Respectful relationships education

School baseline assessment   
and planning tool

Assessment statements overview

To effectively implement change, you need to gather data on your school’s current state and undertake a self-assessment to identify strengths and areas for improvement. An effective whole-of-school approach relies on building your action plan and messages with a deep understanding of the different perceptions, experiences, histories and levels of support of students, staff and families. Every school begins this work from a different starting point. This document outlines the statements that school will use to capture their current practice and the opportunities for improvement based on the six components of the whole-of-school approach:

* Leadership and commitment
* School culture and environment
* Professional learning
* Teaching and learning
* Support for staff and students
* Families and communities.

This document simply outlines each of the statements, but to capture the data from your school you will need to complete the [school self-assessment – staff](https://education.ourwatch.org.au/resource/respectful-relationships-education-toolkit/) to understand how staff perceive your school, not just as a school but as a community hub and workplace. It is recommended that all staff have the opportunity to participate in this assessment so that you are capturing a true representation of staff thoughts and opinions.

## Leadership and commitment

### Governance and leadership

| No. | Statement |
| --- | --- |
| 1.0 | Our school leaders demonstrate the knowledge, motivation and confidence required to plan and embed an inclusive whole-of-school approach to gender equality and respectful relationships education. |
| 1.1 | Our school council/board is:   * provided with information, evidence and guidance about the importance of respectful relationships education * supportive of and committed to a whole-of-school approach to respectful relationships education. |
| 1.2 | Our school allocates adequate funding and resourcing to support the promotion of gender equality and respectful relationships education.  *For example, staff such as respectful relationships education lead and/or team have dedicated time during school hours to plan for the roll out of respectful relationships education.* |
| 1.3 | Our school leaders, take responsibility for:   1. promoting 2. planning 3. implementing a whole-of-school approach   which fosters gender equality and respectful relationships education. |
| 1.4 | Our school’s induction process for new and returning staff or visiting staff includes specific references to:   * prevention of gender-based violence * promotion of gender equality * challenging gender stereotypes * identifying and responding to disclosures from staff and/or students and/or parents/carers. |
| 1.5 | Our school has a process to:   1. support all staff who wish to take on leadership positions 2. address the specific barriers women face in becoming leaders.   *For example, job-share or part-time arrangements are supported, valued and promoted for all leadership positions.* |

### Planning, monitoring and coordination

| No. | Statement |
| --- | --- |
| 1.6 | Our school has a respectful relationships education implementation team that has representation from across the school, including the school principal or assistant principal, curriculum leaders, wellbeing leaders, teaching and non-teaching staff, students, and where possible, parents/carers. |
| 1.7 | When collecting data, our school endeavours to disaggregate data by gender, to help identify areas of inequality in our school.  For example, student data including NAPLAN, Student Attitudes to School, achievement data, behavioural incidents, positive school-wide behaviour data, parent opinion data and staff surveys. |
| 1.8 | Our school communicates on a regular and ongoing basis with:   1. staff 2. students 3. families   on things such as gender equality, respectful relationships, discrimination and harassment. |

### School policies and procedures

| No. | Statement |
| --- | --- |
| 1.9 | Our school has an equal opportunity and sexual harassment policy that includes both staff and students. |
| 1.10 | Our school has a student engagement policy that includes a clear statement about our commitment to promoting gender equality and respectful relationships. |
| 1.11 | Our school has a staff code of conduct that includes a clear statement that all employees, students, parents/carers, volunteers and visitors will be treated with dignity and respect, regardless of their sex, gender identity, socioeconomic status, cultural background, sexuality or level of ability. |
| 1.12 | Our school has a staff response and disclosure policy that clearly defines processes and protocols to follow should a student, staff member or family member disclose violence. |
| 1.13 | We have clear policies and procedures to provide appropriate support, including family violence leave entitlements, for staff who experience family and/or domestic violence, and we make sure employees don’t use workplace resources to commit any act of violence. |
| 1.14 | Our policies are accessible, visible and disseminated with and promoted to:   1. staff 2. families 3. volunteers/visitors (where relevant). |

## School culture and environment

### Ethos, vision and values

| No. | Statement |
| --- | --- |
| 2.0 | Our school clearly communicates gender equality and respectful relationships to all:   1. families 2. visitors (casual relief teachers, guest speakers, parent helpers etc.).   This could be through the school’s respectful relationships education commitment statement, open days, recruitment processes, student induction packs, guidelines for casual relief staff etc. |
| 2.1 | Our school’s dress code or uniform requirements are inclusive, and all uniform items are available to all students, i.e. the school uniform list is not split into a ‘boys’ and girls’ list. |
| 2.2 | Our staff use language that is equitable, inclusive and respectful at all times. This includes:   1. gender-affirming language that supports and recognises the lives and identities of both staff and students, such as the use of self-identified pronouns 2. consciously and proactively challenging gender inequality and harmful gender stereotypes. |
| 2.3 | Our staff challenge disruptive and dominating classroom behaviour in a framework that understands gender equality, i.e. behaviours that are expressions of the specific gendered drivers of violence.  For example, a male student is not excused from misbehaving through language such as ‘boys will be boys’ and ‘he only did that because he likes you’. |
| 2.4 | Our school’s planning and accountability documents (including strategic and annual implementation plans) include actions and measures focused on gender equality and respectful relationships for both:   1. staff 2. students. |
| 2.5 | Our school values and recognises the voices of young people in work to address gender inequality. We empower and provide opportunities for students to be leaders and take action to address issues around consent, respectful relationships, inequality and gender-based violence. |

### School environment and facilities

| No. | Statement |
| --- | --- |
| 2.6 | Our school ensures shared spaces are organised to enable and promote social interaction and integration.  We undertake regular assessments of the spaces to ensure that:   1. staff of all genders have equality of access and use of all school facilities 2. students of all genders have equality of access and use of all school facilities.   This includes:   * equipment * the school yard/playground * sports areas * toilets * other indoor spaces, such as school library and open learning spaces * classrooms and staffrooms. |
| 2.7 | There is access to appropriate private breastfeeding facilities at our school, including storage and equipment cleaning facilities for expressing milk. |
| 2.8 | Our school is able to provide information and/or refer staff and families to childcare facilities. |

### Internal and external communications

| No. | Statement |
| --- | --- |
| 2.9 | Our school reviews our communications materials (including our school website, school newsletter, online platforms, orientation, enrolment, and parent information materials) to ensure they promote gender equality and challenge gender stereotypes and are representative of all people in our society. |
| 2.10 | Our school promotes messages and themes of gender equality and respect in extracurricular activities and school events such as sporting events, carnivals, school camps, school musicals and school formals. |
| 2.11 | Our school has a communications plan, which outlines a process for sharing of information and resources with school families to build their understanding of gender equality and respectful relationships education. |

## Professional learning

| No. | Statement |
| --- | --- |
| 3.0 | Our school has a professional learning strategy for all staff, both teaching and non-teaching, that build their knowledge and capacity to understand key concepts including:   * a whole-of-school approach to respectful relationships education * gender * applying a gender lens to teaching and curriculum * gender equality * respectful relationships education classroom content and activities * drivers of, and essentials actions to prevent, gender-based violence * the nature and impact of gender-based violence on young people. |
| 3.1 | Teaching staff are supported through professional development and opportunities to work with colleagues to:   1. deliver 2. assess   inclusive respectful relationships curriculum materials safely and confidently in their classrooms. |
| 3.2 | All members of the school community, including:   1. school leaders 2. staff 3. students   are supported to develop their understanding of how other forms of discrimination, such as racism, ableism and homo- or transphobia impact on people’s experiences of gender inequality. |
| 3.3 | The school supports both:   1. staff 2. students   to develop their understanding of bystander action and how/when to safely take action should they witness acts of gender-based violence at school. |
| 3.4 | Our staff complies with our relevant state or territory mandatory reporting laws, including the completion of annual training. |
| 3.5 | Our leadership staff receive training on their roles and responsibility to promote gender equality and respectful relationships education. |
| 3.6 | Our school staff, teaching and non-teaching, receive training and are confident in how to identify and respond to incidents, suspicions or disclosures that a **student** has been exposed to family and/or domestic violence. |
| 3.7 | Our school staff, teaching and non-teaching, receive adequate training and are confident in how to identify and respond to incidents, suspicions or disclosures that a **staff member and or parent/carer** has been exposed to family and/or domestic violence |

## Teaching and learning

| No. | Statement |
| --- | --- |
| 4.0 | Our school timetables the teaching of respectful relationships education, across all year levels, in a consistent and ongoing manner, delivered by the classroom/homeroom teacher. |
| 4.1 | The respectful relationships teaching and learning materials delivered at our school address social and emotional learning, including help-seeking, personal strengths, coping strategies and stress management, and problem-solving. |
| 4.2 | The respectful relationships teaching and learning materials delivered at our school address gender, power and identity, including positive gender identity, gender equality, gender stereotypes, the harm of gender-based violence, and being respectful to others. |
| 4.3 | The respectful relationships teaching and learning materials delivered at our school recognise, promote and celebrate LGBTIQ+ identities and relationships. |
| 4.5 | Our school regularly reviews curriculum content across curriculum areas to ensure equal representation of the range of identities and experiences of all members of the school community, including but not limited to, those who identify as Aboriginal and Torres Strait Islander, those who identify as LGBTIQ+ and those with a disability. |
| 4.6 | Our school ensures that teacher allocation (classes or subjects) actively promotes gender equality and challenges gender stereotypes. |
| 4.7 | Our staff ensure that:   * evidence-based teaching, learning resource are used in the classroom * teaching practice and pedagogy promotes gender equality, challenges negative gender stereotypes and work to prevent gender-based violence. |

## Families and communities

| No. | Statement |
| --- | --- |
| 5.0 | Our school works in partnership with parents, carers and families to take action and participate in activities that support gender equality and respectful relationships. |
| 5.1 | Our school works in partnership with community organisations and services to take action and participate in activities that support gender equality and respectful relationships. |

## Support for staff and students

| No. | Statement |
| --- | --- |
| 6.0 | Our school is aware of and has purposeful, ongoing partnerships with local or state-based organisations to ensure an inclusive and safe approach to respectful relationships education, including:   * gender equality and violence prevention agencies and/or organisations * family and/or domestic violence response services * LGBTIQ+ organisations * disability organisations * refugee and migrant organisations * Aboriginal and Torres Strait Islander community organisations.   For a list of your local community organisations, visit the [1800RESPECT Service Directory](https://www.1800respect.org.au/services/).  \*Purposeful partnerships means working together to build capacity and support staff and students, not using external organisations to deliver ‘one off’ education sessions. |
| 6.1 | Our school ensures that students understand they will be supported should they make a disclosure of violence to a staff member. |
| 6.2 | Our school ensures that students are aware of ways they can access support outside the school for issues related to gender-based violence. |