



## A WHOLE-OF-SCHOOL APPROACH to RESPECTFUL RELATIONSHIPS EDUCATION

A whole-of-school approach to respectful relationships education not only provides in-class education, but addresses your school's culture, policies and procedures, and promotes gender equality among your staff. In this way, the core concepts of respect, equality, gender, power and consent are modelled across the whole school community.

Effective respectful relationships education is about recognising that, as well as a place of learning, your school is:

- An important hub in the community, with the opportunity to influence and contribute to healthy community culture
- A workplace where all staff deserve to feel respected, safe and valued, and be treated equally, regardless of their sex.



In order to change attitudes and behaviours of students, Respectful Relationships Education needs to address six components that make up a whole-of-school approach.

### Community, Respect & Equality (CRE)

Community, Respect & Equality is a community alliance that works collectively - with over 40 schools, workplaces, businesses, sporting and community groups – to prevent family violence, and promote respect and gender equality, across the whole Geraldton community. By joining CRE, you will not only be joining a movement to build a community that is respectful, inclusive and equal, you will also be supported to work towards a whole-of-school approach to respectful relationships.

This document briefly outlines how Community, Respect & Equality's Accreditation program aligns with the whole-of-school approach to Respectful Relationships Education.

## Evaluation

Monitoring and evaluation is an important component that wraps around the entire whole-of-school approach. It is often the best place to start, in order to establish a baseline for your school, and identify gaps and areas where change can be made. It is also best practice to continue monitoring on a regular basis – at least annually – to assess and celebrate the progress you have made, and ensure you remain on track.

### Relevant Community, Respect & Equality Accreditation Actions

**Community, Respect & Equality:** Organisation Survey; Most Significant Change Evaluation

**Midwest Early Years Gender Equality:** Self-reflection tool

**OurWATCh:** School Baseline Assessment and Planning Tool – Staff version

School baseline Self-Assessment Tool Student Version – Primary and Secondary



## School culture and environment

*Embedding respectful relationships education in your school structures, policies, procedures and ethos can create lasting cultural change in your community.*

### Relevant Community, Respect & Equality Accreditation Actions

#### Level 1 Actions

- CRE logo, and information, shared prominently in public and private areas of organisation.
- Create a formal statement to share internally and externally, that affirms your school's commitment to gender equality, and the prevention of family violence.
- Review visual communications to ensure it is gender-sensitive, and role models gender equal success to others.

#### Level 2 Actions

- Community, Respect & Equality is included as a permanent agenda item in meetings
- Collaborate with a diverse panel, or another Community, Respect & Equality alliance member, to enhance recruitment ads and selection criteria, in order to attract more diverse applicants.

#### Level 3 Actions

- School reports on gender equality actions and progress publicly, and regularly (such as annual reports)
- School applies a gender lens to the development or review of relevant policies and procedures

## Leadership and commitment

*School leaders who understand respectful relationships education and are committed to driving cultural change are essential in the whole-of-school approach.*

### Relevant Community, Respect & Equality Accreditation Actions

#### Level 1 Actions

- Assign a representative, or establish an action group with diverse representation, to progress Community, Respect & Equality initiatives
- Community, Respect & Equality is included in the organisation's induction packages
- Management and other relevant staff are trained in unconscious bias

#### Level 2 Actions

- Active Bystander training is incorporated into the organisation's induction process
- Organisation has one, or more, programs to enhance women's opportunity to advance, including for those on casual, contract and part-time roles

#### Level 3 Actions

- School develops and funds a Gender Equality Plan or Strategy, with clear targets
- Key management personnel have key performance expectations around gender equality



## Professional learning

*Building staff capacity and knowledge in preventing gender-based violence ensures all staff can contribute to a safe, equitable and respectful school environment.*

### Relevant Community, Respect & Equality Accreditation Actions

#### Level 1 Actions

- More than 50% of organisation's staff complete training in Primary Prevention of Family Violence
- More than 50% of organisation's staff complete Active Bystander training

#### Level 2 Actions

- Include regular learning for all staff relating to Community, Respect & Equality, and the drivers of violence against women
- Key personnel complete in-depth training in the Primary Prevention of Family Violence
- The organisation's Community, Respect & Equality representative / action group, completes in-depth training in Primary Prevention of Men's Violence Against Women

#### Level 3 Actions

- A staff member is trained to deliver Primary Prevention training, and it is included in their job description
- A staff member is trained to deliver Active Bystander Training, and this is included in their job description

### Other resources and supports

The [Midwest Early Years Gender Equality Project](#) (MEYGE) supports caregivers and early childhood professionals to provide foundational learnings around gender stereotypes in the early years. This lays the foundations for school-based Protective Behaviours and Respectful Relationship curriculums.

Contact Desert Blue Connect on 9964 2742 or [info@desertblueconnect.org.au](mailto:info@desertblueconnect.org.au) for more information.

## Teaching and learning

*Respectful relationships education is most effective when it includes teaching that supports students to understand and analyse gender roles, norms and healthy relationships in age-appropriate ways.*

### Relevant Community, Respect & Equality Accreditation Actions

Community, Respect & Equality is focused on building knowledge, understanding and confidence to promote respect and gender equality among school staff, parents and broader community.

For guidance on providing respectful relationship education to students, please refer to the WA Curriculum and the Respectful Relationships Teaching Support Program through WA Department of Communities.

### Other resources and support

- The Midwest Early Years Gender Equality Project (see under Professional learning)
- Desert Blue Connect's Community Initiatives team can support delivery to teachers and students in a range of areas, including sexuality and relationship education, protective behaviours, pornography, bullying and how to be an active bystander. Contact Desert Blue Connect on 9964 2742 or [info@desertblueconnect.org.au](mailto:info@desertblueconnect.org.au) to discuss your needs.



## Families and communities

*Community partnerships can support you to ensure your work is safe and effective, and communication with families enable the messages shared through respectful relationships education to be reinforced at home.*

### Relevant Community, Respect & Equality Accreditation Actions

#### Level 1 Actions

- Participate in, at least, 1 public event focused on gender equality and the prevention of family violence, each year.
- Actively participate in the Community, Respect & Equality Communications Working Group, by contributing to, at least, 3 campaigns per year

#### Level 2 Actions

- Co-design an event with another Community, Respect & Equality member, that promotes gender equality and family violence prevention.
- Co-design a campaign with another Community, Respect & Equality member, relating to one of the drivers of violence against women
- Collaborate with another Community, Respect & Equality member to develop a media release or radio interview on the organisation's commitment and actions towards gender equality.

#### Level 3 Actions

- Takes the lead in organising and/or sponsoring a public event that promotes gender equality and the prevention of family violence
- Lead a campaign that addresses one or more drivers of violence against women
- Mentors another organisation to sign on to the Community, Respect & Equality Agreement, and supports them through the process

### Other resources and support

The [Fathering Project - School Program](#) supports schools to effectively engage students, fathers and families to build strong community partnerships. Research consistently shows that schools with strong father involvement see dramatic improvements in respect and equality, student well-being, and achievement.

## Support for staff and students

*Schools can play an important role in ensuring staff and students who have experienced violence are supported to get the help they need.*

### Relevant Community, Respect & Equality Accreditation Actions

CRE focuses on actions to prevent family violence and sexual assault from occurring.

For support following an incidence of family or sexual violence, please contact [Desert Blue Connect](#) or [1800 RESPECT](#) (1800 737 732).

To access training for staff on responding to disclosures of violence, or for guidance on developing policies and procedures to manage disclosures and incidences of violence, there are a number of organisations that can assist. [Desert Blue Connect](#) or [DV-Assist](#) are good places to start.