Department of **Education**
Learners first, connected and inspired

Learner Wellbeing and Behaviour

Policy

Department of Education

Tasmania
Explore the possibilities

Learner Wellbeing and Behaviour
Policy

1. Scope (audience and applicability)

This policy applies to all staff who provide and support learning in early learning settings, schools and colleges.

2. Purposes

The purposes of this policy are to

- Provide safe and inclusive learning environments so all learners have the best opportunity to strive for excellence and reach their potential

- Support the Melbourne Declaration on Education Goals for Young Australians and the National Safe Schools Framework

- Support the Australian Curriculum, in particular the proposed Health and Physical Education Curriculum and the general capabilities, in particular social capabilities and ethical behaviours

- Support and promote the Department of Education's values of equity, respect, relationships, learning and excellence

- Support early years settings, schools and colleges to adhere to legislation relating to discrimination and harassment, child protection and the safe use of information technology, including social media

- Support early years settings, schools and colleges to adhere to relevant sections of the *Education Act (1994)*

- Support early years settings, schools and colleges to adhere to relevant sections of the Department of Education's internal document, *Legal Issues for Schools and Colleges*.

3. Definitions

School/s: in this document this term includes early years settings, schools and colleges

Wellbeing: Wellbeing can be defined differently for different age groups.

For younger learners it can be defined as relating to a sense of satisfaction and happiness, effective social functioning and the dispositions of optimism, curiosity and resilience.

For older learners it can be defined as a learner's level of satisfaction about the quality of their life at school/college. Optimal (or desirable) wellbeing is characterised by positive feelings and attitudes, positive relationships with other students and teachers, resilience, and satisfaction with themselves and their learning.

Whole school approach: A whole school approach is cohesive, collective and collaborative action in and by a learning community that begins with the development of shared values and is strategically constructed to improve learning, wellbeing and behaviour, and the conditions that support these.

Bullying: Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It is intended to cause harm, distress and create fear. Cyber bullying is bullying that is carried out through the internet or mobile phone technologies.

Discrimination: Discrimination is less favourable treatment of a person because of a personal characteristic, such as race, gender, sexual orientation or disability, or treating everyone the same way where doing so has a disadvantageous effect on a person or group of person because of a shared personal characteristic.

Harassment: Harassment involves unwanted and one-sided words or actions towards another person (or persons) that offend, demean, annoy, alarm or abuse. If harassment is repeatedly directed towards the same person, and especially if it continues after the targeted person has asked them to stop, it is considered to be bullying.

Social media: are the online services and locations that provide a way for people to connect and share content and to participate in conversations. They are online places where a user can create a profile and build a personal network of online friends.

4. Policy Statement

Early learning settings, schools and colleges must provide learning environments that support the active participation of all learners. These environments must be safe, respectful, inclusive and must support positive behaviour and be free from discrimination, harassment and bullying both face-to-face and via information technology.

5. Requirements

Early learning settings, schools and colleges are required to

- Plan and implement whole school approaches for learner wellbeing and behaviour support
- Develop collaborative whole school policies, plans and procedures for appropriate, fair and effective responses to learner behaviour, including bullying.

Schools are required to

- Include information about their approaches, policies, plans and procedures for student wellbeing and behaviour support within their School Improvement Plans.

Responsibilities

All staff are to:	• Provide safe and inclusive learning environments (including both indoor and outdoor spaces)
	• Explicitly model and promote socially acceptable and responsible values and behaviour, including through social media
	• Participate in whole school approaches to learner wellbeing and behaviour support
The Secretary and Deputy Secretaries are to:	• Be responsible for the implementation of this policy and associated documents
General Managers and Principal Network Leaders	• Support and assist schools in the above responsibilities to optimise

are to:	student learning outcomes
School and College Principals are to:	• Ensure that safe and positive learning environments are created and maintained • Implement whole school approaches for learner wellbeing and behaviour support • Ensure that personal and social capabilities and ethical behaviour are embedded in the curriculum • Develop and implement policies and processes for appropriate, fair and effective responses to student behaviour • Work in partnership with parents and the school community to achieve the purposes of this policy.
Teachers are to:	• Create and maintain safe and positive learning environments • Model and promote socially responsible values and behaviour • Explicitly teach socially acceptable and responsible behaviour • Follow whole school procedures to promote learner safety and wellbeing.
Parents, families and carers are responsible for:	• Ensuring children are aware of and understand the requirements of policies and procedures relating to positive behaviour in early learning settings, school and colleges • Working in partnership with schools to promote responsible/positive behaviour in their children • Being aware of the significant influence they have on their children's behaviour.
Learners are to:	• Follow school policies, procedures and guidelines in relation to positive behaviour • Contribute positively to the development of safe and inclusive learning environments.

Meaning of "must", "is to" and "may"

(a) the word "must" is to be construed as being mandatory; and
(b) the words "is to" and "are to" are to be construed as being directory; and
(c) the word "may" is to be construed as being discretionary or enabling, as the context requires.

6. Associated Documents and Materials

Melbourne Declaration on Education Goals for Young Australians

Please refer to the online copy of this document (TASED-4-1734), located on the Tasmanian Department of Education's website to ensure this version is the most recent (Version 2.0).   *P a g e | 4*

National Safe Schools Framework

http://www.education.tas.gov.au/school/health/inclusive/supportiveschoolcommunities/policieslegislation/anti-discrimination_and_anti-harassment_policy

Curriculum in Tasmanian Schools K-12 Policy (Doc ID: TASED-4-1145) Curriculum

Procedures in Tasmanian Schools K-12 (Doc ID: TASED-4-1146) Relationships and

Sexuality Education In Tasmanian Schools Strategy (In development) Tasmanian *Anti-*

Discrimination Act (1998)

Commonwealth *Criminal Code Act Schedule* (1995)

United Nation's Convention on the Rights of the Child

Commonwealth Department of Broadband, Communications and the Digital Economy

- Policy and Legislation
- Online Content Legislation

Australian Curriculum – Introduction to Personal and Social Capability

State Service Principles and Code of Conduct

Supporting Sexual and Gender Diversity in Schools and Colleges (In development)

Information Sheet – Child Protection and Children in Care (Doc ID: TASED-4-1732)

Guidelines for Inclusive Language (Doc ID: TASED-4-1772)

Bibliography Shape of the Australian Curriculum: Health and Physical Education

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