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ACKNOWLEDGEMENT

I would like to acknowledge the collective wisdom, knowledge and passion we have in the room this afternoon.

You are change makers and through your passion and commitment the students in your schools will flourish and become respectful, informed and active members of the world in which they live.

On behalf of them I thank you for who you are and for what you provide to their on-going development- socially, emotionally, spiritually and academically.

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MY AIM FOR THIS WORKSHOP

1. What is Respectful Relationships?
2. How do we establish a whole school approach to embed Respectful Relationships in our schools?
3. Who do we need to include in this process?
4. How do we keep the fire burning when we are pulled in so many directions?

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BULLYING

1. In 2018 AMF engaged PwC to conduct an impact analysis of the cost of bullying in Australian schools;
2. The report showed that 1 in 4 students are bullied at school;
3. 218,000 bullying victims become bullies;
4. Those who bully are 3.5 times more likely to instigate family violence;
5. Bullying costs us around \$2.3 billion.

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BULLYING

**THE ECONOMIC
COST OF BULLYING
IN AUSTRALIAN SCHOOLS**

218,000 bullying victims become bullies

1 in 4 students are bullied at school

\$2.3 BILLION Bullying costs us around

Those who bully are **3.5X** more likely to instigate family violence

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FAMILY VIOLENCE

What do we know about family, domestic and sexual violence in Australia in 2018?

- 1 in 6 women have experienced physical and/or sexual violence by a current or previous partner since age 15.
- 1 in 16 men have experienced physical and/or sexual violence by a current or previous partner since age 15.
- 1 in 5 women have experienced sexual violence since age 15.
- 1 in 20 men have experienced sexual violence since age 15.
- 1 woman per week is killed by a current or previous partner.
- 1 man per month is killed by a current or previous partner.

Source: AIHW 2018 Family, domestic and sexual violence in Australia, 2018. <https://www.aihw.gov.au/reports/1-in-6-women/1-in-6-women>

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RESPECTFUL RELATIONSHIPS

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour and relationships between teachers and students.

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RESPECTFUL RELATIONSHIPS

Developing Respectful Relationships across a school's community is an important pathway to lower bullying, enhance wellbeing and improve academic outcomes.

Through a whole school approach to Respectful Relationships, St Charles is committed to creating a school community where all staff, students and families are equally respected and valued and enjoy equity of opportunity, outcomes and experiences.

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WHOLE SCHOOL APPROACH

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WHOLE SCHOOL APPROACH

Elements of the Whole School Approach

- Leadership and Commitment
- Culture and Environment
- Teaching and Learning
- Professional Learning
- Community Partnerships
- Support for Students and Staff

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WHOLE SCHOOL APPROACH

1. Leadership and Commitment
2. Culture and Environment
3. Teaching and Learning
4. Professional Learning
5. Community Partnerships
6. Support for students and staff

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LEADERSHIP AND COMMITMENT

1. Agreement by leadership team that we are implementing a WSA to Respectful Relationships - it is not negotiable;
2. RR team created to plan implementation;
3. Policies reviewed;
4. On School Improvement Framework and written into Annual Action Plan.

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CULTURE AND ENVIRONMENT

1. Are our students feeling safe and supported in and out of class (playground, sporting events)?;
2. Policies reviewed and rewritten to include Respectful Relationships;
3. In all our communication we have added:

Through a whole school approach to Respectful Relationships, St Charles is committed to creating a school community where all staff, students and families are equally respected and valued and enjoy equity of opportunity, outcomes and experiences.

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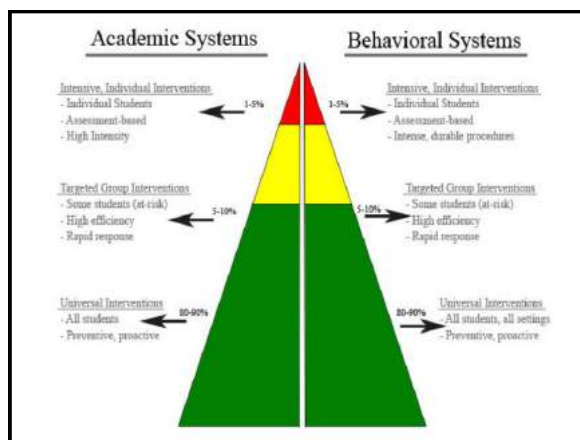
TEACHING AND LEARNING

1. Explicit teaching through values based education;
2. Explicit teaching through social-emotional program;
3. Explicit teaching of our behaviour expectations through Positive Behaviour Support;
4. Start up program first two weeks of each year based on relationships;
5. Respectful Relationships a component of our Human Sexuality (Puberty Ed) and Cybersafety education.

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PROFESSIONAL LEARNING

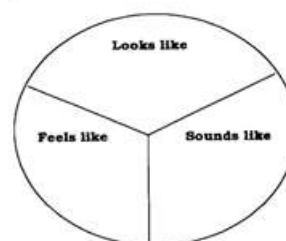
1. Provide the opportunity for staff to discuss what respectful relationships looks like, sounds like, feels like;
2. Provide the opportunity for students to learn from each other;
3. Provide the opportunity for parents to be part of the implementation of Respectful Relationships.

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WHAT DOES RESPECTFUL RELATIONSHIPS LOOK LIKE, SOUND LIKE, FEEL LIKE



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COMMUNITY PARTNERSHIPS

1. Who in our community do we need to connect with to embed Respectful Relationships in our school?
2. Sporting clubs, before and after school care, external professionals etc who visit our school.

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SUPPORT FOR STUDENTS AND STAFF

1. Providing on going support for any members of our school community affected by a breakdown in relationships;
2. This may require re-teaching;
3. Restorative Practice.

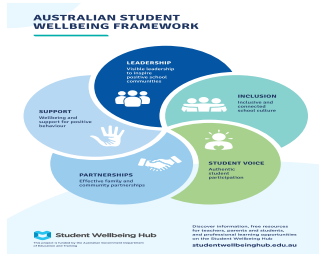


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AUSTRALIAN STUDENT WELLBEING FRAMEWORK



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STUDENT VOICE

1. Providing our students authentic participation in the implementation of Respectful Relationships was the impetus for real change;
2. Student Action Teams were set up to research Respectful Relationships and Bullying at our school;
3. They surveyed students to find out what was happening in their classrooms, play spaces and sporting teams.

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STUDENT VOICE

1. They re-wrote our Bullying Policy and Gender Equity Policy into fact sheets in kids speak;
2. They explicitly unpacked these with all classes;
3. These were reinforced at Buddy Time;
4. They continue to go back to classes and check in with all students.

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STUDENT VOICE



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GENDER EQUALITY FACT SHEET

Gender Equality Fact Sheet

(Devised from the Gender Equality Policy and written by The Respectful Relationships Student Action Team 2018)

ALL GIRLS and BOYS ARE EQUAL

Introduction:

- St. Charles Borromeo is a primary school where all staff, students and families must be equally respected and valued.
- St. Charles Borromeo Primary School believes that if boys and girls aren't treated equally it may affect their wellbeing, safety and education.
- St. Charles Borromeo gives all boys and girls the same opportunity in all school areas e.g. in the classroom, in the playground, in leadership position and in sports teams.
- St. Charles Borromeo supports that every child be given every opportunity to be equal whether they are boys or girls.

Our commitments:

- St. Charles Borromeo will make sure all staff, students and families support all girls and boys to be equal.
- St. Charles Borromeo will not accept any language or behaviour that stops students from being respected and feeling safe.

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HOW TO KEEP THE RESPECTFUL RELATIONSHIP'S FIRE BURNING

- There needs to be a champion to lead this journey;
- Leadership commit to stay involved and prioritise time and resources;
- Teachers must lead by example;
- Student voice must be loud and be heard;
- Parents need to be kept informed;
- Embedded in curriculum through explicit teaching;
- Accept that to truly embed it will take 3-5 years.

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Thank you.



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