Respectful Schools
Respectful Behaviour

BUILDING INCLUSIVE PRACTICE IN SCHOOLS

Tasmanian
Government

PUBLICATION DETAILS

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

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Introduction

The 2018–2021 Department of Education Strategic Plan, *Learners First: Every Learner, Every Day* provides us with a shared commitment to inspire and support all learners to succeed as connected, resilient, creative and curious thinkers. This vision is underpinned by our values of, *Respect, Aspiration, Courage* and *Growth*. By valuing positive and respectful relationships, learners achieve growth and powerful connections.

This edition of *Respectful Schools Respectful Behaviour* has evolved from its original form to ensure the ongoing provision of an essential, up to date resource for school leaders to support all learners in all school communities.

This resource supports the *Guide for Inclusive Practice*. The Guide outlines leadership actions and provides examples of evidence to support schools to continuously improve inclusive practices to ensure all students learn, contribute and participate meaningfully in all aspects of the life of the school.

Respectful Schools Respectful Behaviour supports learning communities from the early years to Year 12 to build respectful, safe and inclusive learning environments where all learners are given the opportunities to develop the knowledge and skills to equip them to succeed as connected, resilient, creative and curious thinkers. It provides practical information about:

- developing and implementing whole school, classroom, group and individual approaches to respectful behaviour and relationships
- school and classroom best practice
- supporting individual need
- wellbeing
- supporting students impacted by trauma to learn
- dealing with inappropriate behaviour and relationships

This resource also reflects national and state frameworks which are recommended resources for further information:

National School Improvement Tool

Guide for Inclusive Practice

2018–2021 Child and Student Wellbeing Strategy

Australian Professional Standards for Teachers

National Quality Standard

Good Teaching Guides

Department of Education values

Our Values represent what is at the heart of our Department, they reflect what we stand for, guide our decision making and underpin all aspects of our work.

Leadership and values alignment are critical elements of our values-driven culture. Reflecting on how our values guide our behaviour in the context of *Respectful Schools Respectful Behaviour* helps to build consistency in our practices and build our capability to lead and act with Values.

Our *Respectful Schools Respectful Behaviour* practice is guided by our Values when:

Respect	Aspiration	COURAGE	GROWTH
» We are open to listening to diverse voices and ideas » We engage with our communities » We build supportive relationships » We are inclusive » We respect identity » We keep the wellbeing of others at the centre » We manage our own wellbeing	» We build trust and relationships » We are purposeful in our practice » We contextualise and embed Departmental policies by understanding 'what does this mean for us?' » We lead improvement » We engage all students in learning » We support every individual » We have a welcoming environment » We encourage and develop student voice	» We are open to new, diverse, and different thinking » We try something new in our school » We respond and act during a critical incident » We have difficult conversations » We implement evidence-informed best practice » We have the courage to personally grow and develop	» We embrace the richness of our communities » We make connections with other experts, resources and organisations » We align our work to the strategic plan and school improvement framework » We take a whole school approach » We make commitments, improvements, and celebrate success » We build an inclusive, safe and supportive school culture.

Commonly used terms and definitions

EDUCATION SETTINGS

Education Settings broadly refers to all educational services and includes: Child and Family Centres, Launching into Learning programs, primary, combined, secondary and senior secondary schools as well as Trade Training Centres and Libraries Tasmania.

CURRICULUM

There are four key curriculum frameworks utilised in Tasmanian government schools from Kindergarten to Year 12. These are:

- *Belonging, Being and Becoming: The Early Years Learning Framework K – Year 2*
- Australian Curriculum F – Year 10
- 9 – 12 Curriculum Framework, which informs the development of TASC courses
- Australian Qualifications Framework, which underpins VET units

The *Learners First Systematic Curriculum Delivery: A guide for school leaders* guides systematic delivery of the Australian Curriculum, although advice on planning processes can be utilised across all curriculum frameworks.

LEADERS

Leaders refers to any person who formally or informally is leading within a learning setting. It is not necessarily role specific or tied to positions of responsibility, however there is recognition that certain positions attract more leadership responsibilities than others. This could include: Principals, Assistant Principals, Advanced Skills Teachers, Literacy Coaches, Support Teachers as well as Highly Accomplished and Lead Teachers.

FAMILY

Family is used throughout this resource in the broadest sense. This includes people who are related through kindred or marriage; de facto partnerships, as well as adoption and fostering relationships; sibling and extended family. In this way it includes all primary and other caregivers involved in the lives of learners.

SUPPORTING INITIATIVES AND FRAMEWORKS

Supporting initiatives and frameworks

NATIONAL SCHOOL IMPROVEMENT TOOL

The National School Improvement Tool brings together findings from international research into the practice of highly effective schools and school leaders. The table below represents how the *Respectful Schools Respectful Behaviour* resources are reflected across the domains of the Tool.

	Domain 1 An explicit improvement agenda	Domain 2 Analysis and discussion of data	Domain 3 A culture that promotes learning	Domain 4 Targeted use of school resources	Domain 5 An expert teaching team	Domain 6 Systematic curriculum delivery	Domain 7 Differentiated teaching and learning	Domain 8 Effective pedagogical practices	Domain 9 School-community partnerships
Positive education, mental health and wellbeing			■				■		■
Respectful student behaviour	■								
Social and emotional learning					■		■	■	
Valuing diversity				■				■	■
Family and community partnerships									■
Student-centred planning		■	■		■		■		
Behaviours of concern		■		■					
Student engagement and retention			■		■		■	■	
Intentional teaching					■	■		■	
Modelling behaviour			■						■
Duty of care and professional accountability	■	■			■				■
Analysing and discussing student information	■	■		■					
Young carers							■		■
Collaborative support		■		■			■		
De-escalation and response planning					■		■		
Respectful relationships			■			■			
Bullying		■		■					■
Cybersafety								■	■
Respectful use of digital technologies				■				■	
Harassment and discrimination			■				■		
Lesbian, Gay, Bi-sexual, Transgender and Intersex (LGBTI)			■						■
Violence and aggressive behaviour		■		■					
Suspected family violence		■							■
Youth suicide postvention									■
Suspected child abuse and neglect			■	■			■		

"Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society, and contributing to every aspect of their wellbeing. Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion."

(Alice Springs (Mparntwe) Education Declaration, 2019, p. 2)

The *Alice Springs (Mparntwe) Education Declaration (2019)* sets the education goals for young Australians, that:

Goal 1: The Australian education schooling promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community

EDUCATION ACT 2016

The Act provides schools with an up-to-date legal framework that better supports the high quality teaching and learning in Tasmania's schools, focused on supporting attendance, engagement, retention and attainment of Tasmania's students..

RESPECTFUL RELATIONSHIPS EDUCATION:

Respectful relationships education supports the development of attributes that assist everyone in maintaining healthy and fulfilling lives. These cultures enable confident and creative individuals to connect with and contribute to an optimistic and meaningful future.

DISABILITY STANDARDS FOR EDUCATION (DSE) ONLINE MODULES

- DSE modules are available on the NCCD website https://www.nccd.edu.au/

- All DoE staff must meet their obligations as set out in the legislation of the Disability Discrimination Act (DDA) and the Disability Standards for Education (DSE)

- The DSE modules have been written to inform/remind staff of their obligations

- The modules have been written for Early Childhood, Primary, Junior Secondary, Senior Secondary, Educational Leaders and Education Assistants

- There are five key components of the DSE and these are covered over six- eight lessons for each area.

- The lessons are grouped into part

Part 1 – Core content: Understanding standards

Part 2 – Different aspects of a student's educational experience

Each lesson takes approximately 30 minutes

Whilst not mandated, it is important staff are aware of their obligations and the modules are a useful resource and it is recommended schools provide time for staff to complete these modules. Schools can determine the number and frequency of these modules.

SUPPORTING INITIATIVES AND FRAMEWORKS

Curriculum and pedagogy

A well-developed curriculum and quality pedagogy equips learners with the knowledge, understanding, skills and values to demonstrate respectful behaviour and relationships. The following national and state initiatives and frameworks are essential respectful skills and capabilities.

2018–2021 Department of Education Strategic Plan

The 2018–2021 Department of Education Strategic Plan, *Learners First: Every Learner, Every Day* (Strategic Plan) drives the commitment of the Department through our goals of:

- **Access, Participation and Engagement** – Everyone is participating and engaged in learning and able to pursue life opportunities
- **Early Learning**- From birth to 8 years of age, children are confident, involved learners and effective communicators
- **Wellbeing** – Learners are safe, feel supported and are able to flourish, so they can engage in learning
- **Literacy and Numeracy** – Learners have the skills and confidence in Literacy and Numeracy to successfully participate in learning, life and work.

Belonging, Being & Becoming – The Early Years Learning Framework for Australia

The *Early Years Learning Framework for Australia* is the required national framework from birth to age five.

The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

- Children have a strong sense of identity Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

The Framework is designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Australian Curriculum

The Australian Curriculum is the required curriculum from Prep (Foundation) to Year 10. The Australian Curriculum sets the expectations for what all young Australians should be taught and centres on improving the quality, equity and transparency of Australia's education system.

The Australian Curriculum:

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

Senior Secondary Education – TASC

The Office of Tasmanian Assessment, Standards and Certification (TASC) issues the Qualifications Certificate (QC). It shows all the qualifications (TASC accredited courses, VET competencies and qualifications, and TASC recognised courses) a person has achieved.

Vocational Education and Training

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

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

National School Improvement Tool

The *National School Improvement Tool* brings together findings from international research into the practices of highly effective schools and school leaders. The Tool supports school-wide conversations - including with families, schools governing bodies, local communities and students themselves- about aspects of current practice, areas for improvement and evidence that progress is being made.

Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers are public statements of what constitutes professional practice. The Standards represent a national commitment to achieving the highest level of teacher quality so each young Australian can gain the best possible education. The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement.

The Australian Professional Standard for Principals provides a framework for what Principals should know, understand and do to succeed as a Principal or school leader.

The United Nations *Convention on the Rights of the Child 1990*

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

The United Nations *Convention on the Rights of the Persons with Disabilities 2006*

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

The Disability Discrimination Act 1992 (Commonwealth)

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

The Disability Standards for Education 2005 (Commonwealth)

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

Anti-discrimination Act 1998 (Tasmania)

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

CURRICULUM AND PEDAGOGY

RESPECTFUL SCHOOLS THROUGH INCLUSIVE PRACTICE

Together we will inspire and support all learners to succeed as connected, resilient, creative and curious thinkers.

The following key documents work together to provide layers of resources for school leaders, teachers and support staff:

Audience: leaders and teachers

Purpose: guide whole school approaches to respectful behaviours and relationships and inclusive practice

Audience: leaders

Purpose: sit alongside the NSIT to support schools to inquire into their inclusive practices. Schools can consider and document evidences they have of inclusive practices and use the guide to prioritise and plan the improvement actions.

A Guide for Inclusive Practice

RSRB *through Inclusive Practice*

Good Teaching Guides
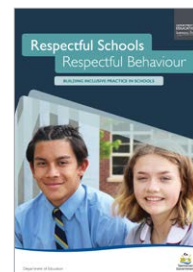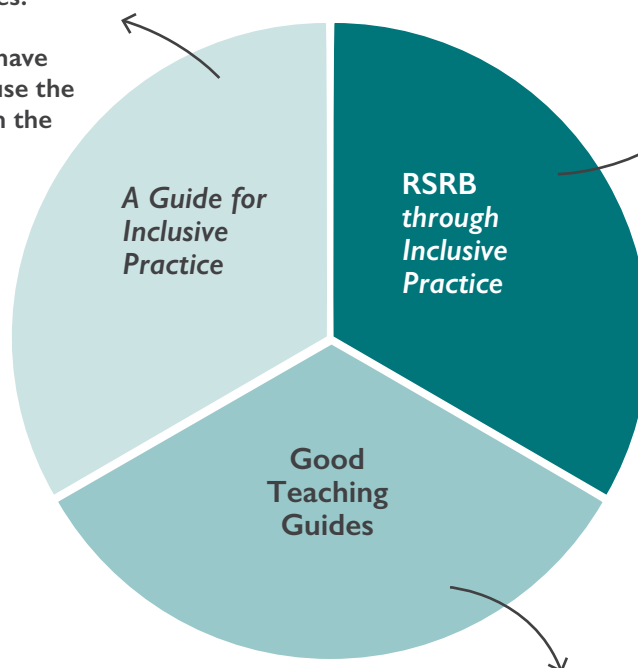
Audience: leaders/senior staff

Purpose: build knowledge and understanding of the impacts of trauma on learning, and develop classroom and whole school strategies to guide trauma informed practice.

School Leadership (Whole School Environment)

School Leadership (Whole School Environment)

Our Strategic Plan, 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 inclusive, respectful behaviour and relationships we provide certainty to staff, students, families and the broader school community.

Leaders collaboratively guide whole school approaches within their school improvement inquiry cycles so that our students are participating and engaged in learning.

Leaders guide their staff to ensure that practices are aligned to our values within a whole school approach to respectful behaviour and relationships.

The Department's Respectful Relationships Education teaching and learning resources align curriculum and professional learning with whole school implementation processes.

A whole school approach to respectful behaviour and relationships is about working together to build positive, inclusive learning environments and a culture of respect based on responsibility, integrity and accountability.

PROFESSIONAL SELF-CARE AND PROTECTIVE BEHAVIOURS

Professional self-care and protective behaviours keep us physically and mentally healthy.

The *2018–2021 Department of Education Strategic Plan, Learners First: Every Learner, Every Day* sets a wellbeing goal that learners are safe, feel supported and able to flourish so they can engage in learning.

The Principal Wellbeing Action Plan identifies twelve new actions and seven key initiatives to address Principal wellbeing.

The Staff Wellbeing Framework is currently being drafted and will be released in 2020.

School Leaders:

- promote a motivated workforce through high-quality professional learning
- promote and participate in whole of agency health and wellbeing initiatives
- 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
- capitalise on staff performance and development frameworks to further strengthen growth and development
- equip leadership teams with the skills to manage continuous improvement
- develop partnerships and connections across staff that focus on wellbeing and safety
- ensure all staff are familiar with and understand their legal and professional obligations under the *State Service Code of Conduct*, the *Conduct in the Workplace Policy* and the *Protective Practices for Staff in their Interactions with Students Policy*
- ensure staff are familiar with and understand the support available to them in times of stress and crisis
- sensitively support staff who are dealing with family violence issues
- provide access to leave and support resources outlined in the Departmental Family Violence Workplace Arrangements and Support for Managers resource packages

Teachers:

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

Healthy@Work

Healthy@Work provides information, resources and professional development ideas for promoting staff mental health and wellbeing. This includes:

- improve physical activity
- improve nutrition
- improve mental health

PROTECTIVE PRACTICES FOR STAFF IN THEIR INTERACTIONS WITH STUDENTS POLICY

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.

EMPLOYEE ASSISTANCE PROGRAM (EAP)

Converge International provides you (and members of your immediate family) with an Employee Assistance Program to help you deal with challenges, concerns or issues that may be affecting you at work or at home. This is a confidential, free counselling service (for up to 4 sessions per issue), for a variety of short-term personal or work issues.

The Converge International intake team can be contacted by phone on 1300 OUR EAP, or 1300 687 327 or by email at: eap@convergeintl.com.au
The service is available from 8:00am – 6:00pm Monday to Friday. An after-hours service is also available.

Building inclusive practice in schools

The Department of Education's commitment to inclusive education ensures students of all social, cultural, family and community backgrounds, all identities and all abilities are welcomed and supported to learn and participate meaningfully in all aspects of school life.

Inclusive schools ask:

- ''How do we successfully include all students?''
- ''How do we know we are inclusive of all students?''
- ''Have we provided the appropriate support and adjustments for all students?''
- ''Have we accessed the supports we need to help us to do this?''

The *National School Improvement Tool* (NSIT) enables schools to review where they are on their improvement journeys, to set goals and design strategies for improvement, and to monitor and demonstrate school improvement over time. Each of the nine inter-related 'domains' of the Tool provides illustrations of inclusive practices that are at the core of effective schools.

The *Guide for Inclusive Practice* has been developed to sit alongside the NSIT and provides elaborations against each of the domains. It has been written to support schools to inquire into their inclusive practices. Schools can consider and document evidences they have of inclusive practices and to use the guide to prioritise and plan improvement actions.

LEADING A WHOLE SCHOOL APPROACH

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

A leader will:

- collect and analyse data to identify what is being addressed and areas for improvement
- use improvement profiles and student data including academic performance, absences, suspensions and relocation to better understand their context
- share school audit data and establish collective goals and priorities

- establish and maintain a communication plan, communicating regularly with families
- adhere to Departmental policies, procedures and guidelines in relation to safety, wellbeing and behaviour
- ensure use of SSS to document student support: including Learning Plans, needs, strategies and communications with parents
- establish sysems for collecting and analysing data as an ongoing process
- allocate budgets and provide resources to support respectful behaviour systems and processes
- embed processes for continual review of practice and plans for improvement

LEADING STAFF

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

A leader will:

- take a critically reflective stance evaluating their school position in relation to promoting diversity, positive relationships and welfare for students and staff
- encourage the active participation of all school community members in developing and maintaining an inclusive, safe school community where diversity is valued
- commit to developing an inclusive school through a whole-school, evidence-based approach
- use professional learning opportunities each year to revisit respectful behaviour processes, reflect upon student data and communicate expectations to staff
- ensure that staff are aware of legislative, Departmental and school-based requirements, policies and processes. This includes the Departmental Code of Conduct, school leadership structures, roles and responsibilities
- ensure that potential trouble spots and unstructured times are supervised
- communicate day-to-day student behavioural issues directly to staff
- include respectful behaviour in induction processes for all new staff
- identify the strengths and areas for growth of individual staff members and address them through:

- PDP discussions
- collaborative team processes
- targeted professional learning
- peer mentoring
- strategic support

WORKING WITH FAMILIES AND THE BROADER COMMUNITY

Good leaders maintain effective relationships based on trust, common goals and expectations with families and communities to support student wellbeing and learning. They engage with families, their School Association and relevant community organisations. They communicate effectively, are open to new ideas and are responsive to what they hear.

A leader will:

- maintain professional and respectful interactions with parents with a focus on building trust and positive relationships
- understand the need for privacy and maintain confidentiality at all times
- hold regular meetings with the School Association and seek input regarding whole school approaches to respectful behaviour and relationships
- engage with families when making decisions that will impact them
- communicate whole school approaches to respectful behaviour and relationships to families of new and prospective students
- establish clear processes for contacting parents when there are concerns about their child's behaviour including identifying staff members as the point of contact for extreme behaviours
- invite and encourage sharing by families to understand family issues that may impact on their child's behaviour and interactions at school
- ensure that student contact information is up to date and accessible
- establish contact and maintain relationships with emergency services, other government agencies and non-government organisations.

STUDENT AGENCY

School leaders interact with students in positive ways establishing high expectations for 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.   Positive relationships are critical to supporting students to have agency over their learning, reach their potential and strive for personal growth. They support learners to feel safe, respected and connected.

A leader will:

- reflect on and use the Student Wellbeing Survey data to inform school wide planning
- be consistent and fair when working with students and ensure consequences align with behaviour
- 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 programmes such as:
  - Student Councils
  - Peer Support
  - Sports Captains (leaders)
- ensure every student feels safe and included at school
- be an active listener and maintain confidentiality when students discuss their problems

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.

SAFE HOMES, FAMILIES COMMUNITIES

The *Respectful Relationships Education* package has been developed for early learning settings and schools as part of a larger strategy to assist in promoting positive and respectful relationships, free of violence and victimisation.

The teaching and learning resources take into account the key messages about violence and effective whole school approaches in the context of inclusive learning experiences.

Positive education, mental health and wellbeing

EVIDENCE-BASED MODELS FOR A WHOLE SCHOOL APPROACH

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

Two models widely used in Tasmanian government schools that support a school's work include:

1. School-Wide Positive Behaviour support (SWPBS)
2. Restorative Practices

1. School-Wide Positive Behaviour Support (SWPBS)

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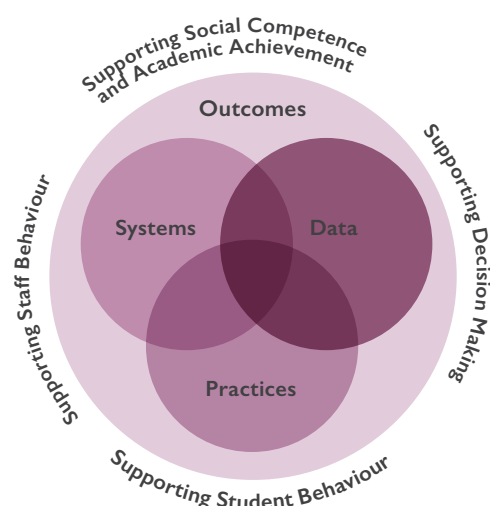
SWPBS is based on a three-tiered prevention model that requires all students to receive support at the universal or primary level. If the behaviour of some students is not responsive, more intensive behavioural support is provided in the form of a group contingency (selected or secondary tier) or a highly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

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
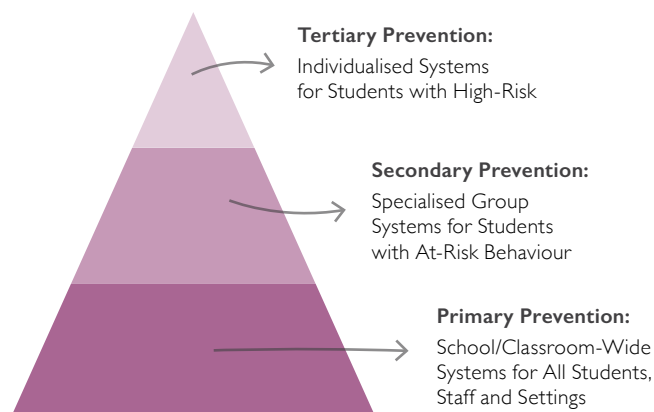
The outcomes associated with implementing SWPBS

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 academic and behavioural expectations and positively address classroom management
- understand student need and target support for those who require additional assistance
- are respectful and inclusive.

Respectful teaching and learning environments 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
- handle challenging situations constructively

Supporting Social Competence and Academic Achievement

Outcomes

Supporting Staff Behaviour

Systems **Data**

Supporting Decision Making

Practices

Supporting Student Behaviour

2. Restorative Practice

The most profound learning occurs when there is a healthy relationship between teacher and student. The Restorative Practice process assists teachers, students and families 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.

Students with communication difficulties may need support to engage in Restorative conversations in a meaningful way. When using Restorative Practices, consider each student's receptive and expressive language capabilities and whether the process should be adjusted to accommodate their communication difference.

Further advice can be found in: N. Burnett and M. Thorsburne (2015) *Restorative Practice and Special Needs: A Practical Guide to Working Restoratively with Young People*. Great Britain: Jessica Kingsley Publishers.

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

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

2. The Fair Process
creates a 'fertile ground' where staff, students, families, and community share a common understanding

3. Example Restorative Questions:
Note that these questions are to be used with careful consideration for a student's stage of development and state of readiness. They should be used only when students are regulated and ready to engage in the restorative process.

What happened?

What were you thinking? What are you thinking now?

Who has been hurt or is sad because of what you have done?

What do you need to do to make things right? What will you do differently next time?

4. The Theory of Affects
examines theory underlying practice with regard to emotions, mood and the power dynamics of interpersonal communication.

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

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

The Restorative Practice framework provides an opportunity for schools to:

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

STRENGTHS BASED APPROACH - POSITIVE EDUCATION

The strength-based approach is an approach to people that views situations realistically and looks for opportunities to complement and support existing strengths and capacities as opposed to focusing on, and staying with, the problem or concern. The problem and the person as separate; however the problem is never minimised.

Strengths can be defined as a child's intellectual, physical and interpersonal skills, capacities, dispositions, interests and motivations.

A growing body of research and evidence has shown support for the strength-based approach that encourages educators to:

• understand that children's learning is dynamic, complex and holistic
• understand that children demonstrate their learning in different ways
• start with what's present- not what's absent- and focus on what works for the child.

DIFFERENCE DIFFERENTLY

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

SCHOOL LEADERSHIP (WHOLE SCHOOL ENVIRONMENT)

Professional Practice
Positive mental health and wellbeing

There is an increasing understanding of the importance of mental health and the preventative practices we can put in place to strengthen resilience. Positive mental health ensures we are better able to cope with difficult times – it builds resilience, optimism and self-esteem.

"Research shows that high levels of mental health are associated with increased learning, creativity and productivity, more pro-social behaviour and positive social relationships, and with improved physical health and life expectancy"

(http://www.beyondblue.org.au/thefacts/what-is-mental-health)

Positive mental health assists in the enjoyment of life, the environment and people around us; to be creative, learn, take risks and enjoy new things. The *Child and Student Wellbeing Strategy* recognises the importance of mental health and wellbeing.

School Leaders:

- understand that positive mental health and wellbeing can co-exist with mental ill-health
- implement whole school approaches to positive and holistic mental health and wellbeing
- draw from evidence-informed strategies that promote positive mental health and wellbeing, including digital applications and programs
- establish effective partnerships with community sector services and agencies to promote positive mental health and wellbeing
- collaborate with staff, students and the wider community to develop a common language in relations to positive mental health and wellbeing
- provide professional learning opportunities for staff to deepen their understanding of positive mental health and wellbeing
- have effective risk-management and support strategies in place

- work closely with students and families who are experiencing difficulty and provide them with referral pathways when needed.

Teachers:

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

BE YOU

Be You aims to transfer Australia's approach to supporting children's and young people's mental health in learning services and schools.

Be You empowers educators with helping them to develop valuable mental health skills and knowledge, while also providing an effective model for implementing a whole-learning community approach to mental health and wellbeing.

Be You is a national framework that provides educators and leaders with a structure for both Professional Learning, and the actions with which early learning services and schools can take to implement a whole learning community approach to children and young people's mental health and wellbeing.

Child and Student Wellbeing

Child and student wellbeing refers to a state where learners 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.

Being loved and safe

Learners have positive relationships and connections with others, feel safe in their learning environments, and are resilient to withstand life's challenges.

Having material basics

Learners have materials to access and fully participate in education, and the resources to function well and actively engage.

Being healthy

Learners have their physical, developmental, psychosocial and mental health needs met, with resources provided to support their growth.

Learning

Learners are supported to be curious, creative and empowered life-long learners.

Participating

Learners are able to have a voice with their views taken into account and are involved in decision-making that affects them and their learning.

Having a positive sense of culture and identity

Learners have a positive sense of identity and belonging, and are optimistic about their future and success in learning.

Professional Practice
Respectful student behaviour

Promoting positive student behaviour and responding appropriately to unacceptable student behaviour supports a school to maintain a safe and supportive learning environment. Schools use a range of approaches to support and promote safe and respectful student behaviour when responding to unacceptable student behaviour schools use restorative practices and principles and consider the impact of any behavioural response on student learning.

The *Respectful Student Behaviour Policy* sets out behavioural expectations that support wellbeing and behaviour so all learners can succeed.

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

The Harmful Sexual Behaviour flowchart supports educators when responding to incidents or concerns of harmful sexual behaviour by a child or young person.

School Leaders:

- lead the implementation and ongoing development of the whole school approach to respectful behaviour and relationships
- engage the school community in working together for student outcomes
- maintain student data and records in the Student Support System (SSS)
- use self-reflection tools to make informed judgements about what is going well and to identify gaps
- collaborate with staff, students and the wider community to develop a common language in relation to behavioural expectations
- identify school personnel with defined responsibility to support staff to promote and support respectful behaviour and relationships
- communicate clearly the roles, responsibilities and actions that support the implementation of common approaches

- provide opportunities for staff, students and the community to develop clear understandings about respectful behaviour
- establish and communicate clear routines, procedures and behaviours that create a positive school culture
- 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

Teachers:

- intentionally teach behavioural expectations
- develop an holistic view of each learner
- empower students to meet expectations
- promote students' chances of academic success
- develop mutually respectful relationships with families
- effectively communicate teaching and learning outcomes through clear classroom expectations
- engage learners using quality pedagogy to maintain a classroom that is physically and emotionally safe
- use a range of strategies to acknowledge positive respectful behaviour
- respond rather than react to behaviours of concern
- use visual and verbal cues to communicate when behaviour is inappropriate
- coach students to understand typical responses to inappropriate behaviour
- tailor strategies to manage individual student behaviour
- record and report incidents in line with school and system priorities
- regularly check SSS and edi for updated student information
- are proactive in defusing conflict
- interact in ways that show clear separation of the student from their behaviour
- work with 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

Professional Practice
Social and emotional learning

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 being.

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

School Leaders:

- establish, model and promote our values and agreed expectations
- focus on student and staff wellbeing and safety to enhance learning
- build learning opportunities to enhance student understanding of social and emotional learning through curriculum and programmes such as: Respectful Relationships, the *Australian Curriculum – Personal and Social Capability and Health and Physical Education*; The *Early Years Learning Framework – Outcome 3: Children become strong in their social and emotional wellbeing*
- ensure processes are in place to monitor and respond to students requiring additional and targeted 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
- build staff capacity to deliver high quality social-emotional learning using evidence-based resources (BeYou)
- 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
- support staff in taking care of their personal wellbeing
- value the connectedness and collaborative capabilities of students, staff and the broader school community

Teachers:

- model respectful behaviour and relationships in and out of the classroom
- create positive and respectful classroom environments that are safe and facilitate learning success
- understand that student engagement is impacted by learners' social and emotional states
- explicitly plan for and teach social and emotional learning drawing from the *Respectful Relationships* resources and the *Australian Curriculum general capabilities*
- create a classroom where students can take risks, try new things, make mistakes and try again
- explicitly teach strategies that support respectful behaviour and acknowledge diversity
- provide opportunities for students to develop collaborative skills
- meaningfully acknowledge the positive things 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

SCHOOL LEADERSHIP (WHOLE SCHOOL ENVIRONMENT)

Professional Practice
Valuing diversity

Valuing diversity:

- is celebrating difference and learning from and with one another with an appreciation for the varying strengths and needs of each individual.
- is about ongoing improvement to address the gaps and barriers for students and families who are or may be marginalised.
- enables all students and families to have the right to have successful learning opportunities in environments that are inclusive, safe and supportive.

School Leaders:

- are aware of their own values and beliefs and how these impact on decisions and actions
- facilitate processes that enable all staff to connect with their own values and beliefs and the implications they have for valuing diversity
- embrace diversity and different perspective taking amongst students, staff, families and the learning community
- establish opportunities for effective communication with diverse families, including interpreters and outreach services
- are culturally responsive and recognise that families and individuals have different world views that may be connected to background, language, family structure and social or cultural identity
- assist teachers in the development of cultural competence and support teachers to develop classroom practices which are founded on strengthening relationships
- develop learning setting 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 learners
- collaborate with relevant support staff and services to access appropriate advice and support
- continually explore new approaches to engage and support learners
- identify key personnel with responsibility for supporting all staff to maintain a respectful

and inclusive learning environment
- enable professional learning that improves the educational outcomes of all learners
- regularly monitor and address the physical and affective environments to eliminate areas where exclusion can occur
- ensure all staff are familiar with and understand the legal requirements that mandate appropriate and fair treatment of all learners

Teachers:

- are culturally knowledgeable and sensitive, and respect diversity in the classroom
- select resources that portray diverse individuals and families as well as men and women outside of gender stereotypes
- work to ensure all students engage and experience success in learning
- take responsibility to provide meaningful learning programmes 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, in particular the Personal and Social Capabilities, Ethical Understanding and Intercultural Understanding
- differentiate the curriculum to address individual student learning needs
- 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
- practice culturally responsive pedagogy, recognising that students have differing backgrounds, language, family structures and social or cultural identities
- assist students in the development of cultural competence
- establish opportunities for effective communication with diverse families, including interpreters and outreach

SCHOOL LEADERSHIP (WHOLE SCHOOL ENVIRONMENT)

Professional Practice
Family and community partnership

"Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future."

There are many examples of models, programs and practices that develop positive family and community partnerships. The *Family Partnership Model* was introduced to the Department in 2016 to foster positive partnerships between families and schools. At the heart of the program is recognising and valuing the inherent knowledge and expertise of all families. The model supports learning settings to form trusting parent partnerships using highly effective communication skills and an evidence-based model of helping. This practice then builds on families' competencies to support decision making for empowerment.

School Leaders:

- are aware of their values and beliefs and how these influence their interactions with others
- understand that collaborative relationships across the learning setting and local community are the basis for collectively achieving positive learning outcomes for students
- value the diversity of families in the community and understand their preferred ways of interacting
- work to increase the degree to which families feel welcomed, informed, listened to and valued by nurturing connections with parents, carers and families
- partner with their School Association, parent groups and the broader community to create successful collaborations for improved student outcomes
- invite students, parents, carers and families to co-develop Learning Plans with students as necessary

- provide consistent messages about safety and wellbeing to parents, carers, families and the wider community
- work closely with parents, carers and families who are experiencing difficulty to facilitate access to support assistance
- work closely with other agencies in relation to students under guardianship and custody orders
- work closely with families and children experiencing domestic violence

Teachers:

- are aware of their values and beliefs and how these influence their interactions with others
- are considerate and courteous, and model respectful language and behaviour with families
- communicate openly and take a no-blame approach when raising concerns
- value and respect families as their child's first and most important teacher
- build trusting relationships with families and provide multiple opportunities for meaningful contact between home and school
- ask families to share their child's strengths and interests to inform their own understanding
- involve families in planning and decision making about their child's learning
- provide opportunities for families to participate in learning activities
- provide meaningful feedback to families to ensure the safety, health and wellbeing of all students
- report regularly to families with empathy, honesty and objectivity regarding student progress
- understand and work within regulatory requirements to support vulnerable students and students under guardianship and custody orders

Learning Cultures and Practice

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Learning Cultures and Practice

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

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

Positive respectful behaviour and relationships are modelled, explicitly taught and reinforced throughout all learning experiences. As for academic achievement, School Leaders and teachers set high standards of behaviour and attendance.

All staff have key responsibility for the whole school approach to respectful behaviour and relationships in all learning environments and shared spaces. This includes libraries, canteens, assembly halls and the playground.

It encompasses:

- regular class time
- specialist classrooms
- extra-curricular lesson times
- small group work
- parent help programmes
- flexible learning
- extension activities
- excursions
- work placement

It involves:

- leaders
- teachers
- support and administration staff
- relief, part-time and itinerant teachers
- families and the broader school community

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

ACROSS THE SCHOOL

- set high expectations for themselves and others whatever their role and wherever they are in the school
- ensure every student is the responsibility of every teacher and every member of the school community is responsible for the safety and wellbeing of all.
- are familiar with the policies, systems and processes that support respectful behaviour and relationships
- are positive and consistent in all interactions with students, families and other staff

AS A CLASSROOM TEACHER

- plan and implement well-structured programmes 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 relationships and apply responses for inappropriate behaviour.
- co-construct expectations and support strategies with the students
- maintain routines and procedures in the classroom that provide opportunities for students to practise positive respectful behaviours and relationships
- move around the learning space to connect and engage with each student as individual learners

- use voice and eye contact to interact with students
- adjust communication to suit different contexts
- offer positive directions e.g. 'walk' or 'stay with me' rather than 'don't run!'
- give brief rule reminders; use the common language of our values, whole school expectations or social prompt language e.g. 'don't take the bait'
- maintain a ratio of at least four positive interactions to every corrective one
- provide timely, effective and appropriate feedback to students so that students have clarity about their learning and next steps
- provide opportunities for students to put the feedback into action

ACTIVE SUPERVISION

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

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

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

EACH STUDENT IS AN INDIVIDUAL

Teachers treat learners as individuals. A whole school approach to respectful behaviour and relationships supports the diversity of all learners and puts into action strategies that ensure the student is always at the centre of the learning programme. As a classroom teacher:

- plan differentiated learning from endorsed curriculum that allow every student to have success with learning
- explicitly teach social skills and model appropriate behaviours and relationships
- activate and embed student voice in learning programmes
- ask students to identify 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.
- employ helping partnerships and support interventions to enable improvements in behaviours and relationships

LEARNING CULTURES AND PRACTICE

LEARNING CULTURES AND PRACTICE

Professional Practice
Student-centred planning

Student-centred planning works best with student voice and provides an opportunity to work proactively and respectfully with families.

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

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

School Leaders:

- take into account the diversity of the school community to ensure everyone is recognised and valued
- develop school-wide systems and practices that promote equity
- identify students requiring LPs and ensure that they are developed in collaboration with students, families
- ensure and mobilise resources to support personalised learning, taking into account specific educational adjustments
- develop meaningful learning opportunities that meet students' individual learning needs and pathways
- identify students who require targeted supports and ensure staff capacity in practicing differentiated teaching and learning
- 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
- ensure staff are familiar with and meet the legal and professional obligations that support student health, safety and wellbeing

Teachers:

- know their students well and have interactions with them to support their learning
- identify and resource students who may require educational adjustments specifically related to their social interactions at school
- partner with students and families to develop each learner's agency
- where needed collaboratively establish, maintain and review LPs
- team up with specialist staff to plan interventions and additional supports
- differentiate curriculum, instruction and the physical environment to support positive learner outcomes
- monitor student engagement and learning to inform planning using SARIS and ed*i*.
- provide opportunities for students to reflect on their own learning
- understand and work within relevant legislation, policies and guidelines

STUDENT SUPPORT SYSTEM (SSS)

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

Professional Practice
Behaviours of concern

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

Teachers:

- know the student and their capacity
- at the appropriate time and with supports where necessary, ask the key restorative questions:
  - What happened?
  - How did it happen?
  - What part did you play in it?
  - How were you affected?
  - How were others affected?
  - What do you need to do to make it right?
  - How can we repair the harm?
- keep a record of the behaviour noting what happened before the behaviour escalated, e.g. what happened earlier in the day; what happened immediately before
- use SSS to collect behavioural data to track trends and develop preventative approaches that reduce behaviours of concern
- edi reports are also useful for understanding behaviour.

RESPECTFUL SCHOOLS SUPPORT TEAM

RSST can provide advice, direction and support at a whole school level. This could include:

- Establishing and maintaining an inclusive, respectful culture
- Positive behaviour support
- Student engagement (Tier 1 and 2)
- Trauma informed practice
- Student support structures and processes

RSST can also provide advice, direction and support at an individual level. This could include:

- Observations and recommendations (behavioural, educational adjustments, learning plans)
- Collaborative team involvement and planning
- "At the shoulder support"

COUNTERING VIOLENT EXTREMISM

Carefully constructed learning environments that prioritise inclusion, engagement, resilience and positive health and wellbeing support young people to understand issues related to violence, crime, substance misuse and sexual exploitation.

Radicalisation towards violent extremism can have far reaching impact. In partnership with families, communities and other agencies, schools have an important role to play in prevention and early intervention.

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

LEARNING CULTURES AND PRACTICE

Professional Practice
Intentional teaching

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

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

School Leaders:

- promote student wellbeing and enhances a student's capacity to engage with their learning through intentional teaching of respectful relationships
- have a planned focus for respectful behaviour, and social and emotional learning
- actively support the whole school community to develop and put into action values of respect, tolerance and positive relationships
- ensure all staff have a deep understanding of the curriculum framework elements such as the practices of the *Early Years Learning Framework*, the general capabilities of the *Australian Curriculum* and Years 11 and 12 curriculum offerings
- 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 and relationships
- 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 and relationships
- 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

Teachers:

- recognise and support student agency that enables learners to be increasingly independent in their learning
- plan collaboratively for a whole school approach to respectful behaviour aligned to students' needs and school priorities
- facilitate environments in which every child has the opportunity to experience success with their learning
- know when to interpret inappropriate behaviours as communication of learning and other needs.
- incorporate the *Respectful Relationships* learning sequence and the *Australian Curriculum* general capabilities into their planning, pedagogy and practice
- plan and deliver differentiated learning opportunities that appropriately challenge and support students
- capitalise on opportunities to teach positive behaviour in meaningful, real-life situations
- include opportunities to explicitly teach about protective behaviours and help seeking, 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

INTENTIONAL TEACHING IS THOUGHTFUL, INFORMED AND DELIBERATE

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

Early Years Learning Framework, p 15

Professional Practice
Student engagement and retention

Learning opportunities need to engage students' socially, emotionally, and cognitively for them to be successful learners. Engagement is directly influenced by several critical factors including: positive and strong connections to staff, essential wrap around supports to enable students to access meaningful learning opportunities they are invested in and enabling students to be engaged with the community.

The *Student Engagement Guidelines* (due to be released early 2020) are designed to be used as a tool to both audit and guide the work you are doing in student engagement within your school. It should be used in conjunction with the *Guide for Inclusive Practice*.

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.

Flexible, responsive learning provision enables students to remain connected with school giving a sense of belonging and wellbeing. Flexible provision facilitates engagement in personalised learning when mainstream provision isn't, at this time, successful.

Flexible provision provides an engaging and relevant individualised learning pathway linking to potential career and study options.

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

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

Student Engagement

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

- cognitive engagement relates to a learner's investment in learning and is reflected in their intrinsic motivation and self-regulation.

- behavioural engagement refers to learners' participation in learning through attention, effort and persistence. This is inclusive of academic, social and extracurricular school and community activities. It is reflected in their attendance and adhering to behavioural expectations.

- emotional engagement encompasses students' emotional reactions in the classroom and in the school community. It is reflected in the relationships they have with their peers and teachers and their sense of belonging and connectedness, curiosity and interest

Student disengagement from education is when one or more of the above three engagement domains becomes compromised for a student. Students are at risk of disengagement from education when they experience barriers through life circumstances, school experiences and/or behaviours interfere with any or all of these components.

LEARNING CULTURES AND PRACTICE

School Leaders:

- understand and are able to facilitate the development of sound and engaging pedagogy and classroom practice amongst their staff
- build staff capacity using a strengths-based approach
- are genuinely interested in the personal lives of students and their families to promote learning success
- develop strong purposeful relationships across the learning community
- co-create a whole school shared vision for student engagement
- have a clear plan for school improvement and student support and regularly track student progress
- provide appropriate opportunities for student voice to be authentically involved in whole school decision making
- regularly visit classrooms, engage with students and display genuine interest in and knowledge of teaching and learning programmes
- facilitate programmes that engage students in innovative and supported learning
- develop a shared vision for eLearning and the role it has in staff and student learning
- actively 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
- build inclusive and responsive school settings where early intervention is a priority
- understand the continuum of supports and strategies that precede individualised provision
- are accountable for all learning provisions connected to their schools
- ensure that LPs are in place for students with an individualised learning provision
- ensure families are involved in the development of LPs and decisions around learning provisions for their child
- target resources, including human resources to facilitate individualised learning provision and the necessary interventions
- identify and resource key staff with responsibility for the oversight of student support provisions
- ensure key stakeholders regularly and collaboratively plan, monitor and review all learning opportunities for students

- build knowledge and capacity in learning provision within individualised programmes 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

Teachers:

- know that all students are capable learners and work from a strengths-based approach
- find out about students' interests, strengths, aspirations and needs, and what has successfully supported their learning in the past
- use this information to connect with, motivate and provide learning experiences that engage and promote learning success
- consider students' preferred ways of learning and provide differentiated opportunities for learning
- facilitate collaborative decision with students, provide opportunities for student voice to be heard whilst taking into account students' best interests
- have a wide range of identified strategies to connect with and motivate students
- enable students to persist and persevere with their learning despite challenges and setbacks
- use the curriculum expertly through pedagogies that provide learning opportunities for all students
- incorporate eLearning strategies to enhance the learning of students
- ensure that all students are able to make progress in their learning and are clear about their learning pathway
- involve students, families and the wider community to support teaching and learning

PROCEDURES FOR PLANNING OFF-CAMPUS ACTIVITIES

The *Procedures for Planning Off-campus Activities* provides staff with the procedures for planning off-campus activities. These requirements apply to all off-campus activities and must be adhered to all by all DoE staff.

Professional Practice
Modelling behaviour

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

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

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

School Leaders:

- clearly communicate high expectations for learning and behaviour
- demonstrate respectful behaviour and relationships through their interactions with staff, students, parents, carers, and families and the wider school community
- foster shared understanding of prompt, clear and consistent ways of behaving and address behaviours and relationships that are incongruent with our values
- know and appropriately select from a range of initiatives that promote positive behaviour
- ensure everyone is familiar with, and works towards, our *Department of Education* values
- provide opportunities for staff to learn from each other and refine their practices through quality professional learning
- monitor staff and student behaviour consistently in a range of forums and promptly address behavioural issues that are of concern
- consistently give 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
- make sound judgements that display empathy, genuine caring and consideration for people's circumstances

Teachers:

- model inviting, welcoming and inclusive verbal and non-verbal behaviours
- develop class expectations with students that align with the whole school vision and our *Department of Education* values
- construct environments that are responsive, 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 attentive, consistent, purposeful and trustful in their interactions to support student learning
- have visible prompts that remind students of agreements and boundaries
- clearly communicate behavioural expectations and procedures for dealing with conflict to both students and their parents

Conduct in the Workplace

Conduct in the Workplace 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.

Professional Practice
Duty of care and professional accountability

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

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

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

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School Leaders:

- lead whole school improvement, innovation and change
- set a lively culture of professional inquiry, goal setting, reflection and review
- set expectations around curriculum planning, teaching and assessing related to scope and sequence
- clearly communicate the high expectations around student 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
- effectively utilise the skills and expertise of professional support staff services to build collective capacity
- 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 and relationships

Teachers:

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

DUTY OF CARE FOR STUDENTS ON DEPARTMENTAL EDUCATIONAL SITES

The _Duty of Care for Students on Departmental Educational Sites_ procedure provides guidance to principals, managers, teachers and non-teaching staff on their duties and obligations to students' safety.

Professional Practice
Analysing and discussing student information

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 informs a culture of continuous improvement.

Analysing and discussing student information supports intervention-based data.

School Leaders:

- use school and system level data to inform school improvement planning and support a whole school approach to respectful behaviour and relationships
- refer to student data at all levels in the school improvement plan and implement processes to improve performance
- collaborate with families and a range of service providers to enhance student learning and wellbeing
- 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 readily 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
- 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

Teachers:

- know students' strengths, aspirations and needs
- are clear about where students are up to in their learning, the criterion for success and individual student learning goals
- 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 professional reports to inform planning for individual students
- maintain confidentiality of student information and data
- protect information received or discussed in confidence
- regularly monitor student achievement and provide timely 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, carers, families 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

Supporting All Learners

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Supporting All Learners

School leaders work collaboratively with their community to develop understanding and appreciation of diversity among all members. This is reflected in a whole school approach to respectful behaviour and relationships. Even when this is in place and working effectively, some students will require intensive, individualised behavioural and emotional support from time to time. For these students we provide a more intensive focus on student-centred planning and collaborative support. Explicit intervention, crisis prevention and de-escalation strategies may also be required in certain circumstances.

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

Some students may be under the care of the Department of Communities Tasmania and their case manager is the carer with whom teachers should collaborate with. We have formal arrangements with other agencies around information that we share in relation to these students. Some students may be named in family violence orders. All orders pertaining to children must be filed on the Student Support System (SSS).

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

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

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

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

Leaders and educators get to know and use the services of the student support staff that can support individual learners:

- Student Support Leaders
- Student Engagement
- Inclusive and Access Coordinators
- Autism Consultants
- Interagency Student Support Team
- Professional Support Staff (School Psychologists, Speech Pathologists, Social Workers)
- *School Health Nurse Program*
- Vision Services and Hearing Services

Leaders and educators who value diversity and support all students to learn:

- promote and support cultural awareness and learning
- facilitate inclusive learning environments where students can thrive and excel
- know their students—what capabilities, needs, family or social circumstances might impact on their academic achievement and wellbeing

- establish consistent and clear routines
- teach whole-school behavioural expectations
- teach and reinforce social and emotional skills
- differentiate the curriculum and align teaching strategies to cater for individual learning needs
- build positive relationships with students and between students
- maintain a ratio of at least 4:1 positive to corrective interventions
- team with students, parents, carers, families and support personnel to develop, implement and review learning plans and behavioural support as appropriate
- plan with teacher assistants to develop their understanding of differentiation and positive behaviour support
- enlist professional personnel to support individual students and their families
- recognise and remove triggers that might escalate a student'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.

GUIDE FOR INCLUSIVE PRACTICE

The *guide* has been developed to sit alongside the NSIT and provides elaborations against each of the domains. It has been written to support schools to inquire into their inclusive practices. Schools can consider and document evidences they have of inclusive practices and to use the guide to prioritise and plan the improvement actions.

Using the Guide

It is important to use this guide considering the needs of all students in your school community, and to look for evidences that demonstrate culture, policies and every day practices that are appropriate and sensitive to diverse individual needs. In using the guide, it is important to ensure that schools truly understand the "all" in inclusive practice and consider students;

- at risk of disengaging or who have disengaged from schooling
- impacted by trauma
- who are gifted and highly able
- diagnosed with a disability
- identifying as LGBTI
- from non-English speaking backgrounds,
- identifying as Aboriginal and/or Torres Strait Islander
- with carer responsibilities
- living in financial disadvantage
- with medical conditions
- with psychological conditions
- with complex behaviour presentations
- in Out Of Home Care (OOHC)
- in kinship care

Use the guide through the lens of each of these groups, and others you are aware of in your context.

Effective inclusive practices meet the needs of all students.

Trauma-informed practice

> *"When children experience multiple stressful or traumatic situations, their brains and bodies continue to function as though the threat remains. Traumatised children spend a lot of energy scanning their environments, looking for the threat. Their bodies stay in a constant state of alarm, and their brains are endlessly vigilant."*
>
> (Good Teaching Guide: Trauma Informed Practice, p.5, 2016)

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

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

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

Trauma-informed practice uses words that reflect: the behaviour is the focus not the child; shaping the behaviour to be more positive is the aim; the expectations are clear and shared through non-blaming and non-shaming communication.

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

For more information and resources on Trauma-Informed Practice visit the Australian Childhood Foundation, the DoE *Good Teaching Guide for Trauma Informed Practice* and the Making SPACE for Learning resource.

Student support services

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 disability. These teachers work collaboratively with classroom teachers, teacher assistants and other relevant support providers to plan for student learning. They provide 'at the shoulder' support to teachers working with students who have a disability and can provide advice and modelling regarding specific programs, resources and teaching strategies for inclusive learning. Support teachers are allocated to schools to support students with disability, not highest educational need.

RESPECTFUL SCHOOLS SUPPORT TEAM

A Respectful Schools Support Team (RSST) Leader has been allocated to all schools as a support for inclusive practice and contact can be made directly with the RSST Leader.

RSST can provide advice, direction and support at a whole school level. This could include:

- Establishing and maintaining an inclusive, respectful culture
- Positive behaviour support
- Student engagement (Tier 1 and 2)
- Trauma informed practice
- Student support structures and processes

RSST can also provide advice, direction and support at an individual level. This could include:

- Observations and recommendations (behavioural, educational adjustments, learning plans)
- Collaborative team involvement and planning
- "At the shoulder support"

RSST will consult and collaborate with Professional Support Staff, other Support Teams and external agencies as appropriate.

NB: While allocations have only been made to Primary, High, District High and Colleges. RSST can provide support with Child & Family Centres, Specialist Schools and Programs

PROFESSIONAL SUPPORT STAFF

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 enhance students; educational access, participation and achievement .

Every school has access to these professionals through their Learning Service.

STUDENTS UNDER CARE AND PROTECTION ORDERS

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

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

For support with interpreting the Students under Care and Protection Orders, contact Legal Services.

INTERAGENCY STUDENT SUPPORT TEAM

Safe Homes, Safe Families Team

The Safe Homes Safe Families Team works with school-based staff to support children impacted by family violence. Safe Homes Safe Families team members participate in regular Safe at Home Integrated Case Coordination meetings. This interagency forum provides opportunity to reinforce the needs of children when considering the support needs of families impacted by family violence.

The Student Wellbeing Team

The Student Wellbeing Team supports schools state-wide and has been established through the *Strong Families – Safe Kids Implementation Plan 2016–2020*. Their work involves supporting children who are impacted by abuse, neglect and/or family violence. Team members liaise closely with Child Safety Services colleagues. A key facet of the work of student wellbeing social workers is facilitating a cross-agency care team approach so as to collaboratively identify and address the safety and wellbeing needs of children and families.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) TEACHERS

The EAL Program provide resources, advice and strategies in schools for identified students. EAL Program teachers support newly arrived and migrant students in their acquisition of English and access to the mainstream curriculum. An important role of the EAL Program teachers is to also build capacity in school staff to support the language acquisition of EAL students in their classes. Intensive English programs may be delivered to small groups or individuals in the form of targeted intervention as a withdrawal program and/or within the mainstream classroom. EAL Program teachers work in collaboration with class teachers and the school principal to guide the language acquisition of students and to develop appropriate programs and practices that enable students to become independent learners as they develop their capabilities toward academic English.

MULTI-LINGUAL TEACHER ASSISTANTS (MTAS) AND TEACHER ASSISTANTS (TAS)

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

Some schools receive additional funding from the EAL Program for TAs to work with EAL students. TAs assist the classroom teacher to cater for the needs of newly arrived EAL students. The EAL Program provides professional learning for TAs.

ABORIGINAL EDUCATION SERVICES

Aboriginal Education Services (AES) supports child and family centres, schools, colleges to develop practices and environments that improve educational outcomes for Aboriginal students and enable all learners to deepen their knowledge of Aboriginal people in Tasmania. Through engaging with the world's oldest continuous living culture, learners will understand that contemporary Tasmanian Aboriginal people are strong and resilient, with a rich and dynamic culture.

The Aboriginal Early Learning team consist of Aboriginal Early Years Education Workers who are based in Child and Family Centres (CFCs) around the state. Aboriginal Early Years Education Workers liaise closely with families of Aboriginal children from birth to four years of age to engage their children in a wide range of planned activities and programs.

The department employs Aboriginal Education Officers (AEOs) and funds schools to employ Aboriginal Education Workers (AEWs). AEOs and AEWs play an important part by providing education for staff, students and the Aboriginal

community. An understanding of local culture and strong community ties contribute to the improvement of educational outcomes for Aboriginal and non-Aboriginal students. AEOs and AEWs support teachers and Aboriginal students in the areas of academic achievement, participation, attendance, retention, and transition points. This includes pathways to post-school options and in contributing to a rich curriculum inclusive of Aboriginal content and perspectives across the curriculum.

STUDENT SUPPORT LEADERS

Support high level student support issues, which may include direct support or assistance in pathfinding to organise the appropriate student support team/staff/programs.

STUDENT ENGAGEMENT

Lead the Learning Services work around the Department Goal of Access, Participation and Engagement. This includes specific oversight of the continued development of Tier 3 and 4 programs in Schools through the Steering Committee.

AUTISM CONSULTANTS

Autism Consultants work in Schools across the state, supporting students with Autism. They work with teachers and school teams to build systemic capacity to deliver ongoing and improved educational outcomes for students.

SCHOOL HEALTH NURSES

School Health Nurses support schools to create a physical and social environment that promotes health and wellbeing and assists to improve the health and education outcomes for children and young people in Tasmania.

Individualised learning

LEARNING PLANS

The primary purpose for Learning Plans (LPs) is to provide a framework and guide for the student's learning program based on co-created student, family and school goals. The LP is a written plan that is stored in the Student Support System (SSS) with other relevant professional reports and observations. The LP is used to describe, document, review and report on the student's strengths, interests, and goals. It must include current capabilities, cultural connections where relevant, educational adjustments and supports, and key teaching and learning strategies. Specialist staff are also consulted where necessary to develop the LP.

The LP refers to both the process and the associated documentation that informs the education for a number of students such as those who:

- have disability and requires educational adjustments above quality differentiated teaching practice
- are gifted (students who have been accelerated or gained early entry to school on the basis of being gifted)
- identify as Aboriginal and/ or Torres Strait Islander
- are under Care and Protection Orders
- are engaged in a flexible learning program, including Tier 3 and Tier 4 programs
- have English as an Additional Language

TRANSITION

Successful transition requires collaboration and shared understanding. Transition planning should take into account the student and their family and provide a sense of belonging and being valued.

Significant transitions for students may include:

- Transition to school or readiness for school
- Transition from one school year to another
- Transition from primary school to high school, then high school to college
- Transition from one school to another
- Transition to further education or employment

For some students transition can be complicated by the social, emotional and physiological changes that can impact on their learning. School stakeholders that understand how these changes effect students are better placed to provide support to make positive adjustments to their new educational setting.

Strategies to assist in a successful transition may include:

- Personalised transition plan made in collaboration with all stakeholders including the family
- Facilitating necessary adjustments
- Supported orientation visits to new setting
- Building positive relationships in new setting prior to transition and sustaining these after transition
- Ongoing parent involvement
- Sharing information with all stakeholders
- Allowing sufficient time for the transition process to suit the needs of the student

Further advice and information regarding transition planning is available on Inclusive Schools Canvas space.

Professional Practice
Collaborative support

Collaborative support for students with behaviours of concern:

Collaborative support for students with behaviours of concern requires a team approach to support wellbeing and 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 students and families are empowered to contribute to meeting their child's learning needs.

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School Leaders:

- understand that some 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 behaviours of concern
- ensure that there are regular opportunities for evaluation and review of practices and programmes
- provide access to specialist staff and student support services
- identify and support key staff with specific responsibilities for students with significant challenging behaviour
- regularly review behaviour data to inform decision making
- maintain a comprehensive knowledge of and regular connection with the school community
- ensure all staff are aware of their legal obligations and their collective responsibilities in supporting students
- undertake risk assessments and establish

De-escalation Response Plans/positive behaviour support plans as appropriate

Teachers:

- are committed to the whole school approach to respectful behaviour and relationships
- 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 relationships and positive interactions
- develop positive relationships with and between all involved in the students' learning, especially families
- 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
- partner with students, families to develop LPs for students with behaviours of concern
- 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

Professional Practice
De-escalation response planning

The process of creating a De-escalation Response Plan (DRP) allows staff to describe and respond to complex student behaviour. An individualised DRP gathers detailed descriptions of student behaviour, strategies to employ and triggers to avoid. Additional supports Additional supports may include counselling, differentiated classroom practice, referral to specialist support services or a highly individualised learning programme for students whose education is significantly disrupted.

School Leaders:

- regularly review the effectiveness of whole school structures that support respectful behaviour and relationships
- provide flexible support options for staff
- 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 DRP/positive behaviour support plan
- ensure that DRP/positive behaviour support plans align with the whole school approach to respectful behaviour and relationships 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 DRP/positive behaviour support plans
- communicate with families 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
- 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
- ensure respectful and objective language is used when recording behaviour
- follow processes and protocols in communicating serious and high level incidents to Learning Services
- know the Security and Emergency Management Procedures
- download and be familiar with the DoE Security and Emergency Management app and encourage those on the leadership team to do the same

Teachers:

- build positive and respectful relationships with and between students and others including families
- have high expectations of their students and explicitly teach social and emotional skills
- know the students who may require an individual DRP/positive behaviour support plan
- collaboratively work with specialist staff to develop, implement and review individual DRP/positive behaviour support plans and include families
- recognise and remove known triggers
- work within the model for preventing and de-escalating crisis (appendix 5) 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 support the student to return 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

DE-ESCALATION RESPONSE PLAN (APPENDIX 1)

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

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 teaches 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.

Professional Practice
Respectful relationships

All students, staff and families 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:

- 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 further detail and a list of the relevant legislation.

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

Teachers, students, families, 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.

School Leaders

- understand relevant legislation
- have robust policies in place that address inappropriate behaviours in open, supportive, respectful and connected ways
- 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 services available to support students
- develop a team with support staff, other agencies and organisations when necessary to support individual students
- tackle issues and make changes that promote, support and grow an environment that is welcoming, safe and supports all members of the community to feel included
- create a strong school culture promotes diversity, inclusion, belonging and engagement, regardless of background, capability or need
- model, recognise and celebrate positive behaviours
- develop a shared understanding of respectful behaviour and relationships
- empower the school community to work collaboratively to tackle incidents of inappropriate behaviour and find positive solutions.
- are aware of teacher, classroom, student and family dynamics and use evidence-based strategies to target resources and support as appropriate.

Effective teachers:

- have a responsibility to work within the agreed whole school approach and plan for learning about positive, respectful behaviours and relationships
- 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.

- notice when there is a change in behaviour which interferes with their ability to learn effectively

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

Children and young people 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."

RESPECTFUL RELATIONSHIPS EDUCATION

The Tasmanian Department of Education maintains a whole-of-system, research based approach to developing and maintaining respectful relationships education.

This approach is supported by an online and publicly available resource package, incorporating teaching and learning sequences, strategies, processes and skills to guide schools and communities in the explicit teaching of respectful relationships education.

Professional Practice
Bullying

The national definition of bullying for Australian schools says:

> *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.

When there is a misuse of power in relationships and inappropriate behaviour that is intentional sustained and harming towards an individual or a group it is bullying.

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

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

Bullying behaviour can be categorised as:

- physical e.g. hitting, punching, spitting, scratching
- verbal e.g. threats, teasing, name calling, abuse, putdowns
- social e.g. excluding, making inappropriate gestures, alienating, starting rumours

School Leaders:

- value diversity and appreciate the rich learning opportunities it brings to school life
- work with their school community to challenge bias and maintain inclusive school cultures
- develop, implement, evaluate and review a school based Anti-bullying policy as part of their Respectful Student Behaviour Policy
- consistently reinforce the message that bullying is not acceptable
- develop a whole school approach that is multi-faceted rather than focused on a single component
- promote awareness of bullying in the school community and communicate regularly using consistent language
- ensure teachers have effective classroom supports and resources
- promote a positive school environment that provides safety, security and support for students, staff and families
- actively engage with resources to develop and review whole school practices aimed at promoting respectful schools
- provide opportunities for developing social and emotional learning
- reinforce effective communication strategies and problem solving skills for staff, students and families
- minimise the risk from all types of harm

Teachers:

- provide a model of appropriate behaviour and encourage empathy and respect
- have strategies to deal with bullies and bullying
- respect, listen and understand students' feelings
- appreciate that individual students will respond and act differently to bullying
- understand that bullying behaviour arises from a power imbalance leading to distrust, fear, misunderstanding, lack of knowledge or jealousy
- encourage students to share problems and get helpful advice from 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

BULLYING STOPS HERE

Funded through the Tasmanian Government's *Combatting Bullying initiative*, Bullying Stops Here contains information and resources for school leaders, teachers, students and families. Content includes articles, videos, webinars, infographics, teacher tools and a student leadership resource.

Be alert to the signs:

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

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

Bullying is not:

- 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 families.

It is the teacher's responsibility to identify concerns, explicitly teach skills to victims and bullies, and take action to 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 RSST Team

Professional Support Staff

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 families

Consult Learning Division staff

SUPPORTING ALL LEARNERS

Professional Practice
Cybersafety

Cybersafety is being able to use electronic forms of communication safely, securely and with skill, confidence and knowledge to enhance personal, work, leisure and family lives.

Cyberbullying is online bullying of a person or group. Cyberbullying can spread fast and be hard to delete.

Cyberbullying can involve:

- abusive texts and emails
- hurtful messages, images or videos
- intimidating others online
- excluding others online
- nasty online gossip and chat
- sending provocative or sexual photos, messages or videos

School Leaders:

- consider school-wide e-security and implement plans for consistent expectations around technology use
- seek guidance from local Information and Technology Services and other authoritative sources about the use of content filters and other technological tools that 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 families 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, families 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

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

eSAFETY EDUCATION

The eSafety Commissioner's Office has prepared a wide range of tools and online resources to help educators to maintain safe online environments.

This includes classroom resources organised by year level. Their virtual classrooms, webinars and video resources are another useful tool. The eSafety checklist for schools is a useful way of identifying online risks.

Professional Practice
Respectful use of digital technologies

A large part of young peoples' communication is online. Often relationships are initiated and developed online. Young people may not be aware of the risks and consequences of posting information online. Sexting is defined in most Australian law as using the internet or a phone to share naked or sexual images or videos. Young people may not understand that their digital practices, such as sexting and posting images, can be manipulated or used to humiliate and denigrate. We have a responsibility to promote behaviours that are safe and respectful.

School Leaders:

- ensure school approaches are contextualised to suit their school communities and are situated within a values-led framework
- address the impact of sexting and the digital circulation of inappropriate images through a whole school approach including in policy, procedures, curriculum and parent and community partnerships
- support their communities with education about these issues and how they are being addressed
- make available professional learning and resources for educators to address sexting and the digital circulation of inappropriate images within the context of respectful relationships
- ensure teachers have the knowledge, understanding and confidence to support and address these issues
- draw upon the expertise of professional support staff as appropriate
- establish procedures for involving Learning Services when students' online identity has been compromised through the sharing of inappropriate images
- establish a cybersafety contact person to provide guidance to students and parents on issues concerning student safety and wellbeing
- educate students and families about the appropriate use and risk of personal information online
- identify vulnerable students, including those who take greater offline risks or behave inappropriately offline.

Teachers:

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

RESOURCES

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

Alannah & Madeline Foundation

The Alannah & Madeline Foundation is one of Australia's most respected children's charities and is dedicated to protecting children from violence and its devastating impact.

The Foundation cares for children who have experienced or witnessed serious violence; reduces the incidence of bullying, cyber bullying and other cyber risks; and advocates for the safety and wellbeing of children.

Be You

Be You provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health.

Bullying. No Way!

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.

eSafety Education

The eSafety Commissioner's Office has prepared a wide range of tools and online resources to help educators to maintain safe online environments.

eSafety Education includes classroom resources organised by year level. Their virtual classrooms, webinars and video resources are another useful tool. The eSafety checklist for schools is a useful way of identifying online risks.

Fairer World

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

Kids HelpLine

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

Phone: 1800 55 1800

Making Multicultural Australia

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

MYTERN

MYTERN is a program helps students create emotional intelligence, health and resilience at any stage of their development.

Positive Detective

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

Racism. No Way!

Racism. No Way! aims to tackle racism in Australian schools by providing teachers, students and families with games, research and lesson ideas that explore the causes and effects of racism for practical use in the classroom.

rightsED

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

SPEAK UP! Stay ChatTY

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

Stay Smart Online

Stay Smart Online is the Australian Government's cybersecurity website. The website is hosted by the Department of Broadband, Communications and the Digital Economy and has received input and support from a range of other Australian government agencies that have related responsibilities.

The National Centre against Bullying

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

Student Wellbeing Hub

The Student Wellbeing Hub is a space for educators, parents and students who aim to build safe, inclusive and connected school communities. It includes resources and strategies for primary and secondary teachers including the Australian Student Wellbeing Framework and the School Wellbeing Check.

Think U Know

Think U Know, a web resource developed by police, has information for schools and families about reporting inappropriate behaviour within the online space.

Working It Out

Working It Out is Tasmania's gender and sexuality support and education service. It delivers the 'Valuing Diversity' Framework, which provides schools, principals, and staff with practical support, factual information, and resources to foster inclusive school communities.

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

The term 'LGBTI' includes lesbian, gay, bisexual, transgender and intersex and other sexuality, sex characteristics and gender diverse people and communities.

This term is intended to be as inclusive as possible and encompasses the entire continuum of sex, sexuality, gender identity and physical characteristics.

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

Every person has inherent dignity and value. Human rights help us to recognise and respect this in ourselves and in each other. All students should be able to attend school free of verbal or physical harassment. Bullying on the basis of sexuality is a common experience for young people who are same sex attracted or for those who may not behave according to gender stereotypes.

Set expectations high for respectful behaviour and at every opportunity make it clear that bias and discrimination will not be accepted.

Diversity after all is what makes our school communities vibrant.

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School Leaders:

- ensure the school is informed about its obligations under the *Tasmanian Anti-Discrimination Act (1998),* the Department's *Discrimination and Harassment Policy,* the *Guidelines for Supporting Sexual and Gender Diversity in Schools and Colleges,* and the *Tasmanian (Marriage and Gender Amendments) Act (2019)*
- 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

Teachers:

- are informed – they read, research, ask questions and discuss the issues in open ways which promote mutual understanding
- include representation of LGBTI diversity across the curriculum, resources, displays and daily conversation
- 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
- keep in mind that gender and sexuality are not binary
- provide appropriate responses to correct inappropriate statements and 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

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. (*Guidelines for Supporting Sexual and Gender Diversity in Schools and Colleges*, p. 3)

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.

GUIDELINES FOR SUPPORTING SEXUAL AND GENDER DIVERSITY IN SCHOOLS AND COLLEGES

Guidelines for Supporting Sexual and Gender Diversity in Schools and Colleges outline our commitment to ensuring that education is free from discrimination, harassment and bullying based on sexual orientation and gender identity.

WORKING IT OUT

Working It Out is Tasmania's gender and sexuality support and education service. It delivers the 'Valuing Diversity' Framework, which provides schools, principals, and staff with practical support, factual information, and resources to foster inclusive school communities.

Professional Practice
Young carers

Young Carers are people up to 25 years old who provide unpaid care and support to family members or friends with a disability, a physical or mental illness or who are aged. Young carers often perform tasks not normally undertaken by children of their age. These caring responsibilities can sometimes impact on their ability to attend school or have a 'normal childhood' experience.

Young carers tend to be a hidden cohort, choosing not to disclose their carer responsibilities to teachers or school support staff. Sharing this information may be deeply personal and young carers often wait until they find a staff member they can trust before discussing their circumstances.

While some young carers may choose not to disclose their caring responsibilities, others may not realise that they perform a caring role. This can be because they have always been a carer at home or that the role has developed over time as necessary in their family. Other reasons for not disclosing a child's role as a carer is the fear that the young person or other children could be removed from the family unit if the extent of their caring responsibilities becomes known.

Young carers are best supported through inclusive educational practices, ensuring that their needs are met so that these students are able to engage meaningfully with the curriculum.

While there is no single indicator that a student may be carrying out caring responsibilities, there are a number of signs that might be displayed by a student in a caring role, these include:

- being constantly tired, permanently worried or anxious
- persistent lateness to class
- homework appears to have been rushed, is lacking content or is regularly not completed
- missing school or single classes with no explanation or prior warning
- disengagement from other students or classroom activities
- little or no involvement in extracurricular activities, after school events or sports.

School Leaders:

- recognise that the responsibility of being a young carer can affect their education and schoolwork

- establish supportive learning environments where students are listened to and their needs are met
- are aware of the internal supports and referral pathways available to young carers
- implement whole school approaches to positive and holistic mental health and wellbeing
- regularly monitor student wellbeing
- inform themselves of the situations of their students and enquire into their wellbeing
- are skilled communicators and are prepared to discuss these issues sensitively, with respect for confidentiality and from place of mutual respect
- if a young carer or their family consents, share information about caring responsibilities with appropriate teaching staff, especially when a student transitions from one year level to the next or moves schools
- provide inclusive practices training for staff.

Teachers:

- get to know their students, are approachable and treat them with respect
- are aware of the sensitivities involved in the disclosure of personal information and maintain confidentialities as appropriate
- regularly check in with students to ensure their wellbeing
- recognise that there is a degree of flexibility required to support young carers and keep them engaged in learning and offer flexibility with homework and assignment deadlines
- use Individual Learning Plans to support young carers who have additional learning needs
- provide avenues for young carers to contact home when needed
- understand the need for young carers to have time out from the classroom and allow for young carers to access quiet spaces for rest

External Resources

- *Student Carer Guidelines*
- Carers Tasmania
- Young Carers Network

Professional Practice
Harassment and discrimination

Harassment is any form of behaviour that is unwanted, offends, intimidates or creates a hostile environment. The essential point in any type of harassment is that it is unwelcome, uninvited, unreciprocated and usually repeated.

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.

School Leaders:

- set high expectations for respectful behaviour and relationships in their schools which take into account differences
- are familiar with discrimination and harassment policies, processes and legislation
- include harassment and discrimination as a central component of the whole school approach to respectful behaviour and relationships
- 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 mutual understanding
- use newsletters and other communication forums to make families 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

Teachers:

- model positive social values and behaviours which display high degrees of mutual understanding
- explicitly teach strategies which help students to deal with harassment and discrimination
- actively seek opportunities to build understanding of difference into the curriculum
- encourage discussion and dialogue in their classroom to promote mutual understanding
- 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 families and students in their class who suffer from or are perpetrators of harassment and discrimination

VOICES OF AUSTRALIA

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

www.humanrights.gov.au

Professional Practice
Violence and aggressive behaviour

Aggressive behaviour leading to violence includes:

Physical aggression: hitting, slapping, kicking, biting, pushing, grabbing, pulling, shoving, beating, etc.

Verbal aggression: use of hostile words to insult, threaten, anger or intimidate.

Indirect aggression: attempting to harm by spreading rumours, attempting to humiliate, excluding the victim from a group.

Proactive aggression: unprovoked aggressive acts.

Reactive aggression: aggressive acts that occur as a result of provocation.

School 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 strategies and practices are in place for teachers to record incidents which include violent or overly aggressive behaviour
- provide opportunities for professional learning and resources to support ongoing learning about violent and aggressive behaviour
- perform a risk assessment to identify areas of the school where violence may be more easily perpetrated
- raise awareness of rights, responsibilities and legal obligations amongst staff and students
- establish procedures for involving Learning Services and police support when staff or students are subjected to acts of violence at school
- liaise and work with the families of students who suffer from or are perpetrators of aggressive and violent behaviour including domestic violence

Teachers:

- teach and model pro-social values which promote respectful behaviour and relationships
- provide alternatives to aggression and violence as ways of resolving conflict
- recognise and acknowledge positive interactions and modes of conflict resolution in their classroom
- access resources to support ongoing learning about aggression and violent behaviour
- look for opportunities to include protective behaviours and personal safety into the teaching and learning programme
- 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

Ongoing intervention and learning:

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

It is important to note that children displaying violent behaviours may be impacted by family violence in their homes.

Violence prevention programmes delivered to individuals and groups are likely to have lasting short- and long-term benefits. Be You provides resources to support the journey.

Professional Practice
Suspected family violence

Family Violence is when someone intentionally uses violence, threats, force or intimidation to control or manipulate a family member, partner or former partner.

Family Violence is characterised by an imbalance of power.

Statistics show that women experience domestic and family violence at far greater rates than men.

Women and children often live in fear as a result of the abuse used by the perpetrator to maintain control over their partners and families impacting on their well-being and educational outcomes

Key determinants of family violence are gender stereotypes and rigid beliefs of masculinity and femininity.

Promoting empathy and respect can prevent violence in family relationships.

School Leaders:

- know their students and their families, including the family structure and circumstances and monitor families who may be struggling
- establish supportive learning environments where students are listened to and their needs are acted on
- know and understand their legal responsibility around mandatory reporting of suspected physical or emotional abuse
- ensure their staff understand the process in the school for mandatory reporting of suspected physical or emotional abuse
- ensure staff have access to appropriate and suitable professional learning in a timely and proactive way
- have strategies in place to support students who may be in families where violence and abuse is suspected
- ensure there is an identified adult support person in the school for any students suspected to be in a home where there is violence or abuse
- ensure school and classroom routines and procedures support students during times of vulnerability

- ensure that families at risk have opportunities to connect with professional support staff
- facilitate integrated and collaborative interventions with a range of support professionals (including professionals from other agencies)
- allocate resources in a flexible, supportive manner inclusive of ongoing and emerging issues
- facilitate and lead their school communities in developing their school as safe, supportive and respectful teaching and learning communities that promote student wellbeing
- collect and analyse data to identify what is being addressed and areas for improvement using the Respectful Relationships program school audit tool

Teachers:

- know their students and families including their family structure and circumstances
- understand that the strengths and needs of all students and their families should be supported and encouraged
- build positive and supportive relationships
- monitor students who may be at risk and intervene as necessary
- develop learning environments that support opportunities for all students to express themselves and have their needs met
- manage protective disclosures in a supportive, reassuring way while attending to mandatory reporting requirements
- model respectful behaviour and relationships in all of their interactions with students, staff and parents
- educate students about characteristics of respectful relationships and how to manage relationships where they feel uncomfortable or unsafe
- know and understand the process in the school for mandatory reporting
- comply with the school and department policies and requirements in relation to mandatory reporting
- comply with school strategies to support students who may be suspected of being in a violent or abusive family situation

SUPPORTING ALL LEARNERS

- ensure classroom and whole school routines work in support of the student's vulnerability and take into account the student's family circumstances
- work in partnership with families (where possible), other staff and services to provide a flexible and responsive learning programme for the student

Mandatory Reporting

Under the *Children, Young Persons and Their Families Act 1997*, all DoE staff and volunteers are mandatory reporters and must report known or suspected cases of child abuse or neglect to Child Safety Services (previously Child Protection).

If a DoE employee or volunteer knows, believes, or suspects, on reasonable grounds, that a child is suffering, has suffered or is likely to suffer abuse or neglect (this includes through physical, psychological and emotional impacts of family violence), they have a responsibility to take action.

Any reasonable belief, suspicion, or knowledge of a child suffering abuse or who is at risk of abuse should make direct contact to Strong Families, Safe Kids Advice and Referral Line 1800 000 123 (ARL) or make an online notification. More information is provided in the following documents in the *Legal Issues Handbook*.

SUPPORT FOR FAMILIES

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

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

Professional Practice
Suspected child abuse and neglect

MANDATORY REPORTING

Under the *Children, Young Persons and Their Families Act 1997*, all DoE staff and volunteers are mandatory reporters and must report known or suspected cases of child abuse or neglect to Child Safety Services (previously Child Protection).

If a DoE employee or volunteer knows, believes, or suspects, on reasonable grounds, that a child is suffering, has suffered or is likely to suffer abuse or neglect (this includes through physical, psychological and emotional impacts of family violence), they have a responsibility to take action.

Any reasonable belief, suspicion, or knowledge of a child suffering abuse or who is at risk of abuse should make direct contact to Strong Families, Safe Kids Advice and Referral Line 1800 000 123 (ARL) or make an online notification.

School 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 the principal, their delegate, the school social worker or by contacting Strong Families, Safe Kids Advice and Referral Line for facilitated training
- 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

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
- work in partnership with families, other staff and services to provide meaningful, flexible and responsive learning opportunities
- develop a learning plan as appropriate
- work with Strong Families, Safe Kids case workers to support students under Care and Protection Orders
- participate in annual mandatory reporting professional development sessions provided by the school
- know and understand the process in the school for mandatory reporting

MANDATORY REPORTING

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

More information is provided:
1. Child Safety Service
2. Legal Issues handbook

Professional Practice
Youth suicide postvention

Postvention is an intervention conducted after a suicide, largely taking the form of support for the bereaved (family, friends, professionals and peers).

Being prepared for critical incidents with a critical incident school-based plan allows schools to provide a timely coordinated response to help minimise the impact of complex trauma events such as youth suicide.

School leaders are encouraged to refer to the Department of Education *Critical Incident Procedures* and seek advice provided by Professional Support Staff.

School Leaders:

- are familiar with, and adhere to, the Department of Education *Security and Emergency Management Procedures* and the Department of Education *Critical Incident Response Procedure Document*
- develop a Critical Incident (CI) school based plan and an emergency response staff team with the support of an agency such as Be You
- note within the plan important steps and supports, including when and how to liaise with the bereaved/affected family with sensitivity and compassion
- implement whole school approaches to positive and holistic mental health and wellbeing
- regularly monitor staff and student wellbeing
- work closely with professional support staff (school psychologists and social workers) to ensure all staff are equipped to work through critical incidents and emergencies
- give staff the option not be involved in supporting students if their own wellbeing is at risk
- inform staff they can access support through the Employee Assistance Program
- ensure that staff know they can always get advice before proceeding with a course of action
- let staff know they can bring back to the leadership team difficult experiences and questions they may have

- in conjunction with school psychologists and/or social workers, promote appropriate information to students and families regarding local services and agencies.

Teachers:

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

CRITICAL INCIDENT RESPONSE PROCEDURE DOCUMENT: RECOGNISE, RESPOND, REFER, REVIEW

"A critical incident is defined as an incident, or series of incidents, in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions, which have the potential to overwhelm the ability of the individual, group, system or community to function either at the time or later."

For more information, refer to DoE's *Critical Incident Response Procedure Document*.

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Useful Links and Resources

The following resources have been identified through consultation and may provide information useful in learning environments to meet an identified wellbeing need. This is not an exhaustive list and there are other evidence informed resources available. Over time, this list will be updated and critical questions will be developed to assist in identifying quality approaches that achieve positive wellbeing outcomes.

Resource titles are hyperlinked.

Calmer Classrooms

Respectful Relationships Teaching and Learning Package

The Zones of Regulation

Child and Student Wellbeing

Berry Street

Alannah & Madeline Foundation

Daring Classrooms

A Fairer World

Australian Curriculum General Capabilities

Working It Out

SPEAK UP! Stay ChatTY

BeYou

Practical Resources to support Respectful Schools

KEY CONTACTS

For a full list of key contacts and support details, please refer to the Student Support homepage

A summary of the key contacts is provided below:

Autism	2019 Autism Consultant Referral Form
Assistive Technology	ICT Funding Application
Disability	Resourcing to Schools
English as Additional Language	EAL Guidelines
Support Teacher Role	Support Teachers
Support with Behaviour	Professional Support Fact Sheet
Support with Learning	Professional Support Fact Sheet
Therapy in Schools	Therapy In Schools
Tier 3 and Tier 4 Program	Student Engagement
Wellbeing and Safety Concerns	Click here for contacts
	Referral form for Student Wellbeing Team

PRACTICAL RESOURCES TO SUPPORT RESPECTFUL SCHOOLS

1. Department of Education Respectful Relationships Education
2. Taking action keeping Safe–NSW www.schools.nsw.edu.au
3. Australian Curriculum General Capabilities www.australiancurriculum.edu.au
4. Department of Education–policies, procedures and guidelines www.education.tas.gov.au
5. Department of Education–Respectful Schools–Supporting Student Need www.education.tas.gov.au
6. Department of Education–legal Issues handbook www.education.tas.gov.au
7. The Early Years learning Framework www.education.gov.au
8. State Service Code of Conduct www.thelaw.tas.gov.au
9. Be You

Appendices

APPENDIX 1: DE-ESCALATION RESPONSE PLAN EXAMPLE

De-escalation Response Plan (DRP)   Student's name: ....   Date:

Calm	Stage 1: Escalation	Stage 2: Crisis Level	Stage 3: De-escalation	Stage 4: Recovery
When everything is going OK	Intervention goal: Defuse stress and return to equilibrium	Intervention goal: Prevent further escalation, keep people safe, support de-escalation	Intervention goal: Support self control, re-engage	Intervention goal: Evaluate / Refine, organise/structure, teach skills
Behaviour signals: • Engages and focuses, co-operates • Follows expectations and routines • Accepts acknowledgements • Initiates positive interactions • Able to ignore distractions	**Behaviour signals:** • Disengages, is distracted • Increases movement • Verbally aggressive, argues, provokes • Damage to property	**Behaviour signals:** • Out of control • Physical aggression, threats, shouting/screaming • Damage to property • Runs away • Self-injury, curled up, rocking	**Behaviour signals:** • Withdrawn, sleepy • Confused, unfocused • Denies or has difficulty remembering crisis • Blames, avoids topic • Beginning to respond to directions	**Behaviour signals:** • Withdrawn, subdued • Eager to do soothing activity, spend time alone • Exhausted • Attempt to 'make good' • Avoiding direct discussion
Strategies: • Teach whole school behavioural expectations • Teach social and emotional skills • Structure the academic and social learning environments for high rates of learner success • Teach routines for re-location 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 • Predictability	**Strategies:** • Pause to calm yourself • Move slowly and purposefully, minimize body language and movement • Use the student's name, use a calm and respectful voice • Use non-confrontational, limit-setting language/ procedures • Follow through • Provide reasonable options and choices • Give space (teacher proximity), allow movement	**Strategies:** • Focus only on safety • Follow your school's emergency procedures eg. call for support from senior staff • Write and follow a script • Non-threatening posture • Step back (proximity) • Praise when the student starts to display positive behaviour • If necessary, remove yourself and others from the situation • Keep your distance - proximity • Check the student has a clear path to exit the situation • Scatter the environment to prevent physical injury • Monitor your own responses, focus on calming yourself (deep breaths) • Remember the only behavior you can control is your own	**Strategies:** • Keep audience away • Observe quietly rather than talk • Monitor from a distance • Allow time • 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 eg. 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 • Focus on routines • Support student reflections on their behavior making connection with school wide behavior 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 • Reshape and teach replacement behaviours
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 • Judgmental comments, threats or anything that could lead to further escalation	**Avoid:** • An audience • All possible triggers and maintaining responses • 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 responses • 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 others that refer to the individual	**Avoid:** • An audience • Moving into recovery mode too early

APPENDIX 2: DE-ESCALATION RESPONSE PLAN TEMPLATE

Calm	Stage 1: Escalation	Stage 2: Crisis Level	Stage 3: De-escalation	Stage 4: Recovery
When everything is going OK	**Intervention goal: Defuse stress and return to equilibrium**	**Intervention goal: Prevent further escalation, keep people safe, support de-escalation**	**Intervention goal: Support self control, re-engage**	**Intervention goal: Evaluate/Refine, organise/structure, teach skills**
Behaviour signals: •	Behaviour signals: •	Behaviour signals: •	Behaviour signals: •	Behaviour signals: •
Strategies: •	Strategies: •	Strategies: •	Strategies: •	Strategies: •
Avoid: •	Avoid: •	Avoid: •	Avoid: •	Avoid: •

APPENDIX 3: RISK MANAGEMENT PLAN EXAMPLE

Department of Education Risk Management Plan – SAMPLE

Student details:
Name:
DoB:
Grade:

School:

Date prepared:

Risk Management Plan prepared by the following team members: (Names/roles)

Risk Management Plan endorsed by:
Principal:

Review date:

Context/ Background:

Current behaviours:

Known triggers include:

Purpose of plan:

Associated Documents:

Plan to be communicated with:
(consideration given to privacy and confidentiality requirements and sensitivity of details)

#	Risk (What event can occur that can result in undesirable consequences? Include causes where possible)	Consequences/ Outcome if the risk occurred (what is the impact of things going wrong)	Existing risk treatment actions (what are we already doing to reduce the likelihood of risk or impact of consequences if event occurs?)	Current risk rating			Details of proposed (additional) risk treatment actions (ARTA)	Managed risk rating		
				Consequence	Likelihood	Risk rating		Consequence	Likelihood	Risk rating
1	Physical harm to self - leaving the school grounds -unauthorised time out of the classroom	• Hit by a vehicle • Picked up by a stranger/threat from unknown person • Potential injury to self and others • Potential injury/danger around water	• Established class expectations and clear boundaries are set. • Positive behaviour support strategies are used to reinforce expected behaviour. • When Student is out of supervision by the teacher in charge, they will call the office for support immediately.	3	5		• Continuing work with Student on skills for self-regulation. • If Student is required to go off site for an excursion, a family member will be required to attend for safety purposes. • All relevant staff will be informed of the processes involved in ensuring Student's safety when he leaves the classroom.	3	3	

#	Hazard / Consequence	Control strategies			Further actions		
	• Student becomes lost • Threat to members of the public	• Office staff will start a timer to indicate how long Student is missing and contact senior staff as soon as possible. • Senior staff will call Student over the PA and spend 15 minutes searching the school grounds and out of school grounds/community area for him. If located Student has 10 minutes to return to designated senior staff office. If Student does not comply with this Student's Carer will be contacted. • If he cannot be found in 20 minutes, police will be notified. Staff will continue searching until police arrive.			• If police need to be contacted, upon Student's return to school a meeting to debrief the situation will need to occur. This will need to be attended by Student, class teacher, Carer and relevant senior staff. External support services may be required to assist Carer in attending this meeting. • Provide boundry training for Student.		
2	Student is missing at Recess and Lunch	• Potential for harm to Student • Potential for harm to others • Student may be unaccounted for, for up to twenty minutes before we are aware of his absence. Therefore consequences outlined in: 1. Leaving the school grounds, may be applicable.	• Limiting play areas and having duty staff identifying him during the recess break and at the music halfway through lunch. • If Student does not return from recess or check in halfway through lunch, steps outlined for: 1. Leaving the school grounds, will apply.	3	5	• As per leaving school grounds. • All relevant duty staff will be informed of the importance of Student's check-ins and instructed to contact the office immediately if he does not check-in. • The office staff will be informed of this process and instructed to contact senior staff as soon as possible.	3	3
3	Harm to self, others, property - Bringing prohibited items to school (lighter, knife, tablets, etc) which may cause damage to people or property.	• Student is injured • Students/staff are injured • School property is damaged • Student/staff property is damaged • Students' learning is impacted • Cost to school • Cost to Student's Carer	• Established class expectations and clear boundaries are set. • Positive behaviour support strategies are used to reinforce expected behaviour. • When Student is out of supervision by the teacher in charge, they will call for support immediately. • Student is required to let senior staff check his bag when a claim has been made that he has a prohibited item. • If Student refuses a bag check then call his Carer and ask her permission to seize his bag. • Principal or delegate can search his bag.	3	4	• Flowchart for this process to be shared with all relevant staff and placed in class relief folder. • Ensuring that on-going staff are available on a continuous basis where possible for consistency in building positive relationships with Student.	3	3

#	Risk / Harm	Consequences	Current strategies	Rating	Rating	Additional strategies	Rating	Rating
			• If senior staff are still unable to search Student's bag or there are still concerns for his safety or that of others, call his Carer to collect him or call the police. • If there is a danger to others the school will enact a lockdown.					
4	Harm to DoE staff, external agency staff, students or Student as a result of Student's dysregulation	• Physical injury to staff • Physical injury to students • Trauma for staff • Trauma for students • Time off school / work • Union involvement • Negative social media • Staff refusing to work with Student	• Established class expectations and clear boundaries are set. • Positive behaviour support strategies are used to reinforce expected behaviour. • When Student is out of supervision by the teacher in charge, they will call for support immediately. • When Student is dysregulated, staff will maintain a safe distance. • If staff or students are injured as a result of Student's actions, appropriate DOE policies will be followed. • Student's Carer and relevant external support services will be contacted.	3	3	• Ensuring that on-going staff are available on a continuous basis where possible. • School clearly communicates with Student about any staffing variations. • Any long-term staffing changes will be communicated to Student and Carer. • Transition Student with key staff throughout the year and into 2020.	3	3
5	School community complaints as a result of Student's behaviour towards other students	• Reputation of school within community • Lowered morale within school staff and student cohorts • Complaints to the Minister / Secretary • Social Media campaign against school	• Utilise positive behaviour support strategies • Increase Student's engagement in learning, reducing the opportunity of misbehaviour.	2	3	• Provide school community with documented guidelines about how to pursue concerns and how the school will respond. • Share that a risk management plan is in place around Student's behaviours.	2	2
6	Disengagement from school & learning by Student resulting in increased dangerous behaviour leading to possible suspension or exclusion from school.	• Loss of educational opportunity for Student • Increased need for external providers to provide support (likely in an adult centred environment) • Loss of access to same age peers • Increased pressure on Student's Carer	• Case conference will be held with relevant people with the view of a fresh start at a new school. • Strong communications between school, external agencies and home to reinforce consistent expectations and interventions for inappropriate behaviour. • Personalised Learning Plan to engage Student in learning. • Continuing work with Student on skills for self-regulation.	3	5	• Ensuring that on-going staff are available on a continuous basis where possible. School clearly communicates with Student about any staffing variations. • Detailed learning plan with educational amd personal startegies to assist Student within the classroom and to support his learning. • Monthly review of personal learning plan to accommodate changes or gains.	2	5

7	Inadequate on-site family support for Student, when required, due to lack of transport and family support network.	• Community backlash as a result of exclusion • Negative media • Ministerial involvement • Increased, escalated behaviour • Increased risk to Student and others • Senior staff time allocated to ensuring Student is safe when he is not in the classroom and walking around the school grounds	3	5	• External agencies including Respectful Schools Team, Student Wellbeing Team, family support worker, Catholic Care and Inside Out (City Mission). • Aunt is contactable for emergencies. However, due to a young family, she has limited capacity to assist. • Met with and seeking advice from Senior Social Work and Student Support Leader	3	5	• Awaiting guidance from Senior Social Work and Student Support Leader

APPENDIX 4: RISK MANAGEMENT PLAN TEMPLATE

Student details:	Stakeholders: (People impacted by risks associated with student behaviour)
Name: DoB: Grade:	
School:	Purpose of plan:
Date prepared:	Associated Documents:
Risk Management Plan prepared by the following team members: (Names/roles)	Plan to be communicated with: (consideration given to privacy and confidentiality requirements and sensitivity of details)
	Context/ Background:
Risk Management Plan endorsed by: Principal:	Current behaviours:
Review date:	Known triggers include:

#	Risk (What event can occur that can result in undesirable consequences? Include causes where possible)	Consequences/ Outcome if the risk occurred (what is the impact of things going wrong)	Existing risk treatment actions (what are we already doing to reduce the likelihood of risk or impact of consequences if event occurs?)	Current risk rating — Consequence	Current risk rating — Likelihood	Current risk rating — Risk rating	Details of proposed (additional) risk treatment actions (ARTA)	Managed risk rating — Consequence	Managed risk rating — Likelihood	Managed risk rating — Risk rating
1	Eg Physical violence	Eg • Students hurt • Teachers hurt • Students distressed • Teacher distress • etc	•	2	5	H	• What can be done here to reduce the risk? We need to reduce either the consequence or the likelihood to show we are managing the risk			
2		•	•				•			

#	Risk (What event can occur that can result in undesirable consequences? Include causes where possible)	Consequences/ Outcome if the risk occurred (what is the impact of things going wrong)	Existing risk treatment actions (what are we already doing to reduce the likelihood of risk or impact of consequences if event occurs?)	Current risk rating			Details of proposed (additional) risk treatment actions (ARTA)	Managed risk rating		
				Consequence	Likelihood	Risk rating		Consequence	Likelihood	Risk rating
3		•					•			
4		•								
5		•	•				•			

Risk Rating

Consequence arising from the risk occurring or through the objective of the 'event' not being achieved / Likelihood of risk occurring / objective not being met within a period of 12 months (for risks in general) or within a specified period (e.g. for a special event)[1]	1 - Insignificant	2 - Minor	3 - Moderate	4 - Major	5 - Critical
Description	'An event, the consequences of which can be absorbed through normal activity' • Managed within Budget [2] • Virtually no impact [3] • Virtually no impact [4] • Minor injury requiring first aid [5] • Minor loss or loss that can be replaced from within Budget [6] • Virtually no impact [7] • Other? [8]	'An event, the consequence of which can be absorbed but management effort is required to minimise the impact' • Minor impact on Budget / some resources diverted • Some media attention, credibility questioned • Short/medium term recovery and minor budgetary impact • Injuries requiring time off from workplace/school • Destruction or loss that can be replaced, requiring some diversion of resources • Minor loss of clientele, short term recovery, minor impact on Budget	'A significant event that can be managed under normal circumstances by the organisation. The consequences could mean the activity will be subject to significant review or changed way of operations' • Serious impact on Budget / resource reallocation • Senior management damage control required • Medium term recovery and serious budgetary impact • Severe injuries, hospitalisation with long recuperative period • Destruction or loss that can be replaced with serious impact on budget • Some loss of clientele, serious impact on budget and resources, medium term recovery	'A critical event that with proper management can be endured by the organisation' • Critical impact on Budget, external recovery required • Public confidence shaken but not totally lost • Long term recovery and external resources required • Death or severe permanent disablement • Destruction or loss of high significance that can be substituted or recreated with external assistance • Loss of clientele, senior management damage control, long term recovery required	'A disaster that would lead to permanent or long-term damage to the ability of the organisation to achieve its objectives' • No possible funding recovery for function • Total loss of confidence, long term recovery required • Destruction/loss, without possible recovery • Multiple deaths or severe permanent disablement • Destruction or irretrievable loss of high/ national significance without possible replacement • Large scale loss of clientele, with associated funding reduction, long term recovery required
5 - Almost Certain (>95%)	Medium	High	High	Extreme	Extreme
4 – Likely (76-95%)	Low	Medium	High	High	Extreme
3 – Possible (25-75%)	Low	Medium	Medium	High	High
2 – Unlikely (5-24%)	Low	Low	Medium	Medium	High
1 – Rare (<5%)	Low	Low	Low	Medium	Medium

[1] **Percentage indicates probability of the event occurring**
[2] **Descriptor for funding harm**
[3] **Descriptor for harm to reputation**
[4] **Descriptor for harm to facilities**
[5] **Descriptor for personal injuries**
[6] **Descriptor for loss of information or significant objects**
[7] **Descriptor for harm to service delivery**
[8] **Other - the list of descriptors is not complete. Please insert other descriptors to suit the project's particular circumstances**

Risk Acceptance (Risk Appetite)

As a general rule, if an action's *residual risk*[9] is in the 'unacceptable' range (extreme, high, and some medium ratings), it is necessary to implement further treatment actions to reduce the risk to an acceptable level. The following provides a guide on what is needed.

Extreme	Unacceptable risk without further treatment Detailed Risk Management Plan required to lower *residual risk* level before proceeding with activity (risk owner and treatment must be clearly defined) **Elevate risk management/sign-off – *Strategic Risks* to Secretary/RiMAC; *Operational (Lower Level) Risks* to Deputy Secretary; *School Risks* to GM (Learning Services)**
High	Unacceptable risk without further treatment Detailed Risk Management Plan required to lower *residual risk* level before proceeding with activity (risk owner and treatment must be clearly defined) **Elevate risk management/sign-off – *Strategic Risks* to Deputy Secretary; *Operational Risks* to Director; *School Risks* to General Manager (Learning Services)**
Medium	Risk may be tolerated. Manage risk with detailed Risk Management Plan **Elevate *all risks* and management/sign-off to Principal/Manager**
Low	Risk and risk treatment actions generally acceptable Risk must be monitored because risk level could change over time

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[9] Risk level after taking into consideration existing risk treatments

APPENDIX 5: AUTISM SPECTRUM PBS TEMPLATE

aspect
practice
autism practice that works

autism spectrum AUSTRALIA

Name: _____   Date: _____

Understand behaviour

Before the behaviour
Setting conditions (most likely):

2

Triggers:

Challenging Behaviour
Description:

1

Intensity:
Duration:
Frequency:

Response to the behaviour
How do others typically react?   How does the person respond?

3

What do you think they are trying to say?

How do you think the person is feeling?

Identify the function

The person is trying to...

GET   GET AWAY

SENSORY   ATTENTION   TANGIBLE
Object &/or activity

Possible purpose of the challenging behaviour

4

Why are they using this behaviour instead of something more helpful?

Proactive plan for intervention

Prevention & stress reduction
Matched Setting Condition Strategies

5

Matched Trigger Strategies

Teach quick replacement behaviour

6

Teach longer term new skill

Plan to Reinforce replacement behaviour / new skill

7

What?
When?
How often?

Reactive Strategies(see Response Plan)
Review date:

©Autism Spectrum Australia (Aspect)

aspect
practice
action plan that works

**autism
spectrum**
AUSTRALIA

Name: _____   Date: _____

**Understand
behaviour**

**Identify
the function**

**Proactive plan
for intervention**

Before the behaviour

Setting conditions (most likely):
Write all of the stressors in the day that make the behaviour more likely to happen (but don't cause or trigger it) such as particular people, places, activities or health issues. For example, a change of routine, a busy social environment, uncomfortable sensory stimuli, feeling unwell etc.

Triggers:
Write the things that happen just before the behaviour that seemed to set it off. For example; a difficult request, stopping a preferred activity, saying 'no' or upsetting thought.

The person is trying to...

GET   GET AWAY

SENSORY   ATTENTION   TANGIBLE
Object &/or activity

Prevention & stress reduction

Matched Setting Condition Strategies
Try to develop an environment & interactions that prevent challenging behaviour and reduces stress. This might include:

• General strategies such as giving more predictability, choice, managing the sensory environment, lowering demands for a while, giving breaks or increased access to preferred activities.

• Strategies that are matched or linked to the settings and triggers found in your assessment (box 2). The aim is to adapt or avoid these known stressors

Matched Trigger Strategies

Challenging Behaviour

Description:
Describe one behaviour you want to work on. Try not to use vague words like 'naughty' and stick to clear descriptive words, eg. Screaming loudly, hitting, biting. Give as much detail as you can. Ideally someone will have a good idea of what the behaviour looks like from your description. A clear description will allow someone who has never seen the behaviour to act it out accurately.

Intensity: rate how severe or what impact

Duration: how long does the episode last

Frequency: how many times does the behaviour happen in an hour, or a day or a week

Possible purpose of the challenging behaviour

Why are they using this behaviour instead of something more helpful?
For example: Because they haven't yet learned the skills to communicate another way when they are upset

- -

Why are they using this behaviour instead of something more helpful?
For example: Because they haven't yet learned the skills to communicate another way when they are upset

Teach quick replacement behaviour

Write down what positive behaviour you would like the person to do instead of the challenging behaviour (that gets their needs met).

This might be something they can already do (a quick replacement behaviour). This new positive behaviour should be as easy to do, get the same or better outcomes and work to achieve the same outcome (based on the function) every time!

Teach longer term new skill

If the individual is not able to perform a new behaviour then this skill will need to be taught over time. Use a structured skills teaching approach to plan who / how / when the skill will be taught.

Response to the behaviour

**How do others
typically react?**
Describe the things that others who support the person typically do in response.

For example: tell them off, distract or ignore them, take something away, other kids laugh, and...

**How does the person
respond?**
Describe how the person responds to what others do.

For example: get angry, calm down, run away etc. This gives clues as to why the behaviour continues to occur.

What do you think they are trying to say?

How do you think the person is feeling?

Plan to Reinforce replacement behaviour / new skill

What? What will you use as a reinforcer e.g. praise, quality time, phone credit, tokens.

When? Think about the timing of the reinforcement. Does it need to be immediate or can the person tolerate a delay.

How often? Start with giving the reinforcement every time and then slowly fade to less often.

Reactive Strategies (see Response Plan)

Review date:

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