LEARNERS FIRST
Connected and Inspired

Respectful Schools

Respectful Behaviour

Department of Education

Tasmanian Government

MESSAGE
from the SECRETARY

Our *Learners First Strategy 2014/17* outlines our vision, mission and key drivers for the next four years. The *Respectful Schools and Workplaces* framework outlines the priorities and strategies we are implementing that will contribute to safe and inclusive learning and working environments throughout our department.

From the early years through to Year 12, respectful school cultures enact our values as articulated in *Learners First.* They are places of learning, where all members of the school community understand and commit to an agreed set of beliefs and attitudes. These values are evident in everyone's behaviour. They support inclusive and effective learning. Developing respectful environments and building a whole school approach to respectful behaviour requires a planned and coherent approach. It takes time, coordination of effort and ongoing commitment from all members of the school community.

Creating orderly environments, established through positive means, with structures to support all students, is a pre-condition for improving learning outcomes, Zbar (2009). Regardless of a school community's needs, research indicates that the development of strong relationships in a respectful environment where all members feel safe and supported is critical to learner wellbeing and success. While schools may expect to see some immediate improvement, as Zbar has found, it can take five to seven years to create significant change.

Masters (2012) indicates in the *National School Improvement Tool*, that a whole school approach to behaviour is created by setting high expectations, using data to guide continuous improvement and building positive relationships between all school community members. These strategies underpin our mission 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 our community.

Strong leadership sets the tone and provides a clear direction by identifying shared priorities and the skills and dispositions to develop a culture of shared responsibility. Intentional teaching of behavioural expectations, with leaders and teachers working together, aligns whole school, classroom and individual approaches and creates orderly learning and working environments.

This resource supports school leaders and teachers to develop and maintain a whole school approach to respectful behaviour. It is one component of the *Respectful Schools and Workplaces* framework that will guide the work for everyone in our department. It complements a number of other initiatives that we are implementing and supports and builds on the work our schools are already doing to maximise learning outcomes, support student behaviour and build respectful schools.

Colin Pettit
Secretary

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Acknowledgements

This resource has been developed to support everyone in our schools to continue to learn and reach their potential to lead fulfilling and productive lives and to contribute positively to the community. The resource is grounded in the Tasmanian context and is congruent with our *Learners First* values of learning, excellence, equity, respect and relationships.

This resource has been informed by:

Principals and teachers
Tasmanian Association of State School Organisations
Tasmanian Principals' Association

Australian Education Union
Learning Services
Curriculum Services
Educational Performance Services

Professional Learning Institute
Statewide Support Teams
Marketing Services

Many people have contributed their time, knowledge, experience and expertise to develop this resource to assist school leaders, teachers, students, parents and the wider community to work together to build respectful schools.

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For the latest version of this document and additional support materials go to:
https://www.education.tas.gov.au/intranet/

NEALS

Introduction

This resource supports school leaders and teachers from the early years to Year 12 to build respectful schools by providing a safe and supportive learning environment where students 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, classroom, group and individual approaches to respectful behaviour

- school and classroom best practice

- supporting individual need

- dealing with inappropriate behaviour.

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

NSSF   links to the elements of the *National Safe Schools Framework*

NSIT   links to the *National School Improvement Tool*

  links to services, policies, procedures, guidelines and resources

  best practice guides for effective leaders

  best practice guides for good teachers

Our department will build on this resource by:

- providing professional learning about the *National Safe Schools Framework* and *National Safe Schools Hub* to leaders and teachers, through the Professional Learning Institute (PLI)

- developing further resources to support schools

- providing support staff to assist in developing and refining whole school approaches to respectful behaviour

- introducing a *Respectful Behaviours in the Workplace* resource for staff to assist in the development of a safe and inclusive learning and working culture.

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 behaviour. To support our work, the following national and state initiatives and frameworks are useful.

Our department's **Learners First Strategy** drives the work of the department through our:
*   belief that all learners have a right to participate in challenging and engaging learning opportunities
*   commitment to excellence and equitable access to learning
*   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.
www.mceecdya.edu.au

The Australian Curriculum is the mandated curriculum from Prep (Foundation) to Year 12. It:
*   sets high expectations that considers individual learning needs
*   acknowledges students' needs and interests
*   develops a broad set of knowledge, skills, behaviours and dispositions.
www.australiancurriculum.edu.au

The Early Years Learning Framework is the required national curriculum from birth to age 5. 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.tas.gov.au

The Tasmanian Curriculum remains the required curriculum for schools for some learning areas while the Australian Curriculum is being implemented. It:
*   acknowledges students' 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

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.
www.education.tas.gov.au

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.education.gov.au/national-safe-schools-framework-0

The Australian Professional Standards for Teachers (Tasmania) and the Professional Standard for Principals (Tasmania) are public statements of what constitutes professional practice. They have been adapted for Tasmanian Government schools. 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.education.tas.gov.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.

www.education.gov.au/national-school-improvement-tool-0

Vocational Education and Training (VET) covers the provision of education, training and assessment activities leading to accredited outcomes offered by registered training organisations. It:
- is practical, hands-on learning with an industry/trade focus
- provides accredited courses from Certificate I to Advanced Diploma level.

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 2014/17* we will develop successful, skilled and innovative Tasmanians.

The *Respectful Schools and Workplaces* framework included in this resource and available on our website, articulates the importance of staff and student wellbeing in supporting effective learning and working environments and experiences that contribute to our goals.

The framework focuses on building and maintaining positive 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 enable the achievement of high quality learning goals and targets.

Our values drive the development, maintenance and growth of respectful school cultures.

Relationships	Strong relationships are essential for learning
Respect	We want all students to participate in positive, purposeful and productive lifelong learning
Equity	Every learner is given an opportunity to succeed in an environment that is safe, supportive and inclusive
Excellence	High expectations of staff and student behaviour ensure a strong commitment to excellence
Learning	By engaging students in creative, innovative and supportive learning programs, we provide meaningful opportunities for them to lead fulfilling and productive lives, and to contribute positively to the community

Respectful Schools– Work Together! Create a Culture!

Positive and effective interactions with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability. *Learners First* 2014/17

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 we provide certainty to staff, students, parents and carers and the wider community. Leaders collaboratively guide whole school approaches within their school improvement planning to meet every student's learning needs and to personalise learning so that every student has the opportunity to succeed.

To do this, leaders work with their staff to ensure that practices are aligned to our values and a whole school approach to respectful behaviour. Teaching and non-teaching staff in schools have an important responsibility to model respectful behaviours, attitudes and values as they work 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 partners in their children's education, while the wider community, including local businesses and community organisations,

through strategic partnerships have a positive impact on student learning outcomes. Effective leaders work to ensure that all partners are committed to the school's common goals and purposes.

Therefore, a whole school approach to behaviour is about working collectively to build positive environments and a culture of respect based on responsibility, integrity and accountability. School leaders work with the whole school community to develop commitment to our department's behavioural expectations. They support professional practices in teaching and learning for respectful behaviour 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 depending on a school's individual context, the *National Safe Schools Framework,* to which Tasmania is a signatory, provides underpinning principles that align with our *Learners First Strategy*.

Practical Advice for Leaders

Across the school:

Effective leaders establish policies, systems and processes that support a whole school approach to respectful behaviour. They maintain a high profile in their school and set expectations for their staff and students.
Leaders will:

- work within the *Learners First 2014/17 Strategy* and comply with departmental policies, procedures and guidelines
- know their school context and work closely with their leadership team
- use the National Safe Schools Framework and evidence based models to guide their work.

Developing a whole school approach:

While, leadership teams, staff, students and parents and carers have a shared responsibility for developing a whole school approach to respectful behaviour, it is the principal who sets the tone for the school and it is their leadership which is crucial for success.
A leader will:

- collect data and conduct an audit to identify what is already being addressed and areas where their school needs to improve
- use school improvement profiles and student data including academic performance, absences, suspensions and relocation to understand their school context
- share data and the results of the audit with their staff and establish priorities and targets together
- involve the School Association and seek their input and support
- develop a communication plan and communicate regularly with parents and carers
- develop and document processes for:
  » behaviour management
  » school rules and consequences
  » suspension, exclusion and expulsion
  » student support structures
  » referrals to support staff
  » excursions and field work
  » accidents and critical incidents
  » mandatory reporting
  » confidentiality
  » formal complaints
- establish mechanisms for collecting and analysing data as an ongoing process
- allocate budgets and provide resources to support respectful behaviour systems and processes
- develop a mechanism for ongoing review of the whole school approach to respectful behaviour.

Working with staff:

Effective leaders work closely with their staff to ensure common expectations and consistency across the school. They establish structures and mechanisms to support their staff with behaviour management and ensure that resourcing is adequate. They model professional behaviour and responsive, inclusive language.
A leader will:

- use the first staff meeting each year to revisit respectful behaviour processes, reflect upon student data and communicate expectations to staff
- ensure that staff are aware of organisational matters such as school leadership structures, specific staff behavioural responsibilities, duty rosters, and relocation procedures from day one
- list respectful behaviour as an agenda item for every general staff meeting to discuss behavioural concerns, and seek input from staff
- be a strong presence in the school by visiting classrooms and being out and about in the playground
- ensure that potential trouble spots are patrolled regularly and bus areas are supervised
- communicate day to day student behavioural issues directly to staff, using amongst other things:
  » staff briefings
  » individual and group emails
  » staff bulletins
  » staffroom whiteboards
- include respectful behaviour in induction processes for new staff
- identify the strengths and weaknesses of individual staff members and address them through:
  » 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:
  » support staff when they are vulnerable
  » allow them time for full debriefing after critical incidents
  » ensure OH&S processes are in place and understood by their staff.

Working with parents and carers and the community:

Effective leaders maintain solid relationships based on common goals and expectations with parents and carers and the community as a whole. They work closely with their School Association and other key members of the community. They communicate regularly and directly with parents and carers, especially when there are specific concerns with individual students.
A leader will:

- maintain professional and respectful interactions with parents and maintain positive relationships
- be aware of the need for privacy and maintain confidentiality at all times
- hold regular meetings with the School Association and seek their input about the whole school approach to respectful behaviour
- communicate the whole school approach to respectful behaviour to parents and carers of new and prospective students
- ensure that expectations about respectful behaviour are addressed in the parent handbook and outlined when new students are enrolled
- establish clear processes for contacting individual parents when there are concerns about their child's behaviour:
  » call regularly if there are problems
  » celebrate successes when they occur
  » identify staff members as the point of contact for extreme behaviours
- welcome and listen to parents and carers who want to communicate family issues which may impact on their child's behaviour and interactions at school
- ensure that student contact information is up to date and accessible to the relevant staff members
- establish contact and maintain relationships with emergency services, other government agencies and Tasmania Police.

Interacting with students:

Effective leaders interact with students in positive ways which set high expectations for their behaviour. They model professional, respectful behaviour and responsive, inclusive language in all their communications. 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 the consequence fits the 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 including those with special needs
- be an active listener and maintain confidentiality when students discuss their problems
- make sure that there are safe places for every student in the playground.

The National Safe Schools Framework

The *National Safe Schools Framework* provides Australian schools with a vision and a set of guiding principles that leads to a whole school approach to assist school communities to develop positive and practical student safety and wellbeing policies.

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.
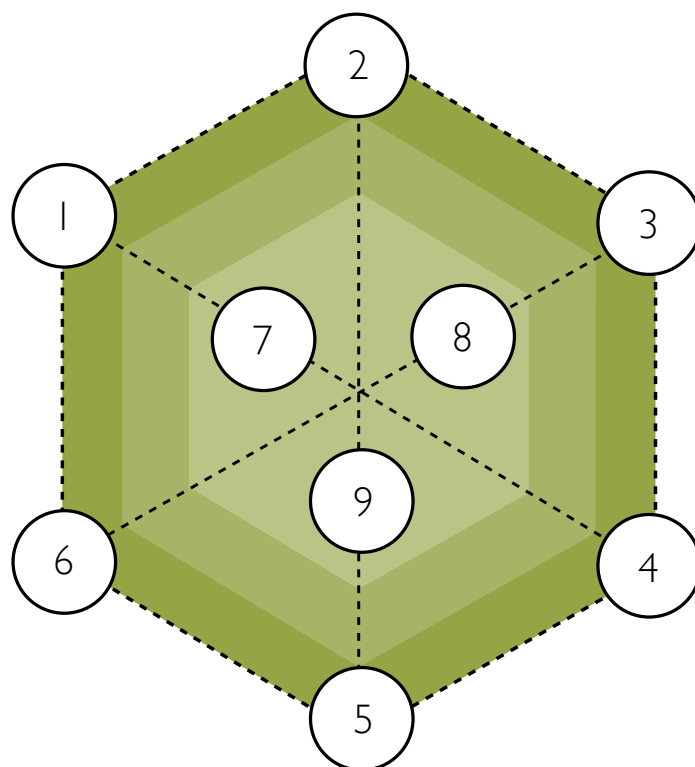
1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing and student ownership
8. Early intervention 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 **Safe Schools Hub** www.safeschoolshub.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

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 Associations, parent meetings and community forums to create a shared vision and understanding of, and take collective and individual responsibility for respectful behaviour.

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 a framework for actions for leaders to use.

www.safeschoolshub.edu.au

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 how 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.

Respectful Schools–
Work Together! Create a Culture!

Element 1: Leadership commitment to a safe school

School leaders:
- Accept responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment for all members of the school community. To do this school leaders work collaboratively with their staff and school community to:
  » develop a whole school vision for a safe, supportive and respectful school that includes an understanding of, and commitment to what is acceptable, respectful behaviour
  » develop a whole school implementation plan that all staff commit to undertake.

- Support all staff, students and the wider school community to implement and maintain a safe, supportive and respectful environment by ensuring that:
  » all staff including itinerant, part-time and relief staff are updated regularly on departmental and school policies, procedures and guidelines in relation to providing safe, supportive and respectful environments (Resource 3)
  » induction processes for new staff include reference to departmental and school policies, procedures and guidelines in relation to providing safe, supportive and respectful environments
  » professional learning in relation to managing challenging behaviour and providing safe, supportive and respectful environments is available to all staff, especially beginning teachers
  » all staff receive annual training in mandatory reporting through programs provided by Learning Services
  » key school personnel are identified to support staff to manage challenging behaviour
  » all students and the school community are aware of the school's policies, procedures and guidelines in relation to providing safe, supportive and respectful environments.

- Regularly evaluate and review the school's capacity to enhance the safety and wellbeing of its staff and students by:
  » ensuring ongoing data collection of incidences to inform decision making and evaluate effectiveness of policies, procedures and programs at the school level
  » ensuring that all staff are made aware of mandatory reporting requirements and legal issues in relation to child abuse and neglect, harassment, discrimination, violence and bullying (Resource 5).

Element 2: A supportive and connected school culture

The whole school community works together to ensure that the school's vision for a safe, supportive and respectful school enables:
- student and parent and carer connectedness to the school
- a clear demonstration of respect and support for student diversity in the school's inclusive actions and structures
- the recognition of the distinctive needs of specific groups in the school community (e.g. Aboriginal, refugee and immigrant families).

School leaders work with all staff to ensure that:
- positive, caring and respectful student-peer relationships, student-teacher relationships and teacher-teacher relationships exist
- explicit pro-social values and expectations for behaviour in accordance with our values are modelled and promoted
- there is appropriate monitoring of, and response to, child protection issues
- there is a focus on staff wellbeing and safety.

All staff, promote respectful behaviour by:
- implementing the whole school approach to behaviour
- setting high expectations
- modelling respectful behaviour.

Element 3: Policies and procedures

School leaders work collaboratively with staff, students and the whole school community to develop:
- policies, plans and structures for supporting safety and wellbeing
- clear procedures that enable staff, parents and carers and students to confidentially report any incidents or situations of child abuse and neglect, harassment, discrimination, violence or bullying
- agreements for the responsible use of technology by staff and students.

School leaders work collaboratively with staff to establish:
- well-understood protocols about appropriate and inappropriate adult to student contact and interactions within the school context
- effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues
- protocols for the induction of casual staff, new staff and new students and families to the school's safety and wellbeing policies and procedures
- clearly communicated procedures for staff to follow when responding to incidents of student harm from child abuse and neglect, harassment, discrimination, violence, bullying or misuse of technology.

School leaders will:
- regularly risk-assess the physical school environment (including environments related to off-campus and outside school-hours related activities), and develop effective risk management plans.

Element 4: Professional learning

School leaders will:
- evaluate the current level of staff knowledge and skills related to student safety and wellbeing and their capacity to respond effectively and sensitively to possible situations of child abuse and neglect, harassment, discrimination, violence and bullying
- provide ongoing professional learning about emerging changes in research and technology related to student safety and wellbeing at the school level and through the Professional Learning Institute (PLI)
- include non-teaching and casual, beginning, specialist, itinerant, part-time and relief staff in relevant professional learning opportunities.

Element 5: Positive behaviour management

School leaders will ensure that:
- there is a clear understanding and consistent implementation by all staff of the school's selected positive behaviour management approach both within and outside the classroom
- effective risk management plans are in place for:
  » the classroom and for playground and excursion organisation and supervision
  » student behaviour management during off-campus and school-related out-of-hours activities
  » the use of technology including Bring Your Own Technology (BYOT).

School leaders in collaboration with all staff will ensure that:
- positive, respectful behaviour is promoted, modelled and recognised by staff, students and the whole school community
- evidence-informed positive behaviour management approaches that align with the school community's needs are implemented.

Element 6: Engagement, skill development and safe school curriculum

School leaders will ensure that there is a whole school approach to teaching:
- skills and understandings that promote cybersafety and that counter harassment, discrimination, violence and bullying
- social and emotional skills (e.g. listening, negotiating, sharing, and empathic responding) across all subjects and all year levels
- skills and understandings related to personal safety and protective behaviours.

School leaders and teachers will ensure that:
- there is a strong focus on the enhancement of student engagement with learning
- there is extensive use of cooperative learning and other relational teaching strategies.

Element 7: A focus on student wellbeing and student ownership

School leaders and teachers will ensure that:
- strengths-based approaches to student learning and participation are adopted that provide:
  - » opportunities for students to identify and apply their intellectual and character strengths within the curriculum through a range of learning activities and assessment options
  - » students with access to opportunities to participate and showcase their interests and abilities.
- there are multiple opportunities for the student voice to be heard and a range of opportunities for student ownership and decision making through:
  - » reflecting on evaluating their own learning and that of their peers
  - » participating in class meetings, student councils and school committees
  - » taking on peer support roles with younger students to model respectful behaviour and build empathy with others
  - » regular participation in community programs.
- defined structures and strategies are in place for enhancing student wellbeing.

Element 8: Early intervention and targeted student support

School leaders will ensure that:
- there are effective whole school processes for the early identification and intervention for students and families who need, or could benefit from, additional support
- there is ongoing and follow up support to individual students and families in times of need.

Element 9: Partnerships with families and community

School leaders will work collaboratively with the whole school community through School Associations, parent meetings and community forums to provide:
- opportunities to educate the wider school community on issues related to student safety and wellbeing
- a consistent message about student safety and wellbeing
- support to students and families as needed.

Evidence-Based Models
for a Whole School Approach

There are many ways to enact a whole school approach to respectful behaviour. Once school priorities have been identified, a range of supportive practices and programs are available to schools depending on their contexts.

Three models widely used in Tasmanian Government schools that support a school's work include:

1. School-Wide Positive Behaviour Support (SWPBS)

www.pbis.org/school/what_is_swpbs.aspx

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 informed by evidence that outcomes are achievable
d. systems that efficiently and effectively support implementation of these practices.
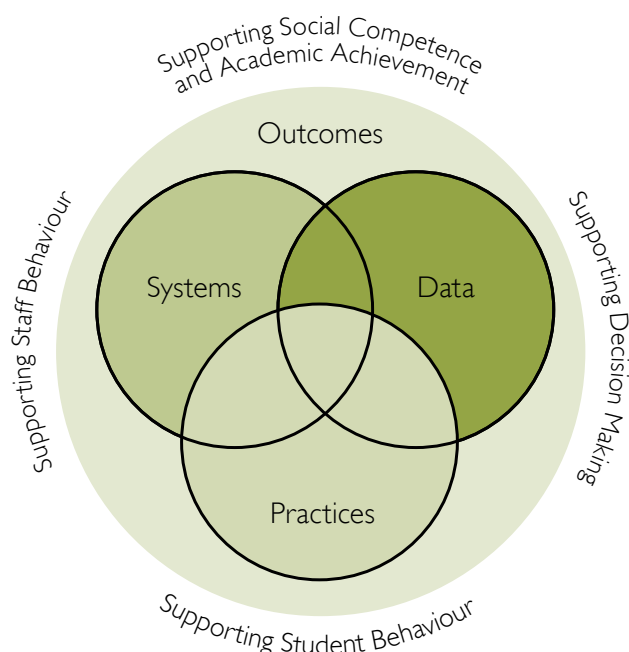
SWPBS is based on a three-tiered prevention model that requires all students to receive support at the universal or primary level. If the behaviour of some students is not responsive, more intensive behavioural support is provided in the form of a group contingency (selected or secondary tier) or a highly individualised plan (intensive or tertiary tier).

Continuum of School-Wide Positive Behaviour Support

Tertiary Prevention: Individualised Systems for Students with High-Risk

Secondary Prevention: Specialised Group Systems for Students with At-Risk Behaviour

Primary Prevention: School/Classroom-Wide Systems for All Students, Staff and Settings
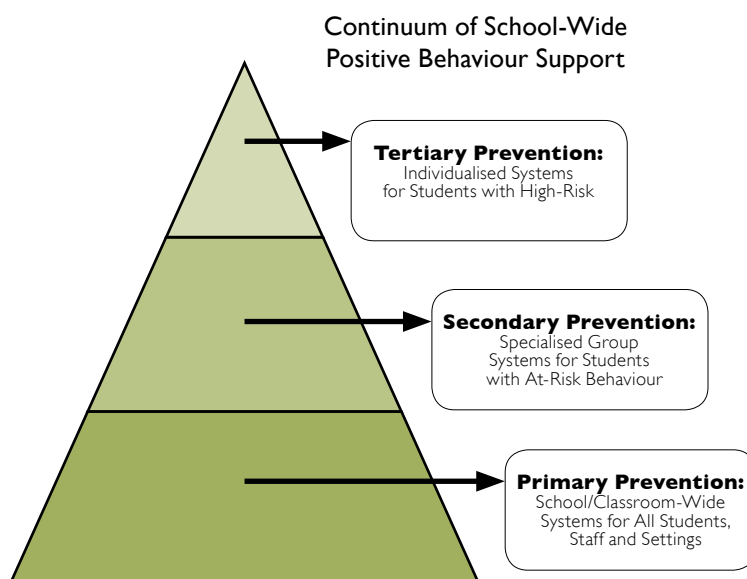
The outcomes associated with implementing SWPBS

Schools that implement SWPBS have teaching and learning environments that:
- maximise academic engagement and achievement for all students
- are more engaging, responsive and productive
- set high 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 that focus 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.

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 contributes 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 Theory of Affects**
    examines theory underlying practice
3. **Fair Process**
    creates a 'fertile ground' where staff, students, parents and carers and community share a common understanding
4. **Explicit Practice**
    establishes learning environments where students feel safe and are respectful, engaged and proactive learners
5. **Restorative Questions:**
    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?

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 evidence-based 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:

Creating inclusive CULTURES
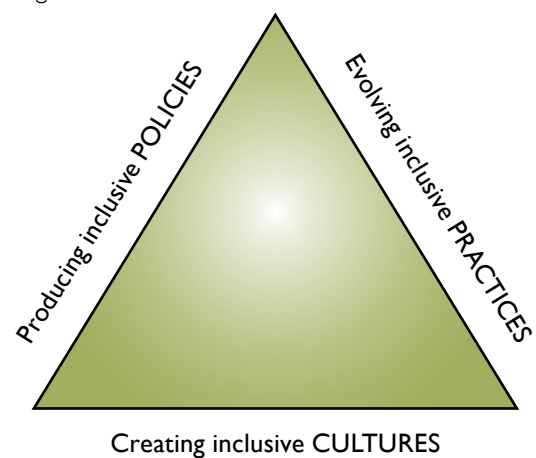
The outcomes of implementing the Index for Inclusion include:

* schools being more responsive to diversity
* improved inclusive practices
* reduced incidences of exclusion and discrimination
* minimisation of barriers to learning
* increased participation in learning.

Professional Practice
Behavioural expectations

Learners First Strategy
2014/17

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 resources management.

In setting behavioural expectations we provide goals that support **wellbeing** and behaviour so all learners can succeed.

Effective leaders:

- accept responsibility for developing, implementing and reviewing a whole school approach to respectful behaviour
- use self-reflection tools (Appendix 1) to make informed judgements about what is going well and to identify gaps
- work with staff, students and the wider community to develop a common language in relation to behavioural expectations
- identify school personnel with defined responsibility to support staff to promote and manage respectful behaviour
- 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
- establish and communicate clear routines, procedures and behaviours that create a positive school culture
- regularly 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

Expectations

We have high expectations for our learners and a strong commitment to the pursuit of excellence.

Good teachers:

- effectively communicate teaching and learning outcomes through clear classroom expectations
- engage the learner using quality pedagogy to maintain a classroom that is physically and emotionally safe
- intentionally teach behavioural expectations
- use a range of strategies to acknowledge positive respectful behaviour
- respond positively rather than react negatively to challenging behaviours
- use visual and verbal cues to communicate when behaviour is inappropriate
- ensure students understand the consequences for inappropriate behaviour
- tailor strategies to manage individual student behaviour
- record and report incidents as appropriate
- are proactive in defusing conflict (Appendix 4)
- interact in ways that show clear separation of the student from their behaviour
- work with Learning Service and school support staff to develop strategies to manage challenging behaviour and disengagement
- work with specialist support staff to build their own capacity in relation to respectful behaviour

NSSF Key Element 5

NSIT Domain 1

Learning Service Support

A Student Needs Support Team in each Learning Service provides services to schools through a Lead Behavioural Psychologist, Behaviour Learning Leader and an Inclusive Learning Leader.

Other specialist staff such as social workers, school psychologists, speech and language pathologists, autism consultants and various support staff provide support to our schools.

Professional Practice
Building positive relationships

Learners First Strategy
2014/17

Relationships

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

Positive relationships are critical to supporting students to 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**.

Good teachers:
- know their students well and develop positive relationships in the classroom
- model, teach, prompt and acknowledge the behaviours they expect
- co-construct classroom rights and responsibilities that are clearly articulated, understood and aligned to the whole school approach to respectful behaviour
- observe students doing something positive and give meaningful praise
- act and reflect on the behaviour, not the person when there is a problem and look for win-win situations
- create opportunities for explicit teaching of respectful behaviour skills to develop positive relationships
- 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 regards 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

Effective leaders:
- demonstrate their ability to build positive relationships in the school and the community
- model respectful relationships with all members of the school and wider community
- work with their school community to set clear expectations around positive and respectful behaviour across the whole school community
- ensure school structures support an environment where everyone feels listened to and valued and is able to contribute
- develop leadership capacity across the school through teaching and learning programs that promote positive relationships
- identify areas for improvement and areas of need across the school community and actively address issues or concerns
- provide professional learning opportunities for staff to develop a deep understanding of positive relationships and how they are created
- use data to inform future planning and provide a school context for professional learning
- understand and communicate the legal context of inappropriate relationships

NSSF   Key Element 2

NSIT   Domains 3, 7 and 9

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

Professional Practice
Optimal learning environments

Learners First Strategy
2014/17

Positive Environments
Provide resources, facilities and infrastructure that support dynamic learning and teaching.

Optimal learning environments are based on quality **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.

Good teachers:
- understand that positive relationships are critical to student learning and nurture trusting relationships
- build a culture of high expectations around 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
- create engaging and inviting teaching and learning environments—use displays including students' work
- continually develop curriculum and pedagogy to engage students in meaningful and purposeful learning
- recognise and manage the physical and emotional states that affect a student's readiness to learn
- purposely employ strategies that enable students to become responsible for their own thinking and provide opportunities for them to self-reflect
- provide regular, relevant and constructive feedback to students

Effective leaders:
- are explicit in their actions around behaviour and articulate their reasons
- model intentional teaching and inclusive language
- have a clear understanding of the need for, and how to collaboratively develop, optimal learning environments for everyone
- establish high expectations of themselves, staff, students and the community
- work with staff to ensure that learning environments are engaging and inviting where everyone feels safe, respected, included and connected
- work 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 students
- work with staff to ensure the implementation of consequences happens in predictable ways across classroom and non-classroom settings
- develop a cycle of continuous improvement around curriculum, pedagogy and the school's physical environment
- 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 (Resource 3)

NSSF Key Elements 2 and 6

NSIT Domains 3, 4, 7 and 8

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 is also language that doesn't deliberately or inadvertently exclude 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

Professional Practice
Social and emotional learning

School Education
Build a culture of respect and mutual trust.

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

Social and emotional learning enables 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.

Good teachers:
- model respectful behaviour in and out of the classroom
- create positive and respectful classroom environments that are safe and facilitate learning
- explicitly plan for and teach social and emotional learning
- 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 (Resource 4)
- provide opportunities for students to develop collaborative skills
- meaningfully acknowledge the positive things a learner says and does
- acknowledge students who consistently behave in safe, responsible and respectful ways
- have some low-key strategies for students who find positive acknowledgement difficult
- support colleagues through team planning and teaching, peer coaching and peer feedback

Effective leaders:
- establish, model and promote our values and agreed expectations
- focus on student and staff wellbeing and safety to enhance learning
- define structures and strategies for enhancing student understanding of social and emotional learning
- ensure mechanisms are in place to monitor and respond to students requiring additional support
- have effective processes in place to support students and families in need or in time of crisis
- provide ongoing follow up and support for optimal teaching and learning
- work collaboratively with specialist staff to support student learning
- have effective risk-prevention and management processes in place
- prioritise the provision for teaching personal safety and protective behaviours in the school improvement process (Resource 3)

NSSF Key Elements 2, 6 and 7

NSIT Domains 5, 7 and 8

Social and Emotional Learning

Effective leaders and good teachers are aware of and use the 5 core skills of social and emotional learning:
- self-awareness
- social awareness
- social management
- relationship skills
- responsible decision making

www.casel.org

Respectful Schools–
Work Together! Create a Culture!

Professional Practice
Valuing diversity

Learners First Strategy
2014/17

Valuing diversity takes into account the contributions and needs of each **individual**.

Valuing diversity is about ongoing **improvement** to address the gaps and barriers for students who are marginalised.

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

Effective leaders:

- are aware of and value diversity amongst staff and students
- develop whole school policies and processes that support the participation of all students
- ensure differentiated teaching and learning programs are designed, implemented and regularly reviewed to meet the diverse needs of students (Resource 4)
- collaborate with relevant support staff and services to access appropriate advice and support
- continually explore new approaches to engage and support students
- identify key personnel with responsibility for supporting teachers to maintain a respectful and inclusive learning environment
- enable professional learning around diversity that improves the educational outcomes of all students
- regularly monitor the physical environment to identify areas where acts of exclusion can occur and ensure strategies are in place for a safe and inclusive environment
- ensure the school's resources provide for an inclusive learning environment
- ensure all staff are familiar with and understand the legal requirements that mandate appropriate and fair treatment of all students

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

Good teachers:

- are culturally knowledgeable and sensitive, and respect diversity in the classroom
- understand that all students have the right to participate in and enjoy learning
- take responsibility to provide engaging learning programs which take into account student diversity
- promote excellence and equity by explicitly acknowledging specific student achievement
- strategically utilise students' differences as opportunities for learning
- acknowledge students' previous experiences that impact on their learning
- are familiar with and utilise the Australian Curriculum General Capabilities
- differentiate the curriculum to address individual student learning needs (Resource 4)
- 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

NSSF Key Elements 2, 6 and 7

NSIT Domains 4, 8 and 9

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

Professional Practice
Family and community partnerships

Learners First Strategy
2014/17

Community Partnerships
Support parents and carers as key partners and stakeholders within all educational programs.

Family and community partnerships foster strong **connections** across the school community.

Family and community partnerships are critical to achieving student **learning** outcomes.

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

Effective leaders:

- understand that meaningful relationships across the school and local community are the basis for collectively achieving 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
- assess the degree to which families feel welcomed, informed, listened to and valued
- work collaboratively with their School Association, parent groups and the broader community to promote active partnerships
- involve parents and carers in purposeful interactions sharing their strengths and knowledge
- ensure parents and carers work in consultation with teachers to develop Personalised Learning Plans with students as necessary
- 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
- work closely with other agencies in relation to students under guardianship and custody orders

Good teachers:

- are considerate and courteous, and model respectful language and behaviour with families
- model a no-blame approach when raising concerns
- respect parents and carers as their child's first and most important teacher
- seek parent and carer feedback on their child including their strengths and interests to inform their own understanding
- 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 classroom activities
- provide meaningful feedback to parents and carers to ensure the safety, health and wellbeing of all students
- report regularly to parents with empathy, honesty and objectivity regarding student progress
- provide multiple opportunities for meaningful contact between home and school
- work within school structures in relation to students under guardianship and custody orders

NSSF Key Element 9   **NSIT** Domain 9

Respectful Schools Supporting Student Need

We believe quality education is based on the principles of acceptance and inclusion of all students. Our *Learners First Strategy 2014/17* states that one of our core values is 'Equity' which reflects how everyone has the right to challenging and engaging learning opportunities in appropriate settings.

The achievement of successful outcomes for every student is supported through high quality teaching and learning within the Australian Curriculum. We support our teachers and their school communities to understand and address the diverse learning needs of students.

Respectful Schools–
Work Together! Create a Culture!

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* 2014/17

Overview

Our *Learners First* values are learning, excellence, equity, respect and relationships. In our classrooms we value positive and effective interactions based on responsibility, integrity and accountability and **set expectations** and **engage learners**.

Effective leaders understand, plan and implement the Australian Curriculum, including the General Capabilities and Cross-Curriculum Priorities. They address the learning needs of their students through direct, explicit teaching, scaffolding and by modelling positive, respectful behaviour. They focus on high expectations and student engagement and provide access to a differentiated curriculum that creates awareness of safety and wellbeing issues.

A whole school approach to respectful behaviour guides what happens in classrooms and shared spaces including libraries, canteens, assembly halls and the playground.

It encompasses:
- regular class time
- specialist classrooms
- extra-curricular lesson times
- small group work with teacher assistants
- parent help programs
- flexible learning
- extension activities
- working with students with additional needs
- excursions
- work placement

It involves:
- school leaders
- classroom teachers
- 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 school and that age appropriate and context sensitive strategies are in place.

Practical advice for teachers

Across the school:

Good teachers 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 a classroom teacher:

- be familiar with the policies, systems and processes that support respectful behaviour
- 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 establishes processes that ensure consistent rules and procedures are employed in every classroom. Every teacher will set expectations and support agreed rules and procedures.

As a classroom teacher:

- plan and implement well-structured programs and lesson sequences that engage students and promote learning
- model 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 apply consequences for inappropriate behaviour and co-construct these with the students
- embed routines and procedures in the classroom that provide opportunities for students to practise positive respectful behaviours
- move around the learning space to connect and engage with each student, even if briefly
- Use voice and eye contact to interact with students
- be aware of the sensibilities of the students and take care during all interactions
- be explicit with direction e.g 'don't say, don't run!' say, 'walk' or 'stay with me'
- give brief rule reminders; use the common language of our values, whole school expectations or social prompt language e.g. 'don't take the bait'
- 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 are engaged with their own learning.

With individual learners:

Good teachers treat learners as individuals. A whole school approach to respectful behaviour supports the diversity of all learners and articulates strategies that ensure the student is always at the centre of the learning program.

As a classroom teacher:

- plan programs that allow every student to successfully access the curriculum
- explicitly teach social skills and model appropriate behaviours
- empower students by differentiating learning according to content, process and product
- invite students to have their say about what's important to them
- ask students which social situations are difficult for them. What would they like to focus on?
- collect data that tracks which students have received acknowledgements and put into place strategies to ensure that all students are able to achieve success
- monitor patterns of behaviour detrimental to learning including lateness, absences and inappropriate social interactions.

Inappropriate behaviours:

Good teachers aim to prevent inappropriate behaviours and poor behaviour escalations. Through a whole school approach, teachers are familiar with the boundaries, responsibilities and consequences of actions and know how to respond accordingly rather than reacting in ways that reinforce inappropriate behaviour.

As a classroom teacher:

- 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
- print a weekly timetable and at the end of each day, use a tally to record where and when the problem behaviour occurs. Also notice where and when it rarely occurs.

Supporting itinerant teachers

Working across one or more schools presents its own set of challenges. An itinerant teacher can support a whole school approach to respectful behaviour by:

- being familiar with the policies, systems, processes and routines that support respectful behaviour 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 students 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 teacher:

- ensure that programs are engaging
- plan strategies to deal with challenging behaviours
- have some tried and tested back up plans and activities
- communicate and keep up to date with what is happening
- 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 teachers

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

- developing a relief teacher folder which provides information about the school, its policies, procedures and guidelines
- providing them with 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 practical support.

As a relief teacher 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 expectations from the commencement of the lesson
- teaching in an engaging way rather than just supervising classes
- planning strategies to support positive, respectful behaviour
- reporting back so 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.

Professional Practice
Student engagement

Learners First Strategy
2014/17

Successful Learners
Engage and retain students through creative, innovative and supportive learning programs and environments.

Student engagement is visible when students are **motivated,** curious and clear about what they're learning and why.

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

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

Good teachers:
- find out about students' interests through one-to-one conversations
- use this information to connect with, motivate and provide learning experiences that engage and excite the student
- consider students' preferred ways of learning and provide differentiated opportunities for learning (Resource 4)
- consider student voice and encourage all students to participate in decision making
- have a wide range of strategies to connect with and motivate students
- encourage students to persist with their work despite challenges and obstacles
- 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 pathway
- involve students, parents and carers and the wider community to support teaching and learning

Effective leaders:
- understand and are able to facilitate the development of sound and engaging pedagogy and classroom practice amongst their staff
- are genuinely interested in the personal lives of students and their families to support learning success
- develop strong purposeful relationships across the school community promoting a strengths-based approach
- 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 in 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 in regards to reporting and evaluating progress against the school improvement plan

NSSF Key Elements 6 and 7

NSIT Domains 2, 3, 5, 6, 7 and 8

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

Professional Practice
Intentional teaching

Learners First Strategy
2014/17

Successful Learners
Empower our people by providing opportunities to acquire the knowledge and skills they need.

Intentional teaching is about using everyday events as **explicit** teaching opportunities.

Intentional teaching of social and emotional skills promotes student **wellbeing** and enhances a student's capacity to engage and access the **curriculum**.

Intentional teaching enables the development of personal and social capabilities by revisiting values.

Good teachers:
- know when to interpret inappropriate behaviours as learning needs
- plan collaboratively for a whole school approach to respectful behaviour aligned to students' needs and school priorities
- incorporate the Australian Curriculum General Capabilities into their planning, pedagogy and practice
- plan challenging learning sequences that differentiate learning and make adjustments to meet the needs of individual learners
- actively look for opportunities to teach positive behaviour strategies in meaningful, real life situations
- regularly use everyday events as teachable moments and explicitly link them to the content of the curriculum
- include opportunities to explicitly teach about protective behaviours, including bullying and cybersafety
- use ICT as an engaging tool to empower students to achieve their learning needs
- use student voice to identify behaviour issues that are of concern and use opportunities for shared discussion

Effective leaders:
- have a whole school focus for respectful behaviour, and social and emotional learning
- actively encourage the whole school community to develop values of respect, tolerance and positive relationships
- ensure all staff are familiar with the Australian Curriculum General Capabilities and embed them in their planning, pedagogy and practice
- provide opportunities for staff to acquire an understanding of differentiated learning and the need to make curriculum adjustments to meet the needs of all students
- look for opportunities across the school environment to promote positive interactions and respectful behaviour
- strategically communicate the school improvement plan with the whole school community
- strategically implement programs and projects that support intentional social and emotional learning
- ensure that there is a consistent whole school approach to the intentional teaching of positive, respectful behaviour
- create structures for staff to develop and share explicit teaching strategies
- ensure that all staff understand their duty of care and legal obligations around specific inappropriate behaviours

NSSF Key Elements 2, 5, 6 and 7

NSIT Domains 5, 6 and 8

Making educational adjustments

The development the Australian Curriculum includes an entitlement to rigorous, relevant and engaging learning programs that addresses the individual learning needs of all students.

To learn more about student diversity and view a video on how to differentiate for educational adjustments, go to:

www.australiancurriculum.edu.au

Respectful Schools–
Set Expectations! Engage Learners!

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Professional Practice
Modelling behaviour

Learners First Strategy
2014/17

Modelling behaviour communicates our **expectations** about how we interact with one another to the whole school community.

Modelling is the best way to help students learn appropriate and **respectful** behaviour.

Modelling behaviour forms the foundation of **safe**, **calm** and **orderly** learning environments.

Effective leaders:

- model respectful behaviour through their interactions with staff, students, parents and carers and the wider school community
- foster shared understanding of prompt, clear and consistent ways of behaving and address behaviours 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 enacts our *Learners First* agreed values
- provide opportunities for staff to learn from each other about appropriate professional practice
- monitor staff and student behaviour consistently in a range of forums and promptly address behavioural issues that are of concern
- consistently give positive, meaningful feedback when desired behaviours are being displayed
- communicate behaviour 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 (Resources 3 and 5)
- make sound judgements that display empathy, genuine caring and consideration for people's circumstances

Excellence
We have high expectation for our learners and a strong commitment to the pursuit of excellence.

Good teachers:

- model inviting, welcoming and inclusive verbal and non-verbal behaviours
- develop class values with students that align with the whole school vision and our *Learners First* values
- construct environments that are collaborative and support cooperative learning
- develop a repertoire of strategies that explicitly teach the respectful behaviours they want to promote
- model 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 caring, consistent, purposeful and trustful in their interactions to support student learning
- have visible prompts that remind students of agreements and boundaries
- clearly communicate behaviour expectations and procedures for dealing with conflict to both students and their parents

NSSF Key Elements 1, 2 and 7

NSIT Domains 3 and 9

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

Professional Practice
Active supervision

Learners First Strategy
2014/17

Great Schools …
Great Communities
Build a culture of respect and mutual trust.

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

Active supervision is used to **reduce** the frequency of problem behaviours.

Active supervision is about the school developing a culture of **shared practice** towards the health, wellbeing and safety of students.

Good teachers:
- understand and proactively enact their responsibilities for the safety of all students
- actively ensure that the physical learning environment is safe and accessible to all students
- ensure that all activities are safe, inclusive and supportive (Resource 4)
- arrange classrooms and organise learning materials to prevent accidents from occurring and to prevent dangerous and disruptive behaviours
- move around the learning setting interacting in a positive and respectful way with students
- welcome other people into their teaching spaces at appropriate times
- respond to inappropriate student behaviours with timely, considered redirection and follow up with positive affirmations
- look for opportunities to explicitly teach about protective behaviours, including bullying and cybersafety
- use data to identify the frequency of incidents and work with students to manage their own behaviour

Effective leaders:
- model positive, respectful behaviour in their interactions around the school
- have a visible presence around the school
- 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
- visit classrooms regularly and are familiar with what is being taught and the pedagogies used
- regularly review the physical and emotional state of the school and are strategic about ensuring the school has 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 difficult people
- ensure everyone is familiar with and meets the legal and professional obligations that support student health, safety and wellbeing (Resource 3 and 5)
- ensure all staff understand and implement their responsibilities to duty of care

NSSF Key Elements 5, 7 and 8

NSIT Domains 3 and 5

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

Professional Practice
Analysing and discussing student information

Learners First Strategy
2014/17

Positive Environments
... deliver high-quality education for excellent student outcomes through continuous improvement.

Analysing and discussing student information enables staff to develop responsive opportunities for students to develop the skills and understandings that they need.

Analysing and discussing student information develops a culture of **continuous improvement**.

Analysing and discussing student information supports intervention based on data.

Good teachers:
- know the students they teach and have an understanding of their specific learning needs
- are clear about the learning objectives and goals for each student
- access background information to support their planning for student learning
- use data to analyse the needs of their students and to inform their classroom planning and practice
- refer to student level data including school psychological assessments to inform planning for individual students
- do not disclose student information and data
- do not disclose information received or discussed in confidence
- regularly monitor student achievement and provide positive and constructive feedback to students and their parents
- record relevant data in the Student Support System (SSS) and other student systems as appropriate
- have processes for sharing and discussing student information with their students, parents and carers and other staff members
- regularly check student progress against learning goals
- regularly share information with school leaders, teachers and across classes
- are enthusiastic about student learning and establish ways to celebrate success and encourage learning

NSSF   Key Elements 1 and 5

NSIT   Domains 1, 2 and 4

Effective leaders:
- use school and system level data to inform school improvement planning and support a whole school approach to respectful behaviour
- refer to student data at all levels in the school improvement plan and implement processes to improve performance
- equip leadership teams with the skills 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 gather and record 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 which enable student growth to be monitored across the years of schooling
- build staff knowledge and understanding of data analysis and interpretation through high quality professional learning
- develop a culture of accountability in line with school improvement expectations and processes
- ensure confidentiality of student information and data
- ensure staff understand their responsibilities regarding confidentiality of school and student information and data

Student Support System (SSS)

SSS is an authoritative source of student information. It includes students from the early years to Year 12 and follows students who move from school to school in the government system.

SSS provides all teachers with eProfiles of student information and a comprehensive set of tools to support the school improvement agenda.

www.education.tas.gov.au

Professional Practice
Professional accountability

Learners First Strategy
2014/17

A Skilled Workforce
Develop a strong feedback culture to support and enhance the performance of all staff.

Professional accountability is built on strong, **measurable,** formal performance and improvement frameworks.

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

Professional accountability maintains **high expectations** that promote a culture of continual improvement.

Good teachers:
- have high expectations of their students
- are confident in the knowledge that everyone can achieve
- use scope and sequence plans to scaffold learning appropriately for all students
- use effective pedagogy to explicitly teach and assess against the curriculum
- focus on teaching strategies to improve students' literacy and numeracy achievement as general 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
- work with colleagues to support diversity in the classroom and consider culturally appropriate responsive strategies that includes student voice
- use ICT and 21st Century pedagogies appropriately to engage students for improved outcomes
- regularly collect and review student data to inform classroom planning and adjust programs to support individual learning goals
- find ways to involve parents and carers and the wider community to support learners

Effective leaders:
- lead whole school improvement, innovation and change
- work with their staff to embed 21st Century teaching and learning practices into the classroom
- set expectations around curriculum planning, teaching and assessing related to scope and sequence
- clearly communicate the expectations around student access, equity and excellence
- provide regular and constructive feedback on teachers' professional practice through informal and formal performance development processes
- develop and implement processes that enable staff to work together to deepen professional knowledge and practice
- encourage distributed leadership in leading teaching and learning
- work with their staff to embed effective teaching and learning practices into the classroom
- ensure that all staff understand their legal and professional obligations around duty of care and take responsibility for their conduct and actions
- actively create meaningful partnerships with the wider community to build a whole school approach to respectful behaviour

NSSF Key Elements 1, 3 and 9

NSIT Domains 1, 2, 5 and 9

Australian Professional Standards for Teachers (Tasmania) and the Australian Professional Standard for Principals (Tasmania)

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.education.tas.gov.au

Respectful Schools–
Set Expectations! Engage Learners!

Respectful Schools– Understand Need! Target Support!

We all have the right to challenging and engaging learning opportunities in appropriate settings. *Learners First* 2014/17

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. It is the school's role to **understand need** and **target support** and to teach the personal, social and ethical knowledge, skills and behaviours that enable learners to engage in positive, productive and supported learning experiences.

School leaders work collaboratively with their community to develop a whole school approach to respectful behaviour. 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 and their behaviour may impact upon the rest of the school community. (This does **not** mean that we accept or tolerate inappropriate behaviour. Rather, for these students we provide a more intensive focus on student centred planning, flexible learning options and collaborative support.) Explicit intervention, crisis prevention and de-escalation strategies may also be required in certain circumstances.

For students who do need individualised support, it is important to work with their families when planning and implementing specific strategies. It is 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 work. We have formal arrangements with other agencies around information that we share in relation to these students.

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 an inclusive learning environment and providing educational adjustments as necessary.

Strategic, consistent, individual support is a key element of a whole school approach to respectful behaviour. It focuses on the individual student's needs. It finds ways to keep them physically and emotionally connected to the school and engaged with learning.

Practical Advice for Leaders and Teachers

Across the school:

Leaders and teachers who understand need
and target support understand and work within:
- the whole school approach to respectful behaviour
- 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 Personalised Learning Plans (PLPs) for particular groups of students
- formal arrangements with other agencies, for example, Children under Care and Protection Orders (Department of Health and Human Services).

They get to know and use the services of the professional support staff that can support individual learners:
- *School Support Teachers*
- *Student Needs Support Teams*
- *Multi-disciplinary Learning Services Support Teams*
- *Statewide Support Teams*
  *Descriptions of these teams are on the next page

In the classroom:

Leaders and teachers who understand need
and target support:
- know their students—what capabilities, needs, family or social circumstances might impact on their academic achievement and/or behaviour?
- establish consistent and clear routines
- 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
- differentiate the curriculum and align teaching strategies to cater for individual learning needs
- build positive relationships with students and between students
- maintain a ratio of at least 4:1 positive to corrective interventions
- work with support personnel and parents to develop, implement and review individual behavioural management plans or PLPs as appropriate
- plan with teacher assistants to enable them to provide quality programs for the students with whom they work
- enlist professional personnel to support individual students and their families
- work towards recognising and removing triggers that might escalate an individual's behaviour
- understand duty of care to all students and ensure a risk management plan is in place to protect all students should the need arise.

In a crisis:

- focus on safety:
  - » implement the risk management plan or school emergency procedures, e.g. call for back up or if necessary, remove yourself and others from the situation
  - » ensure the student has a clear path to exit the situation
- use the student's name; use a calm and respectful voice
- use non-confrontational language and procedures
- monitor the student from a distance
- when the student is calm, ask if they are ready to move to a particular area or activity
- provide some calming activities to help self-management; e.g. carrying weighted objects, listening to slow tempo music, wearing headphones, swinging in a hammock or swing, rocking in a rocking chair, playing with tactile objects such as stress balls, tennis balls etc.
- support the student to reflect on their behaviour and make connections to the whole school respectful behavioural expectations
- support the student to reconnect with peers or adults
  (See Appendix 4–Model for Preventing and De-escalating Crisis)

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 students using differentiated curriculum, personalised learning environments and assistive technologies, within the framework of the Australian Curriculum. They provide 'at the shoulder' support to teachers working with students with needs and can provide advice and modelling regarding specific programs, resources and teaching strategies for inclusive learning.

Student Needs Support Teams:

In each of the Learning Services, Student Needs Support Teams provide services to our schools through a Lead Behavioural Psychologist, Behaviour Learning Leader and an Inclusive 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 school 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 students. 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 Manager School Support. Principals can make contact with these professionals at any time.

Personalised Learning Plans (PLPs)

The primary purposes for developing Personalised Learning Plans (PLPs) are to foster positive relationships between the student, family and school and to provide a framework and guide for the student's learning program. The PLP is a written plan that focuses on the individual child. It is used to describe, document, monitor, review and report on the student's learning program, current capabilities, cultural connections, educational adjustments and specific learning targets and outcomes. It is developed in partnership with parents and carers. Specialist staff are also consulted where necessary.

Personalised Learning Plan (PLP) refers to both the process and the associated documentation that informs the education of students who:

- have disability (referred to as Individual Education Plans (IEPs))
- are gifted (students who have been accelerated or gained early entry to school on the basis of being gifted)
- are Aboriginal
- are under Care and Protection Orders through the Department of Health and Human Services
- are engaged in a flexible learning program.

Professional Practice
Student centred planning

Learners First Strategy
2014/17

Successful Learners

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

Student centred planning **equips** staff to increase their understanding of the whole learner not just their behaviour.

Student centred planning involves listening to student voice and provides an opportunity to work proactively and respectfully to **support** parents and carers.

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 needs of the learner.

Good teachers:

- know their students well and have strategic interactions with them to support their learning
- identify and resource students who may require educational adjustments specifically related to their social interactions at school
- work with parent and carers to develop, maintain and review PLPs
- collaborate with specialist staff to plan interventions
- develop an individualised learning program based on the specific areas of need identified in the PLP
- differentiate curriculum, instruction and the physical environment to cater for individual need
- monitor student engagement and learning to inform planning
- provide opportunities for students to reflect on their own learning
- understand and work within relevant legislation, policies and guidelines (Resources 3 and 5)

Effective leaders:

- develop school-wide systems and practices that promote equity
- identify students requiring PLPs and ensure that they are developed in collaboration with parents and carers
- ensure resources support personalised learning and take into account specific educational adjustments necessary for all students to reach their potential
- develop meaningful learning opportunities that match students' individual learning needs and pathways
- identify students who require curriculum adjustments and ensure they are put in place
- collaborate with key stakeholders to ensure optimal support for learning is provided
- review levels of access, participation and achievement across the school
- identify data trends to inform future support priorities as part of school improvement planning
- provide opportunities for staff professional learning with a focus on differentiation and 21st Century skills
- ensure staff are familiar with and meet the legal and professional obligations that support student health, safety and wellbeing (Resources 3 and 5)

Disability Discrimination Act (1992)

The objects of this Act are to:

Eliminate, as far as possible, discrimination against persons and ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community.

Promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

www.austlii.edu.au

NSSF Key Elements 1, 5 and 7

NSIT Domains 2, 3, 5, 7 and 8

Disability Standards for Education (2005)

The *Disability Standards for Education* clarify the obligations of education and training providers to ensure that students with disabilities are able to access and participate in education and training on the same basis as those without disability.

www.education.gov.au

Professional Practice
Flexible learning

Learners First Strategy
2014/17

Successful Learners
Engage and retain students through creative, innovative and supportive learning programs and environments.

Flexible learning enables students to remain **connected** with school and **engage** in supportive learning programs.

Flexible learning involves a continuum of formal and informal **balanced, flexible** and **responsive** learning and training pathways.

Flexible learning ensures all learners are engaged in positive, productive and supported **lifelong learning** experiences.

Good teachers:
- work with school leaders and specialist staff to identify students who may require flexible learning provision
- work with parents and carers to develop PLPs for students undertaking flexible learning programs
- find ways for students undertaking flexible learning to access important parts of the curriculum including literacy and numeracy
- support students by developing creative and innovative flexible learning opportunities
- monitor and evaluate access, participation and achievement in flexible learning opportunities
- maintain connections with the flexible learning program and monitor the key learning outcomes for their students
- provide effective feedback to the student and key stakeholders about learning outcomes related to flexible learning provision
- monitor the safety issues and manage the risks involved with flexible learning opportunities
- understand their legal and professional obligations around duty of care and take responsibility for their students including those involved in flexible learning

Effective leaders:
- are accountable for the flexible learning programs delivered in and out of their schools and for the students who participate in them
- ensure that PLPs are in place for students undertaking flexible learning programs
- ensure parents and carers are involved in the development of PLPs and decisions around flexible learning provisions for their child
- ensure that staff understand when and where flexible learning programs are necessary
- allocate resources, including human resources to facilitate flexible learning opportunities
- identify key staff with responsibility for the oversight of student support programs
- ensure key stakeholders collaboratively plan, monitor and review flexible learning opportunities for students
- build knowledge and capacity around flexible learning provision amongst all staff
- 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

NSSF Key Elements 1, 2, 6, 7 and 8

NSIT Domains 4, 5, 7 and 8

Flexible Learning

Flexible Learning includes a range of different programs that occur under the duty of care of a registered teacher. Principals and teachers work together to determine flexible learning opportunities for identified students. Students who participate in these coordinated programs require a Personalised Learning Plan (PLP).

Program types include:
- in-school programs
- eLearning
- re-engagement programs
- school coordinated off-campus programs

Student Behaviour Procedures
Outline a range of consequences (detention, suspension, exclusion, expulsion and prohibition) to student behaviour which are specified in the Education Act 1994.
www.education.tas.gov.au

Professional Practice
Collaborative support for students with challenging behaviour

Learners First Strategy
2014/17

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

Collaborative support for students with challenging behaviour develops **meaningful partnerships** to achieve learning outcomes.

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

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

Effective leaders:

- understand that different students need different resources and adjust their resources accordingly
- develop, and implement a whole school vision for an inclusive, safe, supportive and respectful school
- develop and maintain safe, inclusive and respectful environments for all students and staff
- 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 specialist 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 (Resource 5)
- undertake risk assessments and establish behaviour management plans as appropriate

NSSF Key Elements 5, 7 and 8

NSIT Domains 2, 4 and 7

Good teachers:

- are committed to the whole school approach to respectful behaviour
- know their students well and maintain high expectations for all students
- consistently model positive and respectful behaviour for their students and other staff members
- explicitly teach clear expectations for respectful behaviour and positive interactions
- develop positive relationships with and between all 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 specialist staff to plan interventions
- work with parents and carers to develop PLPs for students with challenging behaviours
- 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 and encouragement to maximise their educational development. All students under Care and Protection Orders must have a *Personalised Learning Plan* (PLP) and a Department of Health and Human Services Case and Care Plan.

Teachers should work with the student's case worker and the student to collaboratively develop a PLP.
www.education.tas.gov.au

Respectful Schools—
Understand Need! Target Support!

Professional Practice
Crisis prevention and de-escalation

Learners First Strategy
2014/17

Crisis prevention is utilised when a student's behaviour escalates to such a degree that they disrupt their own learning and that of others and may place themselves and others in danger.

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
- ensure that there are effective whole school approaches and processes in place to manage a crisis
- 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 address the specific behaviours that may lead to a crisis situation
- ensure resources are available so that key staff, including specialist 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 4)
- 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 met and communicated to staff
- communicate critical incidents to the Learning Service

A model for preventing and de-escalating crisis (Appendix 4)

Effective strategies can prevent crises from occurring. The model points to behaviour signals and suggests strategies to prevent and de-escalate crisis situations.

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

Good 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 specialist staff to develop, implement and review individual behaviour management plans and include parents and carers
- work towards recognising and removing known triggers
- work within the model for preventing and de-escalating crisis (Appendix 4) to support students whose behaviour is likely to escalate
- use strategies within the model when dealing with crisis situations
- 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

NSSF Key Elements 5, 7 and 8

NSIT Domains 5 and 7

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. Behaviour can sometimes appear to come from nowhere, but problem behaviours are employed because they are effective for the individual who uses them. FBA helps to unravel the message behind the behaviour and to teach the learner more socially appropriate ways to meet that need.

The three important assumptions that underpin FBA are that the behaviour is purposeful, predictable and changeable. www.education.tas.gov.au

Professional Practice
Professional self-care and protective behaviours

Learners First Strategy
2014/17

Great Schools ...
Great Communities
Build a culture of respect and mutual trust that allows schools to focus on quality teaching and learning.

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.

Good teachers:
- model the behaviours required to support a respectful school culture
- reflect on their current practice and make alterations that affect positive change
- explicitly teach values that promote respectful relationships and interactions
- 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 behaviour interventions and targeted support
- know where to go to and from whom to access support when required

NSSF Key Elements 1 and 2

NSIT Domains 1 and 3

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 allow 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
- 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

Protective Practices for Staff in their Interactions with Students Policy

Provides advice to staff on the establishment of positive, caring and respectful relationships.

It 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

Healthy@Work

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

www.education.tas.gov.au

Employee Assistance Program
1800 064 039

This 24 hour service provides confidential, free counselling for DoE staff and immediate family members.

Respectful Schools–
Understand Need!Target Support!

Respectful Schools–
Tackle Issues! Make Changes!

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. *Learners First* 2014/17

Overview

Our *Learners First Strategy* 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 students, 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 **tackle issues** and **make changes** that address inappropriate behaviours, students 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 we don't accept inappropriate behaviours including:

NSSF

- 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 that address inappropriate behaviours in open, supportive, respectful and connected ways. They work with support staff, other agencies and organisations when necessary to support individual students.

Our department will continue to develop further resources to support schools with regards to 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 Teachers

Across the school:

Schools that **tackle issues** and **make changes** promote, support and grow an environment that is welcoming and supports all members of the community to feel and be physically and emotionally safe and respected. A strong school culture promotes belonging and engagement, regardless of background, capability or need.

Teachers, students, parents and carers, and members of the wider community have a right to expect that their concerns about behaviour will be 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 empower the school community to work collaboratively to tackle incidents of inappropriate behaviour and find positive solutions.

Effective leaders ensure that their staff have an understanding of relevant departmental and school-based policies that impact on student behaviour and are aware of the support mechanisms available to support students. They are aware of teacher, classroom, student and family dynamics and use evidence-based strategies to target resources and support as appropriate.

In the classroom:

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

- valued
- connected
- encouraged to be active bystanders
- confident to safely speak up if they see or hear inappropriate behaviours
- 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 students can have a severe impact on their learning and their wellbeing.

Children often don't tell adults about inappropriate behaviours they have experienced. They fear they will be disconnected from their supportive friends and family and those adults may overreact and make the situation worse.

> " Behaviour that does not treat people with the respect and dignity they deserve could be a deliberate act or may be based on misunderstanding or ignorance. It might include behaviour that causes another person to feel offended, humiliated, intimidated, bullied, hurt, insulted, frightened or ridiculed. "

Be alert to the signs:

Signs that indicate a student may be the target of 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:

- single episodes of social rejection or dislike
- single episodes of acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

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

It is the teacher's 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

STEP THREE
CONTACT THE APPROPRIATE SUPPORT
The school leadership team
The Student Needs Support Team
Tasmania Police

STEP FOUR
RESPOND AND PROVIDE SUPPORT
Support all involved people
Apply the processes of the whole school approach to Respectful Behaviour
Work with the school leadership team
Contact parents and carers
Consult Learning Services staff

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

Bullying. No Way!
www.bullyingnoway.gov.au

Bullying. No Way! is managed by the Safe and Supportive School Communities (SSSC) Working Group. The SSSC includes education representatives from the Commonwealth and all states and territories, as well as national Catholic and independent schooling representatives. Members work together to create learning environments where every student and school community member is safe, supported, respected and valued.

Cybersmart
www.cybersmart.gov.au

Cybersmart is a national cybersafety and cybersecurity education program managed by the Australian Communications and Media Authority (ACMA), as part of the Australian Government's commitment to cybersafety. The program is specifically designed to meet the needs of its target audiences of children, young people, parents and carers, teachers and library staff.

KidsMatter
www.kidsmatter.edu.au

KidsMatter is a mental health and wellbeing framework for primary schools and early childhood education.

Lawstuff
www.lawstuff.org.au

Lawstuff is a website that provides legal information to children and young people across Australia.

Making Multicultural Australia
www.multiculturalaustralia.edu.au

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

MindMatters
www.mindmatters.edu.au

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.

Racism. No Way!
www.racismnoway.com.au

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.

rightsED
www.humanrights.gov.au

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.

Stay Smart Online
www.staysmartonline.gov.au

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 that have related responsibilities.

Taking Action Keeping Safe–a resource for student leaders to counter bullying
www.schools.nsw.edu.au

This resource provides strategies, support materials and activities for student leaders and teachers to use with students to increase their knowledge and understanding of bullying. This resource has been developed by the NSW Department of Education and Communities.

The National Centre against Bullying
www.ncab.org.au/resources

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.

The National Safe Schools Hub
www.safeschoolshub.edu.au

The Safe Schools Hub is a one-stop shop for information and resources on safe school strategies to assist teachers, school leaders, students and parents and carers.

Think U Know
www.thinkuknow.org.au

Developed by police, this web resource has information for schools and parents and carers about reporting inappropriate behaviour.

Professional Practice
Bullying

Learners First Strategy
2014/17

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

When an inappropriate behaviour is **intentional** and **sustained** towards an individual or a group it is bullying.

Bullying 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 is categorised into four types:
- Physical
- Verbal
- Covert
- Cyberbullying—nasty online gossip and chat

Good 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 distrust, fear, misunderstanding, lack of knowledge or jealousy
- encourage students to share problems and get helpful advice from their peers
- teach students ways to effectively respond 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 prompt language to empower students to say something supportive to someone being bullied and something to prevent someone using bullying behaviours
- teach students about not behaving in ways that make bullying problems worse

Effective Leaders:
- minimise the risk from all types of harm
- develop a whole school approach that takes a multi-faceted approach rather than focusing on a single component
- promote awareness of bullying in the school community and communicate regularly using consistent language
- develop a school based policy that addresses bullying
- ensure teachers have effective classroom management and rules
- promote a positive school environment that provides safety, security and support for students, staff and parents and carers
- actively engage with resources to develop and review whole school practices aimed at promoting respectful schools
- provide opportunities for social and emotional learning
- reinforce problem solving skills for staff, students and parents and carers

NSSF Key Elements 1 and 7

NSIT Domains 2, 4 and 9

Working Together:
A toolkit for effective school based action against bullying

Working Together: A toolkit for effective school based action against bullying provides school staff with practical strategies to address the complex issue of student-on-student bullying. The toolkit unpacks 10 effective actions against bullying and provides examples of fact sheets for staff, students and parents and carers as well as an example anti-bullying policy and links to additional resources.

www.education.qld.gov.au

Respectful Schools—
Tackle Issues! Make Changes!

Professional Practice
Cybersafety

Learners First Strategy
2014/17

Cybersafety is being able to use digital technology **safely, securely** and with skill, **confidence** and knowledge to enhance personal, work, leisure and family lives.

Cyberbullying is the **use of digital technology to bully** a person or group. Cyberbullying can **spread fast** and be **hard to delete**.

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

Effective Leaders:

- consider school-wide e-security and implement plans for consistent expectations around technology use
- seek guidance from local education authorities about the use of content filters or other technological tools to limit access to inappropriate content
- equip teachers 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 students 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 the use of them evolve rapidly
- promote teaching and learning resources that are being developed to support whole school approaches for students to become responsible digital citizens

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

Good 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 reputation
- support students to consider how they manage their own and other's 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

NSSF Key Elements 1, 3, 6 and 9

NSIT Domains 4, 8 and 9

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.

www.cybersmart.gov.au

Professional Practice
Harassment and discrimination

Learners First Strategy
2014/17

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

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.

www.safeschoolshub.edu.au

Good teachers:

- model positive social values and behaviours which display high degrees of tolerance
- explicitly teach strategies which help students to deal with harassment and discrimination
- actively seek opportunities to build understanding and tolerance of difference into the curriculum
- encourage discussion and dialogue in their classroom to promote tolerance
- discuss issues and instances of harassment and discrimination with their students
- explore examples they find in 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
- set up buddy systems and provide peer support for students undergoing harassment and discrimination to help them to resolve the problems they experience
- work with parents and carers and students in their class who suffer from or are perpetrators of harassment and discrimination

Effective Leaders:

- set high expectations for respectful behaviour in their schools which take into account and tolerate difference
- include harassment and discrimination as a central component of the whole school approach to respectful behaviour
- equip teachers to deal with harassment and discrimination through targeted professional learning
- identify vulnerable students, including those who are potential perpetrators as well as victims
- make teachers aware of teaching and learning resources that have been developed to promote tolerance and understanding
- use newsletters and other communication forums to make parents and carers aware of the resources available to them when their children suffer discrimination or harassment
- raise awareness of rights, responsibilities and legal obligations amongst staff and students
- make their teachers 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

NSSF Key Elements 2, 7 and 9

NSIT Domains 3, 7 and 9

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.

www.humanrights.gov.au

Respectful Schools–
Tackle Issues! Make Changes!

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Professional Practice
Lesbian, Gay, Bi-sexual, Transgender and Intersex (LGBTI)

Learners First Strategy
2014/17

Homophobia is:

- an **irrational fear** or hatred of homosexuality, homosexual people, lesbian, gay and bisexual identity.
- any action, attitude or behaviour that **discriminates** against or unfairly limits people because of their sexuality.
- any loathing of or **values and behaviours** which express this loathing of homosexuality, homosexual people, lesbian, gay and bisexual identity.

Types of homophobia:

Regardless of how we identify sexually, most of us grow up thinking in ways that are prejudiced and homophobic. It is only when our ideas are challenged that we become aware of our assumptions. Homophobia can take many forms including:

- Personal homophobia
- Interpersonal homophobia
- Institutional homophobia
- Cultural homophobia

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 the school library has resources about LGBTI legal, family and social issues
- treat all people with whom they work fairly and respectfully, valuing people's contributions regardless of their sexual orientation
- support the establishment of LGBTI employee networks
- don't expect change to happen overnight, but are patient with and show respect to those with different views
- provide relevant training to all employees
- challenge homophobic language whenever it is used and point out the harm prejudice causes
- publish information about tolerance in the school newsletter

Respect

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

Good teachers:

- are informed–they read, research, ask questions and discuss the issues in open ways which promote tolerance
- don't assume everyone is heterosexual. They use inclusive language, i.e. replace him/her with partner and Mum/Dad with parents
- keep in mind that they may have students in their class who do not identify as heterosexual
- 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
- let students know about organisations and places that support those who identify as LGBTI
- are aware of the sensibilities involved and maintain confidentialities

NSSF Key Elements 2, 7 and 9

NSIT Domains 3 and 9

Approximately ten per cent of young people acknowledge feelings of same-sex attraction at school. A smaller percentage of students question their gender. For many, these feelings begin during primary school or earlier, however, more vigilance and awareness is required as students mature.

One outcome of discrimination, harassment and bullying that is significant for educators is that many students are afraid to "come out" at school. These students can remain invisible, often resulting in schools believing that very few students identify as LGBTI in their school years and that therefore there is no need to provide a supportive culture for them.

Working It Out

Working It Out is Tasmania's gender and sexuality support and education service. It provide resources, counselling, and information sessions for staff, parents and carers and students, and education programs such as Challenging Homophobia Affirming Diversity (CHAD).
www.workingitout.org.au

Professional Practice
Violence and aggressive behaviour

Learners First Strategy
2014/17

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 that occur as a result of provocation.

www.safeschoolshub.edu.au

Effective Leaders:

- implement and document procedures for managing overly aggressive and violent behaviour in their whole school approach to respectful learning
- develop and document protocols for managing incidents involving extreme aggression and violence towards both staff and students at the school
- ensure that non-teaching, casual, specialist 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 Service 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

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

Good teachers:

- teach and model pro-social values which promote respectful behaviour and 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
- respond to incidents of violence and aggression which occur in the playground and involve students in other classes as appropriate
- be aware of the school's protocols for dealing with extreme aggression and violence and follow them at all times
- keep records of violent and aggressive behaviour involving the students they teach
- liaise with the school leadership team and specialist support as appropriate

NSSF Key Elements 1, 2, 5, and 7

NSIT Domains 2, 4 and 9

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.
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

www.mindmatters.edu.au

Respectful Schools–
Tackle Issues! Make Changes!

Professional Practice
Suspected child abuse and neglect

Learners First Strategy
2014/17

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

Mandatory Reporting

Since 2000 it has been **mandatory** for all school staff to report known or suspected cases of child abuse or neglect to Child Protection.

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 Protection or Gateway Services.

Contact number for Child Protection: 1300 737 639

Contact number for Gateway Services: 1800 171 233

Good teachers:

- know their students and families including their family and 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
- ensure classroom routines and procedures acknowledge the student's vulnerability and take into account the student's circumstances before suspension or expulsion are considered
- work in partnership with families, other staff and services to provide meaningful, flexible and responsive learning opportunities
- develop a Personalised Learning Plan as appropriate
- work with child protection 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

NSSF Key Elements 2 and 6

NSIT Domains 3, 4, 7 and 8

Effective Leaders:

- know their students and their families, including their family and social circumstances and monitor students who may be at risk
- know and understand their legal responsibility around mandatory reporting
- ensure staff participate in annual mandatory professional development facilitated by social workers in each of the Learning Services
- ensure all staff are informed of and understand the process in the school for mandatory reporting
- have in place strategies to support students who may be suspected of being neglected, e.g. provide food, uniforms and other necessities as required or a place for sleep or relaxation
- ensure affected students have an identified support adult in the school
- ensure school and classroom routines and procedures acknowledge the student's vulnerability and that student circumstances are taken into account before suspension or expulsion are considered
- ensure that families at risk have opportunities to engage with professional support staff
- work with other agencies to support students in need and comply with Memorandums of Understanding and Partnering Agreements as appropriate

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 following documents:
- Departmental guidelines: Child Protection and Children in Care
  www.education.tas.gov.au
- Legal Issues Handbook
  www.education.tas.gov.au

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Practical Resources to Support Respectful Schools

1.   Taking Action Keeping Safe–NSW www.schools.nsw.edu.au[1.]

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 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

Appendices

1.   School Audit Tool (NSSF)

2.   Supporting a Whole School Approach–Behaviour Management Tool

3.   Classroom Behaviour Management Reflection Tool

4.   Model for Preventing and De-escalating Crisis

1. The Department of Education Tasmania acknowledges the NSW Department of Education and Communities for the use of this document.

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 school self assessment tool has been presented to enable schools to tick the appropriate box that demonstrates the behaviour or action that is most characteristic of their school setting.

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

Definitely true	There is extensive and consistent evidence of this action or behaviour
Mostly true	There is reasonable and consistent evidence of this action or behaviour
Only true to some degree	There is some evidence of this action or behaviour
Not true	There is no evidence of this action or behaviour

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:

SAFE SCHOOL ELEMENT	Not true	Only true to some degree	Mostly true	Definitely true
1. Leadership commitment to a safe school				
The school leadership team takes responsibility for the development and maintenance of a safe, supportive and respectful learning environment.				
A clear vision for a safe, supportive and respectful school has been communicated across the school community.				
Plans are in place to ensure that the vision is sustained for the longer term.				
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.				
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.				
Resources are accessed to support the development and maintenance of a safe and supportive school.				
Key staff with specific responsibilities for student safety and wellbeing have been identified and supported.				
The school leadership team has a sound knowledge of the school community and its expectations for a safe school environment.				
2. A supportive and connected school culture				
Students feel connected to the school.				
Explicit pro-social values are taught, modelled and promoted across the school (e.g. respect, acceptance of diversity, fairness, honesty).				
Positive and respectful peer–teacher relationships are maintained.				
Positive and respectful peer–student relationships are maintained.				
Positive and respectful teacher–teacher relationships are maintained.				
Parents and carers feel connected to the school.				
The school has a focus on staff wellbeing.				
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.				

SAFE SCHOOL ELEMENT	Not true	Only true to some degree	Mostly true	Definitely true
3. Policies and procedures				
Safety and wellbeing policies have been developed.				
Step-by-step procedures are in place for staff when responding to child abuse and neglect, harassment, aggression and bullying.				
All staff are aware of these procedures.				
A responsible technology usage agreement is in place in the school.				
Clear procedures are in place enabling students, staff, parents and carers to confidentially report safety and wellbeing issues and concerns.				
Clear grievance procedures are in place for staff and parents and carers who experience harassment, aggression, violence or bullying.				
A risk assessment of the physical school environment has been done which informs effective risk management plans.				
Protocols about appropriate and inappropriate adult-student contact within the school context are followed.				
Protocols for visitors to the school are followed.				
Effective strategies are followed for record keeping, including the transfer of student records.				
A safe school and/or student wellbeing committee operates.				
There is a process for the induction of new staff, students and families on the school's safety and wellbeing policies, programs and procedures.				
4. Professional learning				
Information is available about the knowledge and skills of staff on student safety and wellbeing.				
Opportunities are provided to address staff gaps in knowledge and skills in relation to student safety and wellbeing.				
Ongoing professional learning is undertaken on emerging school safety and wellbeing issues.				
Opportunities are regularly provided for more expert and advanced professional learning for staff.				
Non-teaching and casual/specialist/visiting staff are included in relevant professional learning opportunities.				

Extracted from the National Safe Schools www.safeschoolshub.edu.au

SAFE SCHOOL ELEMENT	Not true	Only true to some degree	Mostly true	Definitely true
5. Positive behaviour management				
Decisions about the selection of behaviour support programs and resources are evidence based.				
Positive student behaviour is promoted and recognised.				
The school's selected approach(es) towards student safety are consistently implemented by all staff at both the school and classroom level.				
Effective risk prevention plans that focus on the organisation and supervision of the playground are in place.				
Effective risk management plans for all excursions, school camps, and other off-site or outside school hours activities are in place.				
6. Engagement, skill development and safe school curriculum				
There is a strong school focus on student engagement.				
Extensive use is made of cooperative learning and other relational teaching strategies.				
Skills and understandings are taught for cybersafety and for countering harassment, aggression, violence and bullying.				
A personal safety and protective behaviours curriculum is in place at appropriate year levels.				
Teachers model safe online behaviour.				
A comprehensive social and emotional learning curriculum is embedded in all subjects.				
7. A focus on student wellbeing and student ownership				
Effective pastoral care and peer support structures are in place.				
Opportunities are provided for students to develop a sense of meaning and purpose.				
A strengths-based approach to student learning and participation is evident across the school.				
A range of opportunities are provided for student ownership and decision making, student voice and peer mentoring.				

SAFE SCHOOL ELEMENT	Not true	Only true to some degree	Mostly true	Definitely true
8. Early intervention and targeted support				
Students and their families who could benefit from additional support are identified as early as possible.				
Appropriate early student intervention involving support, skill development and social restructuring is undertaken.				
Ongoing support is provided to identified students and their families.				
9. Partnerships with families and community				
The school provides opportunities for parent and 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.				

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.

COMPONENT	In what ways will this program contribute to positive student behaviour outcomes?
SCOPE *The purposes, intent (goals) of the program*	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?
CONTENT *Rationale, aims, understandings, capabilities*	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?
DESIGN *How the content will be structured, delivered and spaced throughout the program*	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?
LEARNING *Synthesis of new skills and understanding*	In what ways will the activities engage and motivate participants? In what ways will this approach provide opportunities for learning within schools, across schools and across networks? In what ways will student, staff and parent and carer data be used to guide the teaching and learning program? What changes will we expect to see in learning wellbeing and behaviour? What changes will we expect to staff knowledge, attitude and behaviour? What changes will we expect to parent and carer and community relationships?
EVALUATION AND REVIEW	To what extent has the program met outcomes and expectations? What feedback formats will be used? How does the data inform future learning focus? What aspects need to be strengthened? What are the recommended time frames for data review? How will we measure the change? Has the program changed practice? What additional processes will need to be put in place to ensure that data is ethical and reliable? Accountability–sharing with the community Celebrate successes with the community

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.

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

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

Model for Preventing and De-escalating Crisis

Calm	Escalation	Crisis	De-escalation	Recovery
Focus: teach	**Focus:** defuse, remove triggers and escalating prompts	**Focus:** safety; prevent further escalation, keep people calm	**Focus:** support self-control, re-engage	**Focus:** learnings, refine plan, relational repair, re-entry
Behaviour signals: • Engages and focuses • Follows expectations and routines • Accepts acknowledgements • Initiates positive interactions	**Behaviour signals:** • Disengages, is distracted • Increases movement • Verbally aggressive, argues, provokes • Damage to property	**Behaviour signals:** • Out of control • Physical aggression, threats • Damage to property • Runs away • Self-injury, curled up, rocking	**Behaviour signals:** • Withdrawn • Confused, unfocused • Denies or has difficulty remembering crisis • Blames, avoids topic	**Behaviour signals:** • Withdrawn • Eager to do soothing activity, spend time alone • Exhausted
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 • 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 • Build relationships with students and between students • Maintain a ratio of at least 4:1 positive to corrective interactions	**Strategies:** • Pause to calm yourself • Move slowly and purposefully, minimise body language and movement • Use the student's name; use a calm and respectful voice • 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). • Follow through	**Strategies:** • 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 • Block or scatter the environment to prevent physical injury • Monitor you own responses, focus on calming yourself through long out breaths • Remember the only behaviour you can control is your own	**Strategies:** • 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	**Strategies:** • 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. • Support student reflections on their behaviour making connection with school wide behaviour expectations. • If appropriate, clean up damaged area, even if the next day. • Support the student to reconnect with the relevant staff member to repair the relationship before returning to class.
Avoid: • Unstructured environments with low levels of supervision • Known triggers until you have taught the relevant coping skills which will allow the learner to succeed in that situation	**Avoid:** • All known triggers • Shouting and staring • Blocking exits, moving closer, sudden movements, pointing or touching • Getting hooked into an argument • Judgemental comments, threats or anything that could lead to further escalation	**Avoid:** • An audience • All possible triggers and maintaining consequences • Use of any strategy that may further add to social stigma • 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	**Avoid:** • An audience • All possible triggers and maintaining consequences • Adding to sense of shame • All potential triggers which could re-escalate the situation • Language or body language that conveys a sense of disapproval • Avoid any comments to any other staff or students that refer to the individual	**Avoid:** • An audience • Moving into recovery mode too early

1. Based on the work of Colvin (2004), and Colvin and Sugai (2005). For more information go to www.pbis.org