

	KIDS	FAMILIES	STAKEHOLDERS
<b>BARRIERS</b>	<ul style="list-style-type: none"> <li>• The chronic nature of harm</li> <li>• Ineffective protection by teachers</li> <li>• Not feeling heard</li> <li>• Feeling alone</li> <li>• Not feeling able to tell</li> <li>• Impact on own wellbeing and behaviour</li> <li>• Feeling left out of the solution</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of communication about harm</li> <li>• Using policy as a shield</li> <li>• Negative attitudes towards students with disability</li> <li>• Lack of understanding of what it means to have cognitive disability</li> <li>• Dealing with abuse getting to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing complexity in students</li> <li>• Decreasing resources</li> <li>• Silos of knowledge</li> <li>• Difficulty getting to the root of problems</li> <li>• Getting collaborative support</li> <li>• Having to buck the system to support children</li> <li>• Responsibility does not end at the school gate</li> <li>• Transport problems</li> </ul>
<b>WHAT PROMOTES SAFETY</b>	<ul style="list-style-type: none"> <li>• Being known and valued</li> <li>• Having action taken</li> <li>• Having strategies</li> <li>• Staying/going from the school</li> <li>• Looking to the causes</li> </ul>	<ul style="list-style-type: none"> <li>• A positive view of students with cognitive disability</li> <li>• Support which pre-empt unsafe situations</li> <li>• Responsiveness when problems are raised</li> <li>• Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and rapport</li> <li>• Creating safe cultures</li> <li>• Putting policy into practice</li> <li>• Working in collaboration with families</li> <li>• Promoting capability</li> </ul>
<b>WHAT WOULD MAKE IT BETTER</b>	<ul style="list-style-type: none"> <li>• Responding more quickly and vigorously</li> <li>• Changing the strategies of prevention and response</li> <li>• Work to address the causes</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritising children's safety – restoring safety</li> <li>• Prioritising children's safety – preventing harm</li> <li>• Education for all students</li> <li>• Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing policies into a coherent whole</li> <li>• Support for teachers in working with diversity in the classroom</li> <li>• Support and guidance for students in the playground</li> <li>• Students with unrecognised additional needs</li> <li>• Access to therapeutic support for students experiencing harm</li> <li>• Ensuring students have a safe and trusted person at school</li> <li>• Support and training for bus drivers</li> </ul>

Figure 5: summary of participants' perspectives

HARMS DISCUSSED BY CHILDREN AND YOUNG PEOPLE	HARMS DISCUSSED BY FAMILIES	HARMS DISCUSSED BY EDUCATORS, CHILD PROTECTION & DISABILITY SUPPORT WORKERS
<ul style="list-style-type: none"> <li>Verbal abuse</li> <li>Threats</li> <li>Cruel nicknames</li> <li>Kids were getting pushed around.</li> <li>Hit repeatedly by another student with disability</li> <li>Having a bone broken</li> <li>Being thrown into a wall</li> <li>Being punched, beaten up</li> <li>Hand stomped on</li> <li>Throw things at me at the bus stop</li> <li>Being tripped over, being pushed under the bus</li> <li>Verbal abuse on bus; being pushed and yelled at on bus</li> <li>Being picked on by teacher</li> <li>Homophobia, racial abuse</li> <li>Low level sexual abuse</li> <li>False imprisonment</li> </ul>	<ul style="list-style-type: none"> <li>Verbal insults; degrading comments; mimicking</li> <li>Physical assault; 'a few bumps'; having chairs thrown at him; pinched (continually)</li> <li>Sexual assault</li> <li>Broken bone</li> <li>Hit by teacher</li> <li>Deliberate winding up</li> <li>Unnecessary restriction of movement</li> <li>Empty water over head in winter</li> <li>4-5 boys 'rumbling' on 1</li> <li>Threats on bus</li> <li>Unsupervised access to dangerous materials</li> <li>Threaten to call DOCS</li> <li>Leaving child sitting in faeces</li> <li>Teacher refusing to use child's communication system</li> <li>Removal of funding for use by other children</li> <li>Refusal of school to investigate complaints</li> </ul>	<ul style="list-style-type: none"> <li>Targeting</li> <li>Labelling</li> <li>Bullying</li> <li>Bullying on school buses</li> <li>Reactive behaviour [to bullying, labelling]</li> <li>Hand slammed in locker</li> <li>Sexual assault by peers</li> <li>Child had chair thrown at them by teacher</li> <li>Bus driver screaming at child with disability</li> <li>Physical restraint</li> <li>Punitive removal of soothing objects</li> <li>Lack of support to complete curriculum -&gt; act out due to frustration, boredom</li> <li>Falling in with the 'wrong' crowd/ getting involved with antisocial activities</li> <li>Lack of therapy services, public services – kids miss out on vital supports, communication</li> <li>Lack of access to specialist support in classrooms, or to the most suitable school – due to remoteness, lack of transport</li> <li>Distance kids need to travel to get to school</li> <li>Systemically lower expectations of participation, and what it might achieve. Not always consciously done.</li> <li>Social isolation</li> <li>Behaviours of concern/ challenging behaviour -&gt; suspension, expulsion</li> <li>Resistance to enrolling children due to impairment/discrimination</li> </ul>

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Figure 4: Harms reported by children and young people, families and key stakeholders