

# Respectful School Visitor and Volunteer Behaviour Procedure

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## 1. Purpose

The purpose of this procedure is to support State schools to maintain safe and supportive learning environments by providing processes for responding to unacceptable behaviour of a volunteer or visitor.

## 2. Overview

This procedure sets out the roles and responsibilities of principals and school staff at a State school or school activity in supporting and promoting respectful volunteer and visitor behaviour. This procedure also details the process for responding to unacceptable behaviour of volunteers and visitors at a State school or school activity, including removal of a volunteer or visitor in line with trespass law, the *Education Act 2016* (Tas) ("the Act") and *Secretary's Instruction No 3 for Unacceptable Behaviour at a State School*.

## 3. Roles and Responsibilities

- It is important that students, school staff, volunteers and visitors all model behaviour consistent with the Department of Education (DoE) values and goals, and are positive and respectful in their conduct when present on the school campus or at a school activity.

### 3.1 Principals

- Must ensure that any existing behaviour management policy for volunteers and visitors meets the requirements of the Act, and associated Regulations and Instructions. This may include updating or establishing new supporting school resources in addition to the school's Policy, as necessary, to manage unacceptable behaviour of volunteers at, and visitors to, their school or school activity.
- Must ensure this information is easily accessible for all volunteers and visitors through online and hard copy materials.
- A principal can choose not to delegate their authority to remove an adult when they are going to be absent from the school. However, if they wish for the Person in Charge to be able to exercise the authority under s136 of the Act, the principal must delegate the power before they leave (see section 4.1 Delegating the authority to require an adult to leave the school or a school activity)
- Must model appropriate behaviour and uphold associated values in line with the State Service Principles.
- Must consult with the School Association, and if one exists, the student representative body, when developing the school-specific Respectful Visitor and Volunteer Behaviour Policy.

### 3.2 Teachers and school staff

- Must be aware of and follow any school policies and processes to manage unacceptable behaviour of volunteers at, and visitors to, State schools and school activities
- Must be able to direct volunteers and visitors to relevant materials on unacceptable behaviours
- Must model appropriate behaviour, and uphold associated values in line with the State Service Principles.

## 4. Process

### 4.1 Developing a policy for the school

- Principals must, according to the policy requirements in the [Respectful School Volunteer and Visitor Behaviour Policy template](#), develop a policy for their school that sets out what constitutes unacceptable behaviour for volunteers and visitors at their school, and the process for managing and responding to unacceptable behaviour while at school and school related activities.

- School policies and processes for responding to the unacceptable behaviour of a volunteer or visitor should include processes to follow when the unacceptable behaviour occurs in a classroom or other place within the school environment where a member of the teaching staff may need to seek the assistance of another person.
- In developing a policy for their school, a principal [may](#) choose to develop or incorporate their own processes for responding to unacceptable behaviour, building on the four step process on the following page.

### Unacceptable behaviour of visitors or volunteers

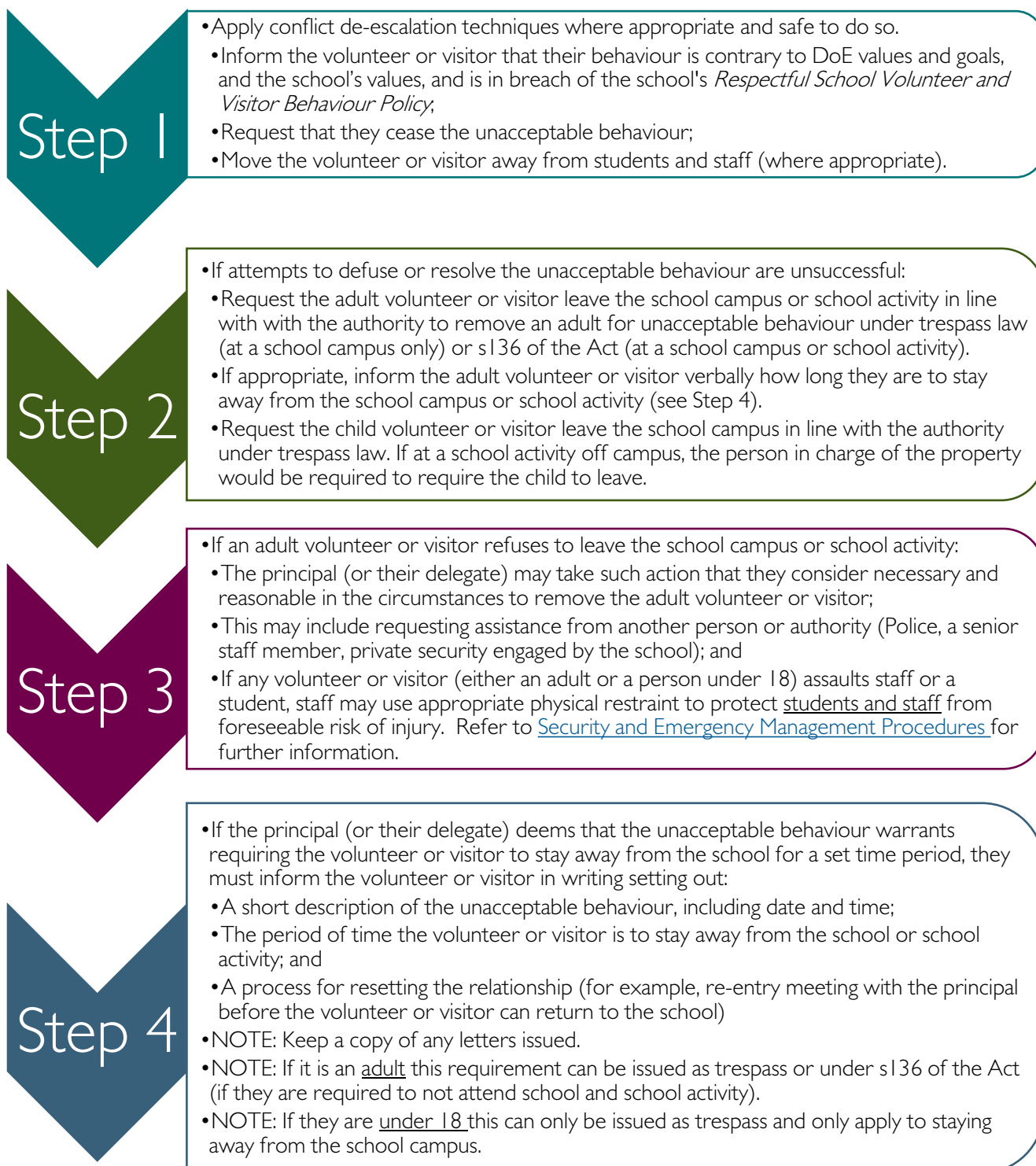
The following behaviour constitutes unacceptable behaviour of volunteers at, and visitors to, State schools or school activities:

- disobedience of instructions which regulate the conduct of volunteers at, and visitors to, State schools and school activities
  - contravening school rules and policies
  - behaviour that is likely to impede the learning of students at that school
  - behaviour that is detrimental to the wellbeing of the students or staff at that school
  - behaviour or actions that cause or are likely to cause injury to persons or damage to property
  - behaviour that is likely to bring that school into disrepute
  - behaviour that is likely to put a person at risk of harm
  - harassment or stalking
  - threatening behaviour
  - discrimination
  - bullying, including cyberbullying
  - illegal behaviour
  - unsociable behaviour
  - sexualised behaviour
  - any other behaviour that a principal determines to be unacceptable behaviour (identified in the school's Policy).
- What actions constitute unacceptable behaviour are dependent on the context and should be considered on a case-by-case basis.
  - The unacceptable behaviour of an adult volunteer or visitor must occur on a school campus or at a school activity for section 136 of the Act to apply. Principals should refer to the [Legal Issues Handbook](#) or contact Legal Services for advice if they are considering removal of an adult in response to unacceptable behaviour that occurs away from a school campus or school activity (e.g. unacceptable behaviour by a parent on social media).

## 4.2 Delegating the authority to require an adult to leave

- If a principal is absent from the school campus or school activity, they [may](#) delegate their power to remove an adult for unacceptable behaviour under s136 of the Act to a staff member of the school. This delegation cannot be a standing (ongoing) delegation to an assistant principal. Information for schools on delegations can be found in the Legal Issues Handbook.
- The following forms allow for a principal to delegate their authority under s136 of the Act, to require an adult to leave the school or school activity, if the principal will not be present:
  - » [Advice: Absence While on Duty Form](#)
  - » [Minor Excursion Approval Checklist](#)
  - » [Major Excursion Approval Checklist](#)

### 4.3 Four step process: responding to unacceptable behaviour of a volunteer or visitor



## 5. Related policies

- [Respectful School Volunteer and Visitor Behaviour Policy template](#)
- [Policy: Registration to Work with Vulnerable People](#)

## 6. Related procedures

- [Security and Emergency Management Procedures](#)

## 7. Supporting information/websites

- [Advice: Absence While on Duty Form](#)
- [Dealing with Issues and Concerns in Tasmanian Government Schools: Fact Sheet](#)
- [Department of Education: Conduct and Behaviour Standards](#)
- [FAQs for Schools on Respectful School Volunteers and Visitors](#)
- [Grievances: Dealing with issues and concerns in Tasmanian Government Schools](#)
- [Legal Issues Handbook](#)
- [Minor Excursion Approval Checklist](#)
- [Major Excursion Approval Checklist](#)
- [Registration to Work with Vulnerable People \(RWVP\) website](#)
- [Respectful Schools Respectful Behaviour](#)
- [Template Letter to Require a Volunteer or Visitor to Stay Away from School or School Activity](#)
- [Volunteers and Visitors in a Tasmanian Government Schools: Parent Fact Sheet](#)
- [Working Together for Safe Schools Poster](#)

## 8. Legislation

- [Education Act 2016](#)
- [Education Regulations 2017](#)
- [State Service Principles](#)
- [Secretary's Instruction No 3 for Unacceptable Behaviour of Students and Volunteers at, and Visitors to, State Schools or School Activities](#)
- [Police Offences Act 1935 \(Trespass Law\)](#)

## 9. Definitions

### Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

### Child and Student Wellbeing

Child and student wellbeing means children and students feel loved and safe, have access to material basics, have their physical, mental and emotional needs met, are learning and participating, and have a positive sense of culture and identity.

### Delegate

Delegate is a person who has been delegated the powers and functions of the principal, but can only exercise those powers and functions when the principal is absent from the school campus or school activity.

### Discrimination

Discrimination is less favourable treatment of a person because of a personal characteristic, such as race, gender, sexual orientation or disability, or treating everyone the same way where doing so has a disadvantageous effect on a person or group of person because of a shared personal characteristic.

### Harassment

Harassment involves unwanted and one-sided words or actions towards another person (or persons) that offend, demean, annoy, alarm or abuse. If harassment is repeatedly directed towards the same person, and especially if it continues after the targeted person has asked them to stop, it is considered to be bullying.

### Parent or Carer

Parent or carer means a parent or a legal guardian or anyone with care and control of a child.

### Principal

Principal is the person in charge of a school or their delegate.

### Responsibilities: Must and May

Meaning of "must", "is to" and "may":

- the word "must" is to be construed as being mandatory; and
- the words "is to" and "are to" are to be construed as being directory; and
- the word "may" is to be construed as being discretionary or enabling, as the context requires.

### School Activity

School activity (or event) refers to school-endorsed activities for their students that are held:

- at a venue which is outside of school grounds or school property; or
- on school grounds but outside of usual school hours.

School activities may include; a sports or swimming carnival, an excursion, school camp, end of year concert. If you are not sure if an activity would be considered a school activity, please contact Legal Services for assistance.

### **School Association**

School Association comprises of all parents and carers of students enrolled at the school, permanent staff of the school (teaching and non-teaching), and members of the boarder community who have been formally accepted by the School Association Committee for membership.

### **School Association Committee**

School Association Committee must comprise of the principal, elected parent, and staff representatives. School Associations Committees can choose to elect community members.

### **Volunteer or Visitor**

Volunteer or visitor is any person visiting the school or school activity that is not a student or staff member. This includes parents, grandparents, carers, family members, contractors, guest speakers or people who are under the age of 18 who are not students at the school.



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