



KINGDOM CULTURE CHRISTIAN SCHOOL

SAFE AND SUPPORTIVE ENVIRONMENT POLICIES

**CODES OF CONDUCT POLICY
DISCIPLINE AND BEHAVIOUR POLICY
PASTORAL CARE POLICY, ANTI-BULLYING POLICY
COMPLAINTS AND GRIEVANCE POLICY
COMMUNICATION POLICY
STUDENT LEADERSHIP SYSTEM
PLAYGROUND AND OFF-SITE SUPERVISION PLAN
RISK ASSESSMENT AND MANAGEMENT POLICY
EMERGENCY MANAGEMENT POLICIES- EVACUATION AND LOCKDOWN POLICY, CRITICAL
INCIDENT POLICY
FIRST-AID POLICY**

REVIEWED MARCH 2021

Safe and Supportive Environment Policies

MISSION

“Raising Tomorrow’s Leaders”

1. Introduction and Purpose

These Policies related to a safe and supportive environment are intended to:

- (a) Meet the legislative obligations in relation to a safe and supportive environment.
- (b) Guide staff, volunteers and students on how to behave with students in the School.
- (c) Clarify the parameters of appropriate and inappropriate conduct for staff and volunteers of the School in order to create a safe and supportive environment for students in accordance with the School’s mission and values and the Christian commitment KCCS embraces.
- (d) Model a contemporary workplace at the School that is faith-filled, collaborative, consultative and lawfully compliant in relation to contemporary practice.
- (e) Outline procedures for training staff to fulfil their responsibilities

2. Scope

The Policies apply to all persons engaged to work in, or to provide services to, the School and to the students.

3. Related codes & policies

The policies and codes which are to be read in conjunction with these policies are:

- (a) Child Protection Code of Conduct
- (b) Guideline for Protecting Children and Young People
- (c) Casual / Alternative Staff Policies
- (d) The Monitoring and Assessment of Premises, Buildings and Facilities- School WH&S and Security
- (e) The School seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and well-being of the students entrusted to it.
- (f) The Cyber Safety User Agreements

4. Mission and Values

The School seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and well being of the students entrusted to it.

5. Duty of Care

All School Community Members have a duty to take reasonable care for the safety and well-being of Students in their care. That duty is to consider and take all reasonable action to protect students from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required of a School Community member must take into consideration various factors, such as a student’s maturity and ability.

This duty of care owed to students by all School Community members applies during all activities and functions conducted or arranged by the School where a student is in the care of a School Community Member.

The risk associated with any activity needs to be assessed and managed by school community members before the activity is undertaken. A single serious failure to exercise appropriate duty of care, or persistent repeated failures, may constitute neglect or negligence according to the law if actual harm is caused, or if there is the potential to cause significant harm to a student.

6. Professional Relations with Students

The School expects all School Community Members to be caring, compassionate adults who take an interest in the well-being of Students, and who set appropriate boundaries for worker-student relations.

School Community Members must be aware that their interactions with students are based on a trusting relationship arising from the nature of their role in the School, and that those relationships are open to scrutiny.

At all times School Community members must treat students with respect and behave in ways that promote their safety, welfare and well-being.

School Community members need to act professionally at all times. “The KCCS Guidelines for Teaching and Protecting Children and Young People” (see Appendix 6 Child Protection Policy) outlines ways to assist teachers in maintaining correct professional relationships and boundaries with children.

7. Child-Focused Management

All School Community members will ensure that they use child-focused risk management practices in all their activities in accordance with the School's policies and procedures.

In this regard all School Community members must ensure that they comply with all legislative and policy obligations.

8. Staff Obligations to Report

The School requires staff to report any concern they may have about the safety and wellbeing of a child or young person to the appropriate person and in accord with the procedures whether it be a welfare issue or a safety issue related to the physical environment

9. Implementation of Policies

The Responsibility for the Implementation of all Well-Being and Safety Policies lies with the Principal.

Accessibility

A PDF of these policies will be kept on the Share Google Drive for ready access by all staff.

Communication and Training

The Principal is responsible to oversee the communication of these policies as they relate to staff, students and parents/caregivers.

Staff- The Principal will communicate Well-Being and Safety Policies in Professional Learning sessions to teachers and in staff meetings. In relation to safety (WH&S, First Aid and Risk Assessment and Management) all staff members (including the Property Manager) will attend training sessions at the commencement of Term One and Term Three.

Parents- The Principal will communicate the Code of Conducts for Students and Parents at the Enrolment Interview. At enrolment all parents are required to make a commitment to comply with all relevant codes of contact. All relevant information related to parents and students in these policies will be communicated through the Parent Information Booklet, Facebook-KCCS Parents, Newsletters, Assemblies and the Annual Report.

Students- The Principal and teachers will communicate the Code of Conduct to students through every part of daily school life. These include but are not limited to, staff modeling Christ-like behaviour, instruction, the curriculum, assemblies and co-curricular activities.

Compliance

The Principal is responsible for the formation of a KCCS culture that is a safe and supportive environment that reflects Christian beliefs, values and practices and that enables the delivery of a quality education. The Property Manager is responsible for the maintenance and repair schedule associated with WH&S and risk management.

Review

These policies will be reviewed at specific times where required by legislative requirements and at the end of each school year. Evaluation will involve feedback from the users regarding the practical effectiveness of the procedures.

KCCS CODES OF CONDUCT POLICY

Context

Kingdom Culture Christian School is committed to fostering a community that encourages and exhibits relationships, attitudes and behaviours that are based on biblical beliefs, practices and values. The School seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and well-being of the students entrusted to it.

The School Code of conduct for all members of the community reflects respect for others; that each will act kindly and courteously towards others; that each will not force themselves or anything that they own physically, verbally or emotionally on others; that each will do as asked; and that each has the privilege, if done respectfully, to ask questions of another. This code can be summarised by the five key words of respect, kindness, non-abuse, obedience and understanding.

Purpose

This policy and its associated Codes of Conduct outline to the school community the rights and responsibilities of members of the community in regards to conduct required by various legislative frameworks that affect the well-being and safety of students. They also protect and enhance the School's unique culture anchored in biblical truth that informs ethical and professional decisions and actions.

Policy Statement

The behaviour expected by parents/caregivers, staff, students and volunteers is outlined in separate codes under '*Rights and Responsibilities*'. These apply to all members of the school community when on the school property, at any school activity on or off-site or wearing the school uniform, including en-route to and from school. The school will monitor the conduct of its members and address any attitudes or actions that are not consistent with the relevant Code of Conduct.

CODE of CONDUCT - RIGHTS AND RESPONSIBILITIES OF STUDENTS

STUDENT'S RIGHTS	STUDENT'S RESPONSIBILITIES
Feel protected and safe at the School	Make others feel protected and safe at the School
Treated with respect by other students and staff regardless of difference	Treating other students, teachers and staff with respect and consideration
Be listened to and allowed to communicate	Listening to others and value other people's opinions
Be safe going around the School within guidelines	Going around the School safely within guidelines
Learning uninterrupted	Not interrupting others from learning
Provided with assignments and projects	Complete assignments and projects on time
Use equipment(including IT devices) responsibly at the School	Use, respect and care for equipment at the School
Ensuring their belongings are safe	Not damaging other people's belongings
Being proud of their School	Not discrediting the School by their behavior
Having a clean & well kept school grounds	Keeping their school grounds clean and tidy
Expect the support of the local community	Behave in a way that draws the respect of the local community
Be taught discipline and self control	Learn discipline and self control

CODE of CONDUCT - RIGHTS AND RESPONSIBILITIES OF PARENTS & CAREGIVERS

PARENT'S & GUARDIAN'S RIGHTS	PARENT'S & GUARDIAN'S RESPONSIBILITIES
A safe & supportive environment for their children	Accept and support the ethos of the school as expressed in the Statement of Faith and the Aims Goals & Education Philosophy and the policies and procedures
To be treated with respect and consideration by members of the community	Approach all members of the community in a considerate, respectful and polite manner
To be informed about School events and notices	To respect the teacher's professional judgement and work in co-operation with him/her
Access to the teachers and provision of feedback regarding their child's progress, achievement and well-being	Partner actively with the School in supporting their child's children's learning and related activities
A quality Christian education for their child, shaped by the vision and mission of the school	Support the teachers in the discipline of their child and in the application of consequences
Communication from teachers regarding the discipline of their child	Seek appropriate professional advice and diagnosis where deemed necessary
The right to be heard and receive procedural fairness	Give others the right to be heard and respect the School's decision
The right of their child to receive an education in line with the enrolment conditions and their personal property respected..	Provide all necessary equipment and uniform items and replace where necessary

RIGHTS AND RESPONSIBILITIES OF TEACHERS

TEACHER'S RIGHTS	TEACHER'S RESPONSIBILITIES
Being safe and supported in their work environment	Promote a safe and supportive environment for others
Being treated with respect by all members of the school community	Treat all members of the school community with respect
Teaching without being interrupted	Planning and implementing quality teaching programs that are accessible to all students
Expect appropriate student behaviour	Establishing rules and consequences in line with the School's policies and procedures
Having their personal property and the School's property treated with respect	Respecting the property of all members of the school community
Opportunity for professional learning	Organise and plan for their own professional learning
Having the support of all the staff at the School	Support other staff in the role at the School
Develop a positive and professional relationship with students, staff, parents and caregivers.	Promote a positive and professional relationship with students, staff, parents and caregivers.
Enforcing the School's policies and guidelines	Following up incidents and taking appropriate actions

These apply to non-teaching staff in relation to their role within the school and in general as a member of the staff

Teachers should create an environment that promotes positive behaviour by:

- acknowledging students when they are behaving well, being responsible, positive and thoughtful
- giving encouragement regularly and descriptive feedback
- promote positive behaviour by using incentives such as rewards
- acknowledging achievements and participation through School Awards

DISCIPLINE AND BEHAVIOUR MANAGEMENT POLICY

Context

The purpose of Kingdom Culture School is to provide a Christian educational community as a centre of 21st century teaching, learning and service founded on Biblically-based beliefs, values and practices.

The Bible very clearly commands that Christians must act lovingly towards others, regardless of whether love is deserved. To be followers of Christ, one must be willing to love, forgive, feel empathy, protect and be willing to serve others in all contexts. In Mark 12, Jesus teaches His followers about the greatest commandments:

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. (verse 30)

AND

Love your neighbour as yourself. (verse 31)

Jesus states that there are no other commandments greater than these. To love God with all your being implies that you will treat others well. To love God is to live a humble, gracious, servant-hearted life that self-sacrificially seeks the betterment of others (i.e. Philippians 2:1-4, Colossians 3:5-9). The second command to 'love one another' is to love unconditionally.

If loving God and loving others is to be at the centre of the Christian life, then a caring and supportive community is key to a Christian education. We expect every member of our Community to give and receive care and respect. This reflects that we are all created in God's image: created uniquely and with dignity.

Staff are committed Christians whose lives are to reflect the character of Christ and they support the school's culture by implementing the school's policies in relation to a safe and supportive environment. Behaviour Management and Discipline are an integral part of pastoral care in fostering caring and supportive relationships that support the well-being of the students and the delivery of a quality education.

Purpose

The purpose of this policy is to foster a safe and supportive environment where students' attitudes and behaviours are consistent with the culture of the School as expressed in the code of conduct

Policy Statement

The School's Discipline and Behaviour Management Policy and Procedures are based on procedural fairness. Procedural Fairness is related to the right of a fair hearing; the right of an unbiased decision; and the right of appeal.

Corporal punishment is not sanctioned nor practiced by a staff member or a non-school person. The School does not sanction or support the use of corporal punishment by parents/caregivers as a means of discipline outside of the School or on behalf of the school.

Related Policies:

Particular attention should be given to the following:

- Anti-Bullying Policy
- Child Protection Policy

Principles

1. Discipline is a God-given responsibility of parents and carers and is an essential part of developing the whole child. It is understood to encapsulate all that acts to train a child in what is acceptable and preferable behaviour. It will involve both commendation and censure.
2. Commendation is the formal recognition of behaviour that is exemplary in terms of the values of the community and that constructively builds the relationships within and the effectiveness of that community.
3. Censure is focused upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. However, in dealing with such behaviour the relationship with individuals, encompassed by the pastoral care principles. Discipline of children at School is implemented under the delegated authority of parents.
4. Discipline is directed towards the goal of self-discipline with the development of mutual respect, consideration of others and compassion.
5. Discipline by censure as practised at Kingdom Culture School, is based upon the two tenets of respect for authority and proper use of authority. Thus, discipline will be administered with justice, fairness and compassion and should involve obvious due process under the responsibility of the Principal.

6. Discipline by censure may involve exhortation, guidance, instruction, training and the implementation of consequences. All parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.
7. In conformity with the requirements of the NSW Legislation, corporal punishment is not used at Kingdom Culture School. Kingdom Culture School does not authorise or endorse the implementation of corporal punishment by others on its behalf.
8. The Police Youth Liaison Officer may be called to speak to children/students if the Principal deems it necessary.

Procedural Guidelines

1. The procedures should address in class and out of class contexts.
2. Classroom discipline is primarily the responsibility of the teacher, who is expected to keep parents informed early of any patterns of difficulty or critical incidents. There are support systems in place to help classroom teachers when students are not responsive to their effort.
3. Persistent issues of classroom misbehaviour requiring discipline should be referred to the Principal. Playground issues are generally the responsibility of the staff member on duty or who witnesses behaviour requiring discipline.
4. Issues should be followed up and be documented within a week.
5. Significant misbehaviour and serious incidents should not be handled individually – the offending student should be removed from the situation, or if that is not possible, be withdrawn from other students while support is obtained.
6. All teaching staff should familiarise themselves with the discipline procedures.
7. Monitoring and recording of this information is the responsibility of the teacher/Principal addressing the behaviour. All documentation related to a student's well-being is retained in the electronic file of the student.

Discipline

Commendation/Censure/Referrals

Teachers are provided with their own pad of discipline slips. This is to be used as part of the class discipline procedures for issuing commendations, censures and referrals. Whilst on duty in the playground teachers are to use the designated discipline slip pads. Teachers are responsible to update on the school's Pastoral Care document under the file called *Pastoral Care 'Year'* (located in Google drive)

Commendations (Yellow slip)

Procedure Description

Discipline slips (Commendations) are used as a method of communication regarding student behaviour. This method of communication is between staff and student and staff and parents. These slips are issued as a result of appropriate and excellent behaviour.

Procedures

1. A staff member writes the commendation recording the reasons.
2. These should always be referred back to the class teacher before handing to the student.
3. The Class teacher is responsible for ensuring records are updated on the school's Pastoral Care document marked with a code 'Y' and add *notes* with reasons. Students do not need to return the parent copy.
4. The Class teacher will identify students who have received 5 commendations and issue a white certificate. Also to note any students who have received too few commendations.
5. The Class teacher will monitor who is up for the awards.

Censures (Blue Slip)

Procedure Description

Discipline slips (Censures) are used as a method of communication regarding student behaviour. This method of communication is between staff and student and staff and parents. These slips are issued as a result of inappropriate behaviour.

Procedures:

1. A Teacher writes the censure slip with reasons.
2. These should always be referred back to the Class teacher before handing to the student.
3. The Class teacher records on the school's Pastoral Care document marked with a code "B" and adds *notes* with reasons.
4. The Class teacher is responsible to ensure the records are updated on the school's Pastoral Care document. The Class teacher must ensure a copy is sent home, signed by a parent and returned to school.
5. Teachers can write a censure for students in classes other than their own, but must be referred to and issued by the Class Teacher
6. The Principal will check weekly to identify students who have received discipline slips.

7. A verbal warning is given to students by the Class teacher then two discipline slips have been recorded.
8. Once three censure slips (Stage 2-6), five slips (Kindergarten, Stages 1) have been received, the Class teacher is to contact the parents and discuss the matter. This call is also to inform the parents that a detention will be served.
9. Parents are contacted by the class teacher to inform them of the upcoming detention. Generally, a detention will not be given prior to parents being notified of an upcoming detention.
10. Detention is served with a delegated person and letter written and posted home. An immediate detention can be given at the discretion of the Principal.

Note

Class Teachers are not to keep children in for long periods (more than 10 minutes) at lunch time and nor call it a detention. Detentions are formal consequences and should be not confused with class management plans.

Referrals

Procedure Description

Discipline slips (Referrals) are used as a method of communication regarding student behaviour. This method of communication is between staff only. These are issued as a result of inappropriate behaviour. It is recorded in the school's Pastoral Care document.

Procedures

1. Incidents that do not warrant a censure slip must be referred to the class teacher and by adding comments to the school's Pastoral Care document with the code 'W'. This is an important communication as it allows any patterns of minor behaviours to be identified.
2. The Teacher issuing the referral updates records on the school's Pastoral Care document with the code 'W', adds notes with reasons and highlights the code in yellow to indicate this event. The Class teacher then clears the colour once noted.

Types of Issues/Incidents

Minor/Major Issues

These are monitored through the Principal. Class teachers should communicate regularly with the Principal regarding student behaviour. Major incidents that warrant an immediate detention will be forwarded to the Principal.

Serious Incidents

Serious incidents that are referred to the Principal should be written up as a referral. You may need to complete an incident form if more details are required.

Critical Incidents

These are referred directly to the Principal.

Minor - Day to Day Playground Incidents

Examples:

- Littering
- Bad sportsmanship.
- Inappropriate wearing of uniform; taking uniform items from others
- Excluding others from games for no apparent reason
- Inappropriate play

Actions

Teachers are to record all playground incidents onto the provided discipline as a referral on *Pastoral Care/Award* in Google Drive. If it is a major incident (physical violence) refer to the procedure for major incidents.

Minor - Day to Day Class Incidents

Examples:

- Littering
- Bad sportsmanship.
- Inappropriate wearing of uniform; taking uniform items from others
- Continued class interruptions
- Excluding others from games for no apparent reason
- Continued talking at inappropriate time
- Playing games on the iPad

Actions

These incidents are dealt with by the class teacher and a censure is used to communicate the behaviours to the parents. Parents are to sign the white copy and it is to be returned the following day. It is always good practice to maintain contact with parents via phone when censures are sent home.

Major – Class or Playground Incidents

Examples:

- Repeated minor incidences (as recorded per classroom management plan or through consistent referrals)
- Bullying – verbal/physical
- Deliberate disobedience
- Repeatedly uncooperative in class at sport or in playground
- Stealing
- Willful damage, with minimal repair
- Lying
- Deliberately hurting another student

Actions

These incidents require the attention of the Principal who will communicate with the class teacher to determine the appropriate action to be taken. The student will require a censure notice and at the discretion of the Principal, a detention may also be issued. Teacher must ensure an incident form is completed fully and handed to the Principal. Records are kept in the incident file and scanned and kept on the student's file.

Serious/Critical - Class or Playground Incidents

Examples:

- Blue Censure Slip for notification to parents has not been returned.
- Second major incident has occurred
- Truancy
- Behaviour resulting in serious damage to property
- Behaviour resulting in injury to another person (requiring outside medical help)

Actions

These incidents require the immediate attention of the Principal who will communicate with the teacher to determine the appropriate action to be taken.

The teacher must ensure an incident form is completed and handed to the Principal.

Note:

On occasion it may be necessary to identify a student who is in crisis. In a discipline context, the normal discipline procedure may not apply for a limited and identified period of time. The student and his/her family must be willing to accept the assistance of the school and act on school advice during the time they have been declared a student in crisis. All aspects of the normal disciplinary policy will apply if the student and or family is not willing to work constructively with the school.

Behaviour Management Strategies

1. Class Detention / Timeout

This is teacher initiated discipline and can include withdrawal from the student group or a supervised lunch detention.

A student would normally be placed on class detention for things such as:

- Repeated disruptive behaviour
- Inappropriate behaviour
- Failing to follow teacher's direction

2. Withdrawn During a Break

Reasons for a student being placed on isolation from others during a break:

Students may also be placed on withdrawal during a break for conduct such as the following:

- Continuing to be disruptive or uncooperative after in-class discipline
- Continuing with poor behaviour after in-class discipline
- Hurting another student beyond in-class discipline standards
- Taking or abusing another student's property beyond in-class discipline standards
- Being disrespectful beyond in-class discipline standards.
- Having prohibited items at school beyond in-class discipline standards

3. Formally Supervised detention during a Lunchtime

Each year the staff of each program will discuss how they may supervise students who are referred for formal supervision during lunch. The student will sit in silence under supervision for 5-20 minutes (time determined by the age of the student and the reason) and complete a reflection form. They should not speak with other students during this time. They will answer the following questions: (a) what they did that caused them to be in trouble (b) what they need to do to fix any problems that their behaviour has caused (c) what they need to do to prevent that happening again. They may then read or do school work.

4. In-School Suspension

The student is required to attend school but will be withdrawn from the class and the playground as arranged between the Principal and the student's parents/caregiver. The student will do their class work as supplied by the class teacher and will have breaks at the times determined by the Principal (or delegated person).

The student must be adequately supervised at all times, including break times. The student will have in writing the conduct that they need to demonstrate before being readmitted back to class. At the start of this process, and in clarifying these goals, they will be asked to fill in a Conduct Reflection form as outlined above.

A student may be placed on in school suspension for things such as (but not limited to):

- They have continued to ignore or impair the well-being of others in the school, as in the general School rules and / or the specific classroom rules.
- They have not responded to teacher support.
- Continuing to be disruptive, disrespectful or uncooperative after in-class discipline
- Hurting another student beyond in-class discipline standards
- Taking or abusing another student's property beyond in-class discipline standards
- Having prohibited items at school beyond in-class discipline standards
- The severity of an incident dictates this action.

General Principles for Suspension and Expulsion

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples would include the student being involved in a serious act of harm, illegality or criminality. The Kingdom Culture Christian School discipline policies are based on principles of procedural fairness. As a consequence the following procedures will be used for students who are alleged to have committed a serious offence, particularly one for which out of school suspension or expulsion may be considered. To this end, there is the recognition that all students have the right to be treated fairly and with dignity in an environment that is free from harassment, intimidation, disruption and discrimination.

As stated, the basic code of conduct at Kingdom Culture School for all members of the community is that each will respect the other; that each will act kindly and courteously towards others; that each will not force themselves or anything that they own physically, verbally or emotionally on others; that each will do as asked; and that each has the privilege, if done respectfully, to ask questions of another. This code can be summarised by the five key words of respect, kindness, non-abuse, obedience and understanding.

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples would include the student being involved in a serious act of harm, illegality or criminality.

Parents/caregivers and other students should be aware that a student may be subject to the School's discipline in regard to inappropriate behaviour outside of school if the student can be identified as a student of the school and the behaviour could be considered to have harmed the school's reputation.(such as inappropriate behaviour on public transport)

In most circumstances suspension will occur only after the Principal has:

- ensured that appropriate school student well-being strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parent(s)/caregiver(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with appropriate school personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour at an earlier time
- provided a formal written caution detailing inappropriate behaviours as well as clear expectations of what is required of the student in future, and processes for appeal
- recorded all action that has been taken

5. Out-of-School Suspension

The student is required to stay at home for a period of time as arranged between the Principal and their parents.

A student would normally be on out-of-school suspension if he or she has not shown improvement in their conduct or effort after notification and support has been given for this change. It might also be because they failed to comply with other significant discipline requests or acting with great disregard to a key safety or code of conduct request which relates to their behaviour. Examples of conduct (but not limited to) that could lead to the level of discipline are things such as:

- Stealing
- Significantly and wilfully injuring another person or their property
- Significantly verbally abusing a member of staff or fellow students

- Truancing
- Wilfully graffitiing, damaging, or destroying school property
- Forging a parent / caregiver's signature
- Being rude or uncooperative i.e. refuse to obey instructions (a pattern of behaviour over time)
- Fighting
- Displaying poor behaviour on public transport
- Deliberately cheating in an exam or test
- Physical non-compliance or similar offences
- Serious breaches of Cyber Safety Use

5.1. Short Suspensions

A student may be suspended for up to five school days for any of the following reasons:

1. *Continued Disobedience*. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school (e.g. vandalism, theft); the possession, use or supply of illicit drugs at school.
2. *Aggressive Behaviour*. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal

5.2. Long Suspensions

The Principal may impose a suspension of up to 20 school days for any behaviour such as the following:

- Physical violence
- Possession of a prohibited weapon such as a firearm or knife
- Use or possession of, a suspected illegal substance, or supply of a restricted substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises.
- If the incident occurred outside the school or outside school hours, there must be a clear relationship between the incident and a negative impact that it has caused the school.
- Persistent misbehaviour: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

These principles direct the school's normal procedures. There are instances where a student's misdemeanours may be required to be reported to relevant agencies such as the Police or the Department of Family and Community Services.

In implementing these procedures the Principal will take into account the student's age, individual needs, developmental level and any disability. The Principal will also consider the safety, care and well-being of the student, staff and other students in the class and school after reviewing the recommendation of the respective senior.

6. Expulsion

The Principal recommends to the School Board that a student's enrolment be terminated. A date of departure will be entered into the school enrolment register or the parents requested to withdraw the student from the school.

This consequence may be given:

- After two or more suspensions
- After an extremely serious act of misbehaviour such as:
 - Use of a weapon occasioning serious harm to a person at school
 - A serious assault of a student or staff member
 - A serious act of vandalism at school
 - Selling or distributing of illegal drugs at school or in the community
 - Acts of criminality in or outside the school

7. Exclusion

Exclusion is the process of barring students from a school or group of schools. KCCS does not practice exclusion.

Procedures to implement procedural fairness related to matters of behaviour management

- Where a student receives a formal detention, parents will be notified at least 24 hours before the detention is applied. Parents have the opportunity to follow the complaint and grievance policy if they have a complaint regarding the discipline.
- Where a student receives a censure parents are able to follow the complaint and grievance policy where there is a complaint.

In relation to a serious misbehaviour or an allegation of misbehaviour the following procedures will be implemented.

- Information will be collected by the class teacher/Principal, and where appropriate, from other students, teachers and relevant witnesses, using non-leading questions.
- The student will be informed by the teacher/Principal the process that will be followed.
- There will be an initial interview, in which all relevant information will be supplied. The student will be provided with the specific allegations/s and any other information that will be taken into account in considering the matter.
- Parents/caregivers may be invited to attend this interview, depending on the perceived gravity of the allegation. Parents may invite a support person/observer to this interview to support the student.
- The student will be given the opportunity to respond to the allegation.
- In cases where an in-school suspension, suspension and/or expulsion may be contemplated there will be a second formal interview, to which parents and/or other appropriate support personnel will be invited, to provide the opportunity for a complete and considered response to the allegations.
- The parent/caregiver and the student will be told how to seek a review of any decision made in response to the allegations.
- If the decision is made to suspend the student, a program of home study will normally be organised for the student.
- The outcomes of formal interviews and action to be taken will be recorded in the form of written notes and placed on the electronic file of the student under well-being.
- In the case of in-school and school suspension, a formal letter written by the Principal detailing the inappropriate behaviours, the reasons for the discipline and what will be expected of the student in the future will be provided to the parents/caregivers.
- In the case of suspension, the Principal will arrange for a resolution meeting as soon as possible in order to determine the basis with which the suspension will be resolved, including any behaviour management plan that may be considered necessary.
- Conduct that is extreme may result in other authorities becoming the case manager. For example, the Police, FACS. The School may see their procedures become adjusted or replaced by those agencies procedural protocols.

Appeals

The student and parents/caregivers may request a review of a decision to impose a long suspension or the expulsion of a student if they consider that correct procedures have not been followed or that an unjust decision has been made.

Appeals must be made in writing stating the ground on which the appeal is being made.

The appeal must be lodged with the Principal who will forward it to the Board Chair. The Board Chair will meet with the Principal and will review the procedures followed and the grounds on which the decision was made. The outcomes of the review and the reasons for the decision will be given in writing to the parents/caregivers.

Medical Review

The Principal can determine that a student can only resume school after a medical review, if the behaviour places themselves or others at risk. This may involve a psychologist, psychiatrist or mental health assessment.

Public Display of affections

Definition: Public displays of affection (PDA) are acts of physical intimacy in the view of others. Physical affection has been defined as "any touch intended to arouse feelings of love in the giver and/or the recipient.". This includes physical contact including, but not limited to, intimate touching, hand holding, fondling, cuddling, and kissing between two students typically in a relationship.

KCCS recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while at school or while attending and/or participating in a school-related activity. Being overly affectionate at school can be offensive and is generally in poor taste. The expression of feelings toward one another is a personal concern between the two individuals and thus should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Students are to conduct themselves respectfully at all times.

KCCS PASTORAL CARE POLICY

Context

In the context of a Christian worldview, the well-being of students refers to their growth as whole persons created in the image of God. The key to the student's well-being is relationship to God and others and so an effective education promotes a safe and supportive community where students are nurtured through the relationships in the community.

Pastoral Care is an important part of the school's commitment to foster a community where relationships and practices support the wellbeing and the holistic development of the students. Relationships based on trust and respect are the foundation of this school community. Each student will be expected to practice self-discipline and know that misbehaviours will attract appropriate consequences and exemplary behaviours will be commended.

The School believes that each student is different and unique, with their own set of God-given talents and abilities. The School understands this and goes into a journey with the students to identify, nurture and develop those gifts and talents and so is committed to build an environment where the students are accepted in their differences and uniqueness, that they are loved, respected and supported.

Purpose

The purpose of Pastoral Care is to nurture relationships that support the well-being and the holistic development in character and use of their gifts.

Policy Statement

Every member of the school community is encouraged to help the School to nurture a safe and supportive community that is fundamental to an effective education. A culture of honour and care is promoted in all aspects of the school's education program.

Provision of Pastoral Care

The major provider of pastoral care for the students will be their teachers and the Principal, who will be able to develop strategies with students in dealing with many different issues such as:

- a. Assessing the degree of personal grief involved, by the Class Teacher and Well-being Adviser and the Principal constructing a support response plan;
- b. Communicating with any other pastoral support personnel in critical situations; and
- c. Implementing the plan, and then monitoring daily in the first week of the incident, and then weekly until resolved, by the Class Teacher with the Principal
- d. The School also has access to the services of a trained and professional clinical & educational psychologist (Troy Speirs) under HUM Psychology Clinic who is a full member of the Australian Psychological Society.

Pastoral Care Processes

Proactive Teacher Practices

Students are to be taught what God requires of them and what school procedures and expectations are. Discipline involves communication and guidance towards what is right. Each classroom teacher, together with the class, is to make positively worded classroom rules specifically for that class. The teacher then enforces these rules for the well-being of all class members. It is expected that all students will know their class rules and that the rules will be communicated to the parents/carers (where appropriate). Each teacher is to outline their 'classroom constitution or agreement' in their teaching programs (under the section called 'Normal Classroom Procedures').

Planning, Organisation and Supervision

Effective planning for meaningful and engaging teaching, and careful supervision of all pupil activities in and outside of the classroom, promote good discipline. Lack of organisation and the failure to adequately meet the needs of the students can be a catalyst for misbehaviour.

It is expected that each class teacher will establish their class routines very clearly within the first three weeks of Term 1:

1. Entry into class – that this be orderly to the extent that students are invited into a calm and respectful environment, to the extent that any restlessness is settled before moving into class. This includes:
 - a. Uniform and equipment checked
 - b. Calming all students
 - c. Giving clear reminders about how to enter, what to do next, and any initial instructions
2. Our physical demeanour to communicate calmness, order and intentionality – what messages do we give by the tone and speed of our voice; and our physical posture and placement?
3. Routine communication processes in the classroom – how do we expect the students to communicate with us and each other, and do we model this to them?
4. The cues we give – the use of hand signals to remind and then patiently reinforce procedures; the use of tactical pausing and other signals to gain attention before giving instructions or explanations; the routines for training students to seek help productively: if teachers are going to engage and motivate learners and learning they need to consider how to gain, sustain and focus group attention both in the whole class and on-task phases of the lesson (Rogers p.85);
5. Managing transitions – preparing students for transitions in activities within a lesson, and for transitions across lessons / periods / breaks.
6. Teach about and monitor work noise – visual prompts can be helpful to indicate the level of noise that is appropriate for each part of a lesson.
7. Instructional style – choosing the appropriate tone of communication for each activity
8. It is essential to have clarified the class rules and routines with the students in the first meetings. These basic rules, and routines, are the reference point for our leadership and discipline where necessary. Most importantly, though, they are the focus for group expectations about behaviour and learning.

Low Level Interventions for misbehaviour

Teachers employ a range of corrective responses in class to direct restless, distracted or disobedient and inattentive pupils as their professional judgement allows. They may normally use the following:

- a) non-verbal corrective methods - e.g. frown, etc.
- b) verbal correction – use of instructive language and different levels of directness when giving a correction or reprimand
- c) relocation of student - in classroom or playground
- d) withdrawal - sending pupil to a withdrawal area
- e) privilege withdrawal that should be related to the offence
- f) consequence - depending on the context and age of the student during a formal detention the student will be required to do a constructive task such as school work or read a book. Reflection on behaviour. No devices are allowed during formal detention.

It is suggested that students be explicitly taught that they have three choices once the intervention becomes more explicit (beyond point 'a' above):

- a) To comply - they will then become part of the normal class activities
- b) To not comply – they will then move up the level of intervention strategy
- c) To ask to talk to the teacher – this is because students sometimes have things happening in their lives where it is making it difficult for them to be part of the class. If the student nominates this option, the teacher would normally talk with the student discreetly to ascertain the nature of the difficulty and best way of jointly managing it.

Restitution

Whatever level of intervention is used, the procedures are to incorporate (according to the age and stage):

- a. Opportunity for the student to tell their story (grace)
- b. Opportunity to admit what they did wrong
- c. Opportunity to understand and act on what they should do to make right the relationship with those whom they have wronged (justice)
- d. Opportunity to have help to improve their understanding and actions (mercy)

▪CONTEXT

KCCS seeks to provide a safe and supportive environment for all students and to respond in a caring and procedurally fair manner for all concerned when bullying is reported or alleged. This is consistent with our Mission Statement.

▪MISSION

“Raising Tomorrow’s Leaders”

▪ THE BIBLICAL MANDATE

The Bible very clearly commands that Christians must act lovingly towards others, regardless of whether love is deserved. To be followers of Christ, one must be willing to love, forgive, feel empathy, protect and be willing to serve others in all contexts. In Mark 12, Jesus teaches His followers about the greatest commandments:

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. (verse 30)

AND

Love your neighbour as yourself. (verse 31)

Jesus states that there are no other commandments greater than these. To love God with all your being implies that you will treat others well. To love God is to live a humble, gracious, servant-hearted life that self-sacrificially seeks the betterment of others (i.e. Philippians 2:1-4, Colossians 3:5-9). The second command to ‘love one another’ is to love unconditionally.

If loving God and loving others is to be at the centre of the Christian life, and therefore Christian education, bullying cannot be tolerated.

In 1 Corinthians 13, the Apostle Paul enunciates the elements of love.

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, and it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes; always perseveres.”

Bullying is the antithesis of love: as it is a more powerful person diminishing the personhood of a less powerful person. It is often spiteful, impatient, unkind and envious. Bullying tends to hide the truth and refuses to protect those in need and negatively impacts the community.

If the command to love is paramount, and that love is characterized as it is in 1 Corinthians 13, then it is clear that the Bible mandates a no-tolerance approach to bullying in a Christian environment. As such, an anti-bullying stance should be at the centre of caring for students at Kingdom Culture Christian School.

We expect every member of our Community to give and receive care and respect. This reflects that we are all created in God’s image: created uniquely and with dignity. When we are bullied, or when we bully others, the School Community is damaged. For Kingdom Culture Christian School, bullying involves acts of behaviour that diminishes and/or devalues a person’s sense of worth and identity.

Bullying cannot be tolerated because it:

- is not **Christ-like** behaviour
- does not build a **positive** and **caring community**
- is the opposite to the **attitudes and values** found in the **Bible**

▪ THE LEGAL MANDATE

KCCS has the legal mandate to implement policies and procedures to provide a safe and supportive environment in which students can learn. A safe environment is one where the risk of harm is minimised and students feel secure. Harm relates to several potential aspects of school including violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification. A supportive environment fosters the social, academic, physical, emotional and spiritual development of students.

The KCCS anti-bullying policy operates in conjunction with the following policies: Safe and Supportive Environment Policies and Child Protection Policy. It reflects general principles adopted to deal with complaints or grievances, with specific reference to

processes for raising and responding to matters of concern identified by students, teachers /staff or parents. As such, it follows procedural fairness. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

▪ SUPPORT SERVICES

Various agencies support Kingdom Culture Christian School's endeavour to provide students with a safe and supportive learning environment.

School Liaison Police:

- School Liaison Police (SLP) for Year 7-12, Kelly Stewart, Ph: 9375 8599 E: stew1kel@police.nsw.gov.au
- Youth Liaison Officer (YLO) & Ethic Community Liaison, Pete Kench, Renee Vickers Ph: 9375 8599 or 9375 8553 E: stgylo@police.nsw.gov.au

Other support services available to our school community (See Appendix 1).

▪PART 1: WHAT IS BULLYING?

As defined by the NSW Education and Communities legislation 'Bullying: No Way!', 'Keep them Safe' and the 'National Safe Schools Framework', bullying is:

"...repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender or spiritual beliefs."

Bullying usually involves **an abuse of power** – it can be planned, spontaneous or unintentional. It results in the diminishment of another person.

Bullying can be seen in a variety of forms. These are:

Physical _____ This can be defined as: fighting, pushing, shoving, intimidating gestures, invasion of personal space done by one person or group to another and the mistreatment of an individual or group's possessions.

Group _____ This can be defined as: one group of people ganging up against another group and/or individual, the isolating or rejecting of an individual or group from a larger group, or the exclusion of one group or individual from a community event.

Verbal _____ This can be defined as: mocking, name calling, putting someone down, offensive language directed at or about another individual, gossip or slander. This can be in either a vocal or written form.

Victimisation _____ This can be defined as: the deliberate picking on, targeting, excluding, stalking, threatening to "get", the use of standover tactics employed against one individual by another individual or group.

Sexual _____ This can be defined as: unwanted sexual invitation or inferences, touching or brushing against another in a sexual manner, writing or drawing or commenting about an individual's body sexually, sexually oriented jokes, name calling, comments about someone's private life (either verbally stated or written), or any comment about sexuality which makes another person feel targeted or victimized. This can include any bullying conducted due

to one's sexuality, sexual preference or transgender nature.

Discrimination This can be defined as: any kind of exclusion or isolation conducted against an individual or group on the basis of race, gender, sexuality, socioeconomic status, academic, home and family structures (i.e. parental marriages and divorces and foster homes) and religious preference.

Spiritual This can be defined as: any act or word that is targeted against another individual or group on the basis of spiritual or religious arrogance or superiority. This may come in the form of self-righteous behaviour, intimidation, exclusion, gossip through prayer points, denominational snobbery or any form of judgmental action.

Disability This can be defined as: any form of discrimination, exclusion, harassment or humiliation of those with mental, physical, medical or psychological disabilities and difficulties. This extends to those with behavioural and learning difficulties and those who come under the educational or literacy and numeracy support categories.

Cyber Bullying This can be defined as: any material posted (in any form – photos, print) on a website or sent on the internet or any technological device which identifies, bullies, embarrasses or harasses individual students, groups, parents and families, staff or others in the school community. This applies both at and away from the geographical school location.

It can include:

- Annoying/repeated phone calls
- Harassing, offensive or obscene emails
- Threatening emails or text messages
- Defamatory, embarrassing or personal information on message boards or chat rooms
- Posting information, photos or videos without the victim's permission with the intent to cause hatred
- Inappropriate digital and social networking
- Transmitting inappropriate material over an electronic device

■PART 2: OUR RESPONSE TO BULLYING

KCCS has a no-tolerance approach to bullying. From both a legal and biblical perspective, bullying has the potential to destroy and harm individuals and communities. Therefore, we aim to prevent bullying from occurring wherever possible, and to respond appropriately and equitably to incidents when they arise.

In our responses to bullying, we seek to:

- Protect individuals
- Protect groups (students, teachers, and parents)
- Follow procedurally fair investigations
- Teach wisdom by rebuking and diminishing foolishness
- Enforce our code of conduct
- Assist, guide and admonish the bully and protect and support the victim
- Teach, model and live the Christian perspective on love
- Help all students understand and act with empathy and compassion
- Discipline where necessary with the goal of life transformation
- Offer and assist in facilitating redemption and reconciliation where possible and appropriate

■PART 3: PREVENTING BULLYING

KCCS aims to prevent bullying from occurring by utilising and practising a variety of strategies. We do this by focusing on the three main groups of people that comprise our school community; the staff, the parents and the students.

A. Staff

General strategies employed by the staff to prevent bullying include:

- Support the school in resolving bullying situations.
- Pedagogically enacting a Christian education in the context of class nurture, worship services, assemblies, camps and everyday teacher-student relationships.
- A purposefully designed curriculum where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, tolerance and respect are encouraged.
- Role modeling examples of how to relate to one another with love and acceptance. This can either come in the form of staff-student and staff-staff practice, as well as staff-student mentoring.
- Staff have an awareness of the signs of insecurity, discomfort and suspected incidents of bullying.
- Staff make an effort to reduce opportunities for bullying by proactively managing students in the classroom, playground, excursions, camps and other off-site activities.
- Staff arrive at class and to playground supervision on time in order to limit the opportunity for students to be unsupervised.
- The Principal ensures that all staff (including casual staff) are trained to quickly act on bullying situations by following the appropriate procedure(s) (see Responsive Strategies).
- Within the limitations of privacy and confidentiality, the principal communicates to staff individual needs of students through management plans. These aid to protect and assist students in the classroom and playground.
- Staff explain the legal ramifications and consequences of cyberbullying.

B. Parents

Parents play a significant role in the prevention of bullying. It is essential that the school works in partnership with parents in the disciplinary and well-being process. Parents can assist in the following ways:

- Support the school in resolving bullying situations.
- Explain that conflicts between children are not necessarily bullying.
- Clearly state to children that bullying, in any form, is never acceptable.
- Help children understand what bullying is and how it manifests itself.
- Teach a Christian understanding of the need to be loving to all around us.
- Help students understand the legal ramifications and consequences of bullying.
- Discussing the school's policy on a zero tolerance toward bullying.
- Listen to their children.
- Contact the appropriate Be alert to any signs of distress or anxiety, unwillingness to attend school, missing equipment, damaged clothing or bruising. If any of these signs become visible, parents are to contact the school.
- staff members on a regular basis to monitor their child's progress.
- Reassure children who are being bullied, of their value.
- Ensure that there are no bullying behaviours displayed in the home- either by siblings, parents or other members of the extended family.
- Do not encourage children to "fight back" or "hit them back". Educate children about the need to tell a responsible adult.
- Attend any parent education seminars the school runs throughout the year where bullying and other welfare and discipline issues are discussed.
- Read material distributed by the school concerning bullying (i.e. Parent Information Booklet, the school newsletter)
- Know Child Protection groups and contact numbers that exist to prevent bullying (such as Kid's Helpline, BeyondBlue, Bullying: No way!)
- Monitor their children's online activity across all media. Keep a copy of any evidence and supply it to the school.

C. Students

Students are often those who are the first to witness bullying in any context, and thus they also have a role in helping to prevent bullying. Students are encouraged to employ the strategies below and learn from some of the Welfare Education programs that are conducted throughout the school year. Students can assist in the following ways:

- Support the school in resolving bullying situations.
- Students need to be aware that bullying is not acceptable in any form and that there are serious consequences, both in the school community and in society.
- Students need to challenge or report bullying. They need to break the code of silence and tell a parent or a staff member.
- Students need to be able to walk away from a situation where they are being bullied rather than responding in a negative way. That student must then tell a trusted adult who can help them.
- Students are encouraged to know that if they have been or are being bullied, that it is not their fault, or that people care for their safety. Talk to a trusted teacher, the Principal or their parents.
- Students should encourage others to make a stand against bullying in an appropriate way.
- Students should embrace the opportunity to attend, learn from and discuss during the Welfare Education programs that are run during the year.
- Know Child Protection groups and contact numbers that exist to prevent bullying (such as Kid's Helpline, BeyondBlue, Bullying: No way!)
- Access the KCCS web page which has link to anti-bullying sites

▪PART 4: PREVENTION STRATEGIES

There are a variety of strategies to prevent bullying.(See Appendix 3)

▪PART 5: RESPONSIVE STRATEGIES TO BULLYING INCIDENTS

General Process

In the event of a bullying situation, the following are strategies which will be employed to respond to the situation. The principles of procedural fairness must govern the response process. Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action may ultimately be taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. Considering the multicultural nature of our school, as part of ensuring the right to be heard, KCCS will attempt to provide interpreter services for parents / caregivers if needed.

Step 1: Personnel involved and immediate response

- a) In the event of a situation arising, either in the form of being noticed by a teacher, witnessed by a student, reported by a parent, the incident is referred to the Principal depending on the confidentiality and seriousness of the situation
- b) If the situation is volatile, all parties are immediately separated and contained to promote safety and protection.
- c) Parents of the students involved will be informed about a matter of serious concern.
- d) The suggested process for investigation will be explained to the parents.

Step 2: Reporting

When a bullying situation becomes apparent, it is to be reported to the principal as soon as possible. Where appropriate, a written report is requested. It can be done either in the form of a letter or email. Parents are encouraged to contact the Principal through the Office Manager by email or phone. They may compose a letter or email contacts@kccs.nsw.edu.au. All modes of communication will be kept confidential and treated with due care and diligence.

Except for a general inquiry, class teachers who become aware of a possible bullying situation cannot conduct a personal investigation without the approval of the principal. A procedurally fair investigation process must occur before a decision is made and sanctions are carried out.

All alleged bullying situations must be referred to the Principal who will investigate or delegate to the Class teacher to investigate.

Step 3: Investigation

Once a report has been made, the situation has been temporarily neutralized and all parties are safe, an investigation can begin. Normally this will involve a management plan. Depending on the nature of the alleged bullying, the investigation will be led by the Principal or delegated to the Class Teacher. Generally, this is the longest part of the process and has no time constraint.

The Process:

- a) An investigation commences with the unbiased judgment and hearing rule firmly established as guiding principles. Confidentiality and witness protection will also be provided during the process.
- b) An investigation plan is devised. (See Appendix 4).
- c) General principles of the investigation process include:
 - i) Students will be offered a support person during the interview.
 - ii) It will be reinforced that no conclusion has been made prior to the interview. The process aims to gather information about a situation. Therefore, procedural fairness is provided.
 - iii) Parents of students involved will be regularly updated about the development of the process.

Step 4: Explanation of the Findings of the Investigation

- a) An interview is arranged between the Principal and the parents of the alleged victim. The process and findings of the investigation are discussed. If the allegation is sustained, a variety of supportive measures will be provided for the victim.
- b) An interview is arranged between the Principal and the parents of the alleged bully. The process and findings of the investigation are discussed. If the allegation is sustained, the proposed consequences will be discussed with the parents and the student. The student involved is made clearly aware of why their behaviour was wrong, why it cannot be continued and how they will prevent it in the future. Ideally, the student should be able to articulate why they are receiving a consequence.
- c) In extremely serious cases of a proven allegation, either related to excessive violence, long-term verbal or emotional abuse, sexual misconduct or serious cyber bullying, the police will be contacted and they will lead the investigation. In these cases, the school will inform parents of their right to contact the police.
- d) In the event of a police investigation, the school will provide all records pertaining to the investigation.

Step 5: Discipline

Once an unbiased judgment is established by the principal and all parties given the right to be heard, a consequence is issued. The discipline chosen will depend on the severity of the incident. Every endeavour to protect the privacy of the bully will be done. Without divulging unnecessary details, to protect all parties involved, it is sometimes necessary to inform staff about a specific management plan for student interactions in class and in the playground.

Step 6: Appeal Process

In the event of a parent being dissatisfied with the process or outcome of the investigation, the parent is to be directed to the school's Complaint & Grievance Policy.

Step 7: Process of Reconciliation

Once discipline has been completed and an adequate amount of separation time has been given, the relevant parties will be provided with an avenue to begin a reconciliation process. This will only occur if both parties and their parents grant consent.

If reconciliation is unwanted, then students are to be indefinitely separated and monitored closely. When a reconciliation process occurs and seems successful, students are still monitored by the teaching staff.

In serious cases, long-term plans will be put in place to protect all parties and help prevent bullying from recurring.

THE OFFICE OF THE CHILDREN'S eSAFETY COMMISSIONER

The Office of the Children's eSafety Commissioner offers a complaints scheme for children who are suffering from serious cyber-bullying. By contacting the office they may request to have content removed **if social media companies do not remove the offending content** after it has been reported to them. The Office website is www.esafety.gov.au.

With acknowledgement to Toongabbie Christian School Anti-Bullying Policy

RESPONSIVE STRATEGIES TO BULLYING INCIDENTS: CHECKLIST

Name of person completing this form _____

▪STEP 1: PERSONNEL INVOLVED & IMMEDIATE RESPONSE

▪STEP 2: REPORTING

Incident witnessed &/or reported by [name & date]:

- Parent/s _____
- Teacher/s _____
- Student/s _____

Referred to (name & date):

- Class teacher _____
- Written Report provided (email or letter) _____
- Principal _____

Parents:

- Informed (name & date) _____
- Suggested process for investigation explained to parents (date) _____

▪STEP 3: INVESTIGATION

Investigation led by (name& date) _____

- Investigation Plan devised (see Appendix 4 to Anti-Bullying Policy)
- Interviews conducted

▪STEP 4: EXPLANATION OF THE FINDINGS OF THE INVESTIGATION

- Interview between Investigator & Parents of alleged victim (date)
- Interview between Investigator & Parents of alleged bully (date)
- Police contacted (if applicable) _____

▪STEP 5: DISCIPLINE

- Discipline Issued / Management Plan (name & date) _____

▪STEP 6: APPEAL PROCESS

- Parent appeal via Grievance Policy _____

▪STEP 7: PROCESS OF RECONCILIATION

- Consent granted by parties & parents (name & date) _____

Signature _____ Date _____

Counselling and Support Options for Students and Families

Following is a short list of some services and options that may be helpful. Please note that inclusion in the list does not imply endorsement by the school and families will need to make their own enquiries. However, we hope this helps:

Psychological & Mental Health Support

ATAPS Children's Mental Health Service

ATAPS is funded by the Commonwealth Dept of Health & Ageing and is managed locally by Western Sydney Medicare Local. This service is provided free of charge to parents of children up to 12 years experiencing behavioural and emotional difficulties. The program allows GPs, paediatricians and school counsellors to refer children to participating local mental health professionals. If your child requires support beyond the school counselling service, your GP may be able to arrange referral to a local ATAPS provider.

Better Access (Medicare)

Through the Better Access program (Medicare) GPs can create a referral and Mental Health Care Plan for which clients may be eligible to receive a rebate from Medicare for up to ten sessions per calendar year from registered mental health providers. Your GP is the person to discuss this option with. It can be helpful when booking in with your GP to let them know that you would like to discuss obtaining a Mental Health Care Plan so that they can allow adequate time to discuss emotional/behavioural concerns, present circumstances and best treatment options.

Crisis/Urgent Assistance

In the event of an emergency, dial 000.

If someone you care about is suicidal, you can take them to an accident & emergency at your local hospital. For students, you can take them to the Accident & Emergency Dept. at the Children's Hospital, Westmead.

Phone Support

Mental Health Line: 1800 011 511

This is a state-wide 24 hour mental health telephone access service. Carers can also use the Mental Health Line for advice about a person's clinical symptoms, the urgency of the need for care and local treatment options.

Kids Helpline (ages 5-25)

To talk to someone about anything that's going on in your life. Kids Helpline has phone counselling 24/7 as well as online text chat

1800 55 1800 or www.kidshelp.com.au

Eheadspace (ages 12-25)

To talk to someone and discuss advice about tough issues

1800 650 890 www.eheadspace.org.au

Parentline: Free, professional help for parents & carers of children 0-18 years who live in NSW.

1300 1300 52. www.parentline.org.au

Web-sites

Australian Parenting Website: <http://raisingchildren.net.au/>

Australian resource for parenting newborns to teens

Resourcing Parents: <http://www.resourcingparents.nsw.gov.au/>

Resourcing Parents provides parenting education information to parents and carers of children aged 0-18 years. The calendar of Parenting Education programs is current and the site is funded by the NSW government to support families

Youth Beyondblue: www.youthbeyondblue.org.au

Beyondblue's dedicated site for young people. Information, resources & support for young people dealing with depression and/or anxiety.

Biteback: www.biteback.org.au

The Black Dog Institute's site for young people

Local Family Support Services & Counselling

Psychologist Troy Speirs, HUM Psychology Clinic.

Unifam: www.unifamcounselling.org

We have tried our best to ensure that this information is up to date and accurate, but we apologise if there is any change.

—The Counselling Team

APPENDIX 2

- a. The School also has access to the services of a trained and professional clinical & educational psychologist (Troy Speirs) under HUM Psychology Clinic who is a full member of the Australian Psychological Society.

K-11 PROGRAMS AND EVENTS TO PREVENT BULLYING

Strategies

- Devotions - Focus on caring for one another incorporating strong links with biblical teaching
- Assemblies - Talks on the variety of ways students can care for one another
- Strong relationships between teachers and students, enabling teachers to effectively monitor student issues
- Excellent pedagogy to ensure safe and supportive classes
- Embed a service-learning culture where students are involved in activities that focus on the needs of others within the school-community, the wider community and overseas.
- Teaching and Learning related to the curriculum
- Morning Worship and biblical teaching times each day
- Parent Education Evening Seminars, Newsletter articles and Facebook communications

APPENDIX 3

THE BULLYING INVESTIGATION PLAN

An investigation plan is devised. This is a logical progression of actions that aims to be thorough and objective.

1. The Principal will make the final adjudication.
2. Selection of investigator/s to minimise a conflict of interest. Investigations must be neutral, impartial and objective and seen to be so.
3. Collection of preliminary information including the notification documents such as a written complaint.
4. Notification to the parents of the student alleged to have bullied the complainant.
5. Collection of information.
 - a. Names of people to be interviewed listed, including the complainant.
 - b. Selecting a person to write a transcript of the interview.
 - c. Selecting open ended interview questions to ask during interviews.
 - d. A time frame set in which to conduct interviews
6. The order of people to interview determined
7. The interview times determined
8. Obtain other relevant evidence, photos, documents, printed cyber activity.
9. After the initial interview stage, complete a review of the Investigation Plan. A revised plan of the investigation may be prepared.
10. Interview the student alleged of bullying the complainant.
11. Review evidence.
12. Write a report.
13. Submit to the person adjudicating the allegation.

1. CONTEXT

The School seeks to promote a safe, positive and supportive environment leading to relationships that reflect Christian values. Effective communication within the community is an important element of the School's culture and is the key to the prevention of grievances and the resolution of grievances that do occur. The School encourages students, parents, staff and members of the wider School community to express any grievances they may have in accordance with this policy.

2. PURPOSE

The School encourages students, parents, employees and members of the wider School community to express any grievances they may have to an appropriate member of staff with courtesy and respect. When this happens the grievance should be considered a complaint, whether identified as such by the complainant or not. The purpose of this policy is to outline the means by which complaints should be resolved and relationships restored, including the relationship between the complainant and the School. Positive social and learning environments of School students, and working conditions of staff are a priority.

3. POLICY STATEMENT

The School will promptly investigate complaints, seeking to manage them effectively to expedite their satisfactory resolution in accordance with the principles of procedural fairness, incorporating the right to be treated without bias, the right to be informed of allegations being made against you, the right to respond to an allegation and the right to information regarding the status of the complaint.

4. DEFINITIONS

Complaint	a formal accusation or an expression of dissatisfaction, blame or pain;
Grievance	anger or annoyance caused by the occurrence of something perceived to be unfair;
Procedural Fairness	the minimum standard of fairness to be applied when resolving a dispute

5. RELATED POLICY

KCCS Child Protection Policy

6. PROCEDURES

Any member of the School community who has a grievance should seek an immediate interpersonal resolution with the person concerned in the first instance (exceptions could be situations like a child protection concern or a bullying event).

- Students (and parents) should direct complaints in the first instance to the class teacher. If there is not an interpersonal resolution or the complainant is not satisfied with the outcome, the complaint is referred to the Principal.
- Parents are to express complaints in the first instance by contacting the office manager by phone or email, to request a time to speak with the teacher/staff member. Or by providing a written letter outlining the grievance/complaint addressed to the staff member.
- Where the complaint about a teacher is unresolved with the teacher, the parents will direct their complaints to the Principal.
- If a staff member, who has a grievance or complaint with another staff member, they should seek an interpersonal resolution. Where the complaint is unresolved, the staff member can direct the complaint to the Principal.
- Where a parent or staff member has a grievance or complaint with the Principal then they should first seek an interpersonal resolution with the Principal. Then the parent or staff member should direct the complaint in writing to the chair of the School's Board of Directors at the School's postal address.

7. INVESTIGATING COMPLAINTS

The Teacher/Principal investigating the complaint should:

- Maintain an appropriate level of confidentiality when managing grievances and complaints;
- Establish the basis of the complaint;
- Ascertain the complainant's requirements to resolve the situation;
- Permit any person/s subject of complaint to respond to the complaint;
- Beware of hearsay, gossip and second-hand information

8. DETERMINE A MANAGEMENT STRATEGY

The Principal must determine whether the complaint can be managed solely by the school or requires the assistance of an external agency. Some will require negotiation in order to arrive at a satisfactory resolution. Others may involve conflict or interpersonal issues that require mediation in order to resolve the matter and restore healthy relationships. When negotiation and/or mediation are unsuccessful then an external arbiter may be appointed

9. KEEPING RECORDS

The staff member in receipt of a complaint should make a diary note of the conversation. Meeting notes are to be taken for all formal interviews. The most senior staff person in the interview is responsible for the meeting notes. As records of the complaint process may be required in a litigation, staff must be careful to record only opinions based on facts and avoid judgmental comments.

10. FORMAL RESPONSE TO THE COMPLAINANT

Serious complaints require a written response related to the resolution of the complaint or an explanation as to why this is not possible. The response should explicitly address how the resolution meets the concerns of the complainant.

KCCS COMMUNICATION POLICY

Context

The School is committed to maintaining clear and effective communication between all stakeholders including staff, students, parents/caregivers and all members of the school community, through promoting open and honest communication.

Policy Statement

Staff members should maintain high standards of communication in all aspects of their work at the School.

Communication with Parents and the school community

Parents or caregivers who wish to contact a staff member about a matter related to the School may contact the Front Office by phone, email (contacts@kccs.nsw.edu.au) or in person and to request the staff member to contact them as soon as practically possible. The parent or caregiver must be responded to within 24 hours (work days) of the initial contact to establish a time to communicate with the parent/caregiver regarding the matter.

Forms of communication with parents/caregivers are Email, The Parent Information Booklet, The Annual Report, the School Webpage, Newsletters, Facebook - KCCS Parents (group), parent-teacher interviews, school reports, school assemblies, disciplinary notifications and Presentation evenings.

Communication with students

Forms of communication with students include School assembly, class lessons and activities, notice boards, and co-curricular activities.

KCCS STUDENT LEADERSHIP SYSTEM

The School's Student Leadership System focuses on excellence in character development and servant leadership. The School is committed to developing student leaders who can publicly fulfill faith and civic duties for the building up of the community through works of service. The Leaders at KCCS do not have direct responsibilities for other students.

The Student Leadership System provides opportunities for the continuous development of leadership skills and encourages students to experience leadership roles and responsibilities. The School expects the more senior students to act as mentors and role models to the more junior students.

The motto of the School is "Raising Tomorrow's Leaders" and addresses all the students as "leaders".

FORMAL STUDENT LEADERSHIP POSITIONS

There are positions:

- Either Captains (from Stage 5 or Stage 6)

or

- Captain/ Vice Captain (from Stage 5 or Stage 6)

ELECTION PROCESS

- Elections are held during Term 4, to appoint students leader for the following year
- After nomination teachers will select candidates who are demonstrate the qualities and capacities to fulfill the leadership role
- Leaders are inducted during Term 4 Presentation Night

ROLES AND RESPONSIBILITIES

- Model appropriate behaviour, act responsibly and be supportive of the School's policies
- Be respectful and courteous to other students, parents and guardians, teacher and visitors to the School
- Take an active role in class, school activities, sports, assembly and events
- Be a guide, a mentor and a protector to the younger students
- Report serious incidents and emergencies to the appropriate teachers
- Listen to other students and represent their views to the Principal or other executives
- Wear the school uniform correctly and encourage other students to do the same
- Assisting teachers with various classroom and playground tasks as required
- Taking a proactive attitude to leading prayer at School
- Co-leading with the Principal and teachers during School assemblies.

The principles and processes of the School's Student Leadership System are communicated clearly to all students, staff, parents and guardians at the beginning of Term 4 of each school year, for the election of Student Leaders for the following year.

Each term, a review of the current Student Leaders will be undertaken by the Year 6 Teacher to discuss any issues of concern (from either the Class Teacher or the Student).

The Principal is responsible for monitoring and reviewing the system on an annual basis.

KCCS PLAYGROUND AND OFF-SITE SUPERVISION OF STUDENTS

Context

The School seeks to fulfill its God-given and legal responsibilities to provide a safe and supportive environment for all persons who are permitted on its premises and are involved in its activities. The school provides guidance to the teaching staff on their obligations and duties in regard to the supervision of students within the school building, the playground and off-site activities. The legal duty of care requires that teachers should take all reasonable measures to ensure the safety of any school student in their care. The Principal is responsible for making and administering arrangements for adequate playground and off-site supervision. Teachers are responsible for carrying out their assigned supervisory duties in such a way that students, as can be reasonably expected, protected from harm. All school employees should be aware and monitor any risk to the well-being of the students, other staff members, visitors and volunteers at all times whether planning or supervising or just observing hazards.

Purpose

This policy is to provide a framework for all staff in the consistent assessment and management of risk within the school, in order to maintain high levels of safety for all.

Policy Statement

The school will attempt to monitor, assess and manage all risks in a proactive and preventative manner in accordance with the relevant legislation

Definitions

Duty of Care - The legal obligation to have thought or regard for those who may be affected by one's acts or omission.

Hazard- anything, including work practices or procedures, with the potential to harm the health or threaten the safety or welfare of a person

Risk- the probability or threat of damage, injury, liability, loss, or other negative consequences that is caused by internal or external vulnerabilities, and that may be neutralized or minimized through pre-emptive action.

Types of Hazards

All activities and events have inherent hazards and those that can derive from human behaviour which is often unpredictable.

Hazards come under the following broad categories:

- Medical conditions
- Disabilities
- Harassment
- Child Protection
- Student Welfare
- Student Behaviour
- Use of Equipment
- Facilities
- Travel
- Activities and Sport
- Camps and excursions

The specific types of hazards listed are covered within these policies, The Child Protection Policy and The Monitoring and Management of Premises, Buildings and Facilities.

The Evaluation of Risk in Relation to Incursions and Off-Site Activities.

When planning or supervising an activity, all associated risks should be managed. Some hazards place the well-being of students at risk. Teachers are to evaluate the likelihood of a risk and possible consequences and assign a risk control priority (numerical value) on the risk assessment below. When undertaking an activity all persons responsible for supervision must be given a copy of the risk assessment with enough time to read, understand and provide feedback(three days is optimal). After an activity the organizer needs to review the risk assessment and modify it in preparation for the next use(if applicable)

Organisation

The Principal is responsible for drawing up the playground duty roster before the commencement of Term One. Arrangements and obligations are discussed with all teaching staff and relief staff throughout the year, so that they are aware of their obligations.

Students are supervised at all times during school hours within the school premises (8:00am-3:30pm) and on off-site school activities. Parents are informed through the Parent Information Booklet of the supervision times and arrangements. Parents are not to drop their children before 8:00am or pick them up after 3:30pm, unless they are engaged in a school activity such as sporting events and excursions or when prior arrangement has been made with the School.

PICK UP AND DROP OFF PROCEDURES (Refer also to Premises and Facilities Policy, Parent Information Booklet)

- Students are supervised at School between 8:00am and 3:30pm each school day.
- Students who come to school between 8:00am-9:00am will be supervised in the undercover area until 8:55am.
- Parents or caregivers need to drop off the students using the Drop-Off Zone in the underground car park
- Only parents or caregivers who have disability or a student with disability are permitted to drive and park at the disabled car park space.
- Only parents or caregivers with special circumstances are permitted to park in the basement car park space during drop-off & pick-up time.
- Students can only be picked up by their parents or caregivers.
- If you have arranged for someone else to pick up your child, the Front Office has to be notified via email or phone. And they have to come through the Front office before picking up a child.
- Students leaving the school grounds independently (ie. taking the bus home) may do so if they have consent of their parents. Parents please email the front office if your child will go home on their own.
- Early departures will need to sign off at the Front Office and will be marked with a partial absence. A partial absent note is required.
- All students are to be collected by 3:30pm. Parents or guardians who are running late to pick up their children must notify the School before 3pm.
- Students must wait in the designated area to be supervised by the teachers/staff until their parents/caregivers collect them.
- Students are not allowed to wait for their parents/caregivers by waiting on the street outside of the School's premises.
- Students who are not collected by 3:30pm will be supervised by the Office Manager who will contact their parents or caregiver using the phone numbers listed in the School's system.
- In the extreme situation where a parent/caregiver cannot be contacted, the Principal would contact the police.

SUPERVISION PLAN

1. On Site Supervision

Procedure Description for the Playground

The playgrounds are areas where all School students meet and play together. In relation to the recess and lunch times, students are only allowed in the outdoor area (paved and grass area). Rules are in place to ensure safety for all. There are two playground areas where students are supervised in either the Juniors and Seniors playground areas. The playground in front of Studio 1 and Studio 2 are assigned to the Junior area for K-2 students. The Senior which is located outside the main auditorium down to the boundary fence are for Year 3-11.

Playground Rules:

- No hat No play
- No bullying
- Be inclusive of everyone
- No running or kicking balls in the passive area (the paved area)
- If injured during play a student must be accompanied by another student and taken to the Office Manager.

Students are designated time to play:

- There are two playground areas designated for play: Juniors and Seniors area.
- Recess - After eating recess
- First Lunch (12:30 - 12:50pm) - Free play for Year 1-2 in Junior area and Yr 5-11 in Senior area
- Second Lunch (12:50 - 1:10pm) - Free play for Kindergarten in Junior area and Year 3-4 in Senior area.

During wet weather students K-4 students will have recess and lunch in the main auditorium. Year 5-11 will have their recess and lunch upstairs in Studio 3 & 4.

1.1. After School Supervision

Students who are picked up from the outdoor foyer will remain seated from 3:00pm - 3:30pm supervised by a staff on duty. The

designated staff will call out a student as their parents/caregivers arrive. After 3:30 pm students remaining will wait at the front office supervised by the Office Manager until they are collected from school. Parents will be contacted if the pick-up time extends beyond 3:30pm except where a prior arrangement has been made.

1.2. The Use of the Main Auditorium

The school uses the auditorium as a flexible learning space. The existing auditorium is an open plan auditorium and flexible movable school furniture is installed. In this space teachers may teach the whole class, have small group discussions, student collaboration on work and research and game based or project based learning and experiments. Students bring their own laptop or iPad to school and are connected to the school's ICT and high speed internet network. Students are not allowed in the main auditorium without supervision.

2. Off-Site Supervision

2.1. School Physical Education/Sports

There is a large oval and playground area located at Arncliffe Park which is approximately 150m away from the property or around a 2-3 minute walk. The School has arranged with Rockdale Council to use a portion of Arncliffe Park for sporting activities every Friday from 11am to 3pm during school term.

Procedures

- Students apply sunscreen before leaving the school premises, wear hats and bring water bottles.
- The roll is taken.
- A designated teacher takes the first-aid kit.
- The students walk with a teacher in the front and a teacher at the back of the students. The front teacher directs crossing the road and the teacher at the back ensures all students have crossed the road safely.
- In the event of rain or temperatures over 35 degrees, students will use the Auditorium for indoor physical education lessons.

2.2. Co-Curricular Activities (Incursions, Excursions, Camps and Sports Events)

Excursions, camps, sports and overnight stays planned by the School are essential to effective teaching and learning and contributes to the aims of the School. A learning program will be prepared for the excursion, camps and overnight stays.

Procedures

- A *Proposal for an Off-site Co-curricular Activity* must be submitted to the Principal for approval at least three weeks in advance to the date of the activity. For overnight stays, at least six weeks in advance is required.
- A risk assessment for all approved incursions, excursions, camps, sports events and overnight stays must be submitted to the Principal at least two weeks before the activity (four weeks for any overnight activity).
- All relevant information related to student medical/health / disability issues must be considered in the planning and documented on the risk assessment. A management plan for the needs of an individual student may be required for a particular activity(such as in the case of a student attending a camp who has an injury)
- The student to teacher ratio for excursions, camps, sports and overnight stays will be determined by the nature and needs of the activity. Volunteers will be selected by the Principal and/or teachers in relation to the nature and needs of the activity. A volunteer who assists with these activities must have fulfilled all the requirements of the KCCS Child Protection Policy as it relates to volunteers.
- A permission note stating all the organisational details and the cost must be issued to parents at least two weeks in advance for a day activity and at least four weeks in advance for an overnight stay,
- At least one member of staff on the activity is required to have a current accreditation certificate in First Aid.
- All documents and records of excursions, camps, sports & overnight stays will be held on *Google Drive* under *Excursions, Incursions & Camp*. This is retained by the Principal for at least 7 years before archiving.

RISK ASSESSMENT MATRIX & ASSESSMENT FORM

HOW SERIOUS COULD THE INJURY BE?			HOW LIKELY IS IT TO BE THAT SERIOUS? Likelihood				
Consequence (a measure of the severity of possible or any potential risk)			VERY LIKELY Could happen any time	LIKELY Could happen sometime	UNLIKELY Could happen but very rarely	VERY UNLIKELY Could happen, but probably never will	
Death or permanent injury			1	1	2	3	
Long term illness or injury			1	2	3	4	
Medical attention & several days off			2	3	4	5	
First aid needed			3	4	5	6	
EXCURSION DETAILS							
Description of excursion:			Coordinator's Name:				
Location:			Date:	Time:			
Groups/Classes:			No. of Students:	No. of Teachers & Volunteers:			
Communicated to:			Prepared in consultation with:				
ACTIVITY	HAZARD IDENTIFICATION (Type/Cause)	RISK ASSESSMENT (likelihood)	ELIMINATION OR CONTROL MEASURES			W H O	WHEN
Monitor and Review - Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.							

KCCS EMERGENCY POLICY

EVACUATION, LOCKDOWN & LOCK UP PLANS

Policy

At Kingdom Culture Christian School, in the event of an emergency or disaster, the priorities are the preservation and protection of life.

Aims

1. To provide a safe and secure environment for all who work and learn here.
2. To establish and maintain proper emergency/evacuation/lockdown procedures and provide appropriate training for staff.
3. To minimise disruption of services to the students and staff of the School

The School has in place an Emergency Management Plan for any emergency that can develop from fire, flood, bomb threat, chemical spill or any dangerous situation. The emergency response plans have been developed to assist the well-being and safety of the students, staff and visitors at the School during an emergency situation.

The emergency plans outline the emergency response procedures, the responsibilities of all persons during and after an emergency and the details of emergency equipment and physical layout of the School.

EMERGENCY MANAGEMENT PLAN TRAINING

All staff and volunteers at the School, including those in the function of Chief Warden, Deputy Chief Warden, Warden & First Aid during an emergency situation, must conduct an annual training. This is done during the Professional Development week at the beginning of Term One.

An evacuation and lockdown drill must be done with all staff, students and volunteers every year before the end of Term 1. The Principal is responsible for planning these training and drills. Another drill will be conducted by the end of Term 3 each year.

These training will cover the following topics:

- the duties of the Chief Warden, Deputy Chief Warden, Warden and the First Aid Officer
- procedure of specific emergencies
- responding to alarms and reports of emergencies
- reporting emergencies and sounding the evacuation alarm sound
- communication during emergencies
- emergency and post emergency activities
- assisting people with disabilities
- handling difficult behaviour during emergencies
- decision making, taking command and control
- taking records and safe keeping during emergencies
- actions for specific emergencies
- liaison with emergency services
- coordination of evacuation procedures
- the location of assembly area
- record keeping post emergency

EVACUATION PLAN GUIDELINES

- These guidelines are based on the following:
- A known command and control structure. The authority to order an overall evacuation of the facility rests with the Chief Warden.
- Prior knowledge of building layout, emergency equipment and evacuation routes.

- Fire-isolated stairs, fire escapes and other safe routes being used.
- Assistance provided to mobility impaired persons and lifts not being used during a fire emergency.
- Effective communication.
- Accounting for all persons.
- Building searches being conducted.
- The need for an 'All Clear' before re-entry.
- Consideration of neighbouring facilities.

DESIGNATED ROLES IN AN EMERGENCY - CHIEF WARDEN, WARDENS & FIRST AID OFFICER

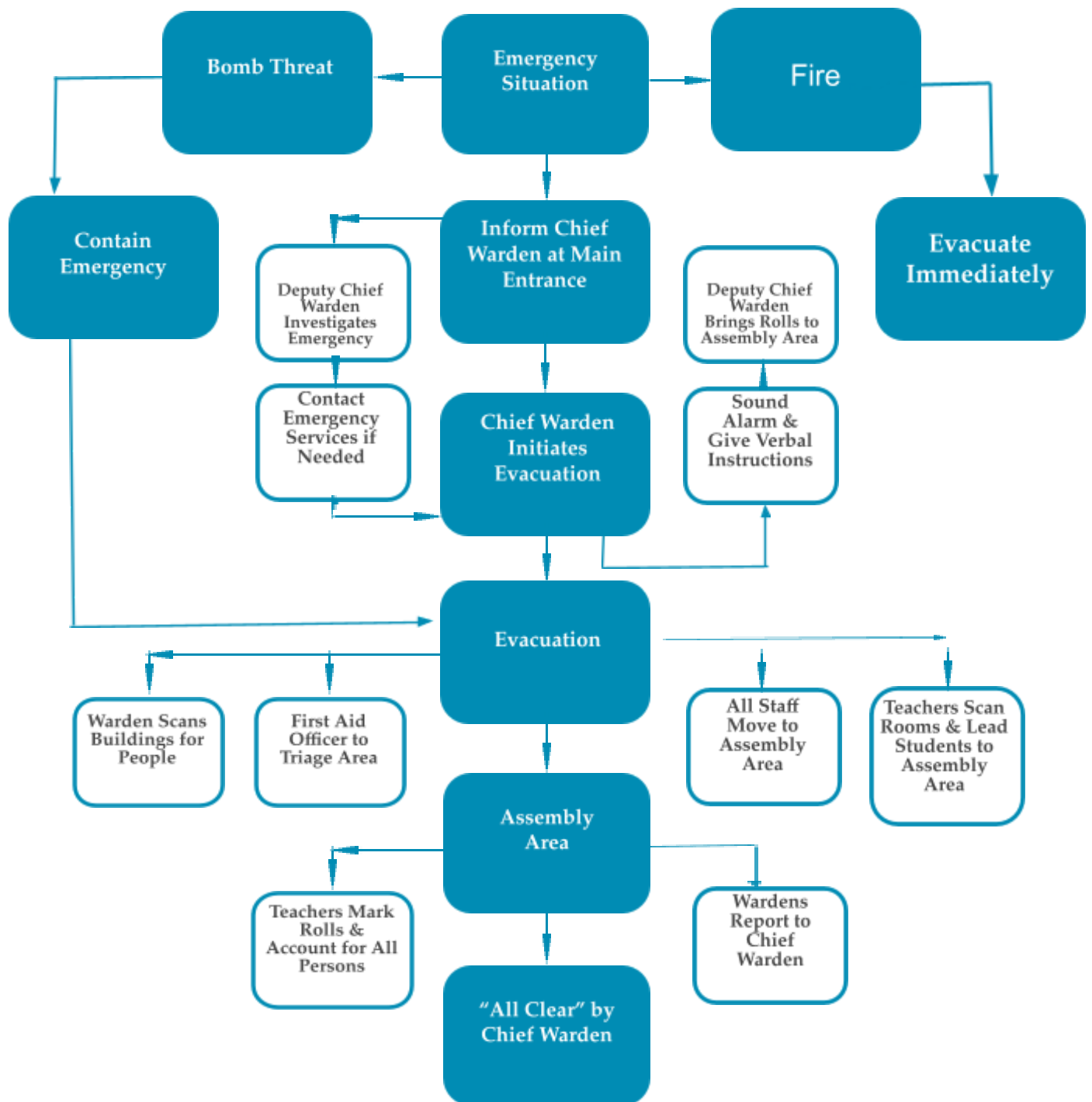
During a declared emergency, the authority of the Chief Warden & Wardens overrule all normal management procedures in order to marshal all staff, students and visitors to safety. Any staff member, student or visitor who refuses to comply shall be indemnified by the School against civil liability resulting from an emergency situation at the School.

AUTHORITY	HAT COLOUR	STAFF
Chief Warden	Yellow	The Principal (or Authorized Person)
Deputy Chief Warden (Ground Floor/Basement)	White	Mrs. Yvonne Widjaja (Business Manager)
Warden First Floor & Mezzanine	White	Ms. Carmela Garcia (Teacher)
First Aid	No Hat	Mrs. Fanny Mardjuki (Office Manager)

RESPONSIBILITIES and Procedures For Evacuation in an Emergency

AUTHORITY	HAT COLOUR	EQUIPMENT	RESPONSIBILITIES	PROCEDURES
Chief Warden	White	<ul style="list-style-type: none"> - Mobile Phone - Master Key - Emergency procedure - Emergency Evacuation checklist - Evacuation Log 	<ul style="list-style-type: none"> - Coordinate appropriate response - Facilitate evacuation/lockdown - Call 000 - Secure premises - Brief emergency services - Document actions taken - Assess damage 	<ul style="list-style-type: none"> - Meet Deputy Chief Warden at main entrance - Ascertain the nature of emergency - Determine the nature of response - Collect equipment - Proceed to Emergency Assembly Area at the School Playground - Contact emergency services - Communicate actions to wardens - Initiate evacuation by sounding an alarm from the megaphone or use a megaphone to initiate lockdown by announcing "The School is now closed" - Account for contractors - Brief emergency services - Record actions - Assess damage - Announce ALL CLEAR as advised by emergency services. If lockdown announce "The School is now open" - Facilitate debrief - Pass out rolls to teachers - Mark all staffs, volunteers and visitors (refer to the visitors list) - Mark off Evacuation Log
Deputy Chief Warden	Yellow	<ul style="list-style-type: none"> - Mobile Phone - Master Key - Emergency procedure - Evacuation Log 	<ul style="list-style-type: none"> - Liaise with Chief Warden - Record actions and a zone clearance log - Brief emergency services on arrival - Dispatch First Aid officers if necessary - Maintain control of assembly area - Account for all staff & students 	<ul style="list-style-type: none"> - Meet other wardens at main entrance - Determine the nature of emergency - Determine the appropriate action - Advise Chief Warden of best route - Prevent entry into the building - Advise Chief Warden of evacuated areas - Record actions - Assist Chief Warden to collate the evacuation incident report - Evacuate to assembly area - Mark off the list as they report to the assembly area - Advise Chief Warden if all are accounted for or of any missing persons
First Aid Officer	No Hat	<ul style="list-style-type: none"> - Mobile Phone - First Aid Kit - Visitor sign-in sheet 	<ul style="list-style-type: none"> - Administer First Aid as required - Set up & maintain a triage area - Maintain communication with Chief Warden - Brief emergency services regarding injuries as required 	<ul style="list-style-type: none"> - Collect First Aid kit - Proceed to triage area - Set up triage area - Brief Chief Warden of any injuries and actions taken
Warden & Other Teachers & Staff	No Hat	<ul style="list-style-type: none"> - Mobile Phone - Evacuation Log 	<ul style="list-style-type: none"> - Escort all students to meeting point via a safe route (if evacuation) - Implement lock down drill (if lock down) - Provide marking (attendance) information - Other duties as requested by any of the wardens - Attend to the duty of care of students throughout the processes - Be aware of and attend to housekeeping 	<ul style="list-style-type: none"> - Report any danger to reception or the nearest warden. - Mark all students on the Attendance list. - Assist people with disabilities

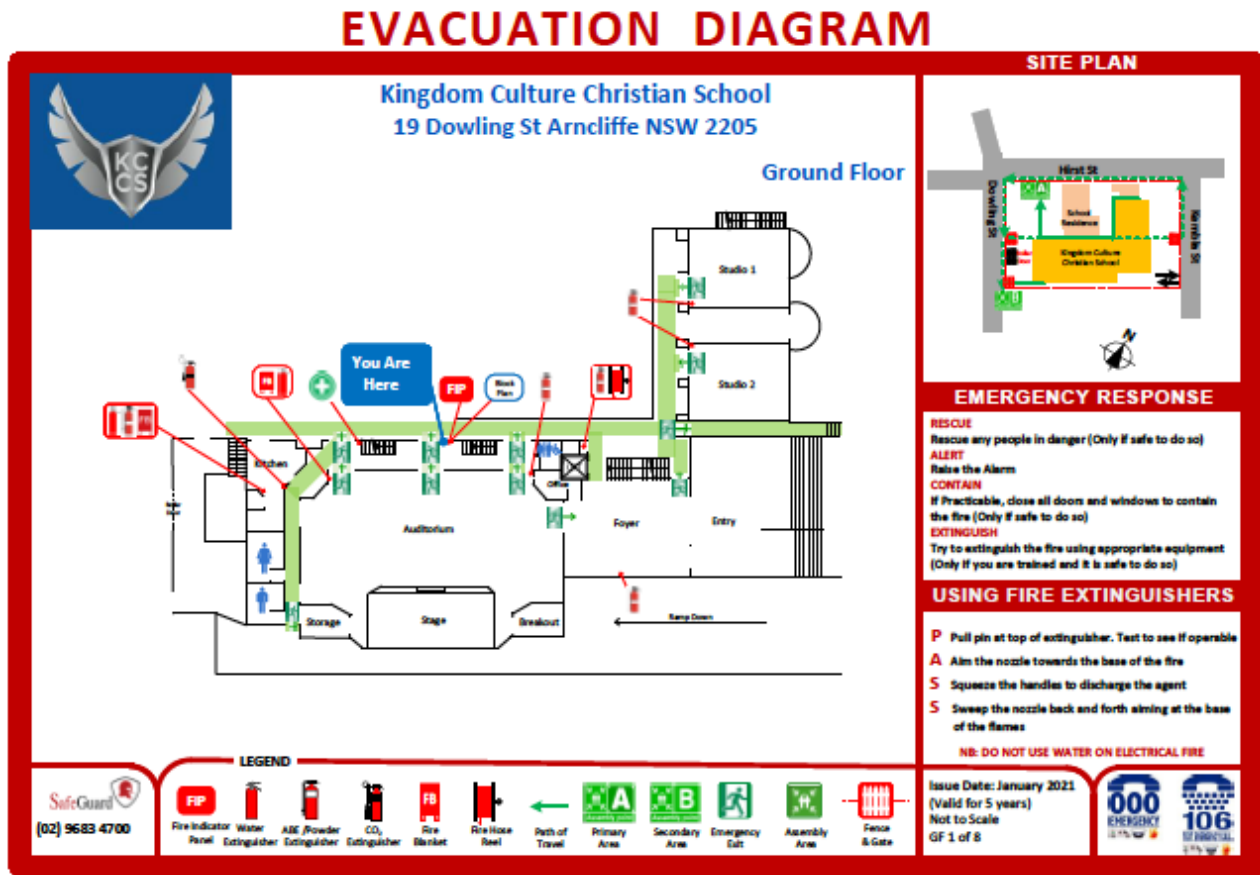
EVACUATION PROCEDURES



EMERGENCY ASSEMBLY POINT

During a declared emergency, the teachers & staff need to escort all students to a meeting point via a safe route. The school's Emergency Assembly Point is in the Senior playground area. Evacuation Diagrams are displayed on the wall near each exit door.

Sample of an Evacuation Diagram is shown below.



EVACUATION CHECKLIST

√ EMERGENCY TASK	
<input type="checkbox"/>	Determine the nature of emergency and appropriate course of action.
<input type="checkbox"/>	Evacuate immediately if there is danger to persons.
<input type="checkbox"/>	Call emergency services on 000 – ask for fire, ambulance or police.
<input type="checkbox"/>	Conduct a search of the premises (each area to be searched by allocated warden).
<input type="checkbox"/>	Nominate someone to direct emergency services to the building entrance.
<input type="checkbox"/>	Brief emergency services on arrival – type, scope & location of incident.
<input type="checkbox"/>	Prevent all persons from re-entering premises until deemed safe.
<input type="checkbox"/>	Ensure all staff and students are accounted for in the assembly area (where possible).
<input type="checkbox"/>	Notify emergency services immediately of injuries, even minor ones.
<input type="checkbox"/>	For persons that suffered injuries, ensure that you contact 'next of kin'.
<input type="checkbox"/>	Contact tradespersons to secure the premises to prevent theft or further damage.
<input type="checkbox"/>	After incident, conduct a debrief with staff and students on what happened and why, and assess the need for any ongoing support.
<input type="checkbox"/>	Organise security guards to provide 24-hour protection of premises.
<input type="checkbox"/>	Contact your insurer & report the incident, including injuries to staff and students.
<input type="checkbox"/>	Organise counselling for staff and students that are traumatised by the incident.
<input type="checkbox"/>	Write a brief report on what happened, injuries sustained & the actions taken
<input type="checkbox"/>	Consider media and external public relations.

DATE: _____ **Name:** _____ **Signed:** _____

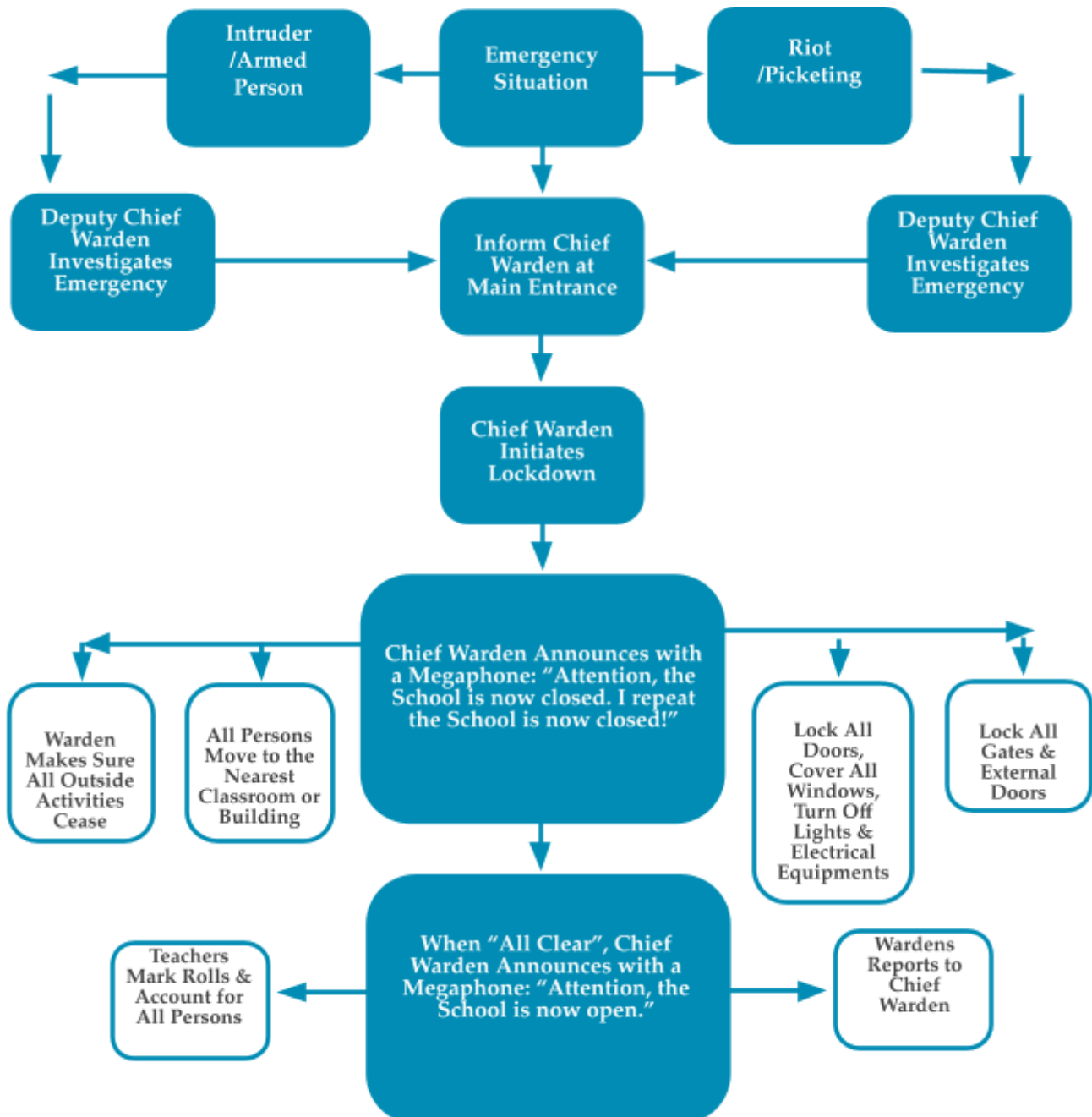
EMERGENCY EVACUATION LOG

DATE: _____ Name: _____ Signed: _____

BUILDING / FLOOR / AREA	LEVEL	COMMENTS	CLEARED	TIME
Underground Car Park	Basement		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Office & Foyer	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Backstage Breakout Room	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Uniform Room	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Main Auditorium	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Toilets	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Kitchen	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Studio 1 & 2	Ground Floor		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Playground Junior Area	Ground		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Playground Senior Area	Ground		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Residential House (not for school use)	Ground		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Residential House (not for school use)	Level 1		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Studio 3 & 4	Level 1		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Studio 5 & 6	Level 1		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Principal's Office	(Mezzanine)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Science Lab	(Mezzanine)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Toilets	(Mezzanine)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
YEAR GROUP	ACCOUNTED FOR	NOT ACCOUNTED FOR / MISSING PERSONS	CLEARED	TIME
Kindergarten	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year 1-2	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year 3-4	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year 5-6	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year 7-8	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year 9-10	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Year 11	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
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LOCK DOWN & LOCK UP PROCEDURES



Important Notes: For any class groups, teachers and volunteers who are off-site, the Office Manager will contact them by phone not to return to school.

KCCS CRITICAL INCIDENT POLICY

Context

Critical incidents are incidents that cause disruption to a class or the whole school, or incidents with a significant risk of danger that can be traumatic to members of the school community. Critical incidents include but are not limited to fire, flood, bomb threat, explosion, earthquake, natural disasters, major property damage, major injuries needing medical help, death of a student or staff member.

Policy Statement

The School needs to respond to, assess and manage and report a Critical Incident.

Procedures

- The Principal and Teachers must assess the incident and decide on what action to take. The core principle for assessment will be on risk assessment of students and staff, and the duty of care towards students.
- Critical incidents involving lockdown or evacuation are to be managed as per the procedures outlined in the Emergency Policy.
- For other emergencies or serious incidents, the Principal (or delegated person) will determine:
- Whether it is necessary to contact emergency services – the Principal (Office Manager) will do so when needed.
- The Office Manager will organise first aid if needed, until emergency services personnel arrive
- When a rapid response is required because of an explosion or incident of an exceptional nature, the Principal (or delegated person) will immediately report the matter to the relevant emergency services and authorities.
- When the Police department needs to be involved; the scene is not to be touched or items removed.
- Principal can access further advice on preserving a crime scene from the local Police upon arrival.
- In the case of injury, the Principal or Class Teacher (the Principal will decide who) will contact the injured person's family or next of kin.
- Principal liaises with the media when necessary and advise parents and family on how to respond to the media.
- The staff will meet with the Principal for a debrief at the first practical opportunity to discuss the events and to identify any needed counseling, support groups and other assistance for all those who are affected either directly or indirectly.
- The Principal (or delegate person) will update all staff, students, parents and guardians accurately about the situation with a short written statement in order to dispel any rumours, if not prevented by any legal or privacy issue.
- In the event of serious injury or death at the workplace, the Principal will report to WorkCover within 7 days of the incident occurring.
- The Principal will authorise a return to normal activities as soon as the situation is back to normal and it is safe for the students and staff to return.
- Each Class Teacher will monitor and follow up the mental health of all affected students and staff.
- When necessary, give parents and caretakers some more information on how they can access assistance from outside sources such as medical centres or children's hospitals.
- A Critical Incident Form with accompanying documentation is to be completed by the Principal and retained in electronic file.
- The Principal will review the procedures as they were implemented in a critical incident.

Other Incidents

Other less major incidents will be recorded by the staff who saw the accident or other incident, on the School's 'Incident Report Form'. These will be cited and signed by the Principal, and any necessary follow up action recorded.

Emergency Contact Numbers

- Emergency Services (Police, Fire & Ambulance) - 000
- St George Police Station - 02 8566 7499

KCCS INCIDENT FORM

Particulars of Person Involved:

Full name: _____ Staff / Student

Address: _____

Description of Circumstances:

Date of incident ____ / ____ / ____ Time of incident _____ am/pm

Location of incident: _____

Describe the incident and how it occurred:

Nature of injury: _____

Nature of illness: _____

Type of treatment received:

Please tick relevant treatment

First aid Hospital Doctor

Other - Please specify

Lost time? Yes No Unknown

Completed by (name): _____

Signature: _____ Date: _____

Principal:

Signature: _____ Date: _____

Referred for WH&S review? Yes / No

Office Use Only:

KCCS FIRST-AID POLICY

▪POLICY STATEMENT

KCCS seeks to provide a safe and supportive environment for all students and to respond in a caring manner when accidents or illness occur.

▪GENERAL OPERATION

General Procedures

- The Office Manager and full-time teachers must have a current first aid certificate.
- The Office only deals with minor first aid. In other cases the School will contact parents and the child is to go home as soon as possible. If the parents cannot be contacted, the child will be taken to appropriate medical help or an ambulance will be called.
- In the event that an ambulance is called, and the parent has not yet arrived at school, a staff member will accompany the student to the hospital. Another staff member will be asked to drive to the hospital and collect that staff member once the parent has arrived.
- Children who are unwell should not come to School.
- Students who become sick at School will be directed to the Office.
- Details are entered into the electronic file [First Aid](#) for injury and treatment.
- All accidents should be reported to the teacher on duty who either directs students to the office or sends a student to the office for assistance.
- In accordance with the WH & S Policy it may be necessary for the teacher to complete an incident report.
- Strict hygiene practices should be followed. Staff should be vigilant with hand washing. Rubber gloves should be worn when treating open wounds or vomiting children.
- Individual medical plans for students are stored on Google Drive in a file called *Allergies and Medical Alerts*. This is updated at the beginning of the year. Where a student requires a new or updated plan during the year, teachers will be notified via email and announced in staff meetings. When students go off site for activities such as excursion and camps this will be printed to all supervising teachers.

Medications (General)

- All medication (oral & topical) is to be clearly marked and locked away in the office or stored in the refrigerator.
- Students are not permitted to carry or self-administer prescription or non-prescription drugs without the written permission of the Principal or his/her delegate.
- Paracetamol - Primary students must have a parent's written or verbal permission to take Paracetamol (call the parents before administering *Paracetamol if parental permission not already given*).
- For medication to be taken by students during school hours for a limited period of time (e.g. cough medicine, antibiotics), then a parent should come to administer it. If this is not possible a signed parental note must be taken to the Office Manager together with the medication. The note must specify the student's name and class, name of the medication, dosage and time to be administered. All medication to be administered is recorded in the Medication Register kept at the front desk. The student must come to the Office at the specified time to be given their medication. The medication should be collected from the Office after school.
- For medication to be taken on a permanent regular basis (eg Ritalin), Parents must complete and sign the Medication Register. Parents are responsible to keep the Office supplied with sufficient medication for their child on an on-going basis. The student will need to come to the Office at the specified time to be given their medication.
- Details of all medications administered to students will be entered into the electronic file *Medication Register*.

▪ SPECIAL EVENTS

Anaphylaxis

- Parents provide the school with an EpiPen or AnaPen which is kept in a "bum bag" in the class. During Recess and Lunch it is taken by the teacher to the playground.
- Follow "Action Plan for Anaphylaxis"
 - Give EpiPen/ AnaPen.
 - Call Ambulance 000.
 - Lay person flat & elevate Legs. If breathing is difficult, allow them to sit but not stand.
 - Contact Parent or Carer immediately.
 - Further Adrenaline doses may be given if no response after 5 minutes (if another auto-injector is available).

- If in doubt, give EpiPen, EpiPen Jnr or AnaPen.

Asthma

All children with Asthma must provide the school office with an Asthma Plan. This plan is

- Parents sign in the medication in the Asthma Medication Book, the puffer and spacer are labelled with the child's name
- Each child's individual plan is in the folder in the office – refer to the plan for treatment.
- If the child is having a severe attack – follow the Asthma Emergency Procedure.
- Notify parents or carer immediately
- Call Ambulance if needed.

Back/Neck Injuries

- When notified, the office first aider goes immediately to where the student is injured, taking a mobile phone with them.
- Do not move the student. Move other students away.
- Ask if they can feel toes and fingers.
- If in any doubt ALWAYS call an ambulance.
- Notify the office.
- The office to call parents or carers immediately.
- Follow 000 instructions
- Ask another student to collect the injured student's bag or belongings.
- If the student is being transported to the hospital an office staff member will accompany the student unless a parent or carer is present.
- Wait until the parents or carers arrive at the emergency department.

Any Other Injuries

- When notified, the office first aider goes immediately to where the student is injured, taking a mobile phone with them.
- Ask if they feel pain in any part of their body.
- If in any doubt ALWAYS call an ambulance.
- Notify the office.
- The office to call parents or carers immediately.
- Follow 000 instructions
- Ask another student to collect the injured student's bag or belongings.
- If the student is being transported to the hospital an office staff member will accompany the student unless a parent or carer is present.
- Wait until the parents or carers arrive at the emergency department.

Diabetes

- The Office Manager will be provided with additional first aid training in Diabetes management through the Diabetic Educators at Westmead Hospital or Diabetes Australia if a student with diabetes was enrolled
- BGL- take the Blood Glucose Level (finger prick & check level) and record.
 - **In the event of a hypo**
 - BGL needs to be over 4 (under is a hypo)
 - If under 4 – sugar needs to be given
 - Lollies, juice, honey.
 - Then, longer lasting - juice or biscuits
 - Recheck BGL every 10 minutes
 - Do not let them leave the office until BGL is at least 4
 - BGL needs to be over 6 before sport or PE
 - If under give lollies to bring their BGL to 6
 - Always treat the hypo first.
 - **In the event of a hyper**
 - If BGL is over 15 give water, sometimes they need a rest BUT they should “run around” at recess or lunch.

- The insulin amount varies. The parents advise us (usually email or in person if we are to increase or decrease amounts to be given).
- Insulin needs to be given before eating.
- Always refer to individual student profiles first. If in doubt call parents or carers.
- Students determine the dosage of insulin which is then checked by the first aid officer and recorded.
- The child is supervised while administering the dosage.
- Parents will be contacted if there is a problem or the BGL monitor or insulin pump fails.
- All sharps are disposed of in the sharps bin.

Head Lice

- We are not permitted to exclude or send home a child presenting with head lice.
- If the child is sent to the office with suspected head lice, the first aid supplier will check the child's hair (wearing gloves) to confirm. If the child has confirmed head lice, the parent will be notified immediately and encouraged to pick up their child and arrange treatment.
- A letter is sent to the other students in the child's class advising them to check their child's hair and treat it if necessary.

Notifiable Diseases

- Children in Primary school are required to provide the school office with a current immunisation certificate at the time of enrolment. Conscientious objectors are also to provide certificates of objection to immunisation.
- The Department of Health will contact the school to advise if a child from the school has a confirmed notifiable disease. The school will follow the directions of the Department of Health in these cases.
- If a child presents at the school office with an illness that could be on the list of notifiable diseases, that child should be separated from all other students and the parents called immediately.

Head Injuries

- Follow general first aid procedures as advised in First Aid training.
- Check if the child looks distressed
- Check for head lumps or immediate bruising
- Sit child in foyer in view of staff
- Ice pack
- Watch student for approximately 5 minutes
- Notify parents or caregivers immediately.

Injury to Private Parts

- Notify parents immediately
- Provide first aid

Vomiting & Fevers

- If a child is vomiting or has vomited the parents are contacted and the child is to go home as soon as possible.
- If a child has a temperature the parents are called. If, after approximately one hour there is no change, parents are advised and we follow their instructions.
- In serious cases, if parents cannot be contacted, the child will be taken to appropriate medical help or an ambulance will be called.

Wetting & Soiling

- If a child comes to the office with wet pants, they will be provided with a change of clothes and directed to the office toilet to change themselves. If they cannot change themselves two staff members will accompany the child. A staff member is not permitted to change a child's clothes without another staff member present.
- If the clothes are soiled, the parents or caregivers are called and the child waits until they arrive to get changed. Or if they are not available give permission for the Office Manager to assist a K-1 student, Years 2-6 would attend to themselves, where substitute clothes will be provided.