

Safe and Supportive Schools Guidelines

Turner School

Established: November 2020

Review: 2024



'... and with every connection comes obligation'... - David Spillman, Murrumbeidgee

Mission Statement for establishing a Safe and Supportive School:

Turner School is a strong values-based school. When values are strong in a school, trust is built. All members of the school community relate and work with each other under the school's SCARFF values of Support, Cooperation, Acceptance, Respect, Friendliness and Fun. The school works hard to ensure that all students have the opportunity to become confident and creative learners, active and informed citizens.

At Turner School students are educated together in an inclusive mainstream and specialist environment. The school promotes inclusive practices and has an emphasis on valuing each student and working to meet their individual needs. The school works with families to ensure that reasonable adjustments are made for students as required.

Turner School promotes an enriching, safe, respectful and supportive environment in which:

- students and staff can grow and learn within a positive and respectful model of teaching and learning
- parents and carers are valued and actively involved as partners in their child's learning
- all members of our school community are able to build strong relationships and connections
- all members of our school community are supported by the use of restorative and relational practices
- the school's organisational structures and processes provide a duty of care and promote safety and well-being
- diversity is valued.

Related documents (policy and guidelines to be read in conjunction with)

Safe and Supportive Schools Policy (SASS201603)

Safe and Supportive Schools Guidelines:

- Guideline A- Preventing Bullying, Harassment and Violence in ACT Public Schools

- Guideline B- Safely Responding to Complex and Challenging Behaviour in ACT Public Schools
http://www.education.act.gov.au/_data/assets/pdf_file/0005/848435/Safe-and-Supportive-Schools-Guidelines.pdf

Other policies and information

National

Australian Curriculum
Disability Standards for Education 2005
National Safe Schools Framework
National School Improvement Tool

ACT Government

Child Protection and Reporting Child Abuse and Neglect Policy
Expert Panel on Students with Complex Needs and Challenging Behaviour, ACT Government Response, 2016

ACT Education Directorate

Acceptable use of ICT- Parents and Students Policy
Critical/Non-Critical Incident Management and Reporting Policy
Education Participation 2011 (Enrolment and Attendance) Policy
Engaging Schools Framework
Managing Behaviours Safely: A Risk Management Approach
Safe and Supportive Schools: Behaviour Support Guide
Supervision of Students on School Sites: Preschool to Secondary College Policy
Suspension, Exclusion or Transfer: ACT Public Schools Policy
Working with Children and Young People – Volunteers and Visitors (Interim) policy

Consultation Process and Communication:

This guideline statement has been developed by the Turner School Board through a consultation process with students, staff and the school community. Information about Turner School's Safe and Supportive School Guidelines and practices is available for families on the school's website and communicated regularly through newsletters. The school also provides additional support and information where required to families. Families can support their child by talking with them about the school's decision-making processes and why we have procedures and agreements. Please contact the class teacher and/or member of the executive team if there are any concerns.

Frameworks for building a positive school environment

SCARFF Values: building positive relationships

The school develops a culture of respect through the use of its SCARFF values and demonstrating and modelling respectful behaviour. The acronym SCARFF stands for Support, Cooperation, Acceptance, Respect, Friendliness and Fun. SCARFF is based on the work of Helen McGrath and supports the valuing of relationships and working respectfully and cooperatively together.

The school's SCARFF values are actively taught at school. This includes unpacking what each value looks, sounds and feels like. The values are prominently displayed around the school and in each classroom. For some students this may include visual supports. The school talks with students about the purpose of these values and how to help people to form beliefs and not merely follow a set of rules. For example, it is better if a person drives past a school at 40km/h because they want to keep children safe and not just to obey the law.

Inclusion

A special feature of our school is its inclusive nature. Our student body includes children with a range of abilities and disabilities as well as many cultural backgrounds. The school motto reflects this strongly held belief: Valuing differences, Celebrating learning, Achieving together. Each child is valued and the school has high expectations for all.

A Culture Developing Citizenship through a sense of connection

Turner School recognises the importance of helping students to develop skills and understandings to help them be active and involved citizens and have authentic opportunities to contribute to their school, broader community and the world.

Students have a voice in school governance by participating in goal setting, class meetings, in the Student Representative Council and regular student forums. Students develop skills in active listening and meeting protocols.

Opportunities for leadership are fostered and built through meetings, sports leaders, school captains, buddies, organising and running fund-raising and awareness days, the school's Earthlings program, organisation and running of playground games and equipment and through responsibilities around the school library.

beyondblue National Education Initiative (KidsMatter Primary)

Turner School endorses the beyondblue National Education Initiative (*KidsMatter Primary*) framework to support learning about wellbeing. The seven guiding principles that underpin *this framework* are:

1. The best interests of children are paramount
2. Respectful relationships are foundational
3. Diversity is respected and valued
4. Parents and carers are recognised as the most important people in children's lives

5. Parents and teachers support children best by working together
6. Students need to be active participants
7. Schools, health and community agencies work together with families.

Ways Turner School works to build a positive and supportive school environment

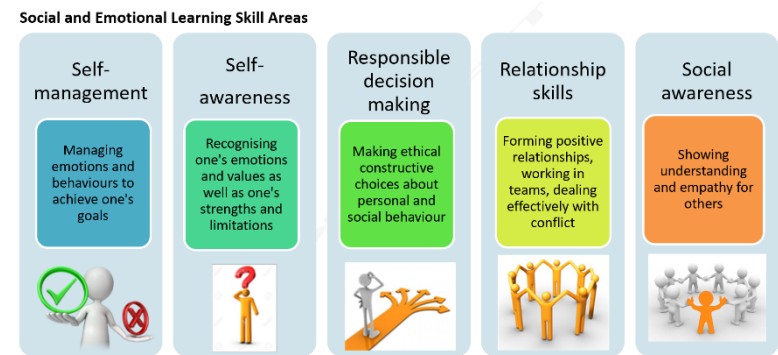
Social and Emotional Learning

Turner School actively teaches students about social and emotional wellbeing using a relationship-based approach. There is a focus on developing understandings about yourself and others and on building skills and independence to manage emotions, relationships and actions. The school draws on research-based programs (such as Bounce Back) and use elements from Positive Behaviours for Learning. The Australian Curriculum articulates learning in its General Capabilities (personal and social, intercultural and ethical understanding).

Five social and emotional skill areas have been identified as being essential for good mental health and wellbeing:

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

The school uses a variety of resources to support this learning and teachers use a variety of strategies such as 'circle time', problem solving scenarios, stories and role plays to explore concepts, challenge thinking and resolve issues.



Adapted from KidsMatter: <https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning>

The school recognises and emphasises the importance of establishing strong connections with others to build a positive self-concept, resilience and well-being. Social and Emotional Learning works to destigmatise help-seeking behaviour, build trust and connectedness and provide protective factors for students.



In our classrooms we talk about the importance of developing a growth mindset (based on the work of Carol Dweck). This is the ability to see that we need to 'work hard to get smarter' and that we can learn from feedback and mistakes.

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Explicit teaching about citizenship and understanding diversity builds ethical understandings including social justice and other perspectives. The school recognises the value in allowing students to participate in opportunities to express opinions, to listen respectfully and to take action. Learning about democratic process and governance is a part of regular class meetings. Learning to value diversity and difference and to relate respectfully to others is a part of learning.

In years 5 and 6 students also participate in a personal development program. This program is run in conjunction with parent information sessions. For students in a small group class additional learning is supported through adapted programs such as "Right to Know" developed by the Down Syndrome Association.

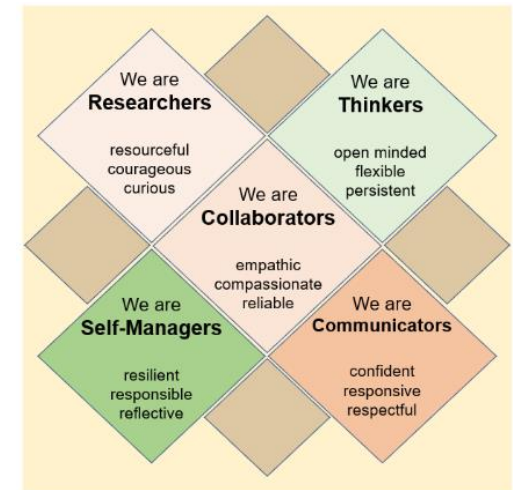
The school maintains processes to ensure that students are aware of their rights and responsibilities in the use of ICT and the protocols and protective behaviours necessary to keep them safe in an online environment. All students and parents are required to sign an annual **Acceptable Use of ICT Agreement** relating to ethical and safe usage of ICT resources.

Supporting staff to meet the social and emotional needs of children

At Turner School the staff teach and plan using an Inquiry stance (based on the work of Kath Murdoch) to get to know students and help them to know themselves and each other. The use of 5 Learner Assets are used to guide learning sequences. The 5 assets and aligning dispositions are:

- Researcher (resourceful, courageous & curious)
- Thinker (open-minded, flexible & persistent)
- Collaborator (empathic, compassionate & reliable)
- Self-manager (resilient, responsible & reflective)
- Communicator (confident, responsive & respectful)

Turner School staff members are trained using TeamTeach. A program which operates on the basis of de-escalation of behaviour and minimal intervention. Staff members also participate in training as required to understand the effects of trauma on learning and behaviour. Training provided to staff supports them to identify and respond to bullying, harassment and violent behaviours.

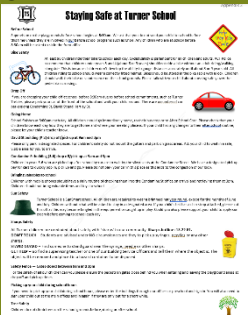


Professional learning also occurs on a regular basis across the year in team meetings, staff meetings and as required to meet specific needs. Additional support is provided by the school's executive staff, the school psychologist and individualised support from the Network Student Engagement Team (NSET) and external professionals.

Supporting staff, students and families to maintain a positive and supportive school environment

Supporting Positive Behaviours

Students are supported by the establishment of well-organised and consistently managed classrooms in which they are encouraged to take responsibility for their own behaviour and to develop the understanding that there will be natural and logical consequences for inappropriate behaviours. At Turner School a range of strategies are used to support classroom management.

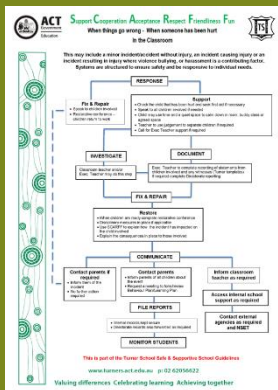
Supporting Positive Behaviour	Processes to ensure positive behaviours
<p>Maintaining a positive environment</p> 	<ul style="list-style-type: none"> • ensure our environment is welcoming, safe, inclusive and considerate of all members of the school community • ensure that the environment is well organised, consistent and predictable and that processes for working/playing are well known • high expectations for all • provision is made to ensure student choice and agency • communicate regularly with the school community, including publishing each term in the newsletter the 'Staying Safe at Turner School' fact sheet.
<p>Maintaining strong relationships and connections</p>	<ul style="list-style-type: none"> • all members of staff work to build positive relationships and 'know' students • recognise the diversity of students who may require a variety of strategies to support them • maintain and model respect. Distinguish between the behaviour and the student • follow up and rebuild relationships • there is a sense of obligation that every student is the responsibility of every staff member • maintain a sense of humour and seek support from others.
<p>Supporting positive behaviours and managing low level behaviours</p>	<ul style="list-style-type: none"> • explicitly teach, revisit and remind about SCARFF values • give targeted feedback and praise. Actively look for 'good' behaviours. The school focuses on the use of intrinsic rather than extrinsic rewards for behaviour • focus on the primary behaviour and do not get side-tracked by secondary issues

- staff members may use a variety of strategies to work with students depending on their needs including:
 - the use of timers and spaces to calm
 - use of visuals
 - privately understood signals (proximity, eye-contact, hand signals)
 - selectively attend to and/or tactically ignore (where possible)
 - simple brief instructions, simple choice (“In your bag” or “On my desk thanks”)
 - direct questioning (“What are you doing?” “What should you be doing?” Avoid “Why?”)
 - redirect (“Put it on the table please”)
 - partly agree and refocus on primary issue and give breathing space (“Maybe you didn’t drop it but put it in the bin thanks” – Walk away)
 - block the behaviour using a script – Use the same words or phrases repeatedly instead of arguing
 - conditional agreement (“When you finish that you can...”, “first...then...”)
 - deflection – Acknowledging student to minimise conflict (“I know it may seem uninteresting but it is part of our work”)
 - reminder about consequences
 - direct student away from others, to a safe location/activity
 - make use of time as well as safe, calming/sensory spaces to allow students to calm down. This can be either in the room, a buddy class or an agreed space.

Supporting more challenging behaviours

The school follows the processes outlined in the Safe and Supportive Schools Policy Guideline A in preventing and addressing bullying (including cyber bullying), harassment and violent behaviour. The school:

- works hard to ensure the safety and well-being of all and seeks to address promptly and comprehensively follow-up any issues in a respectful way
- follows processes both in the playground and classroom that include timely intervention to ensure safety of all, access to help and support and systems of reporting (both internal and where applicable more formal Directorate reporting). These processes are outlined in more detail in the flowcharts ‘When someone has been hurt. When things go wrong’ in the classroom and playground.
- applies processes that ensure comprehensive investigation and documentation of events in line with Directorate processes
- acknowledges the professionalism of teachers and the school leadership and their professional judgment and provides ongoing professional learning in how to recognise and manage challenging behaviours. Where applicable this is supported by the input of external experts and professionals
- as a part of their Social and Emotional Learning students are given the language and understanding about what constitutes violence, bullying and harassment. This includes understanding the role of positive peer influence, the role of the bystander and the support of families in countering any incidents of violence, bullying or harassment. Class meetings and the SRC are forums to regularly maintain awareness raising activities to address bullying, harassment and violence



	<ul style="list-style-type: none"> • uses articles in the newsletter as a way of maintaining awareness about addressing bullying, harassment and violence with the community • uses a restorative approach, in line with Directorate policy, and also puts in place where appropriate disciplinary measures. In-school suspensions for part or whole days may be negotiated following any instance of violence, bullying and harassment and are recorded. When warranted, formal suspension may occur following Directorate processes. Parents are notified.
Managing complex needs	<p>The school follows the processes outlined in the Safe and Supportive Schools Policy Guideline B in responding to complex and challenging behaviours. The school:</p> <ul style="list-style-type: none"> • works closely with parents/carers to support students • works individually to meet the needs of students and to support staff and families through mechanisms that plan for and prevent challenging behaviours including the implementation of Individual Learning Plans, Behaviour Plans and where appropriate risk assessments • works with all students to support them in understanding diversity and the complex needs of other students • may use additional and flexible resourcing to support student learning- in the classroom and on the playground • in recognising that the risk of harm can never be eliminated, staff members may take preventative action in accordance with the Directorate guidelines to protect and maintain the safety of all • maintains clear documentation of events including school and Directorate reports as required. Where a restrictive response is planned it is documented as a part of Behaviour Response Plan • access internal school support as required including debriefing is outlined as part of occupational violence (OV) plans
Supporting mental health and positive well-being needs	<p>The school follows processes outlined in the beyondblue National Education Initiative (incorporating KidsMatter) in association with the school psychologist to support students who have identified mental health concerns. The school:</p> <ul style="list-style-type: none"> • works closely with parents/carers to support students and build protective factors • works individually to meet the needs of students and to support staff and families by assessing risk and strengthening protective factors and supports (including the implementation of safety plans, risk assessment and Individual Learning Plans. A separate mental health plan may be provided by families in consultation with a private psychologist) • works with all students to support them in understanding diversity and the complex needs of other students • works in collaboration with mental health professionals to support a child and Parents/Carers • in the event of an event/incident will work with families, the Directorate and the community to ensure that appropriate postvention supports are in place.

Managing the playground environment

Supporting Positive Playground Behaviours	Structures and processes in place to ensure positive behaviour and maintain duty of care
Establishing a safe environment	<ul style="list-style-type: none"> Boundaries for children’s play spaces will be determined at the commencement of each school year. These boundaries will be clearly defined (by maps, safety fences and visible clues) for all students and staff. There are a variety of play spaces available to cater for individual needs and support students to become confident in their surroundings (for example, kindergarten start term 1 in a smaller play space, as they become confident they move into the larger playground. During term 4, if they are ready, they have the option of the oval area).
Food at lunchtime	<ul style="list-style-type: none"> To reduce litter and ensure all children are supervised while eating, food or drink is not taken on the oval. Students still eating are asked to sit in the pergola, on the edge of the oval or on the seats to finish eating and deposit rubbish in bins before going onto oval, sandpit areas and climbing equipment.
Staff roles during playtimes	<p>Staff members on duty as play facilitators:</p> <ul style="list-style-type: none"> wear a high visibility vest and carry a duty bag that contains school passes, band aids, tissues and information about children at risk facilitate play consistently walk around their duty area, engage with students and pre-empt problems mediate any playground issues using Restorative Questions ensure all children know the outcome of any play problems that may require attention refer issues to exec team for support and follow up send a red card (or phone) to the staffroom if at any time anyone needs extra assistance, have not been replaced or if anyone needs first aid assistance are always the last person to leave an area at the end of the lunch and recess break.
Supporting more challenging behaviours	<ul style="list-style-type: none"> playground passports for restricted access to play areas may be instituted to support students in making good choices during lunch and recess. the use of the flowcharts ‘When someone has been hurt or when things go wrong’ on the playground.

Playground Passport

Week Term	Week 1	Week 2	Week 3	Week 4	Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Instructions:

- You need to get your passport signed by the duty teacher in the SOCK at lunch and recess.
- You need to return to the SOCK for the whole of the play time, where the duty teacher can see you.
- Return your passport to your class teacher after play time.
- SOCK will collect the passport at the end of the week.

Name: _____
Class: _____
Date: _____

I am allowed to play on the oval XXXX

Restorative practices... when things go wrong

A key strategy that is used in helping to address issues 'when things go wrong' is the use of 'Restorative Practices'; that is, adopting a positive rather than a punitive approach to managing behaviours. The approach actively promotes positive relationships, assists students to become aware of the impact of their behaviour on others, to learn to be accountable for their own actions and to learn how to restore relationships after harm has been done. A restorative approach puts our values into practice by emphasising rights and responsibilities, positive relationships and cooperation and at the same time meeting individual needs within the school.

Restorative Practices aim to:

- Encourage an ethos of respect and reduce conflict
- Restore relationships
- Encourage open and non-judgemental communication
- Develop personal responsibility and accountability
- Develop a problem-solving approach
- Undo harm done and look to future behaviour
- Empower students and build their ability to talk about issues and emotions.

Problem solving strategies and repairing harm done to people and relationships is done using two sets of questions called the Restorative Questions that we call 'the fix-it questions'. These questions are up in classrooms and carried by staff in playground bags.

Documenting

The school documents and maintains records with restricted access of student behaviour including incidents of bullying, harassment and violent behaviours. Where applicable the school maintains internal records and follows Directorate guidelines in reporting more formally. These records are used to monitor students, inform parents as required and inform the review of practices.

Restorative Questions 1

When things go wrong.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?

In what way?

- What do you think you need to do to make things right?

Restorative Questions 2

When someone has been hurt.

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Turner School Supporting Complex Needs Structure		
School Leadership Team <ul style="list-style-type: none"> • Driving Inclusive Values and Vision, Values, Strategic Plan • Leading School Culture, Vision, Values, Strategic Plan • Collaborating with external agencies to support complex needs • Leading the school's response to complex needs • Collaborating with external agencies to support complex needs • Leading the school's response to complex needs • Collaborating with external agencies to support complex needs 	School Coherence <ul style="list-style-type: none"> • We wonder about 'The Fixing of Mistakes' in a restorative approach to behaviour and how it is implemented in a contemporary school setting • We wonder about 'The Fixing of Mistakes' in a restorative approach to behaviour and how it is implemented in a contemporary school setting • We wonder about 'The Fixing of Mistakes' in a restorative approach to behaviour and how it is implemented in a contemporary school setting 	NSET, Wellbeing Team, Disability <ul style="list-style-type: none"> • Culture of respect building • Restorative practices • Restorative practices • Restorative practices
Student Support Team- (restorative inclusivity/therapist) <ul style="list-style-type: none"> • Culture Driving Inclusive Values, Vision, Strategic Plan • Collaborating with external agencies to support complex needs • Leading the school's response to complex needs • Collaborating with external agencies to support complex needs • Leading the school's response to complex needs • Collaborating with external agencies to support complex needs 	Educators- with students who have complex needs at the centre <ul style="list-style-type: none"> • Restorative practices • Restorative practices • Restorative practices • Restorative practices 	Allied Health Professionals <ul style="list-style-type: none"> • Restorative practices • Restorative practices • Restorative practices • Restorative practices
Wellbeing Structures- All <ul style="list-style-type: none"> • Restorative practices • Restorative practices • Restorative practices • Restorative practices 	Case Coordinator <ul style="list-style-type: none"> • Restorative practices • Restorative practices • Restorative practices • Restorative practices 	Parent Connections <ul style="list-style-type: none"> • Restorative practices • Restorative practices • Restorative practices • Restorative practices

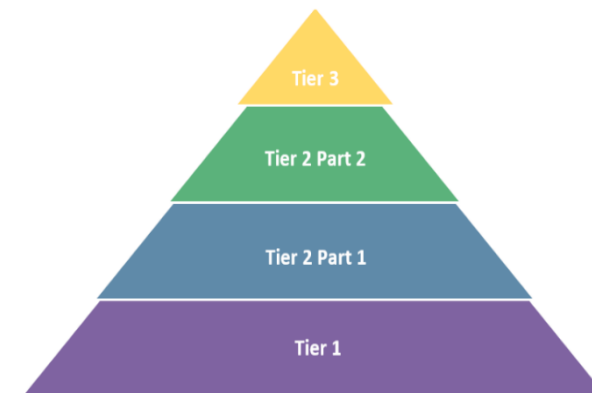
Managing difference and individual needs Supporting Complex Needs

Turner School has developed a clear structure to meet the needs of all students. The document outlines the roles and responsibilities of each stakeholder and how they can best cater for the needs of students with complex needs.

Case management approach

Turner School has developed a case management approach to capture and meet students at point of need and ensure all students have opportunities for maximum growth. It is about tracking growth of all students at any academic, social emotional and social communication level. If a student is demonstrating minimal growth or significant accelerated growth, they are considered in the Case Management process.

Case Management is a three-tiered approach and contextualised to Turner School from the researched framework Response to Intervention. Each tier is informed by student data and each provides deeper data about student need (Sharratt, Fullan 2012). The approach highlights the importance of teachers collaborating and using the collective expertise of the school to plan for targeted support (*for more information refer to **Turner School's Personalised Learning Guidelines***).



Disability and Trauma

For some children at Turner School negotiating social relationships and understanding and regulating emotional responses is challenging because of disability or trauma. For these children the school will work with families, the school psychologist, external agencies and experts to individualise a management and learning plan. The school accesses the support of the Network Student Engagement Team to support staff and students.

"Trauma is the emotional, psychological and physiological residue left over from heightened stress that accompanies experience of threat, violence and life-challenging events... Complex developmental trauma reduces the capacity of the thinking part of children's brain in the way they react to challenges in their environment." (Making Space for Learning: Trauma Informed Practice in Schools, Australian Childhood Foundation, 2010).

Individual Learning Plans

Students, who have had an Individual Learning Plan (ILP) developed, may require adjustments that include the setting of specific goals and strategies to support the achievement of social and behavioural goals. Individual Learning Plans are negotiated with the school and families and adjusted as required in consultation with families.

Input from external agencies and specialists may be included as a part of the ILP process.

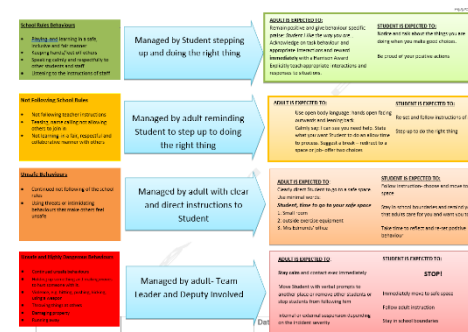
Transitions and pathways

Turner School understands the necessity to support some students in transitioning between settings (e.g. year 6 to year 7, Intensive English Centre (IEC), small group to mainstream, entry to school and establishing educational pathways to ensure that their potential is met. The school works with families to develop a transition action plan where required as a part of an Individual Learning Plan.

Individual Behaviour Plans

For a very few students, an additional Positive Behaviour Support Plan articulating adjustments made, specific goals and procedures to support behaviour may be developed. It is recognised that a small number of students will need additional support and for these children an individual plan is developed in consultation with the school's executive, parents/carers and at times other agencies or specialists. This includes the school's psychologist, external private psychologists or therapists working with a student, or the Directorate's behaviour support (NSET) team. In some cases, an additional Occupational Violence Risk Assessment (OVRA) may be completed.

A student is supported where possible in negotiating goals and in working towards achieving them. This may include visual supports and social stories to map our processes.



Accessing support at school

A number of school structures and processes have been established to provide additional support for our students and staff:

- Where there is concern about a student's social and emotional wellbeing or behaviour, they may be referred to the Student Support Team. This team consists of the school principal and deputy, the school psychologist, the disability coordinator, and school executive and teaching staff as required. Student support meetings are held regularly
- The school's executive team supports the safe running of the school, and assist staff as required
- Additional and flexible use of resourcing is used to support student learning- in the classroom and on the playground
- There are people available for students to talk to. This is most often the class- teacher/s or other Turner staff. The school also has identified SASSCOs (Safe and Supportive Schools Contact Officers) that participate in training to support and listen to students. The school identifies a male and a female staff member each year.
- The Employee Assistance Program (EAP) is a free, short term, and strictly confidential counselling service offered by the Department of Education and training to staff who require additional support
- Respect, Equity and Diversity Contact Officers (REDCOs) are available for staff. These officers have been trained to listen to and provide guidance where necessary.

Resources

Some useful resources that our staff use and that have resources for families are:

<http://www.safeschoolshub.edu.au/for-parents/resources-for-parents>

<http://www.kidsmatter.edu.au/families>

http://www.parentlink.act.gov.au/_data/assets/pdf_file/0010/405658/ParentLink-Guides-Order-Form.pdf

References

Carol Dweck, 2006, *Mindset: The New Psychology of Success*, Ballantine Books, New York

Kidsmatter, <http://www.kidsmatter.edu.au/families>

The Collaborative for Academics, Social, and Emotional Learning (CASEL) (2006), *Sustainable schoolwide social and emotional learning (SEL): Implementation guide*. Chicago, IL: Author, <http://www.casel.org/social-and-emotional-learning/core-competencies/>

Definitions

- **Bystander:** is a person or group of people who witness or know about any type of bullying or harassing behaviour and are not directly involved. Any member of the school community can be a bystander and can act to prevent or stop bullying, harassment and behaviour.
- **Behaviour support plan:** is a documented action plan for managing a student's behaviour. It is designed by teachers in collaboration with parents/carers, relevant professionals and the student where appropriate. The plan may include changes to the learning environment, teaching strategies, timetable modifications, scripted responses and reward/feedback systems relating to specific behaviours and is regularly monitored and evaluated.
- **Bullying:** an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online (cyberbullying), and it can be obvious (overt) or hidden (covert). Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- **Circle Time:** is a teaching strategy used to provide a structured, regular time when a group meets in a circle to speak, listen, interact and share concerns.
- **Diversity:** is about recognising the value of individual differences to school culture. Diversity can include sex, gender identity, sexual orientation, language, ethnicity, cultural background, age, religious belief, family makeup and family responsibilities. Diversity also refers to other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, personality, marital status and abilities/disabilities. Diversity is more than merely accepting people from diverse backgrounds – it is about active support and celebration of difference.
- **Duty of care:** the responsibility to exercise reasonable care to protect the safety of any students against injury that should reasonably have been foreseen. This duty exists whenever a student/teacher relationship exists, while students are on school premises during hours, when the school is open and while on school-based activities taking place elsewhere.
- **Harassment:** can be verbal, physical or written. It is any unwelcome comment, advance, request or other unwelcome conduct which makes a person or group feel offended, humiliated or intimidated.
- **Protective Action:** describes the interventions taken by staff to minimise the risk when a significant danger is present. This might include restrictive practices, non-physical interventions and changes to the immediate environment. The danger may be from the actions of a person or from hazards in the immediate environment.

- **Reasonable adjustment:** a measure or action (or a group of measures or actions) taken by the school that has the effect of assisting a student with a disability to participate or use the school's facilities on the same basis as a student without a disability.
- **Respectful Relationships:** are interpersonal interactions where all parties feel safe, are treated with fairness, are valued and feel accepted. This concept applies to all relationships, including friendships, student-student, student-teacher, teacher-family, family and partner relationships.
- **Restorative Practice:** is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing parties together, to bring about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.
- **Restrictive Practice:** a practice or intervention that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. Restrictive practices must not be used to gain compliance in students and must never be used on their own but should instead be employed within the context of an overall positive behaviour support plan. Refer to Safe and Supportive Schools Policy Guideline B.
- **Social and Emotional Learning (SEL):** is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions.
- **Student Wellbeing:** is defined as a state of positive psychological functioning that allows students to thrive, flourish and engage positively with their school and other people.
- **Violence:** is the use of force, threatened or actual, against another person(s) that results in psychological harm, property damage, injury, or in extreme cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time. Threatened or actual actions that involve implements used as weapons or actual weapons are considered to be serious acts of violence.

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