



## **A SAFE AND SUPPORTIVE ENVIRONMENT**

### **1. Head of Agency**

The School Principal, or a delegated person.

### **2. Contact Numbers**

**For any emergencies and ambulance dial 000**

**Police:** Springwood 4751 0299

#### **Youth Liaison Officers:**

Michelle Jensco YLO (primary & some assistance for HS): 4751 0299

Senior Constable Ben Gillen (High School): 96777499

**Fire:** Springwood 47 51 2740

### **2. Support**

The School wishes to promote a learning environment where teachers, students and parents are mutually supportive. Teachers, students and parents respect each other, do not engage in conduct that undermines this mutual trust and support; they also respect the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters that affect them.

Staff are informed of their legal responsibilities regarding Child Protection as part of their induction process. At the beginning of each School year the Principal informs all staff of their legal obligations and current procedures.

Professional Development for all staff is provided on an annual basis during term 1 by the AIS. A record of staff attendance at these sessions is held by the Principal.

### **3. Security**

The School implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:

- (a) appropriate levels of supervision including on-site and off-site activities;
- (b) security of buildings;
- (c) procedures in case of fire, critical incidents eg evacuation/lock down;
- (d) use of grounds and facilities;
- (e) travel on School-related activities; and

The implementation of these requirements and procedures is monitored for compliance from time to time.

#### **4. Supervision**

Appropriate measures are taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

#### **5. Codes of Conduct**

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

- the rights and responsibilities of staff, parents and students within the School community;
- appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy;
- anti-bullying;
- the role of the student leadership system and the monitoring of that system; and
- the management and reporting of serious incidents.

#### **Staff, Parents and Students Acting in a Supervisory Capacity**

The School is committed to the achievement of the highest standards of education in which the security, protection and comfort of students and staff retains the highest priority. The following guidelines are issued for all staff, responsible in any way for the conduct of educational activities at Korowal School.

Where these guidelines permit unambiguous expression of practices and standards required, these guidelines are to be adopted as mandatory policy. Where such clarity is not possible, the guidelines should be used as a basis for appropriate professional judgement and discretion. The character of such judgement or discretion should be prudent rather than liberal.

These guidelines remain subject to all current Child Protection rulings according to the Ombudsman Act 1974. All allegations of reportable conduct must be reported to the Ombudsman within 30 days.

Volunteers are made aware of their obligations under the Commission for Children and Young People Act 1988.

All staff are required to complete a “Working with Children” check prior to employment. A record of these checks is stored on the School’s network and reviewed regularly.

#### **Code of Conduct for Students**

This code of conduct is discussed with each class and is expected to be upheld by all students. It forms the core for all personal development work with our students.

*Wording for K-6*

Look after yourself.  
Look after other people.  
Look after your property.  
Look after other people’s property.  
Look after the environment.  
Above all: Be kind please

Respect yourself.  
Respect other people.  
Respect your property.  
Respect other people's property.  
Respect the environment.  
Above all: be kind please

## **6. Complaints and Grievances**

The School has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

## **7. Pastoral Care**

As a human centred School Korowal makes the wellbeing of a child a priority, as such:

- Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the School.
- The School takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
- Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.
- Korowal has procedural guidelines to respond to serious incidents and emergencies, separate to procedural guidelines relating to suicide, suicide attempts and postvention.
- The School communicates expectations of homework clearly to students and parents.

## **8. Communication**

The School provides both formal and informal mechanisms to facilitate communication between those with an interest in a student's education and wellbeing. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; Principal; representative from an appropriate government, welfare, health or other authority.

- The School has welfare procedures for students undertaking distance education, outside tutoring, courses/subjects with an external provider and for students taking up alternative residential/accommodation arrangements for the purposes of their Schooling.
- All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site or where the School has made alternative residential arrangements for the purposes of their Schooling.

- Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, or who are involved, at the request of the School, in the provision of accommodation for students for the purposes of their Schooling, will be subject to the requirements of relevant child protection legislation.
- Students undertaking distance education, outside tutoring, courses/subjects with an external provider or students taking up alternative residential/accommodation arrangements for the purposes of their Schooling are considered as any other student with respect to all Safe Supportive Environment policies and procedures.
- All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

All staff are required to sign an acknowledgement that they have read and understood the School's Safe and Supportive Environment Statement and agree to abide by these requirements.

Statement review	July 2016
Next review	2017
Principal's signature 	