

Step 6:

Reviewing and repeating the annual cycle



Step 3 includes:

- Reviewing and reflecting upon Respectful Relationships Education
- Repeating the annual cycle.

If you or someone you know needs support or information, call the National Sexual Assault Domestic Family Violence Counselling Line on 1800 RESPECT (1800 737 732) or visit <http://www.1800respect.org.au>



Education
and Training

Step 6: Reviewing and repeating the annual cycle

Getting started is hard, but with so many competing demands keeping up momentum can also be challenging! In a school and social environment that is always changing, it will take time for a culture of gender equality and respect to be embedded and sustained and to become a part of everyday business.

Recognising areas of need and implementing actions will become easier as promoting gender equality becomes embedded in your school policy, practice and culture. However, while it is important that your school ensures each step is covered each year, it is also important to assess (and celebrate!) progress you've made, consider lessons learnt, recognise additional knowledge, resources and support you might need, and identify areas to focus on.

Figure 1: Annual cycle for Respectful Relationships Education



Consider these tips when reviewing and repeating the Respectful Relationships Education annual cycle:

Keep talking

Communicating with staff and other members of the school community about your commitment to promoting gender equality should be a continual process. This includes not just keeping them up to date on progress and letting them know that you are accountable to them and continue to take this work seriously but consulting to gauge, adapt and integrate their views and ideas.

Reflect and learn from what you've tried

The primary prevention of gender-based violence is a relatively new field. While Respectful Relationships Education is informed by significant research and experience, there are many lessons still to be learnt about what works best. Every school has its own unique community and culture so strategies or techniques that work in one school may not work in another. Make space to reflect honestly on how things are going in your school and don't be afraid to identify areas or strategies that need improvement.

Celebrate successes, however small

Cultural change takes a long time and moves at a different pace among different settings, groups and age levels. For example, you may find that students are quick to agree to Respectful Relationships Education messages in the classroom, but struggle to apply them in their everyday lives; or that students readily promote gender equality but staff struggle to see any need for change in their teaching practice or interactions with others. It is important to use the positive examples that you see as models and celebrate these openly. This will help bring those who are less convinced 'on board' and also recognise the hard work of those who are driving culture change in your school.

Connect with others who support you

Connecting with organisations and individuals who are doing similar work, whether in person, online or via social media, will offer you support and opportunity for collaboration and can also equip you with new ideas, approaches, messages and mechanisms to make change. This includes of course sharing your learning and experiences with other schools in your community and networks.

Step 6 Checklist

You have completed Step 6 and are ready to return to Step 1 of the annual cycle if you have:

- ✓ Spent time with the Respectful Relationships Education leadership team to reflect upon how this process went, and what the successes and failures were.
- ✓ Considered if you have new members joining your school in the following year, how will they be inducted into this work.
- ✓ Revisited your implementation plan and considered the effectiveness of your priority actions and how you spaced them throughout your school year.
- ✓ Share your successes and your learning with the wider school community.

Return to Step 1:

[Getting started](#)



Glossary

A bystander is someone who sees or hears about an act of sexism, harassment, discrimination or any other form of inappropriate behaviour. People who witness inappropriate behaviour, but aren't involved in an incident (either as an instigator or a target), are increasingly recognised as having the potential to be powerful allies in challenging sexist or discriminatory behaviours and attitudes.

Drivers are the underlying causes that are required to create the necessary conditions in which violence against women occurs. They relate to the particular structures, norms and practices arising from gender inequality in public and private life, but which must always be considered in the context of other forms of social discrimination and disadvantage.

Domestic violence refers to acts of violence that occur in domestic settings between two people who are, or were, in an intimate relationship. It includes physical, sexual, emotional, psychological and financial abuse.¹ See also family violence.

Emotional/psychological violence can include a range of controlling behaviours such as control of finances, isolation from family and friends, continual humiliation, threats against children or being threatened with injury or death.²

Family violence is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members.³ This includes for example, elder abuse and adolescent violence against parents. Family violence includes violent or threatening behaviour, or any other form of behaviour that coerces or controls a family member or causes that family member to be fearful.⁴ In Indigenous communities, family violence is often the preferred term as it encapsulates the broader issue of violence within extended families, kinship networks and community relationships, as well as intergenerational issues.⁵

Gender refers to the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women; gender defines masculinity and femininity.⁶ Gender expectations vary between cultures and can change over time.⁷

Gender-based violence is usually used to explain violence against women, referring to violence that is specifically 'directed against a woman because she is a woman or that affects women disproportionately'. However it is also useful to explain other forms of violence, in recognition that rigid, binary and hierarchical constructions of gender, sex and sexuality are also a driver of violence against people whose experience and/or identity does not conform to such binary definitions, including members of the lesbian, bisexual, gay, transgender, queer and intersex communities.⁸ In Respectful Relationships Education, the term gender-based violence is often used as it is considered to better encompass the experiences of girls and young women than 'domestic violence' or 'violence against women'. The term encompasses the various forms of violence that girls and young women experience, such as dating violence, sexting and revenge porn, and is also inclusive and extends to violence experienced by the lesbian, bisexual, gay, transgender, queer and intersex communities.

Gender equality⁹ involves equality of opportunity and equality of results. It includes the redistribution of resources and responsibilities between women and men and the transformation of the underlying causes and structures of gender inequality to achieve substantive equality. It is about recognising diversity and disadvantage to ensure equal outcomes for all¹⁰ and therefore often requires women-specific programs and policies to end existing inequalities.

Gender equity refers to fairness and justice in the distribution of rights, responsibilities and resources between women and men according to their respective needs.

Gender identity is a person's deeply held internal and individual sense of their gender¹¹ in how they define themselves in relation to masculine and feminine characteristics.

Gender inequality is the unequal distribution of power, resources, opportunity and value afforded to women and men in a society due to prevailing gendered norms and structures.

Gender roles are the functions and responsibilities¹² expected to be fulfilled by women and men, girls and boys within a given society.

Gender stereotyping is a form of sexism. Gender stereotypes are simplistic assumptions about the behaviours, attributes, skills, differences and roles of women and men. These attributes are often perceived as natural or innate but are more often the result of women and men being socialised in different ways. Gender stereotypes can be positive, for example 'women are naturally caring and nurturing' or negative, for example 'men can't communicate their emotions very well', but they are usually incorrect and based on generalised assumptions about how we believe people will act, what people are good at or what people will like and dislike, simply because of their gender.

Gender transformative approaches move beyond 'gender blind' or 'gender specific' approaches to encourage critical awareness of, and explicitly challenge, harmful gender roles, practices and norms, and shift the unequal distribution of power and resources between women and men.

Gendered drivers are the specific elements or expressions of gender inequality that are most strongly linked to violence against women. They relate to the particular structures, norms and practices arising from gender inequality in public and private life. The gendered drivers are the underlying causes required to create the necessary conditions in which violence against women occurs. They must always be considered in the context of other forms of social discrimination and disadvantage.

Gendered norms consist of a set of dominant beliefs and rules of conduct which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from girls and boys, women and men.

Gendered practices are the everyday practices, processes and behaviours undertaken at an individual/relationship level, organisational/institutional and societal level that reinforce and perpetuate gendered norms and structures.

Gendered structures are the laws and systemic mechanisms that organise and reinforce an unequal distribution of economic, social and political power and resources between women and men.

Intimate partner violence is any behaviour by a man or a woman within an intimate relationship (including current or past marriages, domestic partnerships, familial relations, or people who share accommodation) that causes physical, sexual or psychological harm to those in the relationship. This is the most common form of violence against women.¹³

Respectful relationships refer to relationships among intimate, romantic or dating partners characterised by non-violence, equality, mutual respect and consideration and trust.

Respectful Relationships Education is the holistic approach to school based, primary prevention of gender based violence. It uses the education system as a catalyst for generational and cultural change by engaging schools as both education institutions and as workplaces, to comprehensively address the drivers of gender based violence and to create a future free from such violence.

Settings are environments in which people live, work, learn, socialise and play.

Sex refers to the biological and physical characteristics used to define humans as female or male.

Sex discrimination occurs when a person is treated less favourably than a person of the opposite sex would be treated in the same or similar circumstances. Direct discrimination (for example women and men doing the same job but receiving different pay) and indirect discrimination (for example a policy requirement that all managers must work full time) are both illegal in Australia.

Sexism is discrimination based on gender, and the attitudes, stereotypes and cultural elements that promote this discrimination.¹⁴

Sexual harassment is unwelcome or unwanted conduct of a sexual nature, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be obvious or subtle, direct or indirect, physical or verbal, repeated or one off, and can be perpetrated by both women and men against people of the same or opposite sex. Men are most likely to perpetrate sexual harassment against both women and other men, and women are most likely to be the victims of sexual harassment.

Sexual violence is sexual activity that happens where consent is not obtained or freely given. It occurs any time a person is forced, coerced or manipulated into any unwanted sexual activity, such as touching, sexual harassment and intimidation, forced marriage, trafficking for the purpose of sexual exploitation, sexual abuse, sexual assault and rape.

Social norms are rules of conduct and models of behaviour expected by a society or social group. They are grounded in the customs, traditions and value systems that develop over time in a society or social group.¹⁵

Socio-ecological model is a feature of public health and is used to demonstrate how violence is a product of multiple, interacting components and social factors.¹⁶ The model conceptualises how the drivers of violence manifest across the personal, community and social level and illustrates the value of implementing multiple mutually-reinforcing strategies across these levels.

Violence against women is any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life.¹⁷ This definition encompasses all forms of violence that women experience, including physical, sexual, emotional, cultural/spiritual, financial and others, that are gender-based. See also gender-based violence.

Violence prevention refers in Respectful Relationships Education to the primary prevention of gender-based violence. Primary prevention focuses on stopping gender-based violence before it occurs, rather than intervening once an incident has already happened. Primary prevention involves working with whole communities to address the attitudes, behaviours, norms and practices that drive gender-based violence.

Whole School approach refers in Respectful Relationships Education to providing students with multiple exposure to key messages across the curriculum and in different areas of the school and community. It involves engaging not just students, but school staff and the wider school community in the process of cultural change. For example, school staff, including non-teaching staff, might undergo professional learning and development around the drivers of gender-based violence and their role in prevention.

- ¹ Morgan, A. and Chadwick, H. (2009) *Key issues in domestic violence*, Summary paper, no. 7, Australian Institute of Criminology, Canberra, <http://www.aic.gov.au/publications/current%20series/rip/1-10/07.html>.
- ² Council of Australian Governments (2011) *National plan to reduce violence against women and their children 2010-2022*, p. 1, <https://www.dss.gov.au/our-responsibilities/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>.
- ³ Morgan, A. and Chadwick, H. (2009). See note 1
- ⁴ Australian Law Reform Commission [ALRC] and New South Wales Law Reform Commission [NSWLRC] (2010) *Family violence: a national legal response: Final report, volume 1*, ALRC Report 114/NSWLRC Report 128, ALRC and NSWLRC, Sydney, p. 17, http://www.alrc.gov.au/sites/default/files/pdfs/publications/ALRC114_WholeReport.pdf.
- ⁵ Stanley, J., Tomison, A.M. and Pocock, J. (2003) *Child abuse and neglect in Indigenous Australian communities*, Child abuse prevention issues no. 19, Australian Institute of Family Studies, Melbourne, <http://www.aifs.gov.au/nch/pubs/issues/issues19/issues19.pdf>.
- ⁶ Australian Women's Health Network (2014) *Health and the primary prevention of violence against women position paper 2014*, http://www.gasgasgas.com.au/AWHN/wp-content/uploads/2015/03/172_AWHNHealthandThePrimaryPreventionofViolenceAgainstWomen2014.pdf.

- ⁷ World Health Organization (2015) *Gender*, Factsheet No. 403, <http://www.who.int/mediacentre/factsheets/fs403/en/>.
- ⁸ Our Watch, ANROWS and VicHealth (2015). See note 2.
- ⁹ Convention on the Elimination of All Forms of Discrimination against Women, opened for signature 1 March 1980, 1249 UNTS 13 (entered into force 3 September 1981) <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>, Committee on the Elimination of Discrimination against Women, General Recommendation No 25, on Article 4, Paragraph 1, of the Convention on the Elimination of All Forms of Discrimination against Women, on Temporary Special Measures [3]-[14] [http://www.un.org/womenwatch/daw/cedaw/recommendations/General%20recommendation%2025%20\(English\).pdf](http://www.un.org/womenwatch/daw/cedaw/recommendations/General%20recommendation%2025%20(English).pdf), Committee on the Elimination of Discrimination against Women, General Recommendation No 28 on the Core Obligations of States Parties under Article 2 of the Convention on the Elimination of All Forms of Discrimination against Women, 47th session, UN Doc CEDAW/C/GC/28 (16 December 2010) ('General Recommendation 28'); Report on the Committee on the Elimination of Discrimination against Women: Thirtieth Session <http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/Recommendations.aspx>.
- ¹⁰ Australian Women's Health Network (2014). See note 6.
- ¹¹ Australian Human Rights Commission (2015) *Resilient individuals: Sexual orientation, gender identity and intersex rights*, National Consultation Report, https://www.humanrights.gov.au/sites/default/files/document/publication/SOGI%20Rights%20Report%202015_Web_Version.pdf.
- ¹² World Health Organization (2015). See note 7
- ¹³ World Health Organization and London School of Hygiene and Tropical Medicine (2010) *Preventing intimate partner and sexual violence against women: Taking action and generating evidence*, World Health Organization, Geneva, <http://www.who.int/reproductivehealth/publications/violence/9789241564007/en/>.
- ¹⁴ Australian Women's Health Network (2014). See note 6.
- ¹⁵ VicHealth (2007) *Preventing violence before it occurs: A framework and background paper to guide the primary prevention of violence against women in Victoria*, Victorian Health Promotion Foundation, Melbourne, <https://www.vichealth.vic.gov.au/media-and-resources/publications/preventing-violence-before-it-occurs>.
- ¹⁶ Wall, L. (2013) *Issues in evaluation of complex social change programs for sexual assault prevention*, Australian Centre for the Study of Sexual Assault, <http://www3.aifs.gov.au/acssa/pubs/issue/i14/i14.pdf>.
- ¹⁷ This definition derives from United Nations (1993) *Declaration on the Elimination of Violence against Women*, <http://www.un.org/documents/ga/res/48/a48r104.htm>, and in turn is used in Council of Australian Governments (2011) *National plan to reduce violence against women and their children 2010-2022*, <https://www.dss.gov.au/our-responsibilities/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>.

Alternative text for Figures

Alternative text for Figure 1: Respectful Relationships Education Annual Cycle

Figure 1 depicts the annual cycle of Respectful Relationships education, with arrows connecting each step of the cycle as follows:

1. Getting started
2. Talking to your staff and community
3. Understanding where you are at
4. Planning and implementing
5. Evaluation and monitoring
6. Reviewing and repeating

In the center of the cycle, the six key elements of the Whole School Approach are listed:

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

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