regularly monitor staff and student wellbeing
- work closely with professional support staff to ensure all staff are equipped to work through critical incidents and emergencies
- give staff the option not be involved in supporting students if their own wellbeing is at risk
- inform staff they can access support through the Employee Assistance Program
- ensure that staff know they can always get advice before proceeding with a course of action
- let staff know they can bring back to the leadership team difficult experiences and questions they may have
- promote information to students and families regarding local services and agencies.

Effective teachers:

- understand that mental health influences student behaviour and academic performance
- provide teaching and learning opportunities that draw from the Australian Curriculum Health and Physical Education learning area to build students’ self-concept, self-esteem and resilience
- meet regularly to share learning and practice about student wellbeing and the ethos of the school
- observe and support students; including providing extra monitoring for identified vulnerable students
- know the referral pathways for vulnerable students
- promote information to students and families regarding local services and agencies.

Critical Incidents and Emergency Procedures

These procedures are intended to guide school staff through traumatic events and complement workplace emergency management arrangements where the details would be site specific. Refer to this resource for specific suicide postvention information.

www.education.tas.gov.au

headspace

headspace has a School Support program that works with school communities to prepare for, respond to, and recover from suicide. Please visit the School Support section to find out more.

www.headspace.org.au
Mandatory Reporting

It is **mandatory** for all school staff to report known or suspected cases of child abuse or neglect to Child Safety Services.

The purpose of **mandatory reporting** is to develop a community where reporting is expected from everyone and where discretion about reporting is not based on personal choices.

If a school staff member believes, knows or suspects that a student is being **abused or neglected**, they must, through their principal, contact either Child Safety Services or Gateway Services.

### Effective teachers:

- know their students and families including their social circumstances and monitor students who may be at risk and intervene as necessary
- comply with school strategies to support students who may be suspected of being neglected
- work in partnership with families, other staff and services to provide meaningful, flexible and responsive learning opportunities
- develop a Learning Plan as appropriate
- work with Child Safety case workers to support students under Care and Protection Orders
- participate in annual mandatory reporting professional development sessions provided by the school
- know and understand the process in the school for mandatory reporting.

### Mandatory Reporting

Part 3 of the **Children, Young Persons and their Families Act (1997)** imposes a statutory obligation on all staff in schools and colleges who know, believe or suspect on reasonable grounds, that a child is suffering, has suffered or is likely to suffer abuse or neglect to take steps to prevent the occurrence or further occurrence of the abuse or neglect.

More information is provided in the Mandatory Reporting Procedures


Legal Issues Handbook


Contact number for Child Safety Services: 1300 737 639

Contact number for Gateway Services: 1800 171 233
BIBLIOGRAPHY


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ICAN Case Management Standards, 2011, Innovative Community Action Networks, Department of Education and Children’s Services, South Australia.

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Williams, I, 2011, Preparing students for the transition to work or further study, Engaging Students: Building Aspirations, The Smith Family, NSW.


## PRACTICAL RESOURCES TO SUPPORT RESPECTFUL SCHOOLS

1. Taking action keeping Safe – NSW  
   www.schools.nsw.edu.au
2. Australian Curriculum General Capabilities  
   www.australiancurriculum.edu.au
3. Department of Education – policies, procedures and guidelines  
   www.education.tas.gov.au
4. Department of Education – Respectful Schools – Supporting Student Need  
   www.education.tas.gov.au
5. Department of Education – legal Issues handbook  
   www.education.tas.gov.au
6. The Early Years Learning Framework for Australia  
   www.education.gov.au
7. State Service Code of Conduct  
   www.thelaw.tas.gov.au
8. kidsMatter  
   www.kidsmatter.edu.au
9. MindMatters  
   www.mindmatters.edu.au
10. A Fairer World  
    http://www.afairerworld.org/_Current_projects/humanlibrary.html
11. Positive Detective  
    https://positivedetective.com/
12. MYTERN  
APPENDIX I

School Audit Tool

The Audit Tool is designed to assist schools to make informed judgements about the extent to which they have created and maintained a safe and supportive learning environment. The audit Tool enables schools to assess themselves against the following nine elements for safe and supportive schools:

1. leadership commitment to a safe school
2. a supportive and connected school culture
3. policies and procedures
4. professional learning
5. positive behaviour management
6. engagement, skill development and safe school curriculum
7. a focus on student wellbeing and student ownership
8. early intervention and targeted support
9. partnerships with families and community

This self-assessment tool enables schools to identify the behaviours and actions most characteristic of their settings through choosing the most appropriate descriptors.

The following scale and explanatory notes are provided to help schools make an informed judgement about the current status of their school’s safety:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely true</td>
<td>There is extensive and consistent evidence of this action or behaviour</td>
</tr>
<tr>
<td>Mostly true</td>
<td>There is reasonable and consistent evidence of this action or behaviour</td>
</tr>
<tr>
<td>Only true to some degree</td>
<td>There is some evidence of this action or behaviour</td>
</tr>
<tr>
<td>Not true</td>
<td>There is no evidence of this action or behaviour</td>
</tr>
</tbody>
</table>

An analysis of the ratings given to each element will demonstrate those requiring urgent attention. The audit tool is best used to identify broad trends of the nine elements of the framework. For example, if ratings within a particular element are only True to some degree or Not True, then this is an area that the school should follow up.

The audit tool will also identify those elements in which a school is currently performing well. In these circumstances, it is important to ensure that the successful strategies evident for this element are embedded within the school’s systems and structures.
## School Audit Tool

In relation to each of the statements below, tick the box that most commonly describes the situation at your school:

<table>
<thead>
<tr>
<th>SAFE SCHOOL ELEMENT</th>
<th>Not true</th>
<th>Only true to some degree</th>
<th>Mostly true</th>
<th>Definitely true</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Leadership commitment to a safe school</strong></td>
<td></td>
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</tr>
<tr>
<td>The school leadership team takes responsibility for the development and maintenance of a safe, supportive and respectful learning environment.</td>
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<tr>
<td>A clear vision for a safe, supportive and respectful school has been communicated across the school community.</td>
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<tr>
<td>Plans are in place to ensure that the vision is sustained for the longer term.</td>
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<tr>
<td>Within the school there is a clear understanding of the school’s current capacity to enhance the wellbeing and safety of its students and actions that need to be taken to enhance that capacity.</td>
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<tr>
<td>Data is collected about harassment, aggression, violence and bullying on a regular basis to inform decision making about the safety of the school learning context.</td>
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<tr>
<td>Resources are accessed to support the development and maintenance of a safe and supportive school.</td>
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<tr>
<td>Key staff with specific responsibilities for student safety and wellbeing have been identified and supported.</td>
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<tr>
<td>The school leadership team has a sound knowledge of the school community and its expectations for a safe school environment.</td>
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</tr>
<tr>
<td><strong>2. A supportive and connected school culture</strong></td>
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<tr>
<td>Students feel connected to the school.</td>
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<tr>
<td>Explicit pro-social values are taught, modelled and promoted across the school (e.g. respect, acceptance of diversity, fairness, honesty).</td>
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<tr>
<td>Positive and respectful peer–teacher relationships are maintained.</td>
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<td></td>
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<tr>
<td>Positive and respectful peer–student relationships are maintained.</td>
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<td></td>
</tr>
<tr>
<td>Positive and respectful teacher–teacher relationships are maintained.</td>
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<tr>
<td>Parents and carers feel connected to the school.</td>
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<tr>
<td>The school has a focus on staff wellbeing.</td>
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<tr>
<td>The needs of specific groups (e.g. Aboriginal or refugee and immigrant communities, people with disability) in the school community have been recognised and addressed.</td>
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</tbody>
</table>
### SAFE SCHOOL ELEMENT

#### 3. Policies and procedures

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not true</th>
<th>Only true to some degree</th>
<th>Mostly true</th>
<th>Definitely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and wellbeing policies have been developed.</td>
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<td></td>
</tr>
<tr>
<td>Step-by-step procedures are in place for staff when responding to child abuse and neglect, harassment, aggression and bullying.</td>
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</tr>
<tr>
<td>All staff are aware of these procedures.</td>
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<tr>
<td>A responsible technology usage agreement is in place in the school.</td>
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<tr>
<td>Clear procedures are in place enabling students, staff, parents and carers to confidentially report safety and wellbeing issues and concerns.</td>
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</tr>
<tr>
<td>Clear grievance procedures are in place for staff and parents and carers who experience harassment, aggression, violence or bullying.</td>
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</tr>
<tr>
<td>A risk assessment of the physical school environment has been done which informs effective risk management plans.</td>
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<tr>
<td>Protocols about appropriate and inappropriate adult-student contact within the school context are followed.</td>
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<tr>
<td>Protocols for visitors to the school are followed.</td>
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<tr>
<td>Effective strategies are followed for record keeping, including the transfer of student records.</td>
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<tr>
<td>A safe school and/or student wellbeing committee operates.</td>
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<tr>
<td>There is a process for the induction of new staff, students and families on the school’s safety and wellbeing policies, programs and procedures.</td>
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</tbody>
</table>

#### 4. Professional learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not true</th>
<th>Only true to some degree</th>
<th>Mostly true</th>
<th>Definitely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is available about the knowledge and skills of staff on student safety and wellbeing.</td>
<td></td>
<td></td>
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<tr>
<td>Opportunities are provided to address staff gaps in knowledge and skills in relation to student safety and wellbeing.</td>
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<tr>
<td>Ongoing professional learning is under taken on emerging school safety and wellbeing issues.</td>
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<tr>
<td>Opportunities are regularly provided for more expert and advanced professional learning for staff.</td>
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<tr>
<td>Non-teaching and casual/specialist/visiting staff are included in relevant professional learning opportunities.</td>
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</tr>
<tr>
<td>SAFE SCHOOL ELEMENT</td>
<td>Not true</td>
<td>Only true to some degree</td>
<td>Mostly true</td>
<td>Definitely true</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>5. Positive behaviour management</strong></td>
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<tr>
<td>Decisions about the selection of behaviour support programs and resources are evidence based.</td>
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<tr>
<td>Positive student behaviour is promoted and recognised.</td>
<td></td>
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</tr>
<tr>
<td>The school’s selected approach(es) towards student safety are consistently implemented by all staff at both the school and classroom level.</td>
<td></td>
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</tr>
<tr>
<td>Effective risk prevention plans that focus on the organisation and supervision of the playground are in place.</td>
<td></td>
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<tr>
<td>Effective risk management plans for all excursions, school camps, and other off-site or outside school hours activities are in place.</td>
<td></td>
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</tr>
<tr>
<td><strong>6. Engagement, skill development and safe school curriculum</strong></td>
<td></td>
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<tr>
<td>There is a strong school focus on student engagement.</td>
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<tr>
<td>Extensive use is made of cooperative learning and other relational teaching strategies.</td>
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</tr>
<tr>
<td>Skills and understandings are taught for cyber safety and for countering harassment, aggression, violence and bullying.</td>
<td></td>
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</tr>
<tr>
<td>A personal safety and protective behaviours curriculum is in place at appropriate year levels.</td>
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<tr>
<td>Teachers model safe online behaviour.</td>
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</tr>
<tr>
<td>A comprehensive social and emotional learning curriculum is embedded in all subjects.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>7. A focus on student wellbeing and student ownership</strong></td>
<td></td>
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</tr>
<tr>
<td>Effective pastoral care and peer support structures are in place.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Opportunities are provided for students to develop a sense of meaning and purpose.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A strengths-based approach to student learning and participation is evident across the school.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A range of opportunities are provided for student ownership and decision making, student voice and peer mentoring.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### SAFE SCHOOL ELEMENT

#### 8. Early intervention and targeted support

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>Only true to some degree</th>
<th>Mostly true</th>
<th>Definitely true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and their families who could benefit from additional support are identified as early as possible.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appropriate early student intervention involving support, skill development and social restructuring is undertaken.</td>
<td></td>
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</tr>
<tr>
<td>Ongoing support is provided to identified students and their families.</td>
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</tr>
</tbody>
</table>

#### 9. Partnerships with families and community

- The school provides opportunities for parent / carer education around issues related to safety and wellbeing and works collaboratively with parents and carers on issues related to student safety and wellbeing.
- The school works with community organisations to provide a consistent message about student safety and wellbeing.
- The school works with community agencies to maximise its effectiveness and extend support to students and families.
- The school works with the justice system to maximise its effectiveness and extend support to students and their families.
## APPENDIX 2

### Supporting a whole school approach – Behaviour Management Tool

The audit tool is designed to assist schools in the review and selection of programs for building a respectful school and workplace. Adapted from the Professional Learning Institute (PLI) Quality assurance process, it provides questions to assist critical reflection on the benefits and challenges of implementing an existing or new program and checking for alignment with the school vision, values and priorities.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>In what ways will this program contribute to positive student behaviour outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCOPE</strong></td>
<td>Does this approach align with DoE priorities and policies? Does this approach align with our values? What is the need for this program? What are your measurable goals? How is the program addressing school improvement priorities? What research is there to support this approach in similar settings? What are the expected outcomes? What tools are provided for measurement of outcomes?</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>What understandings do we want to develop and why? What are the key skills: for leaders? Staff? Students? How does this link to family, community and agency priorities? Does this align with existing systems and processes?</td>
</tr>
<tr>
<td><strong>DESIGN</strong></td>
<td>What systems and structures will be required to support professional learning of all staff, the leadership team, parents and carers and community? What is the recommended duration of implementation of this approach to ensure outcomes as reported in the research? What time commitment will this approach require on a weekly/daily basis? What proportion of the allocated budget is required to effectively implement this approach? In what ways does the approach encompass whole school, group and individual learner needs? Does this approach address classroom and non-classroom settings? In what ways are learner, parent and carer, community and staff voice represented?</td>
</tr>
<tr>
<td>COMPONENT</td>
<td>In what ways will this program contribute to positive student behaviour outcomes?</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LEARNING</td>
<td>In what ways will the activities engage and motivate participants?</td>
</tr>
<tr>
<td>Synthesis of new skills and understanding</td>
<td>In what ways will this approach provide opportunities for learning within schools, across schools and across networks?</td>
</tr>
<tr>
<td></td>
<td>In what ways will student, staff and parent and carer data be used to guide the teaching and learning program?</td>
</tr>
<tr>
<td></td>
<td>What changes will we expect to see in learning wellbeing and behaviour?</td>
</tr>
<tr>
<td></td>
<td>What changes will we expect to staff knowledge, attitude and behaviour?</td>
</tr>
<tr>
<td></td>
<td>What changes will we expect to parent and carer and community relationships?</td>
</tr>
<tr>
<td>EVALUATION AND REVIEW</td>
<td>To what extent has the program met outcomes and expectations?</td>
</tr>
<tr>
<td></td>
<td>What feedback formats will be used?</td>
</tr>
<tr>
<td></td>
<td>How does the data inform our future learning focus?</td>
</tr>
<tr>
<td></td>
<td>What aspects need to be strengthened?</td>
</tr>
<tr>
<td></td>
<td>What are the recommended time frames for data review?</td>
</tr>
<tr>
<td></td>
<td>How will we measure the change?</td>
</tr>
<tr>
<td></td>
<td>Has the program changed practice?</td>
</tr>
<tr>
<td></td>
<td>What additional processes will need to be put in place to ensure that data is ethical and reliable?</td>
</tr>
<tr>
<td></td>
<td>How will we share the data with our community?</td>
</tr>
<tr>
<td></td>
<td>How will we celebrate our successes together?</td>
</tr>
</tbody>
</table>
## APPENDIX 3

### National Quality Standard for Education and Care Services: Summary table of quality areas, standards and elements

<table>
<thead>
<tr>
<th>QA1</th>
<th>Educational program and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</td>
</tr>
<tr>
<td>1.1.1</td>
<td>Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</td>
</tr>
<tr>
<td>1.1.3</td>
<td>The program, including routines, is organised in ways that maximise opportunities for each child's learning.</td>
</tr>
<tr>
<td>1.1.4</td>
<td>The documentation about each child's program and progress is available to families.</td>
</tr>
<tr>
<td>1.1.5</td>
<td>Every child is supported to participate in the program.</td>
</tr>
<tr>
<td>1.1.6</td>
<td>Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.</td>
</tr>
<tr>
<td>1.2</td>
<td>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</td>
</tr>
<tr>
<td>1.2.2</td>
<td>Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</td>
</tr>
<tr>
<td>1.2.3</td>
<td>Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QA2</th>
<th>Children's health and safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Each child's health is promoted.</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Each child's health needs are supported.</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.</td>
</tr>
<tr>
<td>2.1.3</td>
<td>Effective hygiene practices are promoted and implemented.</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</td>
</tr>
<tr>
<td>2.2</td>
<td>Healthy eating and physical activity are embedded in the program for children.</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</td>
</tr>
<tr>
<td>2.3</td>
<td>Each child is protected.</td>
</tr>
<tr>
<td>2.3.1</td>
<td>Children are adequately supervised at all times.</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</td>
</tr>
<tr>
<td>2.3.4</td>
<td>Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QA3</th>
<th>Physical environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The design and location of the premises is appropriate for the operation of a service.</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Premises, furniture and equipment are safe, clean and well maintained.</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</td>
</tr>
<tr>
<td>3.2</td>
<td>The environment is inclusive, promotes competence, independent exploration and learning through play.</td>
</tr>
<tr>
<td>3.2.1</td>
<td>Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Resources, materials and equipment are sufficient in number; organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.</td>
</tr>
<tr>
<td>3.3</td>
<td>The service takes an active role in caring for its environment and contributes to a sustainable future.</td>
</tr>
<tr>
<td>3.3.1</td>
<td>Sustainable practices are embedded in service operations.</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Children are supported to become environmentally responsible and show respect for the environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QA4</th>
<th>Staffing arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Educator-to-child ratios and qualification requirements are maintained at all times.</td>
</tr>
<tr>
<td>4.2</td>
<td>Educators, co-ordinators and staff members are respectful and ethical.</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Professional standards guide practice, interactions and relationships.</td>
</tr>
<tr>
<td>Appendix 3</td>
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</tbody>
</table>

## QA5 Relationships with children

4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.

4.2.3 Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.

### QAS Relationships with children

5.1 Respectful and equitable relationships are developed and maintained with each child.

5.1.1 Interactions with each child are warm, responsive and build trusting relationships.

5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

5.1.3 Each child is supported to feel secure, confident and included.

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

5.2.3 The dignity and rights of every child are maintained at all times.

## QA6 Collaborative partnerships with families and communities

6.1 Respectful supportive relationships with families are developed and maintained.

6.1.1 There is an effective enrolment and orientation process for families.

6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.

6.1.3 Current information about the service is available to families.

6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.

6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.

6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.

6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.

6.3.1 Links with relevant community and support agencies are established and maintained.

6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

6.3.3 Access to inclusion and support assistance is facilitated.

6.3.4 The service builds relationships and engages with their local community.

## QA7 Leadership and service management

7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community.

7.1.1 Appropriate governance arrangements are in place to manage the service.

7.1.2 The induction of educators, co-ordinators and staff members is comprehensive.

7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service.

7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

7.2 There is a commitment to continuous improvement.

7.2.1 A statement of philosophy is developed and guides all aspects of the service’s operations.

7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

7.2.3 An effective self-assessment and quality improvement process is in place.

7.3 Administrative systems enable the effective management of a quality service.

7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service.

7.3.3 The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.

7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

---

APPENDIX 4
Classroom Behaviour Management Reflection Tool

The publication *10 ideas for 21st Century education* (Hampson, Patton, Shanks, 2011) provides some prompts for schools in regard to ‘doing education differently’ and suggests a possible view of what a 21st Century education looks like in practice. The authors challenge the assumptions that have underlined our education systems for centuries.

The focus of this reflection tool is on high expectations for our learners and a strong commitment to the pursuit of innovation and excellence.

By changing classroom practice we enable both teachers and students to work together to build respectful schools and workplaces.

Using the 10 ideas as a starting point, teachers can reflect on their current practice (what does it mean? why do it?) and identify areas for further consideration.

<table>
<thead>
<tr>
<th>10 ideas for 21st Century education</th>
<th>What does it mean?</th>
<th>Why do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open up lessons</td>
<td>Re-imagining learning time and space</td>
<td>To give students that chance to explore learning in more depth</td>
</tr>
<tr>
<td>Think outside the box</td>
<td>All spaces are learning spaces</td>
<td>To extend learning opportunities beyond the school walls</td>
</tr>
<tr>
<td>Get personal</td>
<td>Personalise student learning</td>
<td>To allow “passion-driven” learning</td>
</tr>
<tr>
<td>Tap into students’ digital expertise</td>
<td>Technology is integral and ever present</td>
<td>Harness the potential of digital tools</td>
</tr>
<tr>
<td>Get real with projects</td>
<td>Open schools up to the community</td>
<td>Learning is for everybody, all the time, everywhere</td>
</tr>
<tr>
<td>Expect (and help) students to be teachers</td>
<td>Enabling students to work in complementary ways with teachers</td>
<td>To share learning in authentic and meaningful ways</td>
</tr>
<tr>
<td>Help (and expect) teachers to be students</td>
<td>Teachers are fully aware of the process of learning</td>
<td>Teachers are cognisant of a wide range of strategies</td>
</tr>
<tr>
<td>Measure what matters</td>
<td>What we assess determines what is taught</td>
<td>To measure higher order skills</td>
</tr>
<tr>
<td>Work well with families not just children</td>
<td>Schools are shared spaces with resources to which the community has access</td>
<td>There is a strong association of family involvement in student achievement</td>
</tr>
<tr>
<td>Power to the student</td>
<td>Giving power to students over strategic decision making</td>
<td>Students have an opportunity to have a say in issues that affect them</td>
</tr>
</tbody>
</table>

Based on the work of Hampson, Patton, Shanks (2011)
## APPENDIX 5

### Model for Preventing and De-escalating Crisis

<table>
<thead>
<tr>
<th>Calm</th>
<th>Escalation</th>
<th>Crisis</th>
<th>De-escalation</th>
<th>Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>teach</td>
<td>defuse, remove triggers and escalating prompts</td>
<td>safety, prevent further escalation, keep people calm</td>
<td>support self-control, re-engage</td>
<td>learnings, refine plan, relational repair, re-entry</td>
</tr>
<tr>
<td><strong>Behaviour signals:</strong></td>
<td><strong>Behaviour signals:</strong></td>
<td><strong>Behaviour signals:</strong></td>
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<td><strong>Behaviour signals:</strong></td>
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</tbody>
</table>
| - engages and focuses  
- follows expectations and routines  
- accepts acknowledgements  
- initiates positive interactions | - disengages, is distracted  
- increases movement  
- verbally aggressive, argues, provokes  
- damage to property | - out of control  
- physical aggression, threats  
- damage to property  
- runs away  
- self-injury, curled up, rocking | - withdrawn  
- confused, unfocused  
- denies or has difficulty remembering crisis  
- blames, avoids topic | - withdrawn  
- eager to do soothing activity, spend time alone  
- exhausted |
| **Strategies:** | **Strategies:** | **Strategies:** | **Strategies:** | **Strategies:** |
| - teach whole school behavioural expectations  
- teach social and emotional skills including self-awareness, self-management, social awareness and social management  
- structure the academic and social learning environments for high rates of learner success | - pause to calm yourself  
- move slowly and purposefully, minimise body language and movement  
- use the student’s name, use a calm and respectful voice | - focus only on safety  
- follow your school’s emergency procedures, e.g. call for back up from senior staff  
- if necessary, remove yourself and others from the situation  
- keep your distance  
- check the student has a clear path to exit the situation | - keep audience away  
- observe quietly rather than talk  
- monitor from a distance  
- when you think the student is about to enter the recovery phase, check by asking if they’re ready to move to a particular area or activity | - acknowledge all appropriate behaviours e.g. moving to relocation room or calming area  
- provide independent calming activities to help self-management  
- get on with your own activities keeping a peripheral eye on the student.
<table>
<thead>
<tr>
<th>Calm</th>
<th>Escalation</th>
<th>Crisis</th>
<th>De-escalation</th>
<th>Recovery</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategies (cont):</strong></td>
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<td><strong>Strategies (cont):</strong></td>
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<tr>
<td>- teach routines for relocation and crisis management so no new information needs to be taken in while the student is in an escalated state. Reduce anxiety by making it as predictable as possible</td>
<td>- use non-confrontational, limit-setting language/procedures e.g. “It is time to start your work (expected behaviour) or you will need to do it at lunch time (consequence). I’ll come back in a moment to see what you have decided.” (decision) Move to work with other students (withdrawal).</td>
<td>- block or scatter the environment to prevent physical injury</td>
<td>- support student reflections on their behaviour making connection with school wide behaviour expectations.</td>
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<tr>
<td>- build relationships with students and between students</td>
<td>- follow through</td>
<td>- monitor your own responses, focus on calming yourself through long out breaths</td>
<td>- if appropriate, clean up damaged area, even if the next day.</td>
<td></td>
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<tr>
<td>- maintain a ratio of at least 4:1 positive to corrective interactions</td>
<td>- remember the only behaviour you can control is your own</td>
<td>- support the student to reconnect with the relevant staff member to repair the relationship before returning to class.</td>
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<td><strong>Avoid:</strong></td>
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<tr>
<td>- unstructured environments with low levels of supervision</td>
<td>- all known triggers</td>
<td>- an audience</td>
<td>- an audience</td>
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<td>- known triggers until you have taught the relevant coping skills which will allow the learner to succeed in that situation</td>
<td>- shouting and staring</td>
<td>- all possible triggers and maintaining responses</td>
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<td></td>
<td>- blocking exits, moving closer, sudden movements, pointing or touching</td>
<td>- use of any strategy that may further add to social stigma</td>
<td>- adding to sense of shame</td>
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<td></td>
<td>- getting hooked into an argument</td>
<td>- physical restraint unless this is a pre-planned strategy which has been signed off by family and Learning Service or is absolutely necessary to protect self or others</td>
<td>- all potential triggers which could re-escalate the situation</td>
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<td></td>
<td>- judgemental comments, threats or anything that could lead to further escalation</td>
<td>- language or body language that conveys a sense of disapproval</td>
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<td>- avoid any comments to any other staff or students that refer to the individual</td>
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APPENDIX 6

Further Supporting Initiatives and Frameworks

Years 11 and 12
Students in Years 11 and 12 select from a range of Tasmanian Assessment, Standards and Certification courses to develop a learning program and to fulfil the requirements of the Tasmanian Certificate of Education (TCE). To obtain the TCE students must meet requirements in several learning domains. Students can meet these requirements in different ways, in different settings and over different periods of time.

Vocational Education and Training (VET) covers the provision of education, training and assessment activities leading to accredited outcomes offered by registered training organisations. It:

• ensures that learning is practical, hands-on with an industry/trade focus
• provides accredited courses from Certificate I to advanced Diploma level.

www.education.tas.gov.au

The National Quality Standard

The National Quality Framework raises quality and drives continuous improvement and consistency in Australian education and care services. The National Quality Standard (NQS) is a key aspect of the NQF and sets a national benchmark for early childhood education and care, and outside school hours care services in Australia.


The National Plan for School Improvement outlines the five national reform directions of Better Schools Tasmania:

• quality teaching
• quality learning
• empowered school leadership
• meeting student need
• transparency and accountability.

The National Safe Schools Framework provides:

- schools with a vision and a set of guiding principles for safe and supportive school communities
- a proactive whole school approach
- a mechanism to develop ‘safe, supportive and respectful teaching and learning communities’.

[www.studentwellbeinghub.edu.au](http://www.studentwellbeinghub.edu.au)

The Australian Professional Standards for Teachers and the Professional Standard for Principals are public statements of what constitutes professional practice. They:

- highlight the key behaviours leaders and teachers need to develop in their professional practice
- are an integral part of ensuring quality learning and teaching that creates and maintains supportive and safe learning environments.

[www.aitsl.edu.au](http://www.aitsl.edu.au)

The National School Improvement Tool brings together the practices of highly effective schools and school leaders to improve the quality of classroom teaching and learning. It:

- provides information on leadership team practices
- promotes a culture of high expectations
- focuses on learner wellbeing and academic success
- supports clear intentions for teaching and learning.


The Convention on the Rights of the Child requires that children and young people are protected from all forms of physical or mental violence, injury or abuse. It recognises that education of children and young people should be focused on enabling them to reach their full potential, and to develop respect for human rights and diversity.


The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and freedoms by people with disability. It upholds respecting the dignity of people with disability, as for all members of society.

The Disability Discrimination Act 1992 (Commonwealth)

The Act protects people with disability from being discriminated against and promotes equal rights, equal opportunity and equal access. It helps individuals and organisations understand their rights and responsibilities in relation to people with disability.

The Disability Standards for Education 2005 (Commonwealth)

The Standards clarify the obligations of education and training providers. They seek to ensure that students with disability can access and participate in education on the same basis as other students.

Anti-discrimination Act 1998 (Tasmania)

Under this Act it is against the law to discriminate in education and training on the basis of a particular characteristic such as age, race, sex or disability.