



## Safe and Supportive School Policy

The National Safe School's Framework is observed in accordance with the School's Assistance Act 2004. The following statements indicate our School's policies and procedures in regard to providing a safe and supportive environment for students.

Staff are informed of their legal responsibilities in regard to child protection and mandatory reporting, as well as to the expectations of the School in regard to conduct and the welfare of students:

- at the point of employment where they sign an acknowledgement that they have read, understood and agreed to abide by their legal responsibilities in regard to child protection and to the school's code of conduct
- annually at general staff meetings - a summary is minuted by the principal's nominee of what was presented and who was present.

## Support

The School wishes to promote a learning environment which is supportive of students. The foundation of this is that students and teachers should respect each other and not engage in conduct which undermines their mutual trust and support. Conduct of teachers and students should also respect the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

Also see the Code of Conduct and the Positive Behaviour Policy.

## Security

The School implements measures to promote the safety and welfare of students. Teachers should use their professional judgement as to what is required in a given circumstance. This will include consideration of matters such as:

- appropriate levels of supervision; (see Code of Conduct and Supervision Policy)
- security of buildings; (visitors to the school, including tradespeople, are required to report to the office on arrival)
- procedures in case of fire; (signage throughout the school)
- use of grounds and facilities; (see Management Plan for After Hours)
- travel on school-related activities; (see Code of Conduct 3.6.2 and Excursions Policy.)
- Serious incidents and emergencies (these are reported and investigated in accordance with the Incident and Accident Reporting Procedure)

## Supervision

Appropriate measures will be taken by staff to seek to ensure that all students are adequately cared for and supervised while undertaking both onsite and offsite activities, keeping in mind the type of activities and age of the students involved.

For policies and procedures, protocols and guidelines in relation to supervision, see the Supervision Policy and the Excursions Policy.



For protocol and guidelines specifically related to risk management, see Work Health and Safety Statement.

NB: Teachers conduct their own risk assessments in regard to on-site and off-site activities.

## Conduct

The School has put in place a Code of Conduct for staff which may be supplemented from time to time by specific rules and directives. The Code of Conduct includes such matters as:

1. the rights and responsibilities of students and staff within the school community;
2. behaviour management;
3. the management and reporting of serious incidents; (see also WHS)

See details in the Code of Conduct 3.6.2.

The School has implemented a Positive Behaviour Policy, which details the rights and responsibilities of students and the consequences of breaches.

## Behaviour Management Practices

The School has appropriate behaviour management practices for students, consistent with the philosophy of the School. These practices are communicated to the school community via the Positive Behaviour Policy, in the Parent Handbook and through class parent-teacher evenings. The Positive Behaviour Policy is discussed with students from Class 5 onward. In High School the Policy is discussed with particular emphasis on Student Rights and Responsibilities, the Student Agreement, and the consequences of breaches.

In Primary School, behaviour management of students is primarily the role of the class teacher. In High School, the High School Coordinator oversees behaviour management with the cooperation of the High School teachers. Teachers have the resource and support of College in managing difficult behaviours.

Behaviours of concern to teachers, are generally communicated to parents with the intention that teachers, parents and students can then work collaboratively to resolve problem behaviours. The school also consults with specialist support staff at AIS to implement individual student plans for students with difficult to manage behaviours.

## Student Leadership

There is no formal system of student leadership. All students are encouraged and given opportunities to show and develop leadership skills in a variety of situations.

## Management and Reporting of Serious Incidents

In the immediacy of a serious incident, the supervising teacher should take appropriate action. Protecting the well-being of the student/students is the priority.

The serious incident should then be reported ASAP to the Principal who will, together with this teacher, decide an appropriate response.

A written record is kept by the Principal of the incident and response as per the Incident and Accident Reporting Procedure.



All serious incidents will be investigated in accordance with the guidelines for procedural fairness.

## Complaints and Grievances

Complaints and grievances will be dealt with fairly and expediently. It is important that all relevant information is gathered and that it is considered in an objective manner.

If a student or parent has a complaint, the first step is to share this with the class teacher. If a resolution is not satisfactory then it can be raised at the College of Teachers' Meeting via the Principal or a college member. All steps will be taken to deal with the complaint fairly and to take appropriate actions once a course of resolution is decided. Every endeavour is made to resolve complaints in a co-operative, open and friendly manner. Follow-up responses are taken to repair and re-establish communication. The Principal and teachers promulgate an ethos of co-cooperativeness in the School community.

In extreme cases, the School may use outside resources to resolve a complaint and at the least, this would include taking advice from AIS.

Parents are notified in the Parent Handbook of the policy regarding complaints and grievances. Parents also receive the Communications Protocol at the start of each year.

Complaints and grievances will be examined within the context of Procedural Fairness. The following information on procedural fairness has been adapted from *Child Protection in the Workplace 2004*. NSW Ombudsman.

Procedural fairness requires the person conducting an investigation to:

- Inform the person of the substance, with as much detail as possible, of the allegation (s) or complaint (s) made against them
- Provide the person with a reasonable opportunity to put their case, either in writing or verbally
- Make reasonable inquiries or investigations before making a decision
- Consider all relevant available evidence (both evidence that supports the allegation and evidence that does not support the allegation)
- Ensure that they do not decide a case in which they have a conflict of interests
- Act fairly and without bias
- Conduct the investigation without undue delay

A simple procedure for a student may entail:

- Outlining the alleged behaviour
- Allowing the student to respond
- Considering the response
- Indicating the School's view and likely action to the student / parents
- Considering any further comment or appeal particularly in relation to suspension, expulsion or exclusion
- Making a final decision

## Pastoral Care - Counselling and Specialist Support

Students will be made aware of, and be supported to have access to, appropriate pastoral care and counselling. Where appropriate, this support will be accessed in the wider community where the need is beyond the resources of the School.



In accordance with the Keep Them Safe initiative, the School will access resources necessary to pastoral care and counselling within its region. The Blue Mountains City Council provides a regional listing of support services available to children and families; accessed through the Guide to Services and activities for Children and Families. The AIS also provides advice on services available.

#### Students with disability and additional needs.

The School will take reasonable measures to identify students with disabilities and additional needs, and provide an appropriate level of support to assist these students with their schooling, taking into account the resources available. When children are identified as having disabilities and additional needs, the AIS consultants work with the School to implement individual student plans. The School has implemented an Inclusive Schools Policy in 2013.

The College of Teachers nominates a teacher or teachers to take responsibility for the Children with Disabilities and Additional needs Mandate. There is also a College mandate for Literacy/Numeracy Support. These mandates include:

- Assisting teachers in identifying student with special needs
- Providing individualised programmes of work for students with special needs
- Liaising with consultants in regard to developing individual plans
- Arranging tutorial (individual or small group) support to students with special needs
- Liaising with class teachers and parents in regard to students with special needs
- Applying for grants in literacy and numeracy, integration and severe disabilities. Conducting evaluations as required by the conditions of these grants.

#### Medical and Medication Support

Students requiring health or medical services and support or medication will be assisted to access these in an appropriate manner.

Individualised action plans are drawn up by teachers in consultation with parents and health professionals. This includes students with asthma, diabetes, food allergies. Action plans are kept in a prominent position in the classroom. Where relevant, they will identify emergency procedures. Copies of health plans are also kept in the office.

All class teachers are required to be current in their first aid training.

Medications are kept in a secure place.

Office staff are responsible to check, order and replenish first aid supplies in the stationary store. Class teachers use this general supply for most of their classroom needs. If anything additional/specific is needed this can be discussed with the School administration.

Class teachers keep details of students' medical conditions, medications, parental consent regarding emergency treatment, health professional contacts, Medicare numbers and ambulance cover. This information is collated and kept up to date by the office.

Please also refer to the Managing Anaphylaxis, Food in the Class Environment, Medical Conditions and First Aid Policies.

#### Homework



Homework is set by the class teacher who ensures it is appropriate for the children and that it is completed to satisfaction. In High School, the High School Coordinator oversees the completion of homework and consequences for work not done.

### Communication

The School will provide both informal and formal mechanisms to facilitate communication between those with an interest in the students' education and well-being. This may include communications between some or all of the following: student; parent or guardian; teacher; counsellor; Principal; or representative of a relevant government agency.

Communication primarily occurs through:

- School newsletters; including fortnightly whole school newsletter and individual class newsletters detailing class matters and written by class teachers
- Parent teacher evenings which are usually held each term but at least three times in a year
- Individual parent – teacher interviews, which are offered by correspondence with the twice-yearly student reports
- Formal or informal teacher – parent interviews, which may be initiated by the parent or teacher in regard to an arising concern. Parents are informed of this communication avenue in newsletters and at parent teacher evenings.
- Talks and discussions/workshops for parents, led by teachers or guests on topics of interest or concern
- Parent liaison officer: parents are notified by newsletter that the nominated parent liaison officer (appointed by College) can give guidance when a parent is unsure who to speak to about a concern
- Meetings/Interviews with the Principal in regard to issues that are outside the responsibility of the class teacher
- Complaints and grievances policy and procedure; detailed in the annual report or accessed through the office
- Communications Protocol distributed to parents annually

### External providers

The High School Coordinator ensures the safety and welfare of students undertaking study with an outside tutor or external provider.

Appropriate measures in child protection, code of conduct and supervision, are undertaken by the High School Coordinator in accordance with Board of Studies requirements.

All of the above policies are implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.