

Whole of School approach to violence prevention and respectful relationships education

Bringing together – principals – teachers – parents – families – students – welfare staff –
– visiting services – broader community in a process of continuous improvement

Giving students multiple exposures to key messages across the curriculum and in different schooling domains

Curriculum, teaching and learning

Curriculum content, pedagogy, resources and outcomes

School policy and practices

Formal school policies and practices

School culture and environment

Informal school culture and attitudes, values and practices, extracurricular activities and the social and physical environment

Partnerships and services

The relationships between school, home and the community

Actions to take:

- 1 Ensure leadership team is committed to lead organisational change
- 2 Conduct an initial review to identify issues relevant to the school and the local community
- 3 Implement whole school, evidence based respectful relationships education curriculum in partnership with other sectors
- 4 Provide a culture which supports staff to challenge gender stereotypes and rigid gender attitudes

Resources

<http://www.education.vic.gov.au/Documents/school/teachers/health/respectfulrel.pdf>
<http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/Pages/resources.aspx>
<http://www.sexandethics.net/>

Five good practice criteria:

- 1 A whole-school approach
- 2 A program framework and logic
- 3 Effective curriculum delivery
- 4 Relevant, inclusive and culturally sensitive practice
- 5 Impact evaluation

Reference

Respectful Relationships Education: Violence prevention and respectful relationships education in Victoria secondary schools, 2009, Michael Flood, Lara Fergus and Melanie Heenan VicHealth Authorised by the Department of Education and Early Childhood

Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia has identified Education and care settings for children and young people as a priority setting due to:

- Their **role** in socialisation and cognitive and emotional development of children and young people
- The **opportunity** to build students critical literacy of media and popular culture, including gender stereotypes and sexualised content and imagery
- Opportunity to **influence** not only curriculum but the whole of school environment

FRAMEWORK STRUCTURE

Change the Story has six elements, all of which are necessary to achieve a shared objective of preventing violence against women and children. Below is how they might be integrated in a school environment:

1. Understand how gender sets the necessary social context in which violence against women occurs.
2. Understand the 'Essential actions to address the gendered drivers of violence against women'.
3. Ensure techniques and strategies have demonstrated or promising evidence in reducing violence against women and its drivers.
4. Adopt a holistic approach, integrating the promotion of gender equality and non-violence into the work with all stakeholders, and use available resources.
5. Take advantage of the specific opportunity your school has to explore concepts of gender and power with students.
6. Evaluate the impact on attitudes, knowledge and behaviours and monitor the process of change.

Evidence tells us key actions to a successful whole of school approach includes:

- Conducting a **needs assessment** to identify issues relevant to the school and local community.
- Identifying links with **existing practice** and priorities.
- Involving all school **stakeholders** for shared ownership and community practitioners for information, support and encouragement.
- Focusing on change that permeates **all aspect of school life** and links to the core objectives of the school.
- **Evaluating** direct participation programs as well as the school culture and environment.



www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx

www.ourwatch.org.au/Preventing-Violence/Professionals/In-schools

Case Study – Embedding Respect into School Culture

The principal of Mansfield Primary School noticed some undesirable and unhealthy behaviours in some students, prompting the school to measure student behaviour and teacher responses. Staff and parents were called upon to assess expectations of behaviour and responses to inappropriate behaviour, and were involved in the assessment, design and implementation of simple and consistent messages, which became embedded in the school culture and wider community. The school continues to monitor behaviour and practices, identifying opportunities to further improve school culture.