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Violence in School – Keeping Staff Safe Action Plan 2026 – 2028

Prevent, Respond, Support

Department for Education,
Children and Young People

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Minister's Foreword

Every Tasmanian school staff member has the right to be safe at work.

Violence has no place in our schools. It never has and it never will. Our workforce should FEEL safe, and BE safe. We know that when our educators are valued, we are giving our students the greatest opportunity to thrive and learn every day.

Violence in schools is a complex issue. Its causes and impacts vary across school communities and there is no single solution. Our focus is to **prevent** violence where we can, **respond** clearly and consistently if it occurs and **support** all staff who are impacted. Achieving this requires a co-ordinated, system-wide approach.

This action plan sets out how we will do that. It provides a clear framework for immediate action and for building stronger system capability over time in partnership with school communities.

Importantly, these actions shift the system from reactive responses to a proactive, preventative approach.

Building a strong, nation leading education system starts with staff who feel safe and supported to do their best work. We are committed to making sure every school staff member is safe, supported, capable and valued.

The practical steps in this Action Plan are a key part of delivering on that commitment. The Action Plan also supports the department's Safe and Well at Work Strategy 2025–2030, which focuses on improving safety and wellbeing outcomes for all employees.

This work has been shaped by listening carefully to staff and stakeholders and using data to understand where action is needed most right

now, while laying the foundation for sustained improvement in the future. It is important for you to know that you have been heard and your feedback has been instrumental in forming this plan.

Based on consultation, this Action Plan focuses on five priority areas:

- Target effort where it is needed most
- Improve flexible learning options
- Increase training and support for staff in violence prevention and response
- Improve systems and data
- Strengthen system support and policy responses to violence in schools

The actions outlined in this plan are the first steps of a longer term approach.

We will base our decisions on evidence, act fairly, and make sure that no group of students – including those with disability or who have experienced trauma – are treated unfairly.

We will continue to work closely with staff, students, and key stakeholders as the plan is implemented, learning from real experiences in schools and importantly, adapting along the way where needed.

Through this Action Plan, the Tasmanian Government is taking decisive, system wide action to improve staff safety and wellbeing. We want to ensure our schools are safe, respectful and inclusive places for all everyone.



Jo Palmer MLC
Minister for Education
Minister for Children and Youth

Overview of Actions

Action	Deliverable	Lead	2026	2027	2028
1. Target effort where it is needed most	Create Student Learning and Support Hubs in sites with identified need.	Deputy Secretary Schools and Early Years			
	Develop professional learning networks for staff in schools with highest need to support staff safety and wellbeing by strengthening trauma informed approaches to behaviour and inclusive school cultures.	Deputy Secretary Schools and Early Years			
	Extend Family Space Pilot (Child and Family Learning Centre outreach) to another school community with identified need.	Deputy Secretary Schools and Early Years			
2. Improve flexible learning options	Enhance flexible provisions for colleges with clear frameworks and robust safety standards to ensure consistent practice.	Deputy Secretary Schools and Early Years			
	Review resource allocation for alternative provision in colleges.	Deputy Secretary Schools and Early Years			
	Consider options for improving flexible learning across school groupings.	Deputy Secretary Schools and Early Years			
3. Increase training and support for staff in violence prevention and response	Fund Teacher Assistants to undertake training in managing dysregulation, trauma informed practice and supporting students with disability.	Deputy Secretary People and Culture Deputy Secretary Development and Support			
	Improve Early Career Teachers induction and training to include critical information on incident reporting and behaviour management.	Deputy Secretary People and Culture			
	Provide system guidance and targeted training for staff (in schools identified through data) on safe and effective intervention when responding to unsafe behaviour in schools.	Deputy Secretary People and Culture			

► Overview of actions continued over the page.

OVERVIEW OF ACTIONS (CONTINUED)

Action	Deliverable	Lead	2026	2027	2028
4. Improve systems and data	Ensure the new student management system consolidates data requirements and incident reporting to make it easier for schools and to improve data quality.	Deputy Secretary Strategy and Performance			
	Provide clear guidance on recording incidences of violence in documentation, training and follow-up.	Deputy Secretary Strategy and Performance			
	Analyse data to determine key drivers of violence and develop measures for monitoring effectiveness of interventions and ongoing improvement.	Deputy Secretary Strategy and Performance			
5. Strengthen system support and policy responses to violence in schools	Provide clear advice to principals, teachers and support staff on authority and responsibility to take action.	Deputy Secretary Development and Support			
	Introduce automatic notification of Wellbeing Connect services on receipt of an incident notification.	Deputy Secretary People and Culture			
	Establish an external wellbeing check-in (through Wellbeing Connect) with all new teachers at six months after commencement.	Deputy Secretary People and Culture			
	Consider options for an expanded School Staff Wellbeing Support Program.	Deputy Secretary People and Culture			
	Improve format, process and staff training for Risk Management Plans to ensure consistent consideration of staff safety and appropriate interventions for managing risk.	Deputy Secretary Schools and Early Years			
	Establish clear protocols with Tasmania Police when responding to an incident, to keep staff safe at school.	Deputy Secretary Schools and Early Years			
	Release updated Student Behaviour Management Procedure, to incorporate changes to the Unsafe Behaviour Policy.	Deputy Secretary Development and Support			
	Strengthen information sharing and safety planning processes when students with a history of violence transfer between schools/sites.	Deputy Secretary Development and Support			
	Provide clear guidance on universal practices and early intervention supports to prevent violent behaviour in the classroom.	Deputy Secretary Development and Support			

What we heard

Violence in schools is a complex issue that requires a coordinated, multi-level response across the full continuum — from **promotion and prevention through to response and recovery**.

1 Target Effort Where It Is Needed Most

- Apply place based approaches that address community and age specific drivers of violence.
- Ensure responses are proportionate, evidence based, and support ongoing engagement in education.
- Support staff safety and wellbeing using clear, coordinated approaches that respond to the different needs of schools and communities.



2 Improve Flexible Learning Options

- Expand alternative learning pathways and partnerships for students with complex needs.
- Explore internal suspension models as safer alternatives to exclusion from school.
- Clarify suspension as a safety measure, with mandated re-engagement and oversight of private provision.



3 Increase Training and Support for Staff in Violence Prevention and Response

- Provide de-escalation and physical intervention training to staff as early intervention is key to preventing behaviour from escalating. Focus particularly on those working with students that may require additional behaviour support, such as Teacher Assistants.
- Incentivise experienced teachers to work in high need schools and support early career staff.
- Actions should address the immediate need for more training and support in behaviour management and interventions for staff to confidently prevent and safely respond to violence in partnership with families and communities.



► *What we heard continued over the page.*

4 Target Effort Where It Is Needed Most

- Collect high-quality data on violent incidents, including the context, impact, drivers, and responses. This will help to monitor and track issues more effectively, provide targeted support, and measure the impact of actions over time.
- Implement centralised incident reporting and dashboards to improve visibility and accountability.
- Strengthen critical incident recording and data quality to inform prevention and resourcing.
- Share effective prevention, response and recovery practices system wide.



5 Strengthen System Support and Policy Responses

- Standardise incident response frameworks, escalation pathways and post incident reviews.
- Ensure policy responses are clear and consistent, balancing the needs of staff, students and the broader school community.
- Clarify roles, responsibilities and communication for schools, central teams and partners.
- Deliver a tiered action plan to address immediate and long-term need.



Response to what we heard

This Action Plan provides a clear, practical framework to address violence in schools over the next three years. It sets out measures to prevent incidents before they occur, **respond** effectively when they do, and ensure staff receive the **support** they need after an incident has occurred.

The plan is built around **five priority actions**, identified through data analysis, stakeholder consultation, and the lived experiences of school staff:

- Target effort where it is needed most
- Expand flexible learning options
- Increase training and support for staff in violence prevention and response
- Enhance systems and data
- Strengthen system support and policy responses to violence in schools

Together, these actions move the system from reactive responses to a proactive, preventative approach. Immediate priorities for 2026 will deliver meaningful change now while laying the foundation for long-term improvement, with a flexible approach that allows us to pivot as circumstances evolve. This adaptability ensures the plan remains responsive to emerging evidence, new challenges, and feedback from schools, so actions continue to be relevant and effective over time.

Aligned with the Safe and Well at Work Strategy 2025–2030, this plan reinforces the department's commitment to building a skilled and sustainable workforce where every educator is safe, supported, capable and valued. This includes strengthened initial teacher education, targeted professional learning, and improved workload management.

The Government recognises that violence is a complex, whole-of-community issue requiring sustained effort. There is no single or quick solution and collaboration is essential. Addressing violence in schools demands ongoing engagement with families, communities and other jurisdictions, as well as continuous learning from emerging evidence and best practice.

We are committed to keeping staff safe while upholding every child's right to participate in education, recognising that behaviour is a form of communication that guides how we support and respond.

ACTION 1



Target effort where it is needed most

Create a Student Learning and Support Hub at a primary school site/s in 2026

- The hub-style program will be delivered in line with a multi-tiered system of support, to provide safe, place-based, personalised responses for children identified with highly physical and complex needs.
- The program will prioritise the safety and wellbeing of school staff through clearer systems, stronger support and shared approaches to managing challenging behaviour, while helping families connect with the right services.
- Design and implementation of the Hubs will be guided by multi-disciplinary teams, including Workplace Health and Safety to support psychosocial safety management.
- Introduce enhanced Work Health and Safety risk management measures, including onsite Work Health and Safety presence to support staff, reform of risk management plans to standardise responses to violence and aggression, and consider development of a smart form tool for individualised risk assessment and mitigation.
- Monitoring and evaluation of the initial hubs will build system understanding of effective approaches and inform future action.

Develop professional learning networks for staff in schools with highest need to support staff safety and wellbeing through building trauma informed approaches to behaviour and inclusive school cultures

- Connections - a small group of high schools will be identified to receive additional support to engage in a professional learning network. This support includes funding for professional learning and hands-on, in-school support to strengthen teaching practice.
- K-2 Behaviour Practices – a small group of primary schools be will be supported to engage in a professional learning network focused on creating safe inclusive early years practices that build strong foundations for belonging and engagement.

Extend Family Space Pilot

- Extend Family Space Pilot in 2026 to another school community with identified need.

ACTION 2



Improve flexible learning options

Enhance flexible learning provisions and resource allocation

- In 2026, colleges will be supported through a series of workshops for college leaders. These workshops will aim to improve flexible learning provision, guided by clear frameworks and robust safety standards to ensure consistency.
- Review resource allocation for alternative provision in colleges.
- Consider options for improving flexible learning across school groupings.



ACTION 3



Increase training and support in violence prevention and response

Fund Teacher Assistants to undertake training in de-escalation and trauma informed practice

- Develop a professional learning program for Teacher Assistants that includes training on de-escalation techniques, trauma informed practice, supporting students with disability and other relevant workplace health and safety training.
- Include Safety Reporting System incident reporting in Teacher Assistant training resources.
- Fund Teacher Assistants to participate in professional learning from 2026.

Improve Early Career Teachers induction and training to include critical information on reporting incidents and behaviour management

- Include Safety Reporting System incident reporting and scenario-based training in early career teacher training package from the start of 2026.

Provide system guidance and targeted training for staff on safe intervention when responding to unsafe behaviour

- Targeted data-based pilot providing guidance and targeted training on physical intervention in schools.

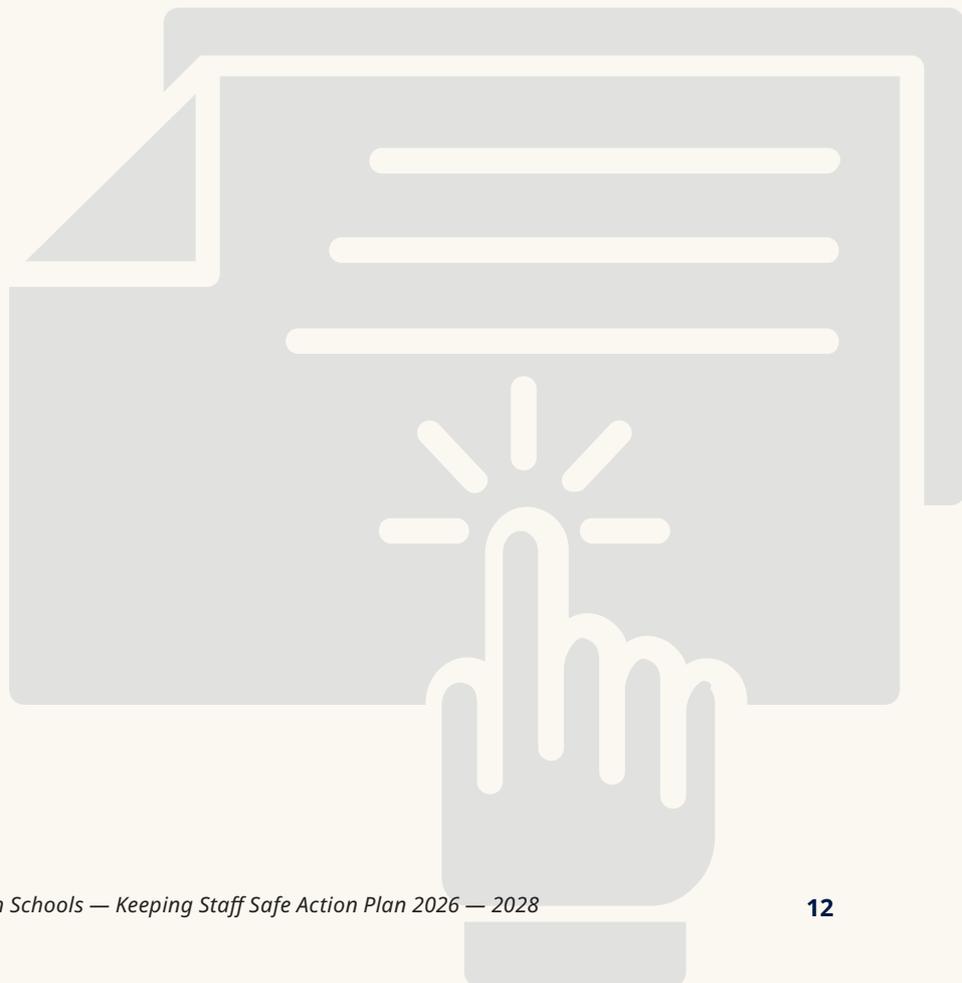
ACTION 4



Improve systems and data

Consolidation and alignment of new systems to collect and document data

- Ensure the new student management system consolidates data requirements and incident reporting to make it easier for schools and to improve data quality.
- Initial rollout of new Student System in 2026.
- Provide clear guidance in documentation, training and follow up, about recording incidents of violence.
- Analyse data to determine key drivers of violence and develop measures for monitoring effectiveness of interventions and ongoing improvement.



ACTION 5



Strengthen system support and policy responses to violence in schools

Enhance support for school staff

- Introduce automatic notification of Wellbeing Connect services on receipt of an incident notification.
- Establish an external wellbeing check-in (through Wellbeing Connect) with all new teachers six months after commencement.

Strengthen documentation and processes

- Provide clear advice to principals, teachers and support staff on their authority and responsibility to take action (in cases such as suspensions and part-time attendance for safety).
- Provide clear guidance on universal practices and early intervention supports to prevent violent behaviour in the classroom.
- Develop clear protocols with Tasmania Police for responding to incidents to ensure staff safety at school.
- Release updated Student Behaviour Management Procedure in Term 1 with accompanying additional communication materials, to incorporate changes to the Unsafe Behaviour Policy.
- Improve information sharing between schools/sites when students with a history of violent behaviour transfer.

Next steps

This plan of action provides a clear framework to strengthen system capability over time, enabling continuous improvement and shared learning in partnership with school communities.

Governance and Oversight

- A DECYP Violence in Schools Working Group will oversee implementation and report regularly to the Violence Prevention and Reduction Steering Committee.
- The Secretary will act as Executive Sponsor, providing strategic leadership and accountability.
- Deputy Secretaries will be accountable for the delivery of the actions over the next three years.
- Ongoing consultation with key stakeholders (including staff, students and unions) will occur through established forums, including standing agenda items at regular union meetings.
- Structured review points will be built into implementation including an annual report on progress and refinement of priorities for 2027-2028.

Monitoring and Evaluation

- Effectiveness measures will be developed to assess the impact of actions across prevention, response and recovery.
- Outcomes and data will be used to guide targeted action, resource allocation, and policy refinement in 2027 and 2028.



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Government

**Department for Education,
Children and Young People**

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