



# NORTH WEST CHRISTIAN SCHOOL

## Safety & Support Policy





## Section 8: SAFE & SUPPORTIVE

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## 8.2 Policy

### **Rationale:**

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

### **Aims:**

To ensure that every child's need for support and safety is maintained.

### **Implementation:**

This School will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

1. Making sure buildings and facilities are secure and evacuation procedures are in place.
2. Having in place a rigorous supervision protocol including a risk management analysis for onsite and off-site activities.
3. Having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of behaviour management, a student leadership system, the management and reporting of serious incidents.
4. A process for receiving complaints/grievances from students, and/or parents/guardians.
5. A pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism.
6. Guidelines for formal and informal communication with all stakeholders.

This School will attach to this policy guidelines that may include but are not limited to:



## 8.2.1 Alcohol, Cigarettes and Illegal Drugs

### Rationale:

- The consumption of alcohol, use of cigarettes and illegal drugs on North West Christian School's property by students engaged in school related pursuits is illegal.
- The drug-free environment at North West Christian School will promote an atmosphere that is more conducive to an understanding of God, His will for us and a healthier lifestyle.

### Aims:

- To provide an alcohol / smoke / illegal drug free educational environment.

### Implementation:

- Seventh-day Adventist Schools (Tasmania) Ltd. accept our obligation to provide a healthy, safe and lawful work environment for all employees and students.
- The Principal is required to provide a safe work place, and as far as practical, without risks to health.
- The law restricts the consumption of alcohol by people under the age of 18.
- The law restricts the consumption of illegal drugs.
- Students are not permitted to be on School premises under the influence of alcohol / illegal drugs, or to possess or consume alcohol / cigarettes / illegal drugs at school or at school-related activities such as excursions, camps, socials or celebratory dinners. Students who choose to do so, will be required to comply with sanctions consistent with the School's Behaviour Management Policy.
- The School will, however, ensure that non-alcoholic drinks are always available at school activities.
- As a Seventh-day Adventist School, teachers and other adults must take a responsible attitude and stand against alcohol / smoking / illegal drugs and must not compromise their duty of care toward students. The consumption of alcohol / smoking / illegal drugs by staff is banned, and the consumption of alcohol / smoking / illegal drugs by teachers and other assisting adults when on duty may jeopardise their rights under the Workers Compensation Act, or result in a charge of negligence in the event of a mishap to a student.
- The health risks associated with alcohol, smoking and drug consumption will form part of the High School Health curriculum.
- Informed choices about alcohol, smoking, illegal and legal drug use will feature in our School's Health program and our "Saying No To Drugs" program will include sections relating to peer pressure.
- Any student found partaking or under the influence may have their circumstances reported to or discussed with Child & Family Services.
- Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.

This Policy was reviewed & ratified by NWCS Advisory Committee (April 2018), as part of the Tasmanian Seventh-day Adventist Schools System. SDA (Tasmania) Schools Board of Directors: 19<sup>th</sup> June 2018.





## 8.2.2 Allergy Awareness (Anaphylaxis)

This policy is applicable when there are students enrolled in the School who might suffer an anaphylactic reaction on the ingestion of, or contact with, certain products (most notably edible nuts or nut products, but also eggs, fish, etc.) or due to some other cause such as bee stings or ant bites. The intention of the policy is to minimise the risk of such reactions for these students

### Rationale:

- Severe food allergies affect up to 3% of children. Other children and adults are affected by skin contact, injection, and inhalation of allergic substances. It is important therefore for all staff members to be aware of an allergic reaction, its symptoms and triggers, and the management of an anaphylactic reaction in a school environment and any associated school activity.

### Aims:

- To manage an allergic reaction as effectively and efficiently as possible at school.

### Implementation:

- Students who have been diagnosed as being potentially anaphylactic in response to any allergen or circumstance must be identified at the time of enrolment. The School requires documentary evidence of this from a physician.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.3 Anti-Discrimination

### Definition:

- Discrimination refers to any behaviour or practice based upon an assumption that one group is superior to another, any behaviour that disadvantages people on the basis of the real or perceived membership of a particular group, and includes behaviour such as less favourable treatment, unfair exclusion, and asking discriminatory questions.

### Rationale:

- Discrimination, direct or indirect, in any form is unacceptable. As Christian educators, we have the added responsibility to provide teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability and religion.

### Aims:

- To provide a fair and supportive environment free from all forms of discrimination, discriminatory practice and beliefs, that promotes personal respect, that values diversity, and provides physical and emotional safety.

### Implementation:

- All staff will be made aware of the legislative requirements relating to discrimination (Anti-Discrimination Act 1998).
- Professional development for new staff, relating to discrimination, will be provided. Staff in turn will model and practice appropriate non-discriminatory behaviour.
- Staff, students and members of the School community will be familiar with the School's approach to anti-discrimination and will be provided with information via the weekly Newsletter on an annual basis, relating to their rights and responsibilities.
- Our School will ensure that all groups who are affected by decision-making outcomes are consulted, their input will be treated fairly, and decision-making processes and outcomes will be meritorious and free from discrimination.
- All decision-making processes will be open to scrutiny by teaching staff, School Council members and school families upon request through the normal avenue of contacting the Principal.
- All claims of discrimination will be treated confidentially, documented, and promptly and constructively addressed.
- Unresolved school-level issues may be referred by the Principal, or either party involved to the Seventh-day Adventist Schools (Tasmania) Ltd.
- The rights and sensitivities of all individuals will be protected.
- Curriculum content will be free of discriminatory content, but will analyse the effects of discrimination and assist students to develop attitudes and skills that discourage, challenge and report discriminatory practices.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.

This Policy was reviewed & ratified by NWCS Advisory Committee (April 2018), as part of the Tasmanian Seventh-day Adventist Schools System. SDA (Tasmania) Schools Board of Directors: 19<sup>th</sup> June 2018.



## 8.2.4 Anti-Harassment

### Definition:

- Harassment is the exertion of power by one person over another, which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. It is unwelcome, unreciprocated, uninvited and usually repeated. It is behaviour, which is a breach of proper and professional conduct.

### Rationale:

- Harassment in any form is unacceptable. As Christian educators, we have a responsibility to provide teaching and learning environments that are free from harassment, and that encourage students to develop attitudes and skills that discourage, challenge and report harassment in all forms.

### Aims:

- To provide a fair and supportive environment free from all forms of harassment, that promotes personal respect, as well as providing physical and emotional safety for all.

### Implementation:

- All staff will be made aware of the legislative requirements relating to harassment.
- Professional development relating to harassment will be provided for all staff, who in turn will model and practice appropriate behaviour.
- Staff, students and members of the School community will be familiar with the School's approach to harassment and will be provided with information relating to their rights and responsibilities.
- School-level protocols for resolving issues or complaints will continue to be developed and well publicised.
- Staff members will not allow themselves or their colleagues to be subjected to harassment from parents or students – all such issues must be immediately reported to the Principal.
- Unresolved school-level issues may be referred by the Principal, or the parties involved to the Workplace Discrimination and Harassment Contact Officers.
- Our School is a "No Put Down Zone" and we reward students who display exemplary behaviour.
- Harassment by students will attract consequences consistent with our student Behaviour Management Policy.
- All claims of harassment will be treated confidentially, documented, and promptly and constructively addressed.
- The rights and sensitivities of all individuals will be protected through the Privacy Policy.
- Curriculum content will analyse the effects of harassment and assist students to develop attitudes and skills that discourage, challenge, counteract and report harassing practices.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.

This Policy was reviewed & ratified by NWCS Advisory Committee (April 2018), as part of the Tasmanian Seventh-day Adventist Schools System. SDA (Tasmania) Schools Board of Directors: 19<sup>th</sup> June 2018.



## 8.2.5 Asthma

### Rationale:

- Asthma affects up to one in four primary aged children, one in seven teenagers and one in ten adults. It is important therefore for all staff members to be aware of asthma, its symptoms and triggers, and the management of asthma in a school environment and any associated school activity.

### Aims:

- To manage asthma and asthma sufferers as effectively and efficiently as possible at school.

### Implementation:

- Asthma attacks involve narrowing of airways making it difficult to breathe. Symptoms may include difficulty breathing, wheezy breathing, dry/irritating cough, chest tightness and difficulty speaking.
- Children and adults with mild asthma rarely require medication, however severe asthma sufferers may require daily or additional medication (particularly after exercise).
- Professional development will be provided for all staff on the nature, prevention and treatment of asthma attacks. Such information is displayed on the staff room wall.
- All students with asthma must have an up to date (annual) written asthma management plan consistent with the asthma organisation's requirements completed by their doctor or paediatrician. Appropriate asthma plan performas are available at [www.asthma.org.au](http://www.asthma.org.au)
- Asthma plans will be attached to the student's records for reference.
- Parents/guardians are responsible for ensuring their children have an adequate supply of appropriate asthma medication (including a spacer) with them at school at all times.
- Students who provide written parent permission supported by approval of the Principal, may carry an asthma inhaler with them.
- The School will provide, and have staff trained in the administering of, reliever puffers (blue / grey canister) such as Ventolin, Airomir, Asmol or Bricanyl and spacer devices in all first-aid kits, including kits on excursions and camps. Clear written instructions on how to use these medications and devices will be included in each first aid kit, along with steps to be taken to treat severe asthma attacks. Kits will contain 70% alcohol swabs to clean devices after use.
- The first aid designated staff member will be responsible for checking reliever puffer expiry dates.
- All devices used for the delivery of asthma medication will be cleaned appropriately after each use.
- Care must be provided immediately for any student who develops signs of an asthma attack.
- Children suffering asthma attacks should be treated in accordance with their individual asthma plan.
- **EMERGENCY PLAN:** Children are to be sat upright, calmed and reassured, administered 4 puffs of a shaken reliever puffer (blue/grey canister) delivered via a spacer – inhaling 4 deep breaths after each puff. Wait 4 minutes. If little or no improvement, administer 4 more puffs and repeat the cycle. Call an ambulance if there is no improvement after the second 4-minute wait period, or if it's the child's first known attack. Continue the cycle until the ambulance arrives. Tell the ambulance officer how much medication the child has had. (Asthma Accreditation)





- Parents must be contacted whenever their child suffers an asthma attack.
- To minimise exercise induced asthma attacks, start exercise with a warm up and finish with a cool down program. Child should cease activity, 2 to 4 puffs of a blue/grey inhaler with spacer. Return to activity only if totally free of symptoms, otherwise use the above-mentioned EMERGENCY PLAN. Children with known exercise induced asthma should be allowed to have a dose of their puffer before exercising.

Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle



## 8.2.6 Bikes, Scooters and Skateboards

### Rationale:

- Students travelling to and from school, as well as at school need to be safe. Bicycles, scooters and skateboards are popular means of transport for students, but require regulation and management.

### Aims:

- To provide a school environment, which is safe for students, which is practical, and balances the rights of individuals with the School's duty of care toward all staff and students.

### Implementation:

- Bicycles, scooters and skateboards are very popular means of transport for students, but are also often involved in serious accidents.
- It is well recognised that young children have under-developed motor skills, peripheral vision and judgement.
- Our School will provide safe storage for bicycles ridden to school by students under the following conditions:
  - Students wear helmets
  - Parents / guardians take responsibility for bicycles and ensure that they are in a road worthy condition
  - The bicycles are to be used only for transport to and from school
  - All parents will be made aware of these school rules, and the safety reasons supporting them.
- Storage of bicycles will be in an area which is visible to staff and yet is not in any way a hindrance to student safety.
- Students who contravene these requirements but ride bicycles to school, cannot bring their bicycles onto school property or store their bicycles at school.
- Bicycle education, road rules and safety will form part of the School curriculum.
- Bicycles must be ridden home directly after school.
- Scooters and skateboards are not permitted on the School grounds.
- Students who break school rules will be managed in a manner consistent with the Behaviour Management policy.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.7 Blood Spills

### Rationale:

- Standard precautions and the correct management of blood spills and other body fluids minimise the risks of transmission of infectious diseases including bacterial and viral infections.

### Aim:

- To provide a school environment that uses safe practices in response to blood spills and other body fluids.

### Implementation:

- All teaching staff at our School will be trained in standard infection control procedures and first aid.
- Charts displaying standard infection controls will be prominently displayed in appropriate places.
- The School will provide adequate first aid equipment including protective barriers such as disposable gloves, antiseptics, and disposable Expired Air Resuscitation facemasks, goggles and face masks.
- The School will provide an adequate first aid area with water, antiseptic soap, disinfectant, detergents, disposable wet wipes, heavy duty rubber gloves, disposable latex gloves and paper towel, plastic sealable garbage bags and sharps containers. Alternative gloves such as vinyl, will be available in case the staff member or child has a latex allergy (increasingly common).
- A staff member will attend to all blood or body fluid spills immediately.
- All children who are bleeding must be treated in the first aid room, unless inappropriate to do so.
- The 'blood rule' in sports and recess/lunch times will be adhered to.
- All blood or body fluid spills to be completely cleaned according to standard infection control procedures, including the sealing of all disposable materials into a plastic sealable garbage bag for disposal, thorough washing of all instruments in a disinfectant solution, thorough wiping down of all contaminated surfaces with warm water and detergent, and steam cleaning of areas such as carpets.
- All wounds will be treated, dressed and covered.
- Children will not be allowed to remain in, or return to normal school activities with exposed blood or body fluids.
- The School will provide children with alternative clothing should their garments be infected with blood or body fluids.
- All parents will be made aware if their child has been treated in the first aid room (other than for a bandaid)
- All parents will be notified if their child has been involved with another bleeding child.
- The School will carry out routine inspections of the School grounds for dangerous objects such as discarded syringes, and will have a process in place for their removal and disposal.

### Evaluation:

This procedure is to be reviewed as part of the School's five-year review cycle.



## 8.2.8 Camping

### Rationale:

- The School's camping program enables students to further their learning and social skills development in a non-school setting. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our School.

### Aims:

- To provide all children with the opportunity to participate in a sequential camping program.
- To provide shared class experiences and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.

### Implementation:

- A camp is defined as any activity involving at least one night's accommodation.
- The program will be developed sequentially throughout the School.
- The School staff will ensure that all school camps are maintained at a reasonable and affordable cost.
- The February edition of the School newsletter will provide parents with approximate dates and costs associated with the year's camps.
- All camps will be budgeted for at the beginning of the year with detailed and accurate costing presented to the Principal. Parents will be notified of the exact costs and other relevant details of individual camps as soon as practicable.
- Students will not be excluded from camps simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend camp, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis.
- All families will be given sufficient time to make payments for individual camps. Parents will be sent reminder notices a fortnight before the camp departure date reminding them of the need to finalise payment. Children whose payments have not been finalised at least two school days before the departure date will not be allowed to attend unless alternative payment arrangements have been organised with the Principal.
- Any family who has not met the required payment for a previous camp will be unable to participate in the camping program until this payment is finalised.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide classroom teachers with detailed records on a regular basis.
- The designated "Teacher in Charge" of each camp will ensure that all camps, bus arrangements and camp activities comply with School guidelines.
- All students will be required to provide written permission from their parents to attend the camp, as well as a completed "Confidential Medical Information for School Council Approved Excursions" form.
- The School will continue to provide the opportunity for teachers to update their first aid skills and will provide a Level 2 First Aid Teacher on each camp.
- The School will provide a mobile phone for all camps.
- A senior staff member will be in attendance at school whilst the children are returning from camp. The Teacher in Charge will communicate with this person in regards to the anticipated return time.



- Parents will be invited to assist in the delivery of school camps. When deciding which parents attend, the camps committee will take into account –
  - Any valuable skills the parents have to offer, e.g. bus licence, first aid etc.
  - The need to include both male and female parents.
  - The special needs of particular students.
- Parents selected to assist with the camps program will be required to undertake a police records check.
- Parent volunteers may be required to pay the accommodation and meals cost of the camp.
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in the camping program. Parents will be notified if a child is in danger of losing their invitation to participate in a camping experience due to poor behaviour at school. If the unsatisfactory behaviour continues, the child will then be excluded from camp. The decision to exclude a student will be made by the Principal, in consultation with the senior teacher in charge of the camp.
- Parents will be requested to collect their child from the camp if their child exhibits behaviour that is considered unacceptable. The Teacher in Charge, in consultation with the Principal, will make this decision. Costs incurred will be the responsibility of the parent.
- All camps require School Council approval. This approval is sought at a scheduled meeting at least three weeks prior to the departure date. Information presented to the School Council will include: -
  1. The educational aims and objectives of the camp.
  2. The names of all adults attending and their expertise and experience.
  3. Travel arrangements and costs.
  4. Venue details and an itinerary of events.
  5. Procedures followed to ensure the safety of the children.
  6. Details on the number of students excluded from camp.
  7. Alternative program for students not attending camp.
- The above information will be provided to the Principal at least a week before the School Council meeting date.

#### Evaluation:

- This policy will be reviewed annually at the conclusion of the School's camps program, and as part of the School's five-year review cycle.





### 8.2.9 Child Protection Procedure / SEE Child Protection Policy p. 181

This policy is the generic summary of the full policy held in the Principal's Office. Please consult with the Principal if details of full policy is required.

#### Rationale:

- All children have a right to feel and be safe. Teachers with reasonable grounds for suspecting that a student has, or will be, exposed to injury through maltreatment have a moral and possibly legal responsibility to report the situation to the Principal who will, if needed, report to an officer of the appropriate authority.

#### Aims:

- To ensure that children's rights to be safe are maintained and that each child is protected against injury resulting from physical, emotional or sexual abuse.

#### Implementation:

- Principals and teaching staff have a duty by virtue of *Children & Young Persons (Care and Amendment) Bill* (1993) to report suspicion on reasonable grounds of injury to students through maltreatment. (see p 20 of South Pacific Division Child Protection Policy)
- Teachers who suspect child abuse will initially report to, and discuss the matter with, the Principal.
- Teachers who have reasonable grounds for suspecting a child has suffered maltreatment, or that there is substantial risk that the child will suffer maltreatment, can lawfully make such a report without fear of legal repercussion.
- The Principal and teacher may choose to investigate the matter further, including a discussion with the child involved. However, at no time must the staff investigate the suspected abuse of the child. This is the responsibility of officers of the Dept. of Health & Human Services (DHS).
- The Principal and staff member may contact the DHS to discuss the case in anonymous terms with an officer of the Department to determine whether or not the circumstances warrant a report. (fill in **Form A**, p75 SPD Policy) One copy of this form must be retained in school records, while the other copy forwarded to the Conference Education Director.
- Teachers/Principals must not make contact with parent/guardian. The Teacher's/Principal's responsibility stops when DHS has been notified.
- The Principal and/or the teacher involved may then choose to formally report the matter to the DHS. (complete **Form B** p.9 SPD Policy)
- All details will be fully documented and retained. Confidentiality will be maintained at all times.
- Subsequent concerns about the same child will also be brought to the attention of the Principal
- Notification to DHS is mandatory, and **a failure to comply with this statutory duty is an offence.**

#### Interviews of students by DHS OR Police Officers:

- If it is known that the alleged offender is **not a family member or close family friend**, a student must not be interviewed at school by DHS officers unless a parent/guardian or their nominated representative is present.



- A student who is not the subject of the notification may only be interviewed at school by DHS officers if the student's parent/guardian (or nominated representative) is present and **if the Principal is satisfied that there is no suitable alternative venue where the interview may be held.** The Principal or another staff member must not attend as the nominee of the parent/guardian in these circumstances.
- The Principal must ensure that all required documentation within the process of notification is completed and filed confidentially (see p17 of SPD Policy for listing of required documentation).

Evaluation:

- This procedure summary is just a brief synopsis of the SPD Policy which we are obliged to follow.
- All staff (support staff, casual teachers and regular volunteers) must be informed of this procedure.
- This procedure will be reviewed as part of the School's five-year review cycle, or when statutory, or SPD Policy changes.



## 8.2.10 Collectables

### Rationale:

- Students often bring collectable items (cards, Tazos, marbles, etc.) to school, invariably resulting in loss, disputes or distractions from learning. The School has chosen to simply implement a blanket ban on such items

### Aims:

- To encourage the responsible management of collectable items by students by keeping collectables and valuables at home.

### Implementation:

- Collectable items such as cards, Tazos, Bay Bladez, Pokemon, marbles, etc. and valuables such as walkmans, wallets, etc. which are brought to school will be confiscated.
- All confiscated items will be retained by classroom teachers until the end of the school day, and then returned to the student.
- Parents should not allow their children to bring collectables to school.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.11 Critical Incident Management Policy (ASA)

### **Rationale:**

North West Christian School adopted the Critical Incident Management Policy because:

- Staff and students require a safe environment to take part in effective teaching or learning;;
- Individuals and groups react differently to critical incidents;
- Clearly defined procedures may improve response time;
- Critical incidents may have long-term effects on some individuals;

**Aims:** The Aims of the Critical Incident Management Policy are to:

- Ensure that any damage done by Critical Incidents is minimised;
- Create a safe environment for staff and students;
- Ensure as rapid a return to normal as possible after the incident;
- Improve the response time of critical incident management;
- Ensure the school is as prepared as it can be for critical incidents.

**Policy Statement:** The Critical Incident Management Policy involves the following:

*An emergency or critical incident occurs when there is an actual or imminent event which endangers or threatens the safety or health of a person or persons or which destroys or damages, or threatens to destroy or damage, any property. They can range from small scale localised incidents through to large scale events requiring state coordination and assistance from external agencies.*

1. A Critical event can cause normally stable and healthy people to experience strong emotional or psychological distress, and interferes with their ability to function normally, either at the time of the event or later.
2. This disruption may result from experiencing or witnessing any shocking, horrifying or violent circumstance such as a natural or man-made disaster, a serious accident, physical violence, an acute personal threat or a significant loss.
3. With appropriate support, most people can deal with these situations and soon return to normal function. For a few people, referral to specialist professional help may be necessary to aid recovery.
4. North West Christian School's response to any critical incident will be calculated to ensure as rapid a return to normal as possible after the incident, the physical and emotional well being of staff and students being of utmost priority.
5. Our goals are:
  - An optimum response at a time of instability;
  - Recovery from any trauma or dysfunction due to the incident;
  - Return to normal routines;
  - A sense of cohesiveness within the school community;
  - A sense of responsibility and control over situations which may arise;
  - A demonstration of caring and support at a time of need;
  - A minimisation of short term and long term disruption to personal and professional function.



6. Emergencies that may affect the school community:

- Fire;
- Damage to buildings;
- Attempted or actual abductions;
- Bomb or firearms threats;
- Disappearance of students;
- Fatalities of students or staff;
- Serious injuries/assaults/sexual assaults;
- Fumes or spills of hazardous materials.

7. Critical Incidents that may affect the school community:

- The death or critical injury of a student, teacher or prominent school community member;
- The destruction of the whole or part, of the school;
- Major vandalism;
- The murder of a student or teacher;
- Death or misadventure on a school excursion;
- Students witnessing serious injury or death;
- Student or teacher suicide;
- Flooding or other natural disasters;
- Terminal illness of a member of the school community;
- Use of violent weapons in the school;
- Outsiders coming into school and being aggressive to students and staff;
- Disappearance of a student or staff member;
- Social abuse of students or teachers;
- Media coverage of issues in a way which creates concerns in the school community.

### Preparation

1. While it is impossible to anticipate and prepare for a specific incident, the school can make general preparations. These include:
  - Marking all escape routes with diagrams;
  - Familiarising teachers with evacuation procedures;
  - Holding emergency evacuation drills at intervals throughout the school year – at least once per term;
  - Identifying a network of support people to be called upon in case of trauma;
  - Ensuring the emergency equipment is in proper working order;
  - Maintaining an up-to-date list of phone numbers of resource/support persons;
  - Developing a Critical Incident Plan;
  - Establishing a Critical Incident Management Team;

### Response to an Incident

1. Responsibility for dealing with any incident that affects the school and its community rests with the Principal who should delegate as many tasks as possible so as to be available for making decisions necessary in any crisis situation. The Deputy or another senior staff member will assume responsibility should the Principal be a victim, or be personally involved in any incident to the extent that may render him/her unable to function normally.
2. Frequently administration and staff do not realise how debilitating the situation has become. It is crucial that even the most effective administrator or staff member acknowledge that he/she may be affected to the point where there is a need to take a 'time out', seek counselling, or temporally hand over their responsibilities.





3. In the event of an incident *in the school* the Principal (or delegate) will:
  - Assess the nature of the emergency;
  - Decide the appropriate action;
  - Delegate tasks to appropriate persons;
  - Make the necessary calls for help, or send an appropriate person for help;
  - Ensure that appropriate safety precautions are taken, e.g., evacuation of the premises;
  - Confirm information prior to briefing staff;
  - Ensure that information is correct and given in such a manner as to minimise distortions and rumours;
  - Maintain control of the student/staff body and attempt to reassure them and support them;
  - Brief emergency crews when they arrive;
  - If the event is small scale and outside help is not called, determine when it is safe/appropriate to return to normal operation;
  - Determine the need/advisability of informing parents or guardians;
  - Function as the authorised spokesperson to the media. It is the responsibility of the administration to ensure that they are aware of the implications of negligence and the legal ramifications of unauthorised or inappropriate disclosure of information (see *Dealing with the Media*);
4. In the event of an incident experienced by students or staff *outside the school or outside school hours*, the Principal (or delegate) will:
  - Contact appropriate staff and, before classes begin, brief staff and prepare strategies for dealing with student reactions;
  - Confirm information prior to briefing staff;
  - Ensure that information is correct and given in such a manner as to minimise distortions and rumours;
  - Determine, in consultation with the company Education Director and staff, whether a Critical Incident Management team should be called in;

### Moving from Response to Recovery

1. It is important to recognise the existence of the recovery aspect associated with incidents. The initial incident and the immediate response are clearly identifiable as part of emergency management planning and procedures. But it is the recovery activity that will determine the extent to which members of the school community will cope with the long-term effects of a critical incident;
2. While the immediate physical safety and well being of staff and students is the initial concern, the recovery activity addresses the long term physical and emotional wellbeing of individuals. A number of emergency services in Tasmania will respond to calls for immediate assistance, e.g. police, fire brigade, etc. During the emergency *they* will assume legal responsibility for control and coordination at the incident site. As the immediate crisis passes, it is important that effective recovery activities follow. This will often involve advice from the Education Office of the Tasmanian Conference and other agencies as may be appropriate;
3. Victims of critical incidents often deny that the event has had any significant impact on them and they tend to overlook the value of external support. Distress and trauma may be minimised by:
  - Speed of response;
  - Appropriateness of response;
  - The opportunity to talk about the event and personal reactions to it;
  - Ongoing support.



### Defusing and Debriefing

1. Defusing and Debriefing are techniques that aim to:
  - Mitigate the impact of the Critical Incident;
  - Accelerate recovery;
  - Facilitate the provision of support to those affected;
2. Defusing and Debriefing provide the opportunity to ventilate pent-up feelings. They provide opportunities for stress reduction, education, emotional reassurance and forewarning, for those involved, of what signs and symptoms of distress may materialise later. They enhance group cohesiveness and cooperation and serve as an opportunity for screening of those requiring further assistance and referral.
3. These processes will require professional guidance and will take place under the school counsellor or the Critical Incident Management (CIM) team;
4. Defusing occurs within 8 hours of the event and allows exploration of the facts and responses, providing opportunity for teaching about possible responses to trauma and strategies for coping;
5. It is in the interest of each individual, and the school, that all students and staff be defused after a critical incident;
6. The defusing process alerts facilitators to those who may need to join a debriefing at a later date or receive further specialised help.
7. Debriefing is a longer process (up to 3 hours) which provides an opportunity for a group to recall and retell their experience, discuss their feelings, share what they have learned from the experience in terms of their own response and ways of coping, and learn normal reactions to them;
8. It is vital that debriefing be facilitated by people trained in the process. In particular, the use of debriefing with adolescents' needs to be conducted by professionals familiar with their particular needs;

### Dealing with the Media

1. Any contact by the media or statements made to the media must be through the school Principal (or delegate);
2. Media are not allowed onto school premises unless the Principal (or delegate) has granted permission;
3. Staff and student privacy must be respected;
4. Ensure that information is correct and given in such a manner as to minimise distortions and rumours.
5. It is the responsibility of the administration to ensure that they are aware of the implications of negligence and the legal ramifications of unauthorised or inappropriate disclosure of information;
6. Do not release the names of any deceased to the media (it is normal practice for police to inform next of kin);
7. It is important to be honest and as open as is prudent with the media to forestall the possibility of negative reports regarding the school;

### **Notification of the School's Governing Body**

1. Within hours of the critical incident and when the situation has passed the response stage the Seventh-day Adventist Schools (Tasmania) chair of the Board of Directors is to be informed of the critical incident.
2. In the first instance this notification must be given by telephone and then followed up with written advice including actions taken in response to the incident.



3. A formal report of the incident should be tabled with the board of directors within 48 hours of the incident including copies of all formal reports such as insurance forms, media releases and statements to the police and/or emergency services.

## **References**

1. ASA Schools

This Policy was reviewed & ratified by NWCS Advisory Committee (April 2018), as part of the Tasmanian Seventh-day Adventist Schools System. SDA (Tasmania) Schools Board of Directors: 19<sup>th</sup> June 2018.



## 8.2.12 Custody

### Rationale:

- Schools are often confronted with issues relating to custody of students. While such issues are often emotionally charged, the School will manage custody-related issues in accordance with the law.

### Aims:

- To develop and implement clear and responsible processes for managing custody-related issues at a school level.
- To clearly articulate to parents the School's processes relating to the management of custody issues to parents.

### Implementation:

- Parents or guardians are required to complete and sign accurate enrolment forms for children of whom they have custody.
- The School will only enrol a child under the name provided on a Birth Certificate or a more recent legally recognised document.
- Any custody issues are to be declared, and supported by legal documentation – which will be photocopied and retained on the student's individual file.
- The Principal will be responsible for ensuring that the School complies with all Family Court Orders or similar legal documents relating to custody.
- The School will assume a default position that both natural parents have equal access to enrolled students unless current court orders or legal documents dictate otherwise.
- Both natural parents will have access to school reports, newsletters, parent interviews, and their children at school unless court orders or similar legal documents dictate otherwise.
- Parents or guardians who claim custody restrictions but fail to provide documentation will not have their requests met until such time as supporting documentation is provided.
- Any person who has their access restricted to students, and whose presence at school or requests for information are in breach of court orders or similar legal documents will be directed immediately to the Principal.
- The police will be contacted immediately if any person refuses to comply with the Principal's lawful instructions or to obey court orders or similar.
- Any breeches of custody restrictions will be reported by the Principal to the parent who normally looks after the child.

### Evaluation:

This procedure is to be reviewed as part of the School's five-year review cycle



## 8.2.13 Duty of Care

# DUTY OF CARE POLICY

### Preamble

#### e

All Seventh-day Adventist Schools in Tasmania are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

### Purpose

#### e

Whenever a student-teacher relationship exists, the teacher has a special duty of care. This is defined as: *"A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher's charge from risk of injury that the teacher should reasonably have foreseen."*(*Richards v State of Victoria*). As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise [that is, those that the teacher should reasonably have foreseen] and against which preventative measures could be taken. This includes the Child Safe Standards under Ministerial Order 870.

### Implementation

- Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific [but not exhaustive] requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.
- A teacher's duty of care is not confined to the geographic areas of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher's instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have 'assumed' the teacher/pupil relationship.
- The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.
- Whilst each case regarding a teacher's legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:-
  - o Arriving late to scheduled timetabled yard duty responsibilities
  - o Failing to act appropriately to protect a student who claims to be bullied
  - o Believing that a child is being abused but failing to report the matter appropriately (see Also Child Protection Policy)
  - o Being late to supervise the line-up of students after the bell has sounded
  - o Leaving students unattended in the classroom
  - o Failing to instruct a student who is not wearing a hat to play in the shade
  - o Ignoring dangerous play
  - o Leaving the school during time release without approval
  - o Inadequate supervision on a school excursion
- Staff members are also cautioned against giving advice on matters that they are not professionally competent to give [negligent advice]. Advice is to be limited to areas within a teacher's own professional competence and given in situations arising from a role [such as careers teacher, year level coordinator or subject teacher] specified for them by the principal.
- Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.





### **Risks to students outside the school environment**

Legal cases establish that a teacher's duty of care does not start nor end at precise times during the day. The approach

generally taken is that a teacher's duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be whether the school took **reasonable steps** to protect the student from the risk.

Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

The following instructions and notices **apply to all staff**.

### **Classroom supervision**

- It is **NOT** appropriate to leave students in the care of ancillary staff, parents or trainee teachers [at law, the Duty of Care cannot be delegated]
- It is **NOT** appropriate to leave students in the care of external education providers for example incursions [at law, The Duty of Care cannot be delegated]
- In **an emergency situation** use the phone to phone the Principal or Assistant Principal or contact the teacher in the next room. [if appropriate – send another student for assistance]
- **No student** should be left unsupervised **outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Assistant Principal **is to be contacted first** to alert them that the student is on their way.

### **Movement of Children**

- Care needs to be taken in allowing students to leave the room to work in other areas of the school
- Discretion is to be used when allowing students to visit the toilets during class time

### **Yard supervision**

- Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising pupils, teachers' duty care of is one of positive action
- Be aware that children are usually less constrained and more prone to accident and injury than in a more closely supervised classroom
- Be aware that yard duty supervision within the school brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities.
- Teachers rostered for duty are to attend the designated area at the time indicated on the roster
- Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable
- The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**
- No changes to the yard duty roster are to be made without the approval of the Daily Organiser or Assistant Principal
- Be alert and vigilant – intervene **immediately** if potentially dangerous behaviour is observed in the yard –enforce behaviour standards and logical consequences for breaches of safety rules
- You should always be on the move and highly visible.



Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

The following instructions and notices **apply to all staff**.

### **Classroom supervision**

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- In **an emergency situation** use the phone to phone the Principal or Assistant Principal or contact the teacher in the next room. [if appropriate – send another student for assistance]
- **No student** should be left unsupervised **outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Assistant Principal **is to be contacted first** to alert them that the student is on their way.

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- Teachers rostered for duty are to attend the designated area at the time indicated on the roster
- Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable
- The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**
- No changes to the yard duty roster are to be made without the approval of the Daily Organiser or Assistant Principal
- Be alert and vigilant – intervene **immediately** if potentially dangerous behaviour is observed in the yard – enforce behaviour standards and logical consequences for breaches of safety rules
- You should always be on the move and highly visible

### **Before and After School Care**

- Students must be adequately supervised at all times, which includes a minimum of 15 minutes before and after school.

### **Excursions, Incursions and Camps**

- Be aware that children are usually less constrained and more prone to accident and injury than in a more closely supervised classroom
- Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities
- Be aware that camps and excursions outside the school require the teacher to remain the person designated with duty of care



- Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to school guidelines
- Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities
- The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school
- The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit
- If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive
- If crossing roads, students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road
- **All staff MUST follow the school guidelines when organising an excursion, incursion or camp.**

### **Ensuring a Safe Workplace for all People**

- It is the responsibility of each employee to ensure the school premises are safe at all times.
- Regular checks of each employee's own work space is required as outlined in the WH&S policies to minimise risk of injury to any persons on the school premises.
- If a risk is identified by an employee an area outside this immediate workspace, it is the responsibility of the employee to ensure no person is put in an immediate risk of harm and then immediately notify the school administration of the issue (as per the WH&S policies).

### **EVALUATION**

This policy will be reviewed as a part of the school's five year policy review cycle.

This policy was last ratified at Principal Council in: January 2017 by Adventist Schools Australia

Sourced:

<http://www.myschoolsapp.com.au/documents/18/101/HSDS%20Duty%20of%20Care%20Policy%20May%202016.pdf>



## 8.2.14 First Aid

### Rationale:

- All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

### Aims:

- To administer first aid to children when in need in a competent and timely manner.
- To communicate children's health problems to parents when considered necessary.
- To provide supplies and facilities to cater for the administering of first aid.
- To maintain a sufficient number of staff members trained with a level 2 first aid certificates.

### Implementation:

- A sufficient number of staff (including at least 1 administration staff member) to be trained to a Workplace level 2 first aid certificates, and with up-to-date CPR qualifications.
- A first aid area will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a cupboard in the first aid area.
- Children's medication is kept in a locked box in the Principal's office. Any medication administered to children must be recorded in the Medication Administered Register.
- Small injuries (such as require a band-aid) that occur during class time will be dealt with by the teacher e.g.: student offered a band-aid to administer to cut.
- All other injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident. All injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty.
- An up-to-date Accidents Register located in the first aid area will be kept of all injuries or illnesses experienced by children.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be made available.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication, including headache tablets, will be administered to children without the express written or phoned permission of parents or guardians.
- Parents of all children who receive first aid will be notified of treatment given.
- For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child's head, face, neck or back must be reported to parents/guardian.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than "minor" will be reported on *Risk Management Accident and Incident Report* forms. Additional forms including *Injury/Illness* and *Public Liability* forms will also be reported.
- Parents who collect children from school for any reason (including an emergency) must sign the child out of the School in a register maintained in the School office.



- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permits, a teacher may confer with others before deciding on an appropriate course of action.
- All school camps and excursions will have at least one Level 2 first aid trained staff member at all times.
- A comprehensive first aid kit will accompany all excursions and camps, along with a mobile phone.
- All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms are to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid area.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma management plans, high priority medical forms, and reminders to parents of the policies and practices used by the School to manage first aid, illnesses and medications throughout the year.
- General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma medication will also be given at that time.

#### Procedure for Sick Children in Class:

1. Teachers are to send the sick child with the class captain or senior class member to the office (with blue permission tag). The class captain will wait until Office staff are satisfied with the outcome of Point 2 to report back to the teacher.
2. Office Staff to seek advice of Senior Teaching Staff (who have 'Workplace Level 2 First Aid Certification') for a second opinion of child's condition.  
Procedure may be:
  - administer Panadol if required e.g.: headache
  - place in Sick Bay for observing e.g.: child showing signs of tiredness, genuine paleness or stomach ache. Observe also for non-genuine illness e.g.: avoiding work.Class Captain to return to class, telling teacher of outcome.
3. For more serious injuries/illnesses (e.g.: vomiting or child is too unwell to re-join the classroom activity) parents are to be contacted as per the above 'Implementation' indicates.
4. **New Initiative:** Student will be given a note on the day they receive treatment a note to take home.
5. **New Initiative:** ALL staff encouraged to attend the First Aid class each year.

#### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.





## 8.2.15 Food

### Rationale:

- Promotion of a healthy lifestyle is an important aspect of North West Christian School's culture. The School is committed to providing students with the ability to make better food choices on the understanding that a healthy diet contributes to the holistic education of students.

### Aims:

- To provide a healthy and nutritious environment for our students and staff.
- Avoid being complicit in the nation's worsening health and obesity epidemic.
- Provide a variety of foods in the Canteen for consumption.
- Include foods from all of the food groups.
- Assist parents in providing a balanced diet that will provide the right combinations to meet their child's nutritional needs.
- Establish benchmarks that set standards of the very best nature.
- Ensure that food is served in a manner that meets food safety standards.

### Implementation:

- A wholly vegetarian canteen will be operated with a wide range of healthy food items.
- The Home Economics Department will operate on a vegetarian basis with an emphasis on healthy foods
- Healthy vegetarian foods will be promoted and served when the School has functions such as class parties or other similar food activities
- When off-campus activities (camps, etc.) are undertaken, healthy vegetarian food will be provided for students
- When off-campus activities (excursions, camps, etc.) are undertaken and food is purchased directly by the students, some freedom in food choices will be allowed
- In circumstances where food is sold to raise funds for the School, principles of healthy eating will be observed
- When the opportunity arises, students should be exposed to the principles of healthy eating. The principles of healthy living are based upon **NEWSTART**. This includes: Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest and Trusting in God.
- The nutritional aspect of **NEWSTART** involves healthy vegetarian food prepared in accordance with the Adventist Health message.
- Healthy nutrition involves not only the use of healthy foods but also the avoidance of unhealthy foods.
- Appropriate food handling procedures will be followed by staff and students.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.16 Gender Equity

### Rationale:

- All students deserve, and have a right, to be provided with equal opportunities to succeed in all aspects of schooling. Gender is not a determinant of a student's capacity to learn, but often influences opportunities. It is unlawful to discriminate against a person on the basis of gender.

### Aim:

- To ensure that all students are provided with equal opportunities to reach their potential, irrespective of gender or stereotypical expectations.

### Implementation:

- Our School values diversity and strives to ensure that all students receive equal status and equal opportunities to achieve.
- Appropriate gender-based and equity professional development will be provided for all staff.
- Our curriculum and delivery will do justice to girls and women, as well as boys and men, and lead to equitable outcomes by enhancing their capacity to participate in all aspects of schooling.
- Our curriculum and practices will challenge stereotypical views of females and males, including historical values, attitudes and roles.
- The value of unpaid work, such as raising families, traditionally done by females will be explored.
- We will accommodate a diverse range of learning styles that complement the multiple intelligences of all students and promote cooperative strategies.
- Classes will be gender balanced, and operate in a manner that provides equal opportunities for all.
- Non-sexist language will be used within the School, with the possibilities of single-sex classes and specific times for females and males to have access to computer facilities to be explored.
- Positive female and male role models will be highlighted in the curriculum, with students having opportunities to work with female and male mentors.
- The curriculum will place an emphasis upon the development of personal and social skills, as opposed to simply narrow academic or sporting achievement.
- The School's discipline code will recognise differences in male and female behaviour.
- Fathers and other significant males will be invited to be active contributors to schooling.
- The student dress code will provide girls and boys with safe and comfortable uniform options.
- Subject and careers choices will be based on capabilities, competencies and interests rather than stereotypical or historical bias.
- Achievements of students (female and male), will receive appropriate public recognition in the School.
- This policy is to be read in conjunction with the Anti-Harassment and Bullying policies of the School.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.17 Head Lice

### Rationale:

- Head lice (pediculosis) are tiny insects that live on the human scalp where they feed and breed. While they do not carry or transmit disease, they can be embarrassing, and are the most common cause of head itch and scratching, which may lead to infection and swollen lymph glands. Therefore, they need to be controlled as they are easily passed onto other people.

### Aims:

- To respond to reports of head lice quickly and effectively.
- To ensure that effective processes for treating head lice are known and consistently followed.
- To ensure that parents and guardians are well informed about head lice treatment.

### Implementation:

- Anyone can catch head lice.
- Head lice cannot fly, hop or jump but spread from person to person by head to head contact, and by the sharing of personal items such as combs, brushes and head gear such as hats.
- Parents/carers have a responsibility to check and control head lice in their children.
- Teachers need not check children for head-lice, but should they by chance notice head lice or nits on a child, the child will be discreetly removed and the Principal contacted.
- The Principal will contact the child's parents/carers of any infected child and request that their child be collected and properly treated for head lice as soon as possible before returning them to school.
- Parents that notice their children have head-lice or nits should treat the child before sending them to school, and inform the Principal.
- The Principal will also provide parents of infected children with the latest Department of Health and Human Services (DHHS) information about head lice treatment and prevention.
- The Principal will periodically place DHHS information in the School newsletter regarding effective head lice prevention, detection and treatment particularly at times of heavy outbreaks.
- The Principal will alert the community of head lice infestations in the School, encourage parents/carers to check and treat their children, and encourage parents/carers of children who are persistently infested to contact the local Family and Child Health Nurse for advice.
- The School has obtained a head lice comb, which is available upon request.
- Students are required to stay home until all head lice and nits have been removed from them.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.18 Lockdown

### Rationale:

- The effective and efficient management of emergency incidents is critical to the safety and well-being of students, staff and school visitors, as well as essential in minimising damage to School property.

### Aim:

- To provide a safe environment for all, where a situation for lockdown occurs e.g.: animals loose in playground, extreme weather or other conditions that involve people moving inside or remaining in buildings.
- Maintaining good communication is crucial and all should work to achieving this.

### Implementation:

- The School is required to maintain a current emergency management plan, which clearly describes how the School will respond during an emergency to ensure ongoing safety of staff, students and visitors.
- The lockdown procedure is the reverse of the Emergency Fire Plan e.g.: emergency evacuation site is the basketball court, whereas with a lockdown the following occurs:

#### *First Step:*

- The Receptionist or Principal will activate the School bell by switching it on to ring continuously for 3 – 5 minutes.

#### *If students are inside:*

- All staff and authorised visitors to the School will lock down in the area in which they are working.
- Grounds staff should lock down with the nearest group in their vicinity.
- Staff using machinery should shut down/switch off equipment immediately.
- Senior Administration should be in contact using all possible means.
- No one is to be admitted to a classroom or building during a lockdown situation unless it can be guaranteed they are no threat to any person.
- Staff are to discontinue work and focus on calming students and other staff, reassuring them that the situation, whether known or unknown, is being dealt with by the Principal and emergency services.
- Should a situation present where the staff member's judgement is that students should be evacuated, they should do so.

#### *If students are outside or between classrooms:*

- If safe to do so, all staff and students should proceed to the nearest available classroom/building.
- If at extremities of school property and it appears unsafe to proceed to the nearest building, staff should move students and other persons as calmly as possible as far away from the School as possible and seek shelter out of sight.

#### *All clear:*

- The bell will be rung again when lockdown emergency is over. Personal contact with each classroom can also be made. Staff are to remain with students and all sections of the School will remain locked down until the all clear is given by the Principal or Receptionist.
- Missing students must be reported to the Office.
- A debrief session to follow each lockdown situation.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## IN THE EVENT OF LOCKDOWN

**WHEN IT IS NOT SAFE TO BE OUTSIDE THE CLASSROOM.**

**THE IMPORTANT THING IS FOR EVERYONE TO REMAIN CALM!**

The lockdown procedure is the reverse of the Emergency Fire Plan e.g.: emergency evacuation site is the basketball court, whereas with a lockdown the following occurs:

1. The Receptionist or Principal will activate the School bell by switching it on to ring continuously for 3 – 5 minutes.

**2a. If students are inside:**

- All staff and authorised visitors to the School will lock down in the area in which they are working.
- Grounds staff should lock down with the nearest group in their vicinity.
- Staff using machinery should shut down/switch off equipment immediately.
- Senior Administration should be in contact using all possible means.
- No one is to be admitted to a classroom or building during a lockdown situation unless it can be guaranteed they are no threat to any person.
- Staff are to discontinue work and focus on calming students and other staff, reassuring them that the situation, whether known or unknown, is being dealt with by the Principal and emergency services.
- Should a situation present where the staff member's judgement is that students should be evacuated, they should do so.

**2b. If students are outside or between classrooms:**

- If safe to do so, all staff and students should proceed to the nearest available classroom/building.
- If at extremities of school property and it appears unsafe to proceed to the nearest building, staff should move students and other persons as calmly as possible as far away from the School as possible and seek shelter out of sight.

**3. All clear:**

- The bell will be rung again when lockdown emergency is over. Personal contact with each classroom can also be made. Staff are to remain with students and all sections of the School will remain locked down until the all clear is given by the Principal or Receptionist.
- Missing students must be reported to the Office.
- A debrief session to follow each lockdown situation.

**LOCKDOWN – LOCK ALL DOORS AND STAY INSIDE YOUR CLASSROOM.**



# **THE EVACUATION PLAN**

## **NORTH WEST CHRISTIAN SCHOOL**

The Chief Warden is the senior person present at the time of the emergency. If the Chief Warden is absent, the Deputy Warden takes his/her place.

When the fire alarm sounds or you become aware of an emergency, the Chief Warden will:

- Ensure that all persons are notified of the emergency
- Ascertain the nature of the emergency and determine the appropriate action
- Ensure the Fire Brigade has been notified - Dial 000
- Co-ordinate the evacuation of the centre
- Delegate other duties to staff members as required
- Ensure all areas are checked and that all children, staff and visitors have evacuated
- Ensure doors and windows are closed, but only if safe to do so.

## **ASSEMBLY AREA: BASKETBALL COURT**



## 8.2.19 Medication

### Rationale:

- Teachers and schools are often asked by parents to administer medication for their children while at school. It is important that such requests are managed in an appropriate manner, ensuring the safety of students, and fulfilling the duty of care to and from staff.

### Aims:

- To ensure the medications are administered appropriately to students in our care.

### Implementation:

- The Principal or Nominee is the staff member responsible for administering prescribed medications to children.
- Non-prescribed oral medications (e.g.: head-ache tablets) will not be administered by the Principal or nominee unless permission is first received from parents.
- All requests for children to be administered prescribed medications whilst at school must be directed to the Principal, who in turn, will seek a meeting or discussion with parents to confirm details of the request and to outline school staff responsibilities.
- All parent requests for the Principal to administer prescribed medications to their child must be in writing and must be supported by specific written instruction from the medical practitioner or a pharmacist's written instructions.
- Requests for prescribed medications to be administered by the School 'as needed' will cause the Principal to contact the medical practitioner to seek written confirmation of all details.
- All student medications must be in the original containers, must be labelled, must have the quantity of tablets confirmed and documented, and must be stored in either the locked office first aid cabinet or refrigerator, whichever is most appropriate.
- Consistent with our Asthma policy, students who provide the Principal with written parent permission may carry an asthma inhaler with them.
- Classroom teachers will be informed by the Principal of prescribed medications for students in their charge, and classroom teachers will release students at prescribed times so that they may visit the School office and receive their medications from the Principal.
- All completed Medication Request Forms and details relating to students, their prescribed medication, dosage quantities and times of administering will be kept and recorded in a confidential, official loose-leaf medications register located in the School office by the Principal in the presence of, and confirmed by, a second staff member.
- Students involved in school camps or excursions will be discreetly administered prescribed medications by the 'Teacher in Charge' (in conjunction with a second staff member) in a manner consistent with the above procedures, with all details recorded on loose-leaf pages from the official medications register. Completed pages will be returned to the official medications register on return of the excursion to school.
- Parents/carers of students that may require injections are required to meet with the Principal to discuss the matter, and to establish an agreed individual medical action plan in consultation with the student's medical practitioner.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.





## 8.2.20 Pastoral Care

### Rationale:

- North West Christian School values each student as an individual. It recognizes the importance of helping students to develop a full understanding of themselves, their relationship to God and their role in society, thus enhancing their concept of his/her self-worth.
- The pastoral care program of the School is a program of total care for each child. It is designed to provide spiritual, social and vocational guidance and to establish a network of relationships that will support each child during their school career.

### Aims:

- To promote Christian values so that students will gain an understanding of themselves and others in the light of the Cross.
- To create an environment that will enhance maximum learning where students are supported in a cooperative, harmonious and safe workplace.
- To enhance the growth of appropriate behaviours in students in an interactive environment where all rights and responsibilities are respected.
- To provide for the recognition of positive behaviour and for the consequences of inappropriate behaviour.
- To make clear behavioural expectations and promote self-discipline in students.

### Implementation:

An appropriate pastoral care program in the School is provided in the following ways:

#### **1. Administration:**

The School administration operates an 'open-door' policy. Opportunities to support students are created by:

- Being readily available, where possible, when sought by students.
- Actively seeking out students to encourage and counsel.

#### **2. Staff:**

Collectively, the staff share in the pastoral care program by:

- Operating a student prayer list in staff worships.
- Systematically reviewing students' progress and performance in staff meetings.
- Supporting and sponsoring activities that will enhance the welfare of students.
- Accepting responsibility for a particular group in the School (roll teacher).
- Accepting responsibility for a group of students in the School.

#### **3. Individual Teachers:**

As committed Christians, each teacher demonstrates his/her care for and interest in each child by:

- Taking time to talk and mix with the students.
- Being readily available when sought by students.
- Providing appropriate counselling when required.
- Actively seeking out students to encourage and support.



#### **4. Specialised Personnel**

The Pastoral Care program in the School is enhanced by the following personnel and the services they provide:

- School Chaplain: a Seventh-day Adventist minister with experience in counselling who supports the School's spiritual program and is readily available to the students for individual counselling.
- Resource Teacher (Learning Support): with experience in remedial work who is able to provide special help and resources for those students not adequately cared for in the normal classroom situation.
- Careers Adviser: a teacher with an interest in and sound knowledge of career opportunities and requirements who is available for counselling and actively promotes programs in the School designed to prepare students for their transition to work.
- Bible Teacher: a teacher who co-ordinates the School's Bible program and promotes spiritual activities within the School.
- Where appropriate, students can be referred to suitable agency / services.

#### **5. Curriculum**

The School includes activities in its curriculum that form an important part of its process of pastoral care:

- Bible classes
- Annual Week of Prayer / Spiritual Emphasis Week
- Special Bible study classes
- Social excursions for class and School groups.

#### **6. School Council and Parents & Friends Association**

These two bodies foster interaction between parents, teachers and students, endeavouring to harmonise the work of the family and the School in the individual growth and development of each student.

This Policy was reviewed & ratified by NWCS Advisory Committee (April 2018), as part of the Tasmanian Seventh-day Adventist Schools System. Ratified by: SDA (Tasmania) Schools Board of Directors: 19 <sup>th</sup> June 2018.
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## 8.2.21 Privacy

### Rationale:

- Protecting the personal and health information of staff and students is a serious moral, professional and legal responsibility that our School recognises and accepts.

### Aims:

- To collect, handle, use, store and disclose personal and health information of staff and students in a manner compliant with the *Health Records Act* and the *Information Privacy Act*.
- Include a Privacy Statement with each Prospectus. (see attached)

### Implementation:

- Privacy protects individuals from harm resulting from misuse of their information.
- Privacy promotes effective service delivery by encouraging full and frank information provision.
- All staff at our School will be provided with up to date professional development in relation to Privacy, and will made aware of, and reminded of their individual and our collective duty of care regarding Privacy as required.
- Practising privacy involves:
  - COLLECTING** only information the School needs.
  - INFORMING** people why we need the information and how we will use it.
  - DISCLOSING** only the information that is necessary for the purpose of the service.
  - ACCESSING** providing people with access to their own records.
  - SECURING** information against unauthorised use or disclosure.
- All information collected at our School (including enrolment, excursion and medical permission forms, etc.) will be subjected to the above principles.
- All collected information at our School will be retained in a fireproof filing cabinet.
- All relevant information and records relating to students (e.g. enrolment forms, consent forms, assessments, psychological reports, academic reports, etc.) will all be retained in secure storage in the office.
- All electronic data will be maintained, stored and transmitted in accordance with privacy requirements and expectations.
- All records will be maintained and kept up to date by office administration staff.
- All requests (including requests by staff) for information stored at school must be made to the Principal or his/her delegate.
- All requests for information (other than brief, easy to retrieve information solely about the person making the request, or standard information requests from parents about their children, or information requested by staff in the course of their work about students) will be referred to the Principal.
- Under no circumstances, will personal private information be disclosed to unauthorised people.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.22 Sick Bay

### Rationale:

- Student well-being is a prime concern of North West Christian School. This Policy is designed to ensure the School is responsible to fulfil its duty-of-care to students in line with legal requirements.

### Aims:

- To look after the physical welfare of every child.
- To ensure minor injuries do not escalate into major ones.
- Ensure that the School is able to cater for the student's illness and injury.

### Implementation:

The Sick Bay Policy involves the following:

1. Students are to be sent to the Office Secretary to be placed in the Sick Bay area for the following reasons:
  - illness occurring during class.
  - an accident in the play ground.
  - another medical reason.
2. The office secretary will assess the student's condition and decide on one of the following actions:
  - the student is to remain under observation.
  - the student is provided with first aid and returned to class in minor injury cases.
  - the student is assessed as being ill and parents rung immediately to collect child.
  - in circumstances of extreme injury, the parents are called to be notified that an Ambulance is called.
3. Where parents are unable to be contacted, the decision is taken by the Principal or delegate in relation to the most appropriate action.
4. Students who enter the Sick Bay are recorded in a register for all sickness and injuries.
5. Parents sign the Student register when collecting their child from the Sick Bay.
6. All decisions regarding any action taken in the School are the responsibility of the Principal or his/her delegate.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.23 Students with Disabilities

### Rationale:

- Students with disabilities have an opportunity to attend our School if we are able to provide the curriculum and support the student requires, or otherwise refer to the nearest school that is reasonably able to provide for the student's needs.

### Aim:

- To provide all students enrolled at our School, with learning opportunities, equipment and resources that cater for their individual needs.

### Implementation:

- All students who are eligible to enrol at our School are welcome at our School.
- The needs and rights of students with disabilities will be considered and provided for in all school policies, practices and learning opportunities.
- The Principal will be an active participant in negotiations with the parents and support services when enrolling students with disabilities into our School, including negotiations regarding advice, support and resources.
- Personal Learning Plans (P.L.P) will be developed and implemented for all students with disabilities. P.L.P.s will be reviewed and updated as the need arises.
- Case conferences involving all appropriate parties will occur as needed throughout the year. These will be minuted and documented.
- Issues related to the education of students with disabilities will be referred to, and resolved by the Teacher, Principal and Learning Support Co-ordinator.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- Consultation and negotiation will occur with teachers responsible for teaching students with disabilities.
- Teachers involved in teaching students with disabilities will receive professional development and support appropriate to their needs.
- Teachers will adopt teaching strategies, which support the inclusion of all students.
- The Learning Support Co-ordinator will be assigned responsibility to coordinate the disabilities program at our School, which includes:
  - the coordination of applications for support funding,
  - the coordination of case conferences,
  - the development and implementation of P.L.P.s in conjunction with the teacher,
  - coordination of Learning Support staff professional development
  - other issues related to students with disabilities and their respective program needs will be referred to Learning Support Co-ordinator by classroom teacher.

### Evaluation:

- Individual case conference groups will evaluate the progress of students in relation to their respective Personal Learning Plans.
- This policy will be reviewed as part of the School's five-year review cycle.



## 8.2.24 Sun Smart

### Rationale:

- Over exposure to the sun presents a serious health risk. Inappropriate sun exposure in the first 18 years of life contributes significantly to the lifetime risk of developing skin cancer. Students must be educated as to the need for suitable sun protection, and protected from over exposure to the sun whilst at school. However, some skin exposure to the sun's UV rays is needed for the production of Vitamin D, vital for maintenance of healthy bones, teeth and general good health. Being Sun Smart is a whole of year approach. It means using sun protection when the UV is 3 and above (mid- September to mid-April), and safe sun exposure for Vitamin D (mid-April to mid-September).

### Aims:

- To increase student and community awareness of skin cancer.
- To develop student behaviours which reflect responsible decision-making about sun protection.
- To provide a safe school environment.  
To encourage students, parents, teachers and staff to wear protective clothing, hats and sunscreen during high risk times such as lunch times, sports, camps, excursions and cloudy days when the UV is 3 and above.
- Staff and students are encouraged to access the daily local UV level and sun protection times at <http://www.cancertas.org.au>; <http://www.bom.gov.au/tas/uv/> or on the free SunSmart app or widget.

Implementation measures from mid-September to mid-April, when average peak UV levels in Tasmania reach 3 and above:

#### 1. Clothing

Sun-safe clothing is part of our School and sports uniform. This includes shirts with collars, sleeves, longer style dresses and shorts and rash vests or T-shirts for outdoor swimming. Clothing exposing large amounts of shoulder and upper torso e.g.: singlets, tank tops and strappy dresses are not considered suitable.

#### 2. Sunscreen

- Students and staff will be actively encouraged to wear a SPF 30+ or higher broad-spectrum water-resistant sunscreen
- Where possible, SPF 30+ or higher broad-spectrum water-resistant sunscreen is available for use.
- Sunscreen is applied 20 minutes before going outdoors. If outdoors for extended periods sunscreen is reapplied every 2 hours.

#### 3. Hats

- All students will be required to wear approved hats whenever they are outside. Approved sun-safe hats include legionnaire, broad-brimmed and bucket hats. The School will ensure that school uniform hats are available for purchase from the uniform store.
- Students without hats will be restricted to designated shade areas. Whenever possible, outside activities on hot days should be scheduled before 11am.

#### 4. Shade

- The School will endeavour to provide adequate shade structures for students as practicable, particularly over high-density areas such as eating spaces and passive leisure locations. The use of shaded areas will be encouraged.



## 5. **Sunglasses**

- Close-fitting wrap-around sunglasses that comply with Australian Standards AS 1067:2003 (Category 2, 3 or 4) are encouraged but optional.

## 6. **Role-modelling**

Between mid-September and mid-April, Staff will role model sun protection behaviours when outside by using the combination of sun protection measurers outlined above.

Families and visitors are encouraged to use a combination of sun protection measures when participating in and attending outdoor school activities.

**To help maintain adequate Vitamin D levels:** From mid-September to mid-April when UV is usually 3 and above:

- Sun protection (including hats, sunscreen, clothing, shade and optional sunglasses) should be used when UV levels are 3 or above when heading outdoors for more than a few mins.
- Most Australians have adequate Vitamin D levels just from doing typical day-to-day activities. A few minutes of mid-morning or mid-afternoon sun exposure to arms and hands on most days of the week should be sufficient to maintain adequate Vitamin D.
- Take extra care in the middle of the day when UV levels are highest.
- Students with naturally very dark skin (skin types 5 & 6 – see Fitzpatrick Skin Type Chart) may need 4-6 times as much sun for Vitamin D production and only require a hat and/or sunglasses to protect their eyes. It is not usually necessary for people with this type of skin to wear sunscreen and they will require about 30 minutes in the sun a day at mid-morning or mid-afternoon.

From mid-April to mid-September when UV level is usually below 3:

- Sun protection is not necessary unless near snow or other reflective surfaces.
- To support Vitamin D production, spend time outdoors in the middle of the day with some skin uncovered.
- Students with naturally very dark skin will need 1.5 hours to 3 hours in the sun a day in the middle of the day (as this is not practical on a school day, supplementation may need to be considered by parents). A hat or sunglasses are required to protect the eyes if these students are near reflective surfaces.

**Implementation:**

- The school newsletter and school assemblies will be used to highlight and reinforce the sun smart policy.
- Sun smart activities and sun protection will form part of the Health and Physical Education curriculum at all year levels.
- Our School has accreditation as a Sun Smart school at the Cancer Council.

**Evaluation:**

- The Sun Smart Policy should be discussed with staff at the beginning of each year to ensure support and compliance. Any suggestions and/or amendments will be considered before updating the policy.
- The policy should be updated to reflect current government policy whenever this changes.
- This policy will be submitted to the Cancer Council for review every 3 years.

This document was reviewed, updated & ratified by the School Council: 23 <sup>rd</sup> November 2016
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## 8.2.25 Traffic Safety

### Rationale:

- School students are exposed to traffic hazards on a daily basis, with traffic related accidents accounting for the majority of all serious injuries and deaths to school aged students. A well-planned, comprehensive and effective 'hands on' traffic education program is, therefore, an essential component of our School's present and future integrated curriculum.

### Aims:

- To protect each student at the School.
- To enable students to learn about their local traffic environment and to develop the physical skills, attitudes and behaviour patterns for safe use of roads, school buses and public transport systems.
- To raise the profile of traffic safety within the local school community.

### Implementation:

- Whilst being a component of the Primary Health & Physical Education syllabus, traffic safety education will be integrated across the curriculum.
- Our traffic safety education program will comprise the following 3 essential elements:
  1. Knowledge and understanding of roads, traffic, transport and rules.
  2. Development of the physical skills to manage traffic environments safely, whether as pedestrian, bike or scooter rider, motor vehicle passenger, or user of public transport.
  3. Development of behaviours, attitudes and decision-making abilities that enable students to successfully negotiate traffic in a safe and responsible manner.
- Whilst traffic safety education will be integrated into all curriculum areas and at all year levels, infant students will be introduced to traffic safety education by formal lessons on how to walk to the school bus, how to use the footpath, how to board buses and how to cross the roads.
- Bike Ed will be a component of the Primary curriculum.
- All students will undertake a bus safety program each year.
- Traffic safety education will be highlighted through the School newsletter, at assemblies, via guest speakers, and through school awards.
- Parents will be actively encouraged to become involved in the traffic safety education program, and to reinforce positive traffic safety practices with students.

### Evaluation:

This procedure will be reviewed as part of the School's five-year review cycle.



## 8.2.26 Unauthorised Visitors

### Rationale:

- Our School welcomes visitors who have a reasonable and constructive reason to be on the School's grounds or premises. Unauthorised visitors are those who have no apparent legitimate or educational purpose for visiting the School, or those that visit with anti-social, illegal or destructive intent. The School Council regards the direct canvassing of students for community or commercial events or activities as being generally inappropriate. The Principal, if satisfied with such promoters, may organise more acceptable means of communicating with students.

### Aims:

- To provide a school environment that is devoid of unauthorised and unwelcome visitors.

### Implementation:

- All legitimate visitors are required to report directly to the School office upon arrival at the School, to sign a visitor's register, to collect and wear a visitor's badge, and to be assisted with directions or appointments.
- Signs directing visitors to the School office will be prominently displayed at school entry points.
- Signs, which warn trespassers of the potential for prosecution, will be similarly displayed, e.g.: at front gate.
- Staff are required to direct any unidentified person without a visitor's badge to the School office, or to report unidentified people or vehicles to the Principal.
- Staff on yard duty are required to be vigilant in their task, and to report visitors that do not display visitor badges or are clearly unauthorised.
- Teaching Staff will be provided with professional development on how to communicate with visitors in a non-confrontational manner.
- The School will implement its right to have people charged with trespass if necessary.
- Any visitor who breaks the law may be charged with an offence if appropriate.
- The School will establish and maintain effective relationships with the local police.
- The School community will be regularly informed about our process for managing unwanted visitors, and will be invited to assist by reporting suspicious out of school hours activities to the police.
- The School's emergency evacuation procedures will be regularly practiced.
- School gates will be closed out of school hours.
- Security lighting will be well maintained.

### Evaluation:

This procedure will be reviewed as part of our School's five-year review cycle.