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In creating a Pastoral Care and Welfare Policy the staff have acknowledged there are many parts to be considered. These components have been listed below and can be found within this document.

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"If I have all the eloquence of men and angels but speak without love I am simply a gong booming or a cymbal clashing." (1 Cor 13:1)

1.1 Vision

With Jesus at the core of our endeavours, we strive to educate the whole person, mind, body and spirit.
The Holy Trinity, Creator, Redeemer and Spirit help and inspire us in all that we do.

1.2 Mission

At Trinity Catholic School, our mission is to have Jesus at the heart of all we do, as we live every day by the Gospel values and nurture the growth of the individual.

1.3 Motto

Our motto is:

“Whatever you do, do well – to know, to love and to serve”

Through living our Vision, our Mission and our motto we;
• respect and uphold the dignity of the individual.
• provide a safe environment.
• promote active participation in the parish.
• provide quality education that prepares and challenges students for the future.
• regularly reflect and renew policies and practices.

1.4 Core Values

To Know, to love and to serve gives rise to the three core values of our community.

TO KNOW
We value knowledge of our God, our faith and our tradition and knowledge of the world.

TO LOVE
We value love of God, Jesus and Holy Spirit and love of humanity.

TO SERVE
We value service to God and service to humanity.

These three values make a strong connection to our tradition and our founding order, the Sisters of Mercy.

1.5 Aim

At Trinity Catholic Primary School we aim to ensure that:
• all members of our community are safe.
• our school actively participates within the parish.
• the school and parish are part of the ever-changing Church.
• we provide quality education that prepares our students, for the future with confidence and hope.
• the dignity of the individual is respected.
• our policies and practices are constantly reviewed.
1.6 Rationale

In the Trinity Catholic Primary School Vision and Mission statement we recognise the uniqueness of each child and promote the values of Christian living. As a community of faith we will encourage relationships based on justice, love and peace.

Our school community of students, staff and parents have both individual and shared rights and responsibilities so that all may experience a warm, trustful and just community where each person is treated with the regard due to them as an individual.

Trinity Catholic Primary School community consists of parish community, school staff, parents, students and the wider community. As such it encourages all involved to act, as Jesus would want them to act. Through this all will be affirmed in an awareness of their own self-worth and gifts and thereby support others through their genuine concern and sensitivity.

We encourage, through praise and example, a positive self-image, so that students will exercise self-discipline. We also acknowledge, however, the need for disciplinary structures.

Jesus said we should love one another as he loves us. This gives us the model, which we should follow for pastoral care. Pastoral care is the schools expression of concern for the development of the child; it implies a holistic education centred on the child made in the image of God.

Pastoral Care in the Catholic School is not so much a program as a total expression of the school’s service to the child. No program, however sophisticated, can replace a school climate of genuine care and concern for students as people.

The challenge of Pastoral Care is to deepen the relationship between parents, school and students. The school offers its members an educational setting which is supportive and functional.

The Religious Education program, Treasures New and Old, provides the philosophical foundation for pastoral care of students. Through this we strive to show the importance of a warm, welcoming and safe school environment.

A climate of affirmation encourages students and parents to feel a sense of personal worth and to know that their gifts are appreciated.

Availability to parents, fellow staff and students is seen as an important aspect of pastoral care.

Discipline, or formation in responsibility, is a dimension of pastoral care, which has modified its expression in recent times. Self-discipline is encouraged as a positive goal and individual students are helped to review their behaviour, in the light of how it affects other people.

The pastoral care of Trinity Catholic Primary School encourages students to accept responsibility for their actions, to know and respect the boundaries of acceptable behaviour and to be challenged when norms of conduct are breached.

1.7 Definitions

In the creation of this policy staff recognise the importance of defining particular words and terms that are used throughout the document so that all stake holders have the same understanding of this policy.

1. Behaviour management – a way to assist students to make choices that are in the best interests of the Trinity School Community and themselves
2. Detention – being keep in school during playtimes under teacher supervision
3. Expulsion – means the permanent removal of a student from one particular school.
4. Suspension - means that a student is required to leave a school for a specified period of time and that the student’s return is envisaged subject to specified conditions.
5. Exclusion – the student may be asked to stay off the playground area for a particular time or he/she may be asked to have time away from their class under the supervision of another staff member.
6. Merit Award – (blue) an award offered by any staff member to students who;
   (a) show improvement in any particular area; or
   (b) show consistent effort, good manners, helpfulness, kindness, thoughtfulness, enthusiasm and responsibility; or
   (c) participate in class and school activities.
7. Teachers Award – (bright green) an award earned by students who have collected 5 Merit Awards
8. Principal’s Award – an award earned by students who have collected 5 Teacher’s Awards
9. Pastoral Care – the duty and care given to students, parents and staff ensuring their health, happiness and safety.
10. Welfare – well being of students, staff and parents
11. Misdemeanour – a wrong doing of low level nature eg bad manners, rough play, occasional disruptive behaviour
12. Out of bounds – being outside the designated playing areas
13. Supervision – being alert, watchful and responsible for a group of people or a designated area
14. Duty of Care – responsibility given to teachers, to care for the emotional, physical, psychological and spiritual well being of their students.
15. Consequence - A consequence is a result of an action. We can have positive or negative consequences as a result of how we treat and respond to those around us.
16. Bullying - A person is bullied when one or more other people expose them repeatedly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment; it can be verbal, physical or psychological.
17. Playground - the area defined by the school boundaries and the designated playing areas.
18. Road Safety Education Program - is a program designed to develop knowledge, skills, attitudes and values of safe road use.
19. Mandatory Reporting – The reporting of any action or event that could cause psychological, physical or emotional harm to a child
20. Mandatory Reporter – Any adult who is a carer of any child
21. DoCS – Department of Community Services
22. At risk – Describes any child who may be harmed in any way.
“Happy the gentle, they shall have the earth for their heritage…..Happy the merciful; they shall have mercy shown them.” (Mt 5:4,7)

2.1 Rights and Responsibilities
All members of Trinity Catholic Primary School have the following Rights
- To learn
- To feel safe at all times at school
- To be respected and valued as a person
- To enjoy a pleasant, clean and healthy environment

All members of Trinity Catholic Primary School have the following Responsibilities
- To allow everyone to learn
- To make sure that everyone in our school is safe
- To show respect for other people
- To keep our environment as pleasant and safe as possible
- To show love and respect for God

2.2 Reward System
At Trinity Catholic Primary School there is a tiered system of rewards for appropriate and outstanding behaviour.
1. Students are issued with a Merit Award (blue) for behaviour or work that is deemed by the class teacher or any staff member to be worthy of reward. This may be for outstanding work, being consistent or showing an improvement in work habits, attitude or quality of work. Merits may also be awarded for thoughtful actions, community service, showing initiative or leadership, participation or setting a good example. These awards can be given at any time during the school day. A more comprehensive list of rewardable behaviours is to be found in Appendix 1.
2. Students who collect 5 Merit Awards can submit them to their class teacher for a Teacher’s Award (bright green). These are usually awarded during Friday assemblies or Parliament sessions.
3. Students who collect 5 Teachers Awards can submit them to the Principal who will award that student with a BRONZE award for the first five, SILVER award for the second five awards and GOLD award for the third five awards. These are awarded at Student Parliament or at Assembly after lunch on Friday. The Principal has the right to retain the Bronze, Silver and Gold Awards (until the following week) and not present it to a student who has not behaved appropriately during that week.
4. Students who have reached the GOLD Award will be given a treat in the form of a Special Day that could include DVDs, party food and drinks, at the end of the Year they received the GOLD Award.
5. Students may also be awarded a special Principal’s Award during the year for outstanding achievement or behaviour. These students will also be entitled to attend the Special Day.

2.3 Consequences
To help students modify inappropriate behaviour teachers may impose a consequence that allows students to reflect and change. Consequences must be:
1. Fair and seen to be fair
2. In keeping with our actions based on Christ’s love
3. Consistent
These may include:
- missing no more than 15 minutes of lunch playtime
- picking up papers for some of playtime
- working in the library for some of playtime (15 minutes)
- writing reasons why the behaviour is inappropriate
- missing a class reward
- losing time on the computers or some other favourite pastime

Serious Breaches
Consequences enforced by the Principal for serious breaches of school rules may include:
- Letter of apology written by the child and signed by the parents
~ Lunch time detention
~ Withdrawal from in-school activities
~ Withdrawal from the playground at morning tea and/or lunchtime
~ Contact with parents
~ Withdrawal from excursion activities and school representation.
~ Being issued with a Behaviour Management Contract
~ In school detention
~ Suspension (Please see Section 3.3 for further explanation of the suspension process.)
~ Expulsion (Please see Section 3.4 for further explanation of the suspension process.)

Implementation
In the Classroom
- It is the responsibility of each teacher to establish a set of classroom rules in the first week of the school year, in line with the rules outlined in Section 4.2. The classroom rules are to be clearly displayed and reviewed at the commencement of each term.
- The class teacher should deal with most breaches of class rules. It is the teacher’s responsibility to decide upon the most appropriate consequences. A child will not receive a consequence for not completing successfully or failing to complete any task that is beyond his/her capability.

On the Playground
- To remain effective it is essential that the teacher on duty deal with minor breaches of playground rules. Consequences for minor breaches of playground behaviour should include:
  - Picking up of papers,
  - Walking with the teacher,
  - Equipment removal or
  - Time out for a short period.
- For more serious breaches of the school rules, the child’s name and a brief description of the offence will be recorded when the issue is being addressed by the staff member. A student whose has four strikes beside their name in the Playground book, will be:
  1. Interviewed by the Principal.
  2. Issued with a red card which notifies parents of the occurrence
  3. Complete a lunch time detention, under the supervision of a teacher, in a designated classroom.

NB: For continued breaches of school rules see Section 2.4 Disciplinary Procedures, for subsequent steps to assist in behaviour modification.

2.4 Disciplinary Procedures on the Playground
Steps to Follow to ensure consistency across the school
If a student is behaving inappropriately on the playground the following steps should be followed.

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If the student is at any stage presenting a danger to him/herself or others, assistance should be sought from an executive member to remove them from the playground.

Students have the opportunity for a fresh start if there has been a term between offences placed in the behaviour.

Students who continually cause problems on the playground can be removed for extended periods of time and have their class breaks away from their peers but under teacher supervision.

NB: P.T.O. for Step 3
| Step 3 | Student and executive member will be conference, discussing each behaviour and how it is affecting their own and others’ learning. The student will be issued with a RED CARD that signifies a lunch time detention the next day or as soon as possible. During detention the student will reflect on their behaviour and ways that they can improve. The classroom teacher will contact the parents informing them of the detention. |
| Step 4 | After the detention has been completed, the student’s name and crosses will be deleted and they have the opportunity for a fresh start. The detention will be kept on record in the school behaviour book. |
| Step 5 | Should a second detention be earned, within a term, parents will be asked to attend a Behaviour Management Meeting with their child, the class teacher, Learning Support Teacher and the Principal / AP. This meeting will devise strategies to assist the student to modify their behaviour. The parents will also be informed, should a third detention be earned, of the more serious consequences outlined in Step 5. The consequence of receiving a second detention will be an in-school suspension. This involves the student coming to school as normal but they are isolated from all other students for the day. They work under an executive’s supervision and have separate play times. |
| Step 6 | The student, teacher and Principal / AP will create a Behaviour Management Contract (See Appendix 2 for sample) that identifies inappropriate behaviours and includes negotiated rewards and consequences. This will be read and signed by the student, parents, teacher and Principal. The AP will monitor the student and their compliance with the Behaviour Management Contract on a daily basis for a stated length of time ie 2 weeks. The AP and class teacher will award rewards and supervise consequences during this time. At the conclusion of the designated time, the AP in conjunction with the class teacher will decide whether the contract should continue. The Principal, student and parents will be informed. |
| Step 7 | Should a student have three detentions in a semester or less, one of these more serious consequences will ensue:  
- The student will not be allowed to attend any representative event or excursion for the next ten weeks.  
- The students will be instructed to complete an in-school suspension. This involves exclusion from their class, any activities that may be scheduled for that day and the playground for one school day.  
- Suspension from school for a day. Suspension from school will only be used after consultation with the CEO. |

As the Principal has the ultimate responsibility for all students and staff at the school, she/he may at any stage, use her/his discretion to override or bypass the steps and make an independent decision regarding consequences for inappropriate or dangerous behaviour. This would be in consultation with executive or other staff members.

2.5 School Counsellor
Trinity Catholic Primary School has the services of a counsellor twice each term for a day. Children may be referred by parents or teachers. Parents must give written consent if their child is to attend a counselling session. The School counsellor may be invited by the class teacher to address the whole class about a particular issue such as bullying. During these sessions the counsellor may help the students to identify bullying behaviour or to develop resilience through coping strategies. In this instance parental permission is not required. In the case of an emergency such as an accident or sudden bereavement the counsellor, with parental consent is able to give immediate assistance.

2.6 Chaplaincy Grant
In 2007 the Federal Government made available to schools and communities assistance in the form of grants to employ a Pastoral Care Worker to work with staff and students within the school. Trinity Catholic Primary School was successful in obtaining a grant of $60000 over three years. This grant will enable the community to employ a chaplain or counsellor who will work with students and staff to develop and oversee programs to reduce bullying and enhance peer support, values education, socialisation skills, lunchtime activities etc.

2.7 Peer Support
The Peer Support Program was established at Trinity Catholic Primary School in 2007. It is dedicated to providing dynamic peer led programs, which foster the physical, mental, (spiritual, emotional) and social wellbeing of young people and their community. Through taking a whole school approach staff are able to support their students to become young people who can:  
- take responsibility for their own wellbeing  
- deal positively, proactively and resiliently with their life experiences  
- be actively involved in, and supported by their community.

Research shows that schools that have participated in the Peer Support Program have seen a positive change in the culture of their schools. There has been an improvement in self-confidence, enjoyment of school, ability to maintain relationships and attitudes to bullying behaviour.
“Come to me, all you who labour and are overburdened, and I will give you rest. Shoulder my yoke and learn from me, for I am gentle and humble in heart, and you will find rest for your souls.”

(Mt 11:28-30)

3.1 Classroom Management

To promote a harmonious and productive learning environment the classroom teacher needs to have structure, routine, class procedures and rules. This is known as the Classroom Management Program.

Aim

To provide guidelines for teachers, in order for them to organise their classrooms, in a way that is conducive to learning, that promotes responsibility and self-discipline that gives structure to the day and allows students to feel safe and happy.

Implementation

- Each teacher at Trinity Catholic Primary School is responsible for his or her classroom and the students.

- Before the school year begins and at the beginning of each term the class teacher should ensure that:
  - The correct number of chairs and desks of the appropriate size are ready for the students
  - Spare equipment is available for student use ie pencils, textas, exercise books etc.
  - Art and craft supplies are available as required
  - Equipment for teacher use is available ie whiteboard markers and duster, overhead transparencies, laminating sheets, sticky tape, large ruler, scissors, pens, marker pens, highlighters, thumb tacks etc
  - The data projector and interactive whiteboard are working
  - Relevant sets of readers are available
  - A selection of other reading material is available
  - Notice boards have been tidied and organised

- At the beginning of the school year the teacher should do the following:
  - Provide a detailed timetable of the structure of the day in a prominent place.
  - Explain your expectations as to the standard of behaviour, bookwork, manners.
  - Explain the Rewards System that will be used in the classroom.
  - Review the School Reward System. (See Section 2.3)
  - Discuss rights and responsibilities of students and teachers. (See Section 2.1)
  - Create, with the students, a class list of rules (that are in accordance with Section 4.2) and display in the classroom (4 to 5 rules).
  - Discuss and display the steps that will be used in dealing with inappropriate behaviour and the consequences of inappropriate behaviour. (See Section 2.2)
  - Create a time out area or strategies for students to self regulate behaviour.
  - Discuss and display times when other teachers may take the class for Release from Face to Face teaching.
  - Discuss and display class routines and procedures ie where homework is to be placed when returned.
  - Create a roster where each student has a turn of being responsible for a particular task that has to be performed on a regular basis ie closing the windows.

Strategies for Encouraging Positive Behaviour in the Classroom

- Acknowledge as much appropriate behaviour as practicable in a manner most appropriate to the situation and student.
- Ensure that the students’ academic needs are addressed (eg. Individual Education Program).
- Involve students in the selection of rules, acknowledgement rewards and correction strategies and consequences
- Always act as impartially as possible. Be consistent when correcting inappropriate behaviour and when applying the Classroom Management programme.
- Do not use confrontational techniques or be drawn into secondary behaviours. Take time to cool off before dealing with issues.
- Provide signals and positive verbal prompts.
- Expect that if the teacher is inattentive, then there is no grounds for penalising a student who responds in a similar way.
Steps to Follow to ensure Consistency and Fairness in the Classroom

If a student is breaking class rules, is off task, is disturbing others or is generally impeding the rights of those around them the following steps should be followed.

| PHASE ONE |
|-----------------|----------------------------------|
| **Step 1** | Make eye contact with the student to notify them that you are aware of what they are doing in an effort to modify the behaviour immediately. |
| **Step 2** | Provide the student with a physical or verbal cue eg. a finger to the lips or reminder of the rule that is not being adhered to. |
| **Step 3** | Ask the student questions such as “What are you doing?” “What are you meant to be doing?” They would need to respond to this in relation to the context of the situation and to satisfy you that they are fully aware of the expectations for the task at hand. |

If the inappropriate behaviour continues after these three steps it is now time to begin Phase Two

| PHASE TWO |
|-----------------|----------------------------------|
| **Step 1** | The student is spoken to and the inappropriate behaviour identified. Her/his name is recorded in the class behaviour book and the first cross placed in the column. This gives both verbal and visual cues to the student to enable her/him to correct their behaviour. The student may be removed from the group within the classroom for a period of time, which will allow them to modify their behaviour. |
| **Step 2** | The inappropriate behaviour continues, the teacher issues a second warning by again verbally asking the student to cease the behaviour explaining clearly what the behaviour is, and placing a second cross beside the student’s name. The student may be removed from the group within the classroom for a period of time, which will allow them to modify their behaviour. |
| **Step 3** | The inappropriate behaviour continues, the teacher issues a third warning by again verbally asking the student to cease the behaviour and explains clearly what the behaviour is, and places a third cross beside the student’s name. The student may be removed from the group within the classroom for a period of time that allows them to modify their behaviour. The teacher explicitly explains that it is the student’s last opportunity to alter their behaviour or they will move onto Phase Three, which involves detention as a consequence. After the third cross has been given the classroom teacher will contact the parents to inform them their child is in danger of a detention if their inappropriate behaviour continues. |
| **Step 4** | The inappropriate behaviour continues, the teacher issues a fourth warning by again verbally asking the student to cease the behaviour and explains clearly what the behaviour is, and places a fourth cross beside the student’s name. If necessary the student may be placed in another classroom for a period of time. At a convenient time for the classroom teacher they will accompany the student to a member of the executive with the reasons why they have been given the four crosses and excluded from the classroom. |

As the Principal has the ultimate responsibility for all students and staff at Trinity Catholic School, she/he may at any stage, use her/his discretion to override or bypass the steps and make an independent decision regarding consequences for inappropriate or dangerous behaviour. This would be in consultation with executive and/or other staff members.
3.2 Playground Management
To ensure that the playground is a safe and enjoyable place for the staff and students structures, rules and a
management plan need to be created and put into action.

Aim
To provide structures and support for staff to be able to supervise safe and happy play areas.

Implementation
A. Teachers
   o Students are to be supervised by a teacher at all times when on the playground areas.
   o Times of playground supervision are as follows:
     - Before School 8:45am to 9:05am
     - Recess 11:00am to 11:25am
     - Lunch 1:00pm to 1:45pm
     - After school 3:15 to 3:30pm. Any children remaining at school after this time will be supervised in
       the front office.
   o Teachers will be provided with a playground roster that indicates their duty
   o Teachers will ensure that they are on time to complete playground duty.
   o Teachers will ensure that when they are away the relief teacher or another teacher on staff is covering their
     duty.
   o Teacher assistants or parents are not allowed to do playground duty.
   o Teachers are to supervise the students under the shelter shed for the first 10 minutes of Recess and the first
     15 minutes of lunch. During this time students are to sit and eat their food.
   o When the eating time is finished the supervising teacher rings a small handbell. When the students are quiet
     the teacher will ask for any rubbish to be put into the bin and then dismiss the students to the playground
     area. Ny students who are still eating may bring their food with them and sit under the trees until they are
     finished.
   o The bell will be rung over the PA system at 11:25am (Recess) and1:45pm(Lunch) to indicate it is time to
     finish play and make their way to the toilet and then assemble in the shelter shed by 11:30 and 1:50pm.
   o Students are to play in the designated areas;
     - Year 5 and 6 are allowed to play on the area known as the top oval
     - Year 3 and 4 are allowed to play on the area known as the bottom oval and in the sand pit
     - Kindergarten, Year 1 and Year 2 are allowed on the area to the east of the football field, the sand
       pit, play equipment and the area surrounding these facilities. Also they are able to play in the area
       between the bank of the top playground and the football field on the bottom oval.
   o The Library is open from 1:25 Tuesday, Wednesday and Thursday for students who wish to read, research
     or use the computers.
   o Students are not to proceed past the end of the Kindergarten classroom during recess and lunch until the
     bell is rung, except if they have permission to go to the toilet or are going to the Library.

Trinity Catholic Primary School follows the Catholic Education Policy in regards to the Suspension or
Expulsion of a child from our School. The CEO policy is as follows:

3.3 Suspension
Purpose
This policy sets out the processes that need to be undertaken when determining that a student/s should be
suspended from school.

Policy
To support good order and purposeful learning, schools should develop a policy of student management that reflects
their spiritual values and appeals to a student’s innate dignity. This policy should be understood by teachers and
students and adhered to.
Suspension of a student is a school matter but should not be used in the first instance of undesirable behaviour
unless the Principal judges that such behaviour could cause grave moral and/or physical harm to other persons.
Students under statutory leaving age are legally required to attend school. Circumstances may arise where it is
necessary to impose a period of suspension for the well being of the school and other students.
Students over the statutory leaving age are not compelled legally to attend school. If they are suspended,
however, the procedures outlined below are to be followed where appropriate.

Procedures
Legislative differences between ACT and NSW mean that different practices must be adopted. The following differences should be noted:

**Length of Suspension**
In ACT, suspension is limited to twenty days. No limit is specified in NSW. The suggested limit in Archdiocesan schools is five days.

**Reasons for Suspension**
In the ACT, students may be suspended, provided the Principal is satisfied that such action is warranted, if a student:
- demonstrates consistent and wilful non-compliance;
- acts violently or threatens violence;
- threatens good order;
- disrupts own learning or that of other children.

In NSW no reasons for suspension are listed, but NSW Principals should be guided by the ACT list.

**Counselling**
In the ACT, a suspended student must be given a reasonable opportunity for counselling after seven school days suspension (not necessarily consecutive) in a single term.

In NSW no legal requirement is in place. (Principals should seriously consider the option of counselling as part of a management program aimed at supporting students.)

**Procedural fairness**
In the ACT, no explicit mention is made of procedural fairness. The NSW treatment of this matter should be followed in all situations.

Procedural fairness involves:
- Provision of relevant policies and procedures to involved parties;
- Provision to these parties of the details of any allegations;
- Provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision;
- The right to an impartial decision.

**Action by the Principal in Circumstances Requiring Suspension**

**Step 1:** Give the student a fair hearing and discuss the implications and consequences of the behaviour with the student before a decision is reached as to the course of action, which will be followed. A support person for the student may be present.

**Step 2:** Notify and discuss the issue with parents or guardians. Depending on the seriousness of the situation, this may need to occur after the decision to suspend a student has been taken.

**Step 3:** Having been informed of their suspension, students under statutory leaving age should not leave the school until the end of the school day unless parents have arranged supervisory responsibilities which ensure the safety of the student. The suspension period begins on the following day.

**Step 4:** Parents or guardians of the suspended student must be made aware, orally and in writing, that the school no longer has a responsibility for a suspended student until the student returns to school.

**Step 5:** If appropriate, the Parish Priest or Chaplain should be informed of the suspension.

**Step 6:** When a student returns to the school following a period of suspension, the school is expected to provide appropriate support and developmental programs which will enable the student to re-establish his or her reputation in a positive sense and resume normal activities as a full member of the school community. In keeping with the Christian ethos, all subsequent dealing with a student should illustrate a school's commitment to reconciliation.

**Step 7:** Before resuming normal classes, the student should be interviewed by the Principal or designated person and the developmental program of support outlined.

**Step 8:** The period of suspension is normally not to exceed five (5) consecutive school days.

*If a Principal suspends a student, immediate notification of this suspension must be made to the Head of Human Resources at the Catholic Education Office.*

**References:**
- **ACT Education Act 2004**
- **Registration Systems and Member Non-government Schools (NSW) Manual, section 5.7**
- **Forms**
  - **Student Suspension Notification Record Sheet**

**CEO Heads of Division**
Human Resources Division
January 2005, Revised July 2007
2008

**Head of Human Resources**
Last updated on December 2, 2006
3.4 Expulsion (CEO Policy)

Purpose
This policy sets out the processes to be followed in situations when it is necessary to remove a student permanently from the school.

Policy
To support good order and purposeful learning, schools should develop a policy of student management that reflects their spiritual values and appeals to a student’s innate dignity. This policy should be understood by teachers and students and adhered to.

In cases where suspensions have proved ineffective and where consultations with the Parish Priest, parents, counsellors or other procedures have produced no improvement in the student's behaviour, the Principal may have to decide to recommend to the Director the permanent removal of the student from the school as a last resort. (The decision is made by the Director.)

This policy covers two issues:
a) the permanent removal of a student from an Archdiocesan Catholic school;
b) the permanent removal of a student from the Archdiocesan Catholic school system.

Procedures:

1. Procedures that precede a decision to remove a student from a school.
   
Step 1: The student should be counselled by senior staff members. The Principal should maintain records of all interviews, reports of incidents and complaints.
   
Step 2: Notify and discuss the issue with parents or guardians. Depending on the seriousness of the situation, this may occur after the decision to exclude a student has been taken.
   
Step 3: The Parish Priest of the family, and where appropriate, the school chaplain, should be informed and involved in discussions as the spiritual welfare of the student and family could be at stake. This involvement could also be of benefit to the solution of the student's behavioural problems.
   
Step 4: Centacare and/or other Catholic welfare or secular agencies with psychologist and social worker resources should be involved (if available) with parental consent and the support and co-operation from the school, so that a multi-disciplinary approach to the student's behaviour can be taken.
   
Step 5: The Principal should contact parents to inform them of the student's misconduct and to seek their assistance. It should be clearly explained to them that the serious nature of the misconduct could warrant exclusion if the student persists in undermining the welfare of other students and the school. Parents would then have the opportunity at this stage to withdraw their child and transfer him/her to another school to provide the student with an opportunity to start anew without the stigma of exclusion.

In keeping with our Christian ethos, any decision to remove a student from a school must comply with the requirements of procedural fairness. The NSW treatment of this matter should be followed in all situations.

Procedural fairness involves:

- provision of relevant policies and procedures to involved parties;
- provision to these parties of the details of any allegations;
- provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision; and the right to an impartial decision.

2. Procedures to Recommend Exclusion

Step 5: Parents are to be notified that a recommendation to exclude the student is to be made to the Director of Catholic Education. They have the opportunity of withdrawal and transfer to another school.

Step 6: A recommendation to exclude a student under the statutory leaving age is made by the Principal to the Director of Catholic Education. Together with the recommendation, the Principal must provide all the facts of the situation including an outline of all measures taken prior to the decision to recommend exclusion. Such cases would necessarily involve clearly documented evidence over a period of time that:

- the student was not profiting from continued attendance; and/or
- the student was affecting adversely the education of other students; and/or
- the school's resources, both material and personnel, were being wasted or abused by the student.

Step 7: The Director will make a decision about exclusion within five (5) working days after receiving the documentation and will advise the Principal. The Principal will then advise the student and the student's parents of the decision including details of the appeal process outlined in 3.0.

Step 8: Where students are over the statutory leaving age and are judged to have breached in serious ways the nature of the relationship with the school, the Principal is empowered to reach agreement with the Director, the parents or the student (in the case of a student over 18 years of age) that the student should leave, in his or her best interests and those of the school.

Step 9: If the student is excluded from the school, the Principal must give the Registrar written notice of the exclusion.

3. Appeal Procedures
**Step 10:** In order to answer any possible allegations of prejudice or unfair treatment, an Appeal Panel may conduct a hearing. If a parent or student wishes to question an exclusion, an appeal against the decision, in writing, may be lodged with the Vicar of Education within seven (7) days of the notification of the exclusion. This procedure must be outlined in the notification of exclusion to the student and parents.

**Step 11:** The appeal will be heard by the Vicar for Education, who will normally be the Chairperson of the Appeal Panel, a parent member of the Catholic Education Commission and another Principal (or their delegates). A student may be requested to attend part of the appeal hearing deemed to be relevant by the Chairperson of the appeal panel as may their parents. Agreement for this to occur will be considered on a case by case basis by the Panel Chairperson. The school concerned may also request a representative to attend.

**Step 12:** The Appeal Panel will make a decision within three (3) days of the appeal hearing and the result of the appeal will be conveyed in writing to the school, the student and the parents.

CEO Heads of Division
Human Resources Division
January 2005
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Assistant Director and Head of Human Resources
Last updated on December 2, 2006

**3.5 Corporal Punishment**
As in all Canberra and Goulburn Archdiocesan Schools, corporal punishment cannot be administered, in any circumstances at Trinity Catholic Primary School.
“‘Lord how often must I forgive my brother if he wrongs me? As often as seven times?’ Jesus answered, ‘Not seven, I tell you, but seventy times seven.’” (Mt 18: 21-22)

4.1 Bullying
Trinity Catholic Primary School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims
- To reinforce within the school community what bullying is and that it is unacceptable.
- For all stakeholders within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim. (See Early intervention)
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

Implementation
- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- The school will adopt a four-phase approach to bullying.
  - The Buddy Bears Program (See Appendix 8 for an overview of the Buddy Bears Program) and Bullying – No Way program will be implemented each year. At the end of the year, Year Five students will be trained as buddies. They will be teamed with the new kindergarten students during orientation days and then the following year will be teamed with the class in various activities and weekly sessions where values and skills are taught.
- See Appendix Eleven for Flow Chart of Agreed Procedure

A. Primary Prevention:
- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response, through Parent Information Nights, School Council meetings.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. (See Section 2.6 Chaplaincy Program)
- A bullying ballet will be available to students at least twice a week to allow anonymous reporting of bullying incidents.
- Each classroom teacher will clarify to his or her students, at the start of each year the school policy on bullying.
- The curriculum will be used to reinforce anti-bullying messages and strategies. The Board of Studies and Broken Bay Personal Development, Health and Physical Education Syllabus have units specific to bullying. (See Appendix 9)
- School Parliament, peer support delegates, staff and students will promote the philosophy of ‘No Put Downs’.
- Safe and anonymous opportunities will be provided for all community members to report bullying

B. Early Intervention:
- Encourage and support children and staff reporting bullying incidents involving themselves or others. (See Primary Prevention)
- Classroom teachers and executive will on a regular basis remind students and staff to report incidents of bullying and to assure them that they will be protected when they report bullying.
- Class meetings will be convened once a week to give students an opportunity to bring up issues that may be arising on the playground.
- A Bully Ballot will be available into each class.
- Parents will be encouraged to contact the school if they become aware of a problem.
- The Library has been designated as a safe and quiet place for children to access at recess and lunch times.
Public recognition and reward will be given for positive behaviour and resolution of problems. Raffle tickets will be issued to students. These are put into the Pastoral Care Prize Box and a winner is drawn each week. Their photo and name will be then published in the Newsletter.

C. Intervention:
- Once identified each bully, victim and witness will be spoken with separately, and all incidents or allegations of bullying will be fully investigated and documented by an executive member in a confidential manner.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school’s Student Behaviour Management Policy.
- If staff bullying persists the principal will commence formal disciplinary action.

D. Post Violation:
- Consequences for students will be determined on an individual basis and may involve:
  - exclusion from class.
  - exclusion from the playground.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
  - Suspension from school (See Section 3.3 for School Policy on Suspension)
- Ongoing procedures to keep active in the anti-bullying process
  - Reinforcement of positive behaviours.
  - Classroom Meetings.
  - Support Structures.
  - Ongoing monitoring of identified bullies.
  - Rewards for positive behaviour.
- Consequences for staff will be individually based and may involve:
  - counselling
  - a period of monitoring
  - a formal support group
  - disciplinary actions

Bully Ballot
After lunch each day the classroom teacher will ask students to complete the Bully Ballot. (See Appendix 6 for Bully Ballot Proforma). This provides an anonymous and safe way for students to report any bullying behaviour that may have occurred. It can also alert teachers about students who may be having troubles socialising in the playground.

In the first instance when a student is reported for bullying the class teacher conferences with that student and the victim to resolve the situation. If a student is reported more than once in a given week the issue is passed on to an executive to deal with and write the behaviour in the Behaviour Book. (See Appendix 11 for Steps to follow should bullying behaviour continue)

Class Meetings
Each week teachers conduct class meetings to discuss, suggest strategies and resolve issues on the playground. In a general and generic way playground problems are raised, ie sharing an area with another class. The process that teachers use is as follows:
1. The issue is tabled by a student or teacher
2. The teacher asks how it is affecting the students
3. The teacher then asks the students to think of ways they could deal with what is happening.
4. The teacher summarises the strategies and makes sure each student is comfortable with the process

References:
www.curriculum.edu.au/mindmatters
Circular 41/2002 VicHealth Publicity for Partnership Campaign Together We Do Better: Department Participation
www.bullyingnoway.com.au

4.2 School Rules
The staff and students of Trinity Catholic School believe that structures and boundaries need to be put in place to ensure that all community members have an understanding of what is expected.
Implementation

- At Trinity Catholic School we have six simple rules, which guide the behaviour of staff and students. Community members are expected to comply with these rules.
- Consequences are in place for when school rules are not followed. Conversely when students abide by the expectations that are placed on them then they will be recognised through the merit and class awards system.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Includes</th>
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| 1. Hands Off | - People
- Property
- The Environment – Care for the environment |
| 2 Respect Others and Places | - Teachers
- Children
- Relief Teachers
- Visitors
- Remember your manners
- Display sportsmanship at all times
- Act appropriately in the Church |
| 3 Play Safely | - No Hat! No Play!
- Use equipment correctly
- No running games, ball kicking games – footballs or soccer balls under the Shelter Shed or in close proximity to buildings |
| 4. Keep the Boundaries | - Stay away from the gardens and use paths when available
- Stay in sight
- Never leave the play area without permission
- No returning to the classroom once the play bell is rung at 11.10am and 1.15pm |
| 5 Be Responsible | - Sit while eating
- No playing in the toilets
- Speak kindly to everyone – never use inappropriate language
- Care for the school equipment – inside/outside
- Keep the playground tidy
- Always walk inside the buildings and on the verandas |
| 6 Strive for Personal Best. “Whatever you do, do well.” | - Always take care when presenting work
- Wear the school uniform correctly
- Put your best effort into all activities that you participate in |

4.3 Mandatory Reporting

It is a primary responsibility of the school to protect and nurture the children in their care. Family members, neighbours or friends may harm sometimes children. Mandatory Reporting regulations are in place and teachers by law must report any suspicion of abuse of a child.

Implementation

- At the beginning of each school year all staff members are inserviced on the Mandatory Reporting regulations by the Principal.
- All staff members are Mandated Reporters.
- If a child discloses to a teacher or any staff member, physical, psychological, sexual or verbal abuse of themselves or another child, the teacher is obliged to relay that information to the Principal in a confidential manner.
- The Mandated Reporter must make a report to DoCS if they have a concern that a child is at risk of harm and that concern arises in the Mandated Reporter’s course of employment. The Mandated Reporter does not need to investigate or prove his or her concerns.
- While a Mandated Reporter is obliged to make a report to DoCS, it will be the usual practice to make the report through the Principal.
- The Principal will ensure that accurate records are kept of all reports and he/she must make sure that the Mandated Reporter is informed of the initial action plan provided by the Principal to DoCS.
- If the Mandated Reporter is not satisfied with the action taken by the Principal, the Mandated Reporter will make their own report to DoCS and inform the Principal of the action they have taken.
- Mandated Reporters who are not sure of whether to report or not make seek advice from the Mandated Reporter’s Line 133627
It is the Mandated Reporter’s professional responsibility to safeguard the child’s right to privacy.

The principal will seek advice from the CEO and begin a confidential investigation into the allegations.

When the Principal has interviewed the relevant parties and completed an investigation, advice will again be sought from the CEO and decisions will be made as to whether the matter will be reported to DOCS.

The Principal will ensure, in line with the Pastoral Care Policy of the school that, the at risk child, their family and any directly involved staff have adequate care structures and support facilities available for their wellbeing.

If a staff member is the alleged reported person they will be informed of the allegations in the course of the investigation.

For comprehensive information of reporting procedures, the law and guidelines for Mandatory Reporting, refer to the Vision website – Policies – Child Protection – Mandatory Reporting NSW.

4.4 Medical Alerts

Students who attend Trinity Catholic School can be affected by a number of life threatening medical conditions. To ensure that prompt and appropriate action is taken in the case of an emergency this Medical Alert Policy has been developed by the staff.

Implementation

- Upon enrolment at Trinity Catholic School parents are asked to advise the school of any existing medical conditions that their child suffers from that may require medical intervention.
- At the beginning of each year parents are requested to inform the school of any medical conditions that may have arisen in the last year of which the school needs to be aware.
- Parents who indicate that their child is suffering from a serious medical condition will be asked to complete an information form that provides the following information:
  - Name and birth date of the student
  - Parents’ names and emergency contact numbers
  - Name and symptoms of the condition
  - Emergency procedures to be followed
  - Doctors name and number
  - Appropriate storage and administration of medications

- Once this information has been received the Office staff will take the student’s photo and create Medical Alert posters that will be displayed in the staff room.
- Each student’s information will be relayed to staff members verbally via a staff meeting and in print form which staff will be able to access in their classrooms.

4.5 Student Absences

Attendance at school is a legal responsibility of parents. It is important for quality education to occur that children be at school on a regular basis. It is the school and teachers’ responsibility to record student attendance.

Implementation

- When students are absent from school for non-school related reasons such as illness, appointments or other commitments, parents should make contact with the school via a phone call or verbal message with a sibling, to inform the class teacher why the student will be absent from school.
- The class teacher will make the appropriate annotation in the class roll.
- Upon return to school the student must bring a note written by the parent or primary caregiver, explaining the reason for the absence. If a note is not forthcoming the class teacher must follow up so that correct records can be given. (See Appendix 12 for the Student Absent Proforma)
- If a student has been absent from school for two days with no explanation, the teacher must make contact with the family to ensure there are not more serious issues.
- If a student is absent from school without valid reason the class teacher must inform the Assistant Principal or Principal who will follow up with the family, reminding them of their obligations to send the children to school. Should the absenteeism continue the Principal would seek advice from the CEO and make contact with the Department of Community Services (DoCS).

4.6 Sport

Sport, physical activity, health and well-being are integral components of the PDHPE Syllabus. At Trinity Catholic School sport is viewed as important to the physical, social and emotional development of the students. All sport and physical activity should be conducted safely, minimizing the risk of injury or accident.

Implementation

- Students have the opportunity to participate in sporting activities on Monday/Tuesday and Friday.
Non-participation in sporting activities is only permitted on medical grounds, ie injury or illness.

The selection of a particular sport is dependent on the season, availability of sporting venues, and expertise of the supervising teacher, safety considerations and the schedule of sporting events such as carnivals. (See Appendix 4 for Calendar of Sporting Events)

All staff members are to be familiar with the document *Guidelines For the Safe Conduct of Sport and Physical Activity in Schools*, which is available on the VISION website.

Staff will follow the recommendations outlined for individual sports in the Guideline for Physical Activities. See VISION website.

School ‘risk assessment checklists’ are to be completed when conducting any sporting activities that would not normally be participated in. (See Appendix 5)

Teachers will review safety procedures with students before beginning any sporting activity ie standing a safe distance away from the batter in softball or cricket.

Students who ignore safety instructions will be removed from participating in the activity to a place where supervision can be maintained.

Teachers will not leave students unsupervised when participating in a sport activity.

Consent forms will be distributed and collected for activities off the school premises. These will be retained by Trinity Catholic School.

Catholic Sports Coordinating Committee (CSCC) *Child Protection Policy (2002)* will be followed when conducting Archdiocesan, MacKillop, and CCC events.

Parents are encouraged to participate in school sports, as helpers, for transport or using expertise ie swim safe trainer.

4.7 Sun Smart

Duty of care for teachers extends to ensuring that students in their care are protected from injury or illness from environmental factors. To enable this to happen Trinity Catholic School has developed a SunSmart policy.

**Implementation**

- During Terms One and Four students are only permitted to play on the playground if they have on their heads the school approved, board brim school hat.
- If a student does not have a hat they are to be seated in a shaded area.
- Approved 30+ sun protection cream is provided in the classrooms and children are encouraged to apply the cream before recess and lunch on their face, neck, arms and legs.
- During Terms One and Four the students are offered swimming as a sport. Once at the pool students are encouraged to wear sun safe swim shirts. Before entering the water all students sit and apply sun protection cream to any exposed parts of their bodies.
- During Terms Two and Three students are not required to wear the school hat but are encouraged to do so.
- During Terms One and Four, outside activities are conducted outside the hours of 11:00 – 2:00 to avoid the strongest exposure to UV rays. Also during these terms all students must wear the school approved hat during any outside activities.

4.8 Playground Supervision

Adequate supervision of students in the school playground is a requirement of the school’s duty of care. The Staff at Trinity Catholic School want to provide a safe environment for their students.

**Implementation**

- Supervision of students is the responsibility of all staff.
- A roster system will be used to timetable staff members for Playground supervision.
- Playground supervision will include before school, recess and lunch breaks, and after school, including bus duty.
- Parents will be informed regularly via the newsletter that staff members are not rostered to take playground duty until 8:45am each morning. Parents are discouraged from sending their children to school before this time.
- Parents will also be informed via the newsletter that staff members will not be rostered to undertake playground supervision after 3:30pm each day. Parents are required to make sure that their children have been collected or have left the school grounds by this time. Students still in or about the school grounds after that time will be brought to the school office by the supervising teacher and parents contacted.
- The playground supervision roster requires staff members to undertake playground duty either before school, during recess, half of lunchtime or after school on specific days.
- The Assistant Principal will be responsible for coordinating the roster, and for negotiating specific duty times or days with individual staff members.
- Playground duty staff members will be provided with a tote bag containing basic first aid supplies, pad and pencil, and ‘Help Cards’.
- Staff need to be mobile and observing all areas of the playground whilst on duty.
Adequate supervision of students in the school playground is a requirement of the school’s duty of care. The Staff at Trinity Catholic School want to provide a safe environment for their students in which they can play without fear of injury.

Implementation
Each year group from Kindergarten to Year Six has a designated playing area. These areas allow room for the students to play a variety of ball, running and team games.

The designated playing areas are as follows:
- Kindergarten to Year Two are allowed access to the play equipment, the sand pit and the playground surrounding these two facilities. Also they are able to play in the area between the bank of the top playground and the football field on the bottom oval.
- Years Three and Four have the use of all the grass area known as the bottom oval.
- Year Five and Six have the use of the area known as the top oval.

There are also areas of the playground that are designated as out of bounds during playtimes because they are unsafe or out of the supervising teacher’s eyesight. These areas include:
- on the banks of the top oval or behind trees on the top oval.
- behind the Confidentiality and garden sheds.
- behind the top classroom and St Mary’s Church.
- in any classroom that is unsupervised by a teacher.
- around the front of the school and in the car park.
- anywhere outside of the school perimeter.
- in the long grass surrounding the bottom oval.
- in the shelter shed after 11:10am and 1:15pm.
- on the grass area between the top classroom and the administration block.

4.10 Road Safety
Road crashes are the major cause of accidental death of young children and adolescents in New South Wales. Schools have the major responsibility for the education of students. Education can be an effective means of influencing the development of positive attitudes and safe behaviours in children and adolescents.
Trinity Catholic School is founded on the person of Jesus Christ and is committed to educate in Gospel values – especially in hope, love, justice and care for others in the community.
Trinity Catholic School is committed to the development of the whole person and provides a student centred curriculum in which students are encouraged to deal openly with issues that affect the well being of themselves and others. Trinity Catholic School believes that education is an inner process and not merely the transmission of knowledge and therefore aims to provide a challenging curriculum that encourages students to take responsibility for their learning and to take appropriate action for a safer world.

Aims
- To provide a Road Safety Education Program that will address the development of knowledge, skills, attitudes and values relating to road use.
- For the school community to work to reduce road trauma through a quality education program.

Implementation
- Trinity Catholic School will provide a comprehensive and integrated road safety program that will meet the needs of our students. The program will focus on the Key Learning Area (KLA) of Personal Development, Health and Physical Education. We will also identify other appropriate KLA’s where road safety education can be included.
- Trinity Catholic School will take into consideration the education needs and developmental stage of the students.
- The staff will use the appropriate units and resources from the Board of Studies and Broken Bay Personal Development, Health and Physical Education Syllabus.
- When designing our Road Safety Education Program we took into consideration the local environment and actively sought to involve the community in improving road safety in the school precinct.
- In developing the Trinity Catholic School Road Safety Education Program we actively sought parental and community participation and support.
- See Appendix 3 for Road Safety Management Issues.

The Trinity Catholic School Excursion Policy has been adopted from the Canberra Goulburn Catholic Education Office Excursion Policy.

4.11 Excursions

Purpose

This policy outlines system requirements for the conduct of excursions and out of school activities.
Policy

- Excursions offer students the opportunity to participate in education related experiences outside the normal school environment. While there is recognition of the advantages of these experiences, it is important that all safety issues are carefully considered when organizing such an excursion. When determining initial arrangements, it is important to consider the cost to the students and to ensure that no student is disadvantaged through an inability to meet the financial requirements.
- A teacher’s duty of care towards students exists wherever there is a teacher-student relationship. This is true not only during normal school routine, but also during camps and on excursions. If a foreseeable injury occurs as a result of a breach of this duty of care, a teacher may be sued for negligence.
- The following code applies to all members of school staff and other accompanying adults on school organized and System approved excursions or sports visits, for the duration of the activity from the time of departure from the school until students have been collected by their parents/guardians or have left the school premises. The code applies to the appropriateness of behaviour of participants while in accommodation during the excursion visit.

Definitions:

- An excursion is an educational activity by students, under the supervision of a teacher, outside normal school precincts.
- Excursion Coordinator refers to the Teacher nominated by the Principal to organise the excursion and to have ultimate responsibility and therefore authority while the activity is in progress.
- Legal duty of care requires that teachers should take all reasonable measures to ensure the safety of any school student under their care. This duty of care will arise whenever a student/teacher relationship exists.
- Parent(s) is inclusive of those with parental responsibility and guardians.
- Informed consent means that parents give agreement to their child participating in an activity after they have been made aware of the details of the activity and associated costs involved.
- Accompanying adults include teachers, school administrative staff, parents, activity leaders and community members who have completed a Prohibited Employment Declaration Form

Procedures

The Principal
It is the responsibility of the principal to ensure that:

- The excursion has appropriate educational outcomes.
- Approval for the conduct of excursions is given by the principal or their delegate and that no Level 1 banned activities are approved.
- All relevant documentation is forwarded to the CEO for approval of category C and D excursions including Application Form LR1, Excursion Program and Risk Management Plan.
- All participating teaching staff know and comply with the requirements of the CEO Excursions Policy and other relevant policies, supervision requirements and safety procedures. Special reference should be made to "NSW DET Guidelines for the Safe Conduct of Sport and Physical Activity in Schools".
- Accompanying adults are advised of their responsibilities and have signed a PED.
- All requirements for planning and accounting for monies are met.
- Before the planned excursion is undertaken, precautions are taken in relation to the safety and supervision of the participants and a risk assessment is carried out. Where an excursion is to a regular venue only one risk assessment will need to be lodged with the CEO annually on the approval OHS Risk Management Proforma.
- Arrangements are made for any student unable to participate in an excursion by having alternative activities and/or strategies available.
- The school holds copies of all medical forms, emergency contacts and procedures, and contingency plans. This information is also taken on the excursion with the supervising teacher.
- Where students are to be billeted, the families agree to this and have contact details for the host families. For the duration of the students’ home stay, students must have the telephone contact details of the supervising teacher who must be contactable at all times.
- All teaching staff are aware that if they arrange activities without ensuring relevant policies are followed, they could be individually liable in the event of an accident.
- Staff must be advised that they may not be covered by workers’ compensation if they are injured while involved in an activity that has not been officially approved.
Where private or hire vehicles are used, ensure the owner and/or driver has appropriate comprehensive insurance cover, driver's license and registration. Copies of these should be supplied to the school.

Learner drivers and Provisional drivers should not transport other students on school related activities.

The Excursion Coordinator

It is the responsibility of the Excursion Coordinator to:

- Know the requirements of the Excursions Policy, and where necessary have conformed to the "NSW DET Guidelines for the Safe Conduct of Sport and Physical Activity in Schools".
- Ensure that students and parents are aware of supervision and transport arrangements and have signed permission for students to travel by private vehicle.
- Ensure that where travel is by bus, only accredited bus companies are used. Seatbelts must be worn on buses and coaches when they are available. Where possible Principals should try to hire buses with seatbelts, particularly for long distance travel.
- Ensure CEO first aid requirements are adhered to and a first aid kit is carried.
- Additional adults should accompany excursions when extra care is considered necessary for the safety and welfare of students. Ensure that all accompanying adults are appropriately qualified and/or experienced and are advised of their responsibilities in accordance to relevant CEO and school policies.
- Ensure that staff and accompanying adults act with due care to carry out their duties and are made aware that they must not drink alcohol while they have a continuing responsibility for students, as on all school excursions.
- Gain informed consent by ensuring that parental information, medical and consent forms are issued, completed and returned prior to the excursion except where a Category A excursion is being undertaken and the school has collected annual minor excursion permission notes. Copies of medical forms and emergency contacts must be carried on excursions.
- Where students are to be accommodated with billets, refer to "NSW DET Guidelines for the Safe Conduct of Sport and Physical Activity in Schools".
- For overnight excursions, ensure that girls and boys are accommodated in separate rooms and there is adequate gender supervision.
- If the excursion or activity involves interaction with organizations in NSW the excursion coordinator must make enquiries to ensure that staff members from those organizations involved with the students on the excursion have been appropriately screened in accordance with NSW Child Protection legislation.
- For Category C and D excursions complete Application Form LR1, Outline of Excursion Program, Risk Management Plan and forward to Principal for approval.

Supervising Teachers
All supervising teachers must

- Provide students and adult participants with the opportunity to understand fully their rights, responsibilities, roles and duties.
- Communicate to all participants the details of the supervision arrangements and appropriate standard of behaviour required to ensure the safety and welfare of students and adults in attendance.
- Not allow students to leave the excursion group without permission of the designated supervising adult in charge. This would involve knowledge of the itinerary of the students, appropriate supervision arrangements, and the arrangements for the return of the student to the excursion group.

It is the responsibility of all school staff to exercise their duty of care throughout an excursion and ensure that CEO and school policies are followed.

Catholic Education Office

It is the responsibility of designated CEO personnel to:

- Approve all Category C and D excursions according to relevant policies and guidelines.
- Update all schools on changes to relevant policies and procedures.

Consent Forms
Wherever a school endorsed activity takes place outside the school premises or outside normal school hours, consent forms must be obtained from the parent or guardian of each student. Signed consent forms are one
indication, in a court action for negligence, that a teacher has planned an activity carefully. It also shows that the parent or guardian was aware of the nature of the activity and consented to the child's participation in the activity. Details provided on the consent form should include:

- Planned activities
- Destination and contact details
- Name/s of supervising teacher/s
- Method of transport
- Departure and return times

If a student fails to return a permission note, the teacher can refuse to let the student take part in the activity or excursion. However, attempts should be made to contact parents by telephone and seek verbal permission. In case where a verbal permission is obtained, the school should ensure that a written permission is forwarded by the parent/guardian.

Waiver Forms
Students of CEO schools regularly participate in sporting competitions or excursions, which are run by external organizations and take place on premises owned by external organizations. These organizations often require the student or parent to sign a document or as a condition of ticket purchase, whereby the student waives or releases any claim arising out of personal injury or damage of any kind suffered in participating in the event, including loss or damage caused by the negligence of the event organizer or event host. The CEO wishes to ensure that the parents/students understand the effect of these waivers and releases so that they can make their own informed decision as to whether or not to allow each student to participate. To this end all consent forms for such events must include the following:

‘An external organization involved in an activity (such as an event organizer or event host) may require you or your child to sign a document as a condition of participation. Such documents often contain provisions (such as a waiver, release or indemnity provisions) that remove or limit rights which your child or you may otherwise have had relating to any personal injury, damage or loss of any kind suffered, whether arising from negligence or otherwise. We strongly recommend that you read and consider any such document carefully and take advice on the effect of such document and any insurance you should consider obtaining.’

Teachers should bring to the attention of the Principal any request by event or excursion organizers, to sign liability waivers. In cases where schools are asked by event or excursion organizers to seek liability waivers from parents they must ensure that the consent forms have the above statement included and that the parent/guardian sign the consent form and that the school is not party to these waivers or indemnities.

Schools in the Archdiocese of Canberra and Goulburn should adhere to the following guidelines when planning and conducting excursions.

All excursions fall into the following categories:

<table>
<thead>
<tr>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Category D</th>
</tr>
</thead>
<tbody>
<tr>
<td>D description</td>
<td>Movement, generally on foot in the vicinity of the school</td>
<td>School organized local excursions which involve day travel other than Category A</td>
<td>Day excursions participating outside the local area other than Category A or B</td>
</tr>
<tr>
<td>Example</td>
<td>Local Shop, Library, Park, Oval</td>
<td>Sporting Competitions, Day Excursions to Zoo, Parliament House, etc</td>
<td>Representative Sporting Competitions, School Leaders Duties etc</td>
</tr>
<tr>
<td>Approval</td>
<td>Principal or delegate</td>
<td>Principal or delegate</td>
<td>Principal or delegate</td>
</tr>
<tr>
<td>PLUS CEO</td>
<td>Application Form LR/1, LR3, 4 weeks notice</td>
<td>4 weeks notice where possible</td>
<td>For overseas excursion at least 4 weeks notice</td>
</tr>
</tbody>
</table>
Refer to *Guidelines for the safe conduct of sport and physical activity in schools* for supervision details.

### Minimum Supervision Ratios

<table>
<thead>
<tr>
<th></th>
<th>Minimum 1 teacher</th>
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<tbody>
<tr>
<td>Principal should</td>
<td>1:20</td>
</tr>
<tr>
<td>determine this ratio</td>
<td>Minimum 1 teacher</td>
</tr>
<tr>
<td>according to nature of</td>
<td>1:20</td>
</tr>
<tr>
<td>specific activities</td>
<td>2 teachers minimum.</td>
</tr>
</tbody>
</table>

**In all cases,** Principal should determine this ratio according to the nature of specific activities.

Minimum of 1 teacher per class.

### Consent / Medical Sample Forms

<table>
<thead>
<tr>
<th>Consent / Medical Sample Forms</th>
<th>Annual School Consent Form</th>
<th>Detailed School based Consent Form</th>
<th>CEO Consent Form</th>
<th>CEO Consent Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO Website</td>
<td></td>
<td>CEO Website</td>
<td>CEO Website</td>
<td>CEO Website</td>
</tr>
</tbody>
</table>

### First Aid

<table>
<thead>
<tr>
<th>First Aid</th>
<th>First Aid Kit</th>
<th>Mobile Phone</th>
<th>CPR Trained</th>
<th>First Aid Kit</th>
<th>Mobile Phone</th>
<th>CPR Trained</th>
<th>Intermediate First Aid</th>
<th>First Aid Kit</th>
<th>Mobile Phone</th>
<th>CPR Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO Website</td>
<td></td>
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<td>CEO Website</td>
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</table>

### Sport and Activity Category List

**Level 1 activities are banned and therefore not to be approved by the Principal. Guidelines for the safe conduct of these can be found in the “NSW DET Guidelines for the Safe Conductor of Sport and Physical Activity in Schools”.**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banned Activities</td>
<td>Activities requiring specialist instructors</td>
<td>Activities for general inclusion</td>
</tr>
<tr>
<td>Boxing</td>
<td>Abseiling</td>
<td>All minor games</td>
</tr>
<tr>
<td>Bungy Jumping</td>
<td>Archery</td>
<td>Major games</td>
</tr>
<tr>
<td>Break Dancing</td>
<td>Bush walking - overnight</td>
<td>Physical activity</td>
</tr>
<tr>
<td>Hang gliding</td>
<td>Canoeing/kayaking (placid water)</td>
<td>Athletics</td>
</tr>
<tr>
<td>Mountain bike riding – in rugged terrain</td>
<td>Diving</td>
<td>Australian Rules</td>
</tr>
<tr>
<td>Outdoor rock climbing</td>
<td>Fencing</td>
<td>Basketball</td>
</tr>
<tr>
<td>Canoeing/Kayaking (white water)</td>
<td>Horse riding</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Rock Fishing</td>
<td>Ice Skating</td>
<td>Hockey</td>
</tr>
<tr>
<td>Rodeo</td>
<td>Indoor rock climbing</td>
<td>Netball</td>
</tr>
<tr>
<td>Scuba Diving</td>
<td>Martial arts</td>
<td>Soccer</td>
</tr>
<tr>
<td>Tobogganing</td>
<td>Orienteering</td>
<td>Tennis</td>
</tr>
<tr>
<td>Weight Lifting (different to weight training)</td>
<td>Rope climbing courses</td>
<td>Rugby League</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Rowing</td>
<td>Rugby Union</td>
<td></td>
</tr>
<tr>
<td>Sail boarding, Sailing</td>
<td>Swimming – still water</td>
<td></td>
</tr>
<tr>
<td>Skateboard riding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snorkelling</td>
<td></td>
<td></td>
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<tr>
<td>Snowsports</td>
<td></td>
<td></td>
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<tr>
<td>Surfboard riding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming - surf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wave ski and Body boarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References:
NSWDET *Guidelines for the Safe Conduct of Sport and Physical Activity*
The ACT Department of Education and Training Overseas Excursion Policy

Forms:

Prohibited Employment Declaration (NSW)
Child Related Employment Declaration (ACT)
LR1 Application for Excursion Approval
LR3 Overseas Excursion Approval
OHS Risk Management Proforma Sample

Approved by: Catholic Education Commission
Issuing Group: Education Services Division
Implementation Date: September 2006
Revision Date: 2008
CEO Contact Officer: Coordinator of Targeted Programs

Last updated on December 2, 2006

*The Trinity Catholic Primary School Occupational, Health & Safety Policy has been adopted from The Canberra Goulburn Catholic Education Office Occupational, Health & Safety Policy.*

4.12 O.H.& S

Purpose

This policy supports and contributes to the provision of safe and healthy Archdiocesan Education Workplaces.

Policy

The Catholic Education Commission and the Catholic Education Office are committed to developing and maintaining healthy and safe working conditions in all Archdiocesan schools and associated workplaces. Consistent with this commitment the Catholic Education Commission recognises its obligations to comply with the *ACT Occupational Health and Safety Act 1989* and its relevant regulations and the *NSW Occupational Health and Safety Act 2000* and its relevant regulations.
The Catholic Education Commission and the Catholic Education Office recognise this goal is best achieved through the joint participation of management, employees and their unions and through all parties recognising their responsibilities in maintaining workplace health and safety.

The Catholic Education Commission and the Catholic Education Office are committed to:

- encouraging consultation between management, employees and their unions on health and safety matters;
- providing relevant occupational health and safety training; and
- reviewing regularly policy matters relating to occupational health and safety.

The Director of the Catholic Education Office will ensure that compliance of the above Acts and their relevant regulations is adhered to in all workplaces within Archdiocesan Schools and the Catholic Education Office. This policy should be read in conjunction with the relevant legislation.

Definitions

Material Safety Data Sheets (MSDS)
MSDS is an information sheet that provides the information needed to allow the safe handling of hazardous substances used at work. An MSDS contains information like:

- the contents of the hazardous substance;
- what the substance should be used for, and how to use it safely;
- the effects it may have on health (when swallowed, breathed in etc.);
- first aid instructions;
- advice about safe storage and handling.

Hazardous Substances
Hazardous substances are chemicals and other substances, which can harm people’s health, causing injury, illness or disease. Health effects may be immediate and short term – such as irritation to the skin or eyes, or corrosive burns – or long term, such as tumours, cancers, or damage to organs.

Procedure

The Director of the Catholic Education Office has overall responsibility for the implementation of the Occupational Health and Safety (OH&S) policy. In particular, the Director has responsibility for ensuring appropriate and effective consultation and the implementation of a systemic risk management process for workplace hazards.

The Human Resources Officer: Personnel Services will:

- enable appropriate consultation with relevant unions on Occupational Health and Safety matters;
- assist with the election of Occupational Health & Safety workplace representatives (in ACT schools) and the formation of workplace committees (NSW schools) where needed;
- ensure that the required training of workplace representatives and committee members is undertaken;
- receive the concerns of the elected representative and inform the Director of the concerns;
- bring to the attention of the Director matters affecting Occupational Health & Safety that require consultation, System/Catholic Education Commission determination or policy review.

The School Principal will:

- ensure that all staff are informed of this policy;
- assist with the election of Occupational Health & Safety workplace representatives and committee members, as appropriate;
- undertake consultation with members of staff on Occupational Health & Safety matters;
- communicate OH&S matters to the Human Resources Officer: Personnel Services;
- respond to requests from OH&S workplace representatives and committee members.

Elected OH&S Representatives will:
• encourage consultation with staff members on matters relating to OH&S;
• respond to requests from members of staff;
• provide requests for action to the Principal in writing;
• in the case of an emergency or immediate threat to employees’ health and safety, inform the principal who will take immediate steps to rectify the situation;
• upon receipt of advice from the Principal, which is deemed unacceptable, or should 7 days lapse without a response from the Principal, direct the matter to the Director of the Catholic Education Office through the Human Resources Officer: Personnel Services;
• contact Workcover should no action be taken to remedy defects.

Each employee will:

• to the extent of his/her control or influence over working conditions and methods, accept responsibility for working safely and rendering the work area safe when leaving it;
• make proper use of all appropriate safeguards, safety devices and personal protective equipment;
• ensure that the students in his/her care make proper use of all appropriate safeguards, safety devices and personal protective equipment;
• follow agreed safe working practices and rules.

Consultation
Open communication between employees and management is important to safety success. Therefore employees are encouraged to:

• ask questions;
• bring up safety concerns;
• make safety recommendations;
• give regular feedback;
• become involved in evaluation of safety issues;
• be a part of the problem solving process.

It is important that employees help shape decisions about OH&S and not hear about the decisions after they have been made.

Committees and Workplace OH&S Representatives
Each ACT School and the Catholic Education Office will elect a Workplace Occupational Health & Safety Representative who will liaise with the Principal or Human Resources Officer: Personnel Services on matters relating to Occupational Health & Safety. Where appropriate, the Workplace Occupational Health & Safety Representative may also chair a Work Group Safety Committee as provided for in the Act.

NSW schools with more than 20 employees may form Occupational Health & Safety committees where more than half the employees request such committees. Committee membership should be representative of various groups in the workplace. Management representation must not outnumber employee representation. Requests to form committees should be directed to the Human Resources Officer: Personnel Services who will assist with election of membership and training.

Training
At the start of each school year, the Human Resources Officer: Personnel Services will arrange for appropriate accredited training to be undertaken by the Occupational Health & Safety Representative, should this be required.

Risk Assessment

The purpose of any risk assessment is to enable decisions to be made about control measures that may be required to protect people in the CEO/school work environment from risks to their health.

The control measures, in sequence in which they should be implemented, are elimination, substitution, mitigation, isolation, engineering controls, administrative controls, and safe work practices and personal protective equipment.
Risk Assessment records should be kept for thirty years if they indicate a need for monitoring and/or health surveillance or five years if they don't. Induction and training records should be kept for five years.

**Chemical Safety in Schools (CSIS)**

It is a mandatory requirement of the *Hazardous Substances Regulation 1996* that NSW employers provide appropriate safety training for staff in the management of risks associated with the use of chemicals. A copy of the *Chemical Safety in Schools* resource package is available. All schools and all school employees must complete the required training sessions contained in the resource package.

The Principal will decide how the implementation of CSIS will be coordinated across the school and ensure:

- the training of staff;
- a stocktake of chemicals;
- the establishment of a chemical register;
- a review of the storage of dangerous goods and hazardous substances; and
- the implementation of risk management processes.

At the conclusion of appropriate staff training, the Principal will forward the names of staff members who have completed the training to the Human Resources Officer: Personnel Services who will prepare certificates and arrange for them to be signed by the Director. Employees are encouraged to keep the certificate in their portfolio.

The Human Resources Officer: Personnel Services will maintain a register of employees who have completed the mandatory training.

**Material Safety Data Sheets (MSDS)**

Each school must obtain information (MSDSs) for all hazardous substances used or produced in the school, and ensure this information is accessible to employees who may be at risk; Ensure that all containers of hazardous substances are appropriately labelled; and Keep a register of MSDSs for hazardous substances in the workplace and make it accessible to employees.

**Community Responsibility**

As a small staff no one person has been appointed as an O.H & S representative. It is acknowledged that all staff members are responsible for reporting to the Principal or Assistant Principal any problem that could adversely affect any employees’ Occupational Health and Safety while on the grounds of Trinity Catholic School.

**References:** The *ACT Occupational Health and Safety Act 1989* and its relevant regulations and the *NSW Occupational Health and Safety Act 2000* and its relevant regulations aim to protect the health, safety and welfare of all people in every place of work in the Australian Capital Territory and New South Wales. The above legislation lays down general requirements that must be met at all places of work. These requirements mean that employers, employees and self-employed people have a legal responsibility to meet certain standards of health, safety and welfare.

Additional information on this legislation may be found at [www.workcover.act.gov.au](http://www.workcover.act.gov.au) and [www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)

Approved by: CEO Heads of Division
Issuing Group: Human Resources Division
Implementation Date: April, 2008
Supersedes Policy Dated: July 2006
Revision Date: 2009
CEO Contact Officer: Human Resources Officer: Personnel Services

www.workcover.nsw.gov.au

Last updated on April 4, 2008

4.13 Life Education Van
The students and Staff of Trinity Catholic Primary School have annual access to The Life Education Van. This facility provides comprehensive lessons and resources to educate our students about drugs, physical development, resilience skills and healthy lifestyle.

The Van is placed at the school for a period of time and each class is taken by their class teacher for a session appropriate to the age group with a trained professional. The class teacher stays with the class for the session so that follow up activities can be completed upon return to the classroom.

Resources in the form of a student workbook are provided and this forms the basis of the P.D.H.P.E program for that term.

TRINITY CATHOLIC PRIMARY SCHOOL
PASTORAL CARE AND WELFARE
Policy
Section Five – Community Welfare
"Follow me and I will make you fishers of men" (Mk 1: 18)

5.1 Teacher Professional Standards

TEACHING IN CATHOLIC SCHOOLS - A STATEMENT OF PRINCIPLES (CEO)
The Catholic School is a privileged means of promoting the formation of the whole person. It forms part of the saving mission of the Church, especially for education in the faith. The Archbishop, as the Principal Teacher in the Archdiocese, commissions persons supportive of Catholic Education philosophy to participate in the mission of proclaiming the Good News of Salvation to all and to train them to live knowingly as children of God.

This philosophy of Catholic Education, expressed in a growing number of documents and policy statements over the last decade, guides the Catholic School in its functioning. Whilst it is accountable to the community at large for the provision of quality education to young citizens, it is also accountable to the Church community for providing this within the context of Christian Gospel values as espoused by the Catholic tradition. The Catholic School is more than an educative institution; it is a key part of the Church, an essential element in the Church's mission.

The Catholic Education philosophy reveals a concern for an education that combines sound knowledge and skills with an overall personal development rooted in Christian values. Such an education involves a high level of interpersonal relationships between teacher and pupil.

Pope John Paul II has spelt out key implications for this for teachers who work in Catholic schools:

"The Church looks upon you as co-workers with an important measure of shared responsibility ... To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge ... (The changing times) demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ... But your responsibilities make demands on you that go far beyond the need for professional skills and competence ... Through you, as through a clear window on a sunny day, students must come to see and know the richness and the joy of life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest."

Address to Catholic Educators, September 12, 1987

Teachers in the Catholic School are more than employees. They minister in the name of the Church and of the Gospel in one way or another and as such participate actively in Church life and should have a pastoral concern for each individual student. It is expected that all teachers employed in a Catholic School will perform conscientiously and competently the duties, both teaching or non-teaching, that they are assigned by the Principal in accordance with normal practice in Catholic Schools.

Teachers should help maintain an atmosphere of charity and justice within the School, as would be expected in a Catholic community and help ensure the provision, as far as possible, of the Catholic religious perspective in the teaching and learning process and in all the activities of the school in which staff and students engage. All teachers have a responsibility to develop and maintain an adequate understanding of those aspects of Catholic teaching that relate to their subject areas and by their own example provide a Christian leadership role for all members of the school community. Only a person supportive of Catholic Education philosophy may be a teacher in a Catholic School. Teachers bear witness to Christ and Christian values in their own lives and by personally supporting, evaluating, developing and disseminating the Catholic School philosophy.

The objectives which teachers undertake to support and promote during their term of employment require them:

(i) to give regular and efficient instruction for the academic, physical and spiritual development of the pupils;
(ii) to participate in worship and prayer in the school in cooperation with the parish priest or priest in charge, and the Principal;
(iii) to adhere to Catholic principles and at all times by personal example, integrity and behaviour, to support Catholic moral standards.
Professional Responsibilities of Staff
In performing their duties it is expected that all staff members will support the core values of the school and system. In doing so they will avoid by word or action any influence upon students that is contrary to the teachings and values expressed by the Catholic Church in whose name they act.
Staff members have a responsibility to meet the high standards of professional and ethical behaviour required by the employer, students' families and the Catholic and wider community.
Staff undertake their responsibilities within the framework of the law and lawful instructions from their employer. Staff members must comply with legislative and industrial requirements, with this Code and any policies and procedures that are implemented by their school and the Catholic Education Office.
Staff members and the Catholic Education Office owe a duty of care to students. This duty of care is to take reasonable steps to protect students from a reasonably foreseeable risk of injury. This duty applies equally to school based activities and out of school activities involving the school and its students.

Professional Relationships

Interactions with Students
It is expected that staff will be caring, compassionate adults who take an interest in their students and who set appropriate boundaries within those staff-student relationships.
Staff must be aware that their interactions with students are based on a trusting relationship arising from the nature of the work, and that those relationships are open to scrutiny.
Behaviour that may cause psychological harm to a student includes:

- targeted and sustained criticism, belittling or teasing
- excessive or unreasonable demands
- hostility, verbal abuse, personal rejection or scapegoating
- using inappropriate locations for social isolation, outside of the school's discipline policy as punishment

Staff must always treat students with respect. There is no place for sarcasm, derogatory remarks, offensive comments or any other inappropriate conduct that may result in emotional distress to a child. Staff members must always treat students in a consistent manner without inappropriate familiarity or spending 'special time' with a student. Some indicative behaviour that may suggest a student is not being treated in a consistent manner include:

- Giving gifts to a child eg birthday gift when this is not the practice with other students, or asking the students to keep the gift a secret.
- Showing special favours to a student
- Allowing a student to overstep rules, except where it is clearly articulated in a student’s Individual Education Plan or Individual Behaviour Management Plan.
- Sharing secrets with a student.
- Inconsistent consequences or allowances

Social interactions between staff and students outside of school and school related activities can be problematic and may lead to allegations or complaints against staff. Staff members must be conscious that their position places extra obligations on them and should follow the policy and procedure as set by their school. Staff members are to seek guidance from their Principal (or Head of Division for CEO staff members) if a personal relationship exists with the student's family. In schools where there are many relationships between staff and students' families, the Principal may wish to give a general directive to staff at the start of each school year. Examples of when staff members are to seek guidance from their Principal include:

- Visiting students in their homes
- Inviting students to visit the staff member's home;
- Making telephone calls of a personal nature to students;
- Sending emails of a personal nature to students;
- Sending sms (text) messages to students.

When congratulating a student, a consistent approach should be used in line with school and system practice. Staff must be conscious that their actions, particularly physical gestures may be open to scrutiny by others. Staff are required to develop and exercise prudent judgement and sensitivity regarding appropriate physical interactions with students.
Staff should, whenever possible, endeavour not to drive a student in their car unless they have specific permission, and do so in accordance with school and system policy. In the event of an emergency, staff should attempt, where possible, to obtain parental consent and also report the matter to the Principal prior to the journey commencing.

Staff members may only engage in tutoring or coaching students outside of school hours in accordance with school policy. Staff should be aware that child protection issues may arise in these circumstances and should continue to follow their obligations under this Code.

Staff should avoid, as far as possible, situations where they are alone with a student. In the conduct of their professional duties, staff may be required to work in a one to one situation with a student. In such situations staff must follow the school's policy and procedure.

When responsible for a single student, a staff member should:

- Have previously discussed arrangement with the Principal or executive member
- Maintain visibility into the room
- Where possible interact with the student in an area open to observation.

Staff must not, under any circumstances, engage in intimate and/or sexual relationships with a student or engage in any conduct of a sexual nature with a student. It is irrelevant whether the relationship is heterosexual or homosexual, consensual or non-consensual or condoned by parents or caregivers. The age of the students or staff member involved is also irrelevant.

Improper conduct of a sexual nature by a staff member against a student includes sexual intercourse and any other form of sexual misconduct. Sexual misconduct includes:

- Obscene language of a sexual nature;
- Suggestive remarks or actions;
- Jokes of a sexual nature;
- Obscene gestures;
- Unwarranted and inappropriate touching;
- Sexual exhibitionism;
- Undressing in front of students;
- Personal correspondence with students in respect of the staff member’s sexual feelings for the student;
- Deliberate exposure of students to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual;
- Possession, distribution or display of pornography;
- Electronic transmission of messages or files which are sexually explicit, offensive or contain inappropriate jokes;
- Sending sms (text) messages, which are sexually explicit, offensive or contain inappropriate jokes.

Staff, in their pastoral care role, must be cautious of the content and context of their discussions with students.

Staff members must exercise caution when:

- Making personal comments about a student;
- Asking questions that probe a student’s sexuality or personal relationships;
- Discussing personal details of lifestyle of self or others;
- Disclosing their personal contact details to students.

Staff members must not:

- Discuss matters of a sexual nature relating to himself or herself.

Should any student engage, or attempt to engage, in inappropriate behaviour of a sexual nature with a staff member, then immediate steps must be taken to discourage the student and the matter should be
immediately reported to the Principal. Staff must notify the Principal immediately should they suspect a situation involving any form of reportable conduct (NSW) or concern of risk of harm to students. Staff must also be aware of individual mandatory reporting requirements under the Children and Young People (Care and Protection) Act 1998 (NSW), Children and Young People Act 1999 (ACT). It is not the responsibility of staff to investigate allegations or suspicions of a child protection nature.

The Code of Conduct Declaration

At the beginning of each school year Principals are responsible for training of staff members on the Code of Conduct. This training requires the staff reading and being familiar with the following CEO documentation.

1. Professional Responsibilities of Staff
2. Professional Relationships
   2.1 Interacting with students
   2.2 Maintaining professional boundaries
3. Duty of Care
4. Risk Management
5. Student Management
6. Physical Contact with Students
7. Confidentiality
8. Unacceptable Conduct

Staff are then required to sign the “Code of Conduct Declaration” which is forwarded and filed at the Catholic Education Office. (See Appendix 7 for Code of Conduct Declaration)

5.2 Staff Leave

As employees of the Archdiocese of Canberra Goulburn, staff members of Trinity Catholic School, under the Certified Agreement are entitled to leave in various forms. This includes;
- Sick leave
- Maternity Leave
- Bereavement Leave
- Family Leave
- Leave without Pay
- Long Service Leave

5.3 Sick Leave / Family Leave

If a staff member is unable to be at work because of illness, death or a family emergency, it is their responsibility to inform the Assistant Principal as early as possible so that relief staff can be engaged. If possible an outline or details of the day’s lessons should be forwarded to school by FAX or Email. Upon return to school staff are required to complete the relevant details on ESS within a fortnight of the absence.

In the case of all long term leave, procedures as outlined on the Vision website, should be followed and application made to the Principal verbally and then via ESS.

5.4 Parent Code of Conduct

Trinity Catholic School is a Catholic community that welcomes family members and visitors who have a pastoral, educational or service purpose for being within the boundaries. In an atmosphere of mutual respect and consideration it is expected that parents, visitors and other community members abide by the following code of conduct.

Parents and Care Givers agree to;
- Uphold the Catholic ethos of the school.
- Support the principal, teachers and other staff members in providing the best possible care and education for the students.
- Enter the school premises through the front office and sign the visitor’s register when arriving and departing.
- Speak, dress and act in an appropriate way when visiting the school or accompanying the school to various events.
- Complete Child Protection Procedures and Forms when working with children.
- Provide copies of driver’s licence, car registration and insurance when transporting students for school related events.
- Make an appointment, through the front office when they wish to discuss a student’s progress with their teacher.
- Voice concerns and work collaboratively with staff to achieve a solution.
• Make use of opportunities such as parent/teacher interviews to monitor and take an interest in their child’s progress.
• Provide a positive and supportive atmosphere that encourages their children’s academic, social, physical, spiritual and psychological development.
• Be welcoming and inclusive of all families in the community.
• Speak positively about the staff in front of the students.

Parents and Care Givers are encouraged to:
• Participate in Masses, liturgies, sacramental preparation and prayers in support of their children’s faith development.
• Assist in the classroom in a way that will enhance the students’ academic progress.
• Offer expertise in any area that may assist the students ie chess training, sport coaching.
• Support the P & F and Board in fund raising initiatives either by attending functions, purchasing produce or helping at functions.
• Promote the school in the parish and Harden Murrumburrah community through the relaying of positive information.
• Help build community by actively seeking enrolments and encouraging all those who are interested to make further inquiries.

Evaluation

This policy was reviewed by Trinity Catholic Primary School Community in 2008. It will be reviewed again in accordance with the school’s five year cycle or as required.
Pastoral Care and Welfare Policy

Appendices
“You are the light of the world…….Your light must shine in the sight of all people……”
(Mt 5:14, 16)

APPENDIX ONE – Behaviours that Warrant a Merit Award
This does not define what merits may be awarded for but is a guide.

Behaviour

- Good manners
- Respectful treatment of adults
- Helpfulness
- Showing initiative
- Participation in school events
- Cooperative participation in class activities
- Star of the Day
- Weekly Class Award
- Participation in sporting events
- Respectful and prayerful behaviour during Mass and Liturgies
- Modelling good behaviour
- Fair Play
- Encouraging others
- Representative honours
- Sportsmanship
- Spontaneous kindness
- Resolving issues through mediation

Work Habits

- High standard of work
- Improved standard of work
- Regular completion of homework
- Completion of work in class
- Improvement in any KLA
- Improvement in Lexile Level
- Persevering with challenges
- Meeting goals

Community Service

- Caring for the environment
- Participation in Community Events ie ANZAC Day
- Participation in Parish Events ie Family Mass
APPENDIX THREE – Flow Chart of Behaviour Management Process

1. Verbal and visual clues

2. 1st warning name in the Behaviour Book and a cross next to the name.

3. 2nd warning cross next to the name

4. 3rd warning cross next to the name.

5. 4th cross next to name, no more chances Interview with Principal or AP.

6. Red Card is issued. Lunchtime detention will ensue.

7. 3 Red Cards = Exclusion from representative sport, school or class excursion In-school suspension At home suspension
<table>
<thead>
<tr>
<th>Trinity Catholic School – Road Safety Management Issues</th>
<th>Operational Procedures in Place</th>
<th>Management Issues Requiring Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outside the School Boundary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Pedestrian Movement</td>
<td>Students departing school grounds have two exits. Exit one takes the students to the bus assembly area and street access. Exit two takes the students across the railway line via a pedestrian bridge.</td>
<td>Students moving on mass at the conclusion of the school day, not using the footpaths, walking in front of parked cars.</td>
</tr>
<tr>
<td>2. Pedestrian Crossings</td>
<td>There are no pedestrian crossings in the vicinity of the school.</td>
<td></td>
</tr>
<tr>
<td>3. Bus Zone</td>
<td>There is one designated bus zone. The students are walked to the bus zone at the conclusion of school each afternoon. Students assemble on the footpath adjacent to the bus zone and wait for a teacher’s instruction to board the waiting buses. On arrival at school students disembark in front of the exit gate to the school grounds. They proceed from there directly to their classrooms.</td>
<td>Students crossing the road to parents waiting on the other side and disregarding the movement of traffic.</td>
</tr>
<tr>
<td>4. Parent delivery and collection of students</td>
<td>In front of the Library, inside the school boundary is a grass area, this is the waiting area for students who are to be collected by parents/carers. Students are to wait in this area for their parents/carers to collect them and take them to waiting cars. Students being delivered in the morning alight from their cars, proceed along the footpath and into the school grounds.</td>
<td>Other vehicles parking in the short stay area for long periods of time.</td>
</tr>
<tr>
<td>5. School deliveries</td>
<td>Delivery vehicles drive to the front of the school and park in the designated parking area. Drivers enter the school through the front office. Students are not permitted in this area during school areas.</td>
<td></td>
</tr>
<tr>
<td>6. Bus travel and Safety</td>
<td>Students who travel on buses line up before boarding the bus. Students are regularly instructed in safety on buses. Student bus monitors have been appointed to report back to staff with any unsafe or inappropriate behaviour.</td>
<td></td>
</tr>
<tr>
<td><strong>School Sport</strong></td>
<td>Due to the isolated nature of Trinity Catholic School the children travel to and from sporting venues by bus. Safe bus travel procedures as above apply. A registered and experienced bus company is used.</td>
<td></td>
</tr>
<tr>
<td>1. Travel to and from venues</td>
<td>Due to the isolated nature of Trinity Catholic School the children travel to and from excursion venues by bus or car. Safe bus travel procedures as above apply. When using cars the following safeguards are put into place; a) Copies of driver's license, registration and insurance papers of volunteer drivers are requested and kept on file. b) The number of students is restricted to the number of passengers allowed in the vehicle. c) Students are reminded to correctly use seat belts and to act safely while in the car. d) Students are lined up in a traffic free area and escorted by an adult to the vehicle. e) A designated assembly area at the destination is preorganised.</td>
<td></td>
</tr>
<tr>
<td>2. Travel during excursion time</td>
<td>As above</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX Five – Schedule of Annual Sporting Events

<table>
<thead>
<tr>
<th>Term</th>
<th>Sporting Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trinity Swimming Carnival</td>
</tr>
<tr>
<td></td>
<td>Western Region Swimming Carnival</td>
</tr>
<tr>
<td></td>
<td>Archdiocesan Swimming Carnival</td>
</tr>
<tr>
<td></td>
<td>MacKillop Swimming Carnival</td>
</tr>
<tr>
<td></td>
<td>Winter Sports Selection Trials</td>
</tr>
<tr>
<td></td>
<td>Cross Country Carnival</td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Region Cross Country</td>
</tr>
<tr>
<td></td>
<td>Archdiocesan Cross Country</td>
</tr>
<tr>
<td></td>
<td>MacKillop Cross Country</td>
</tr>
<tr>
<td></td>
<td>Athletics Carnival</td>
</tr>
<tr>
<td></td>
<td>Trent Barrett Shield (Yr 3/4)</td>
</tr>
<tr>
<td></td>
<td>Walla Rugby (Yr 3/4)</td>
</tr>
<tr>
<td><strong>Term Three</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Region Athletics Carnival</td>
</tr>
<tr>
<td></td>
<td>Archdiocesan Athletics Carnival</td>
</tr>
<tr>
<td></td>
<td>MacKillop Athletics Carnival</td>
</tr>
<tr>
<td></td>
<td>Young Soccer Carnival</td>
</tr>
<tr>
<td></td>
<td>Mortimer Shield (Yr 5/6)</td>
</tr>
<tr>
<td></td>
<td>Trent Barrett Shield</td>
</tr>
<tr>
<td></td>
<td>Keith Ashton Shield (Yr 5/6)</td>
</tr>
<tr>
<td><strong>Term Four</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boorowa Touch Football and Netball Carnival</td>
</tr>
<tr>
<td></td>
<td>Trinity Swimming Program</td>
</tr>
</tbody>
</table>
APPENDIX SIX – Sporting Risk Assessment Form
To be completed by the teacher-in-charge of an outdoor recreation activity prior to the commencement of the activity. The Principal will consider the information in this assessment when determining approval for the activity.

Type of activity: ________________________________________________________________

Location: ________________________________________________________________

(details of route and map attached)

Commencement date and time of activity: ________________________________

Date and approximate time due out: ________________________________

Teachers/parents/instructors: ________________________________________________

Total number of people on activity: ____________ (list of participants attached)

Aims of the activity: ________________________________________________________

_____________________________________________________________________

Necessary skills of accompanying adults:

_____________________________________________________________________

_____________________________________________________________________

Experience of participants:

_____________________________________________________________________

_____________________________________________________________________

Medical conditions of participants:

_____________________________________________________________________

_____________________________________________________________________

Medications: _____________________________________________________________

Method of communication between the activity group and outside contact:

_____________________________________________________________________

Risks (List the undesired events when an accident, injury or loss could occur).

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________
# APPENDIX SEVEN – Bully Ballot Proforma

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Name (Optional)</td>
<td>Name (Optional)</td>
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</tr>
<tr>
<td>Who did it?</td>
<td>Who did it?</td>
<td>Who did it?</td>
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<tr>
<td>What happened?</td>
<td>What happened?</td>
<td>What happened?</td>
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<th>Date</th>
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<td>Who did it?</td>
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<td>What happened?</td>
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<th>Date</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Who did it?</td>
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<td>Who did it?</td>
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<tr>
<td>What happened?</td>
<td>What happened?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>
APPENDIX EIGHT – Staff Code of Conduct Declaration

Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

Child Protection Code of Professional Standards for Catholic School and System Staffs

THE CODE OF CONDUCT DECLARATION

Purpose

The Code of Conduct has been developed for all CEO Catholic School and System staff and is consistent with our fundamental responsibility to provide safe and supportive environments where each student is affirmed in his or her dignity and worth as a person.

The Code of Conduct assists in clarifying the parameters of appropriate and inappropriate conduct for staff working in child related employment. The Code of Conduct assists in achieving a safe and supportive environment for students, staff and the school’s broader community.

The Code of Conduct and your compliance with the Code are fundamental to your work with the CEO. You are instructed to read the Code, participate in staff development activities relating to the Code and to acknowledge with your signature that you have read the Code of Conduct.

Key Components of the Code

The Code of Conduct is not an exhaustive statement in relation to your conduct with and towards students. It does provide clear statements in the following key areas:

9. Professional Responsibilities of Staff
10. Professional Relationships
   2.3 Interacting with students
   2.4 Maintaining professional boundaries
11. Duty of Care
12. Risk Management
13. Student Management
14. Physical Contact with Students
15. Confidentiality
16. Unacceptable Conduct

Complaints which allege an employee has breached the Code of Conduct will be investigated with relevant CEO policies e.g. Child Protection (ACT): Responding to Complaints Against Employees, Child Protection (NSW): Responding to Allegations of reportable Conduct and Allegations of Misconduct that May Involve Reportable Conduct made Against Employees.

I declare that I have read the Archdiocese of Canberra and Goulburn CEO’s Policy Child Protection: Child Protection Code of Professional Standards for Catholic School and System Staffs

Surname: ………………………………………. Given Name:…………………………………….
Location: ………………………………………. Position: …………………………………………….
Signature: ………………………………………. Date: ……………………………………………….

THIS FORM IS TO BE COLLECTED BY THE PRINCIPAL AND FORWARDED TO THE CATHOLIC EDUCATION OFFICE
Foreword to the Better Buddies Framework

Many schools have buddy programs, but The Alannah and Madeline Foundation’s Better Buddies Framework is very different from most of these. Not only does it have the wonderful mascot of Buddy Bear, the brainchild of Maree Stanley and Michael Salmon, but it incorporates a range of additional components that have been identified in research studies as contributing to better outcomes in buddy programs.

One of these components is the provision of resource materials to train older buddies in peer support skills. Research studies have found that training to enhance the necessary skills helps students to be more effective in the role. In the Better Buddies Framework, they are given initial training in a range of social and support skills. They then use ongoing reflection sheets to identify any potential problems while they are buddies.

A second additional component is the inclusion of an ‘understudy buddy group’, a support group of four older buddies who work together to improve their peer support skills. An ‘understudy buddy group’ also provides a pool of students who can take the place of an older buddy who may be away from school for a short period or who has left the school. Younger buddies can feel sad when their buddy isn’t at school!

The Better Buddies Framework also focuses strongly on activities and strategies that reinforce positive and social skills and values such as care, valuing and support of differences, respect and inclusion. A range of engaging and varied activities is included in the Better Buddies Framework many of which link to core aspects of primary curricula. Older students and their younger buddies all benefit from their participation: the older students develop an extra sense of meaning and purpose through their work with their younger buddies while the younger students not only develop a strong, caring connection with an older buddy but are also assisted in their learning. Each activity in the Framework is categorised according to the resources needed, the social skills and values to be reinforced, the specific benefits for both younger and older buddies and ways to include Buddy Bear.

Better Buddies Framework Overview

One of the most common forms of violence in the lives of children is bullying, with one in six children being bullied each week. Bullying can have a devastating effect on a child. In addition, children who portray bullying behaviours are more likely to commit anti-social behaviour and criminal acts. The Alannah and Madeline Foundation’s key prevention program is the Better Buddies Framework, an initiative designed to create friendly and caring primary school communities where bullying is reduced.

In Better Buddies, children in their first and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility through formal weekly activities and informal interaction outside of the classroom. Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. Buddy Bear is the mascot of Better Buddies who embodies the values and promotes a feeling of care, safety, warmth and comfort.
Better Buddies is designed to enhance existing buddy programs or introduce a buddy program to schools for the first time. The evidence-based framework complements existing school welfare programs, is easy to implement and links to national curriculum initiatives. Other benefits of Better Buddies are that it teaches social skills, incorporates a wide range of buddy activities, provides training for older buddies, has understudy buddies, and aims to reduce bullying.

Better Buddies builds unique and special relationships to create friendly and caring school communities where bullying is reduced.

Every child has a right to be safe from victimisation, violence and abuse at school. 'It is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in bullying.' (Dan Olweus 2001)

Bullying is when a student (or group) with more power repeatedly and intentionally uses words or actions against another student that cause distress and create a risk to their wellbeing. Bullying can be physical, verbal, emotional or social and can be carried out in person, through manipulation or electronically. (Helen McGrath, The National Safe Schools Framework Best Practice Grants Programme Final Report 2006). For a summary report please visit www.ncab.org.au

Buddy Bear was created by Michael Salmon: www.michaelsalmon.com.au

The Core Features of the Better Buddies Framework

The Better Buddies Framework Values

- Friendliness
- Care
- Respect
- Responsibility
- Valuing Difference
- Accepting Others

The social skills used in the teaching of these values decrease the likelihood of bullying and other violent behaviour in schools. These values are included in each of the activities provided in the Better Buddies Framework Resource.

A special note for teachers
The Better Buddies Framework has been designed to avoid increasing the load on teachers. There is no doubt that the introduction of any new program into a school will require extra effort on the part of many people.

The authors were very conscious of this and have designed the framework so that it will fit in readily with normal classroom activities. It is expected that once the framework is up and running there will be little or no extra demand made on classroom teachers.

One of the benefits of a pro-social framework such as Better Buddies is a significantly reduced need to intervene in the consequences of anti-social behaviour. So teaching can be more effective and interactions between teachers and students can be more positive, and hence much more rewarding.

Better Buddies enhances or introduces a ‘best practice’ Buddy System into primary schools to assist with the transition of new students.

What is a Buddy System?
A Buddy System is designed to ease a new students’ transition into their school. It builds a unique relationship and link between the incoming students and the students in the last years of their schooling. It also promotes the responsibilities given to the older students in their last years in primary school and develops and promotes social skills between these students.

Students are carefully ‘buddied up’ and work together over the school year.

A Buddy System is different to other cross age and peer support structures. However, other structures can support the values of our Buddy System.
Buddy Systems and Cross Age relationships
While many schools may use the concept of cross age mentoring/tutoring throughout the rest of the primary school this is not a ‘buddy system’.

What do Buddy Systems Do?
- promote friendship and support between older and younger peers through regular collaboration between their classes
- fosters a sense of whole-school community by building unique relationships.

Key Characteristics
- participation of older students in positive, supportive, structured and facilitated one-on-one relationships with younger students
- create feelings of connectedness that enable both older and younger ‘buddies’ to bond more closely with their school
- provide a psychologically safe environment
- increase the likelihood of more positive school behaviour and less bullying.

Buddy Systems are especially tailored to:
- assist the younger students first year of schooling
- provide activities aimed at younger buddies
- older buddies are learning much by being leaders, teachers, and mentors to the younger students.
- schools are encouraged to extend a peer support structure to the rest of the school.

Common elements among buddy systems
1. At least three years age difference between younger and older buddies
2. Same sex pairings
3. Matched ethnic backgrounds
4. Training for the older students
5. Structured situation, at a given time
6. Supportive teacher providing continuous education, direction and encouragement
7. Support and reinforcement between the tutor and the tutee
8. Feedback and correction given

For more information about Buddy Systems click here (PDF).

Better Buddies complements many resources and programs
For more information about these please visit the following links

Friendly Schools & Families
The Friendly Schools & Families Program offers practical guidance, a plethora of strategies for each component of a Whole-school Program (including ethos, policy and practice, physical environment, social environment, engaging families, learning environments and behaviour management) and tools to assist with their implementation, as well as case studies to demonstrate how other schools have tailored and used these strategies. The Program challenges and encourages schools to examine how their organisation, ethos, learning environments and responses to bullying inhibit this behaviour and enhance social skills. Key to this program is peer support for students such as buddy systems.

Circle Time
Circle Time is a **democratic** and **creative** approach used to consider a wide range of issues affecting the whole school community. The strength of circles is that they address values, attitudes and skills within a structured, safe and supportive framework.

Bounce Back
BOUNCE BACK! is based on the principle that it is important to start as early as possible to teach children and
young people to cope with life. The program teaches the personal skills of resilience through the key learning areas. There is a special emphasis on Literacy, Science and Technology and Social Studies. The parent program shows parents how to reinforce the teaching of the same skills at home. 

TRIBES
Tribes Learning Communities are safe and caring environments in which kids can do well! After years of "fix-it" programs focused on reducing student violence, conflict, drug and alcohol use, absenteeism, poor achievement, etc., educators and parents now agree, creating a positive school or classroom environment is the most effective way to improve behaviour and learning. 
http://www.tribes.com/

You Can Do It!
You Can Do It! Education’s main purpose is to support communities, schools, and homes in a collective effort to optimize the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship). 
### Appendix Ten - Personal Development, Health and Physical Education

#### Strands Specific to Bullying

<table>
<thead>
<tr>
<th>Stage</th>
<th>Strand</th>
<th>Substrand</th>
<th>Teaching Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Stage One</strong></td>
<td>Growth and Development</td>
<td>Values</td>
<td>Accepting uniqueness, accepting difference, caring relationships.</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Relationships</td>
<td>Communication</td>
<td>expressing needs, wants and feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peers</td>
<td>making and keeping friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groups</td>
<td>working and playing with others</td>
</tr>
<tr>
<td></td>
<td>Safe Living</td>
<td>Personal Safety</td>
<td>Protection, people who can help, assertiveness, telling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School and Play</td>
<td>Sharing, taking turns, getting on with others</td>
</tr>
<tr>
<td><strong>Stage One</strong></td>
<td>Growth and Development</td>
<td>Personal Identity</td>
<td>Personal rights and responsibilities, caring relationships</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Relationships</td>
<td>Relationships</td>
<td>Caring, bullying, people to go for help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td>Assertiveness, self-control, identifying feelings of others, understanding feelings of others, seeking help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peers</td>
<td>Making and keeping friends, qualities of friends.</td>
</tr>
<tr>
<td></td>
<td>Safe Living</td>
<td>Personal Safety</td>
<td>People who can help, assertiveness, secrets, telling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School and Play</td>
<td>Rules and fair play at home and at school</td>
</tr>
<tr>
<td><strong>Stage Two</strong></td>
<td>Growth and Development</td>
<td>Personal Identity</td>
<td>Confronting problems, feelings about self</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Relationships</td>
<td>Relationships</td>
<td>Bullying, types of abuse, recognising and accepting differences, forms of discriminations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td>Communicating feelings and needs, assertiveness, managing conflict situations, expressing a complaint or problem,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peers</td>
<td>Making and maintaining friendships, peer influence, rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>Safe Living</td>
<td>Personal Safety</td>
<td>Assertiveness, secrets, bribes and threats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School and Play</td>
<td>Responsibility for younger students, modelling fair and safe behaviour</td>
</tr>
<tr>
<td><strong>Stage Three</strong></td>
<td>Growth and Development</td>
<td>Values</td>
<td>Developing a code of behaviour, challenging discrimination</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Relationships</td>
<td>Relationships</td>
<td>Personal rights, sources of power, coercion, harassment, solving problems,</td>
</tr>
<tr>
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<td>Communication</td>
<td>Appropriate expression of feelings, assertiveness, conflict resolution/ negotiation, supporting others</td>
</tr>
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<td></td>
<td>Peers</td>
<td>Overcoming peer influence, acting on concern for others</td>
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<tr>
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<td></td>
<td>Groups</td>
<td>Peer support</td>
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<td></td>
<td>Safe Living</td>
<td>Personal Safety</td>
<td>Assertiveness, rights and responsibilities, bribes and threats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School and Play</td>
<td>Modelling fair and safe behaviour</td>
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<tr>
<td></td>
<td></td>
<td>Safety</td>
<td>Responsibility for self and others</td>
</tr>
</tbody>
</table>
### Stage One - Early

**Strand:** Safe Living  
**Substrand:** Road Safety  
**Teaching Elements:**
- **Pedestrian safety** – hold an adult’s hand
- **Passenger safety** – use of seatbelts and safety restraints
- **Safety on wheels** – safe places to play on wheels

---

### Stage One - Early

**Strand:** Safe Living  
**Substrand:** Road Safety  
**Teaching Elements:**
- **Pedestrian safety** – places to cross safely, safe crossing procedures.
- **Passenger safety** – use of a seat belt, safe entry and exit from a vehicle.
- **Safety on wheels** – wear a helmet

---

### Stage Two - Early

**Strand:** Safe Living  
**Substrand:** Road Safety  
**Teaching Elements:**
- **Pedestrian safety** – safe crossing procedures, using traffic facilities
- **Passenger safety** - safe passenger behaviour
- **Safety on wheels** – safe places to ride, safety equipment

---

### Stage Three - Early

**Strand:** Safe Living  
**Substrand:** Road Safety  
**Teaching Elements:**
- **Pedestrian safety** - rights and responsibilities of pedestrians, safe practices near buses
- **Passenger safety** – responsibility as a Passenger
- **Safety on wheels** – using bicycles, roller-blades and skateboards safely, safety equipment
Appendix Twelve - Flow Chart of Managing and Reducing Bullying Behaviour

**STEP 1.** Class teacher works with victim and perpetrator to identify issues and decide on solutions.

**STEP 2.** Class teacher records students’ names and actions and

**Pastoral Care Worker (PCW) can be approached for assistance or monitoring on the playground.**

**STEP 3**
Class teacher or P. C. W. revisits on a daily basis and monitors progress.

**STEP 4** – Repeat **STEP 1 and STEP 2.** Class teacher informs AP/Principal. Parents are informed.

**STEP 5 - Perpetrator works with Class Teacher and PCW to develop a Behaviour Management Contract**

**STEP 6**
Parents, teacher, student, AP/Principal meet to discuss contract, rewards and consequences and time

**STEP 7** - PCW meets regularly with the perpetrator to discuss and monitor progress. PCW to supervise on the playground.

**STEP 8 - AP and teacher meets with the student at the conclusion of the contract and stipulate future expectations and consequences**

**STEP 9** - Continued bullying behaviour or an escalation in frequency or severity, the Principal may instigate Suspension Procedure – See Section 3.3

**1st report of bullying**

**Next or subsequent reports of bullying involving the same parties.**
Dear Parents/Guardians
As you would be aware, when your child is absent from school for part of a day or a whole day, it is a legal requirement that the school receive a letter from their care giver, regarding their absence. I know that lives are busy and we often forget these simple tasks.

Below are the dates that your child has been recorded as absent from school. We would be grateful if you could fill in the form below, providing a reason for their absence/s and return it to your classroom teacher ASAP.

Notes explaining your child’s absence, need to be returned to school within one week of your child’s absence.

Thanking you in anticipation of your support.

Assistant Principal

Full absences are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reasons</th>
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Partial Absences

<table>
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<tr>
<th>Date</th>
<th>Reasons</th>
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Signed ____________________________ Date ____________________________