BOARDING
POLICIES &
PROCEDURES

Updated
December 2025

www.spic.nsw.edu.au

Contents

Organisation 3.11.1

Boarding School Mission Statement

The boarding policy at St Paul's International College is designed to complement and reinforce the College mission to nurture academic excellence in a caring, co-educational environment that caters for the emotional, moral and spiritual needs of each of its students. Boarding is usually mandatory for all overseas students.

In preparing students to realise their academic potential and meet their individual career aspirations for an increasingly globalised future, St Paul's provides a safe, comfortable environment in which students are encouraged to value and respect each other's differences through an appreciation of the values and principles that bind us all — a respect for life and a love of truth, justice, goodness and beauty.

The boarding houses at St Paul's are subject to the general rules, regulations and procedures relating to health, safety, discipline and general conduct that guide the College as a whole. Students are required to behave in accordance with those standards at all times. To ensure that the St Paul's ethos and duty of care are maintained during after-school hours, experienced supervisors, in close liaison with academic and administrative staff, support and monitor after-school study and extracurricular activities in a healthy, safe environment established upon a firm foundation of careful guidance, self-discipline and mutual respect.

Aims of the Boarding School

Through its co-educational boarding program, St Paul's aims to:

- Provide accommodation which is comfortable and suited to the age and maturity of its boarders, and which gives each boarder appropriate levels of privacy

- Foster an environment in which the watchwords are 'openness' and 'trust', and in which teasing, harassment and bullying can have no part

- Encourage individual responsibility and mutual respect so that each boarder will feel able to approach any other member of the College community — staff or student — confident of being received with courtesy and consideration

- Develop in its boarders qualities of leadership and compassion that will inspire them to individual excellence while working as part of a team.

Boarding Organisation

College/Boarding
Director or College Exec

⬇

Boarding
Coordinator

⬇   ⬇

St Mary's Supervisors   St Joseph/St Paul
                                Supervisors
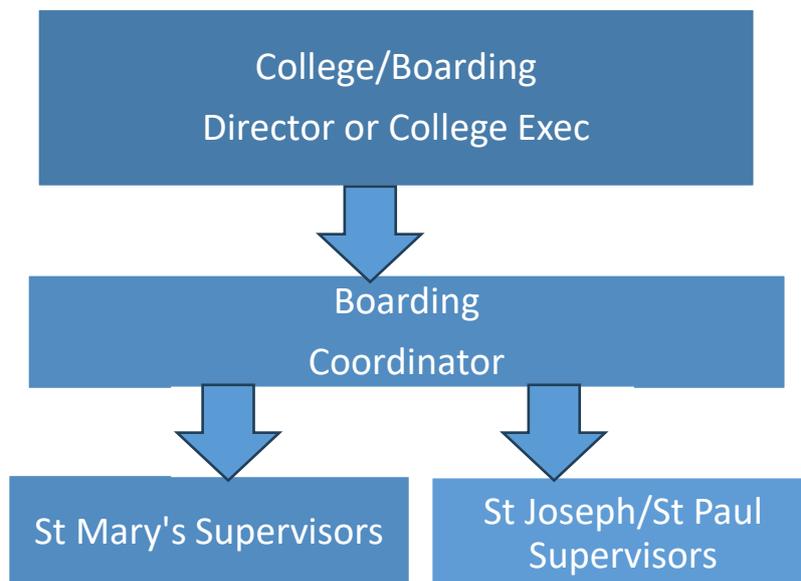
Enrolment Policy and Procedures

St Paul's International College accepts enrolments from both local and international students, male or female, who are eligible by virtue of age and established academic criteria to enter courses and levels offered by the College.

In doing so, the College is guided by principles of equity and anti-discrimination in compliance with relevant statutory requirements.

The College requires that parents of prospective students agree that their son and/or daughter abide by the Catholic ethos upon which the College is founded and which includes compulsory attendance in Religion classes and at religious services. Parents must also provide fully completed enrolment documents that include:

- St Paul's International College Application Form,

Enrolment Form outlining College fee structure and refund policy

- Medical Information and Consent Form

- Consent Form for Excursions, Leave and Visits

(While the College makes every possible attempt to obtain full information from parents/guardian, any failure to provide complete details requested on such forms remains the responsibility of parents)

Boarding Facilities and Support Services

The boarding facilities and services provided by the College are geared towards promoting effective learning while fostering the social well-being of students and maintaining a healthy lifestyle. Facilities include:

- Separate boarding residences for males and females

- Modern single-room accommodation — reverse cycle air conditioning in each room

- 24-hour in-house supervision

- 24-hour medical/emergency assistance from local medical facility

- Three meals a day in College Dining Room – all meals follow Australian Dietary Guidelines for young people aged 13 and above. Monday-Friday, morning tea is also served. A variety of protein (including plant based tofu), vegetables, grains, healthy oils, dairy and fruit are served. Any sweet snacks are home baked goods. Allergies and preferences are taken into consideration when meal planning.

- Pastoral care and guidance counselling from experienced staff

- Tutorial rooms for group or individual assistance by teachers

- Comfortable lounge areas for informal meetings, leisure activities and conversation

- Exercise (gym) equipment

- Laundry facilities

- Relaxation rooms with televisions

- Internet access is available in the boarding houses through wireless network system.

  (The net –system will be turned off at 11.00 pm and all electronic devices to be hand over to the House supervisors on duty before 10.30 pm) This to ensure that students sleep well for the next day studies.

- Assistance with visas, banking and Medicare

- Kitchen area for tea/coffee and snacks

- Games, including table football, pool and table tennis

- Tennis and basketball courts, a soccer pitch and extensive gardens

- Arrangement of school holiday accommodation.

ST PAUL'S INTERNATIONAL COLLEGE CRICOS Code 00379J

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E-Mail: info@spic.nsw.edu.au Website: www.spic.nsw.edu.au

"ALL TO ALL"

==Term Break Form - Term 2, 2025==

LAST NAME, First name (pref name)

Please complete this form and return it to the House Supervisors AND send a copy to your parents/guardian to sign and return to Boarding Supervisors, via email to ==boarding@spic.nsw.edu.au==

Last Day of Term : 3.30 pm Thursday 26 June 2025	Students must leave by: 9.00 am Friday 27 June 2025
==Term 3 2025, Boarders must arrive at the College before 6.00 pm Monday 21 July 2025==	Classes Resume: 8:45 am Tuesday 22 July 2025

Student Details

Mobile No:	Email:

Parent Details

Parents Name:	Phone Number:
Email address:	

Name of the person you will be staying with:_____

Phone Number/email/residential address of the approved person you will be staying with:_____

_____

Date and time of departure from the College: _____

Date and time of arrival at the College: _____

Destination address: _____

_____

☐   **Travelling overseas or flying domestic?   Yes / No**

Leaving flight number:	Departure date:	Departure time:
Return flight number:	Arrival date:	Arrival time:

☐ **Staying in Australia with parents?**   ☐**Staying with another person approved by parents?**

☐   **Homestay required?** YES/NO_____ 3 weeks notice must be given to the College.

Parent signature: _____ Date: _____

Communication Mechanisms

There are several avenues through which members of the Boarding Supervisory Team can communicate with each other and with academic and administrative staff on matters relating to Boarding at St Paul's:

- Regular formal meetings between:

    1. The Head of Boarding and Boarding Coordinator

    2. The Executive Team members and Boarding Coordinator

    3. Boarding Coordinator and Supervisors

- Informal conversation

- In matters of immediate concern, the Boarding Director maintains an open-door policy and is available on a 24-hour basis for emergency consultation

- Email via the College Intranet

- Via dedicated Boarding staff pigeonholes in the Front Office

- Intercom system connecting the Front Office, Sisters' Quarters and Boarding Houses

- Internal telephone lines

- Mobile phones

Boarding staff communicate with students through:

- The Boarding House Handbook, distributed to each new student

- Formal orientation meetings and familiarisation tours

- Notice boards, covering general safety guidelines and requirements regarding individual and collective behaviour

- Face-to-face contact on a daily basis

- An established mail/message distribution system within each House.

Evidence of Maintenance & Fire Safety 3.11.2

Certification & Inspection Documentation TBP 2025

When ALARM sounds, please do the following immediately:

➢ Leave your room

➢ Move very *quietly* and *quickly* to nearest exit

➢ *DO NOT RUN*

➢ Walk *quickly* and *quietly* to assembly area outside
St Joseph's Boarding House/
St. Mary's Boarding House/St. Paul's House

➢ Line up in assembly lines

➢ Wait in *SILENCE* while roll is checked

PLEASE TAKE ALL EVACUATIONS SERIOUSLY

YOU WILL NEVER KNOW IF IT IS A DRILL (PRACTICE) OR A REAL EMERGENCY

YOUR LIFE OR SOMEBODY ELSE'S LIFE COULD DEPEND ON YOUR CO-OPERATION

Risk Assessment Statement for Tagging and Testing

Risk assessment guidelines for St. Paul's have been based on the recommendations of the **_Work Health and Safety (Managing Electrical Risks in the Workplace) Code of Practice 2015_** and the principles of the AS/NZS 3760:2001 standards.

Please refer to the following site for supporting documentation:
https://www.legislation.gov.au/Details/F2016L00407

St. Paul's is considered to be a 'Multiple working environment' and the majority of the school can be considered to fall within the category of Low Risk areas with the exception of the following High Risk areas:

> Chemistry Laboratories (due to corrosive chemicals and naked flames)
> Maintenance Workshop
> Kitchen

High Risk areas would require yearly testing of all electrical equipment.

Low Risk areas generally would require cables such as IEC leads tested once per **_5 years_** but portable equipment tested once **_every year_**. Portable equipment would include mobile overhead projectors, portable data projectors, extension leads, leads for Laptop computers and power boards etc.

Office equipment such as desktop computers and office electrical equipment that is stationary and fixed or heavy items, **_do not_** require any testing. Computers and their monitors, fixed video recorders and ceiling mounted data projectors etc. therefore need **_no_** testing.

The Dormitories require the testing of equipment in the common work areas **_only_** and the Sister's quarters are not a work area and therefore **_do not_** require any equipment testing.

All tagging shall list the following information:
Unit "description", to prevent the swapping of tags, Site testing officer, Test date and retest due date.
For example a tag may read;

> Unit: IEC Lead
> Site: ADAM
> Test Date: 13/12/20
> Test Due: 13/12/20

For an IEC lead used with a portable piece of equipment:
The tags will also carry the school logo and a unique barcode linked to a database kept on the laptop used for testing that will be backed up to the maintenance workshop computer.

Testing at the school will only be carried out by competent and suitably trained people who have passed the TAFE tagging and testing course.

All testing will be carried out using a TNT+ PAT tester or similar.

Checked by
Maintenance Manager

Approved
College Director

Codes of Conduct 3.11.3

Policy relating to Codes of Conduct

It is the policy of St Paul's to have in place clearly established codes of conduct that relate to all members of the Boarding community. These are clearly set out in the Boarding Staff Handbook and in the students' Boarding House Handbook. They are also made known during the orientation program.

The Boarding Houses at St Paul's are subject to the same general rules, regulations and procedures relating to health, safety, discipline and general conduct that guide the College as a whole. Students are required to behave in accordance with those standards at all times and are actively encouraged to value and respect each other's differences through an appreciation of the Christian values and principles that bind us all — a respect for life and a love of truth, justice, goodness and beauty.

Conduct within the Boarding Houses is based on the presumption that every student has the right to feel safe from harassment, bullying and discrimination of any kind. Should problems arise, however, Boarding House staff, in conjunction with the College Director and Executive Team, follow the anti-bullying/anti-harassment procedures outlined in the St. Paul's general Pastoral Care Policy.

This policy is based on procedural fairness for all concerned — staff and students — and all grievances/complaints are responded to in accordance with resolution processes and procedures outlined in the Boarding Staff Handbook and the Boarding House Handbook for students, in line with College policy and legal requirements governing reportable offences.

Policy and Processes for Managing Student Behaviour in Boarding Houses

The Boarding Houses at St Paul's are subject to the same general rules, regulations and procedures relating to health, safety, discipline and general conduct that guide the College as a whole. Students are required to behave in accordance with those standards at all times and are actively encouraged to value and respect each other's differences through an appreciation of the Christian values and principles that bind us all — a respect for life and a love of truth, justice, goodness and beauty.

- The behaviour expected of Boarding students is clearly outlined in the Code of Conduct in the Boarding House Handbook issued to all boarding students, in the College Diary, on notice-boards and through various orientation programs for boarding and general school life.

- These expectations are reinforced at regular intervals throughout the school year, both formally and informally, through Assemblies, weekly Tutor meetings and Boarding House meetings organised by the Boarding Coordinator and Supervisors.

- High levels of supervision are maintained to ensure that these standards are complied with. However, where breaches occur, wherever practicable, these are dealt with in the Boarding House within which the breach occurred.

- Minor infringements of the Code of Conduct are handled by the Boarding Coordinator and Supervisors. For more serious breaches, including those that may result in suspension, the Boarding Director and the College Director will be involved and will contact parents/guardians as necessary.

- In all cases, procedural fairness processes will be followed and all breaches of the Code of Conduct will be documented using the Critical Incident Form (see attached) and recorded in the book used for daily communication between boarding team members.

- In cases involving suspension, exclusion or expulsion, students and their parents/guardians will be notified, both orally and in writing, by the College Director or the Executive Team.

Problem Solving

ALL STUDENTS

If you have a problem in the Boarding House:

See your House Supervisor

Problem Solved

Problem not Solved?

Problem Solved

See Boarding Coordinator or College Director

Problem not Solved?

The College Director will organise a school panel to listen to your problem and make a decision. You can bring a support person to help you. You will be told the result and the reasons in writing in 10 days. There can also be a translator there for you if needed.

Problem not Solved?

You have the right to contact the Commonwealth Ombudsman if you have a complaint or require information. You can complain online, by phone 1300 362 072 in Australia, or overseas +61 2 5117 3600, in person at an office location or in writing. Call 131 450 for free translation. Please go to https://www.ombudsman.gov.au/complaints/international-student-complaints for details.

Rights & Responsibilities of Boarders

In keeping with the St Paul's Mission, the College provides a safe, comfortable environment in which students are encouraged to value and respect each other's differences through an appreciation of the values and principles that bind us all — a respect for life and a love of truth, justice, goodness and beauty.

The Boarding Houses at St Paul's are subject to the general rules, regulations and procedures relating to health, safety, discipline and general conduct that guide the College as a whole. Students are required to behave in accordance with these standards at all times, as set out below.

Rights	Responsibilities
The right to privacy	No student should enter the room of any other student in their absence, without their permission or at inappropriate times.
The right to a safe environment	Comply with general Boarding House rules regarding health and safety matters. It is forbidden to have cigarettes, vaping products, alcohol, drugs or other illegal substances anywhere in the Boarding House. Keep your room tidy at all times and keep it locked when you are not there.
The right to respect within a harmonious environment	To ensure that the needs, rights, happiness and safety of all members of the boarding community are recognised and respected at all times, you should comply with all Boarding House rules and procedures governing such things as respect for other people's property, study times, the use of mobile telephones, noise, bullying and other inappropriate/disruptive/unacceptable/unsafe behaviour.

Staff 3.11.4

Policy for the Employment of Members of the Boarding Supervisory Team

The College policy in relation to the employment of boarding staff is as follows:

Child Protection (further information can be found in section below - The Safety & Welfare of our College Community Legislative Obligations in Relation to Child Protection and Child Safe Standards)

- Boarding staff must meet all legal screening requirements pertaining to the Commission for Children and Young People Act 1998. This includes completion of the documentation required under the Child Protection (Prohibited Employment) Act 1998. It is the responsibility of the College Director and/or Principal or Business Manager to ensure that this process is carried out correctly.

- Boarding staff must meet the requirements of the *Child Protection (Working with Children) Act 2012* in relation to working with children check clearances for all persons in child-related work, as required. WWCC register is kept by the Business Manager. Staff must renew their WWCC every 5 years and inform the Business Manager for verification.

- It is mandatory for all Boarding staff to undertake annual Child Protection training as directed by the College. A register of training is maintained by the Business Manager.

- It is mandatory for all staff to read and sign the Child Safe Policy annually.

- Boarding staff must prevent, identify and respond to reportable matters in accordance with legislative requirements

- Boarding staff must support the Catholic ethos of St Paul's and uphold the basic Christian principles and mission of the College.

- Boarding staff must be experienced in dealing with children under the age of 18 and with young adults.

- Boarding staff must be kind, caring and have a genuine interest in young people. They must also be good communicators in dealing with students from a range of ethnic and cultural backgrounds.

- Boarding staff must be impartial in their dealings with students and must have the welfare of the Boarding community as a whole in mind at all times.

- Boarding staff must hold a current driver's licence or be prepared to obtain one as a condition of employment.

- Boarding staff must hold a First Aid Certificate/Qualification equivalent to HLTAID011 (Provide first aid) or be willing to undertake such a qualification as a condition of employment. Boarding staff must renew their first aid qualification as directed by the College.

- Boarding staff must be prepared to engage in on-going professional development relevant to the College and boarding in particular.

- Boarding staff must be prepared to fulfil their legal responsibilities under the Ombudsman Act (1974) to report to the Boarding Director and/or Principal any observed conduct or known information relating to breaches of the said Act. All Boarding staff are advised in writing of these responsibilities in the Boarding Staff Handbook.

- It is the responsibility of the Boarding Director, Boarding Coordinator and Principal to make known to volunteers, outside tutors or outsourced service providers their obligations under the Child Protection (Prohibited Employment) Act 1998.

Procedures Relating to the Professional Development of Boarding Staff

Professional development for Boarding Staff is encouraged and supported in a number of ways:

- There is a copy of St Paul's 'Boarding Policies and Procedures' in the office of the Boarding Coordinator to enable boarding staff to familiarise themselves with boarding matters.

- There is an annual review of boarding policies and procedures conducted by the Boarding Director/Coordinator.

- Boarding staff are encouraged to discuss their individual professional development needs with the College/Boarding Director.

- Boarding staff are required to attend annual professional development sessions organised by the Principal in relation to Child Protection and other relevant matters. Boarding staff will be annually reminded of their duty to prevent, identify, report and investigate allegations of reportable conduct in compliance with the *Children's Guardian Act 2019*.

- In addition, periodic (every 3 years) First Aid courses and Resuscitation Updates are compulsory for boarding staff.

- From time to time, the Boarding Director may require boarding staff to attend professional development sessions in line with state or federal requirements and those deemed relevant for College life.

- The Boarding Staff Handbook, outlining duties and responsibilities, is issued to each member of the boarding staff at the commencement of their employment. The Boarding Director is responsible for ensuring that the Handbook is updated on an annual basis or as required and for ensuring that boarding staff are informed of any changes.

The Safety & Welfare of our College Community Legislative Obligations in Relation to Child Protection and Child Safe Standards

Overview - policies & procedures

The roles and activities of all staff at St Paul's International College come under a range of legislation designed to protect children. A brief summary of relevant legislation defining the College's policies in these areas follows. Each summary is followed by a statement of the College's procedures in relation to these requirements. All staff participate in annual training (at the start of the year) in matters pertinent to the legislation requirements. The Principal is responsible for such training and assisting staff in communicating and implementing welfare policies. Staff are required to be familiar with the policies and procedures contained in this handbook. New staff are informed of these matters on commencement of duties.

The Principal is responsible for ensuring required employment screenings are undertaken when new staff are employed and is also responsible for reporting/notifying allegations of reportable conduct.

A registered non-government school/registration system and/or member school must have in place and implement policies and procedures to:

- *ensure that all staff directly involved with the supervision of boarders are informed annually of their legal responsibilities related to child protection and other relevant school expectations*

- *ensure that requirements to prevent, identify, report and investigate allegations of reportable conduct in compliance with the Children's Guardian Act 2019 are made known to staff annually*

- *ensure that the school meets the requirements of the Child Protection (Working with Children) Act 2012 in relation to working with children check clearances for all persons in child-related work, as required*

- *ensure that the school has documented processes for being assured that any external provider accessed by the school complies with the Child Protection (Working with Children) Act 2012*
- *prevent, identify and respond to reportable matters in accordance with legislative requirements*

- *ensure that all staff who are mandatory reporters under the Children and Young Persons (Care and Protection) Act 1998 are informed annually of their obligations and the manner in which the school expects them to comply*

- *set clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct*

- *publish the school's complaint handling procedures regarding allegations of staff misconduct or reportable conduct*

- *ensure that all staff have up-to-date staff handbooks and undertake professional development as determined by the College Director or Principal.*

Our procedures:

Read about your obligations, responsibilities and reporting requirements in the separate Child Protection Policy document updated in 2025. This is located on the Staff Share or is available from the Principal. You will be given a copy of the updated Child Protection Policy prior to employment. You should read it and sign the last page as part of your orientation. You should then read it and sign annually.

Your obligations under the Commission for Children and Young People Act 1998

For the purposes of the Children and Young People Act 1998, a 'prohibited person' means a person convicted of a serious sex offence, whether before or after the commencement of this subsection, or a person who is a registerable person within the meaning of the *Child Protection (Offenders Registration) Act 2000*.

Section 7 of the Act requires employers to ascertain whether employees are 'prohibited persons'. An employer of persons in child-related employment must require employees to disclose whether or not the employee is a 'prohibited person' unless the person ceases to be engaged in that employment. An employer must not commence employing a person in child-related employment without first requiring that other person to disclose whether or not that other person is a 'prohibited person'.

This Act was also amended by the *Child Protection Legislation Amendment Act 2002* to extend the definition of a relevant criminal record to include offences of intent, incitement, or conspiracy to commit a relevant offence. Offences involving intent, incitement, or conspiracy to commit a relevant offence are now considered for the purposes of prohibited employment and employment screening.

Our procedures:

The Principal requires all new employees to complete a 'prohibited employment declaration' form during their interview. These documents are available from the College Secretary. These are then filed in individual staff files.

Employment Screening & the Commission for Children and Young People Act 1998

The *Commission for Children and Young People Act 1998* established the Commission for Children and Young People (CCYP) as an independent organisation. One of the major functions of the CCYP is to facilitate screening to determine the suitability of people for child-related employment. Part 7 of

the Act (Employment Screening) sets out the requirements to screen people seeking child-related employment to determine their suitability.

Part 7 of the Act requires that all people commencing paid work that primarily involves direct contact with children where that contact is unsupervised, must be screened. This screening process incorporates:

• a relevant national criminal record check;

• a check of relevant Apprehended Violence Orders; and

• a review of relevant completed disciplinary proceedings the applicant may have had in previous employment.

This Act was also amended by the *Child Protection Legislation Amendment Act 2002*.

The amendment enabled the Commissioner of Police to provide information to the CCYP concerning relevant Apprehended Violence Orders.

Part 7 of the Act also imposes specific duties on employers in relation to relevant disciplinary proceedings. The Commission for Children and Young People must be notified of the outcome of completed relevant disciplinary proceedings.

Office of the Children's Guardian Working with Children Check Clearance

The Principal requires all new employees to register through Services NSW for a working with children check with the NSW Office of the Children's Guardian (see https://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check)
 The employment of new staff is only confirmed once the clearance has been verified online by the Principal. Summaries of the verification are then filed in staff individual files.

The College Director, Executive Team and staff are responsible for maintaining an environment for students that is free of violence and exploitation. The College provides services that foster the health, developmental needs, spirituality, self-respect and dignity of the young people in their care. These requirements are achieved through:

- stated codes of behaviours for students and staff which can be accessed in this handbook and student guides available on employment and updated annually;
- the operation of the College mentoring system when required through the Principal;
- assisting parents and other persons responsible for students, through family/staff contact nights and informal meetings which take place in the performance of the College's child-rearing responsibilities, in order to promote a safe and nurturing environment;
- teaching and learning activities undertaken in the College's Religious Education program;
- the general pastoral guidance provided by teaching and boarding staff in their respective roles and contact with students;
- issues addressed at morning assemblies; and
- through the application of the College's Catholic, Christian ethos described in the introduction of this handbook.

It is also the role of the College to provide appropriate preventative programs which aim to protect children from abuse and to assist them to seek help effectively, and to develop skills for positive, non-coercive relationships.

Beyond the mandatory requirements in regard to child protection, St Paul's International College is committed to the welfare and healthy development of staff and students in its care.

Preventative Processes

A range of policies including employment screening, Work Health and Safety, the College's Code of conduct, Behaviour and Anti-Bullying Policy, Sexual Harassment Policy and Pastoral Care practices and processes reflect and support the College's responsibilities in Child Protection.

1. *The guidelines for appropriate behaviour* and processes to manage inappropriate behaviour are printed in the Staff Handbook. These policies reflect and reinforce staff responsibility for the welfare and care of students.

2. *The welfare of individual students and groups of students* is managed by a pastoral team consisting of classroom teachers, Year Coordinators, Head of Boarding and the Executive Team of the College. The College's links with Bowral Hospital and local medical services ensure professional support and consultative expertise.

3. *Intervention and Counselling.* Members of the Counselling team consisting of a School Counsellor (a contracted private psychologist), Year Coordinators, students and the College Director are to undertake regular professional development through appropriate agencies.

4. *Employment Screening Procedures.* At the time of application, all applicants are to be asked for their consent to employment screening by a National Police Check. Prior to any offer of employment being made, a working with children check must be conducted through the Office of the Children's Guardian (OCG).
   Screening is in place for all staff working with students at the college, and St Paul's International College requires organizations working with students to provide documentation that their staff or personnel have met the requirements of the Child Protection Act.

5. *Procedures and Guidelines for Staff.* All staff are expected to be familiar with and respond to guidelines outlined in this Handbook.

6. *Staff training.* All staff are to be trained in recognizing the indicators of abuse and neglect, as well as their obligations to notify suspected abuse and neglect, and procedures for the notification. Training is arranged by the Principal and is updated on an annual basis.

Responding to Allegations of Child Abuse against Employees

Please refer to the Child Protection Policy. It is a legal requirement that any allegations of child abuse against employees of designated agencies and public authorities to be notified to the OCG by the Head of the Agency.

A child abuse allegation means:

An allegation of child abuse against a person OR an allegation of **misconduct** that may involve child abuse.

Child abuse means

- Assault (including sexual assault)
- Ill-treatment or neglect
- Exposing or subjecting a child to behaviour that psychologically harms the child
- In any case, abuse is deemed to have occurred whether or not it is made with the consent of a child under the age of 18 years.

Allegations of **misconduct** that may involve abuse is characterized by but not limited to:

- Breach of boundaries or code of conduct
- Inappropriate use of a power relationship
- Targeting children for specialized treatment
- Exposing children to pornography
- Inappropriate touching (not sexual)
- Inappropriate language
- An inappropriate relationship (not sexual) between an adult and a child that breaches community standards
- Watching students undress e.g. in change rooms or toilets
- Purchasing expensive gifts for a targeted student
- Providing alcohol or drugs to students or allowing consumption of these substances
- Taking students to a staff member's own home in breach of agency guidelines.

It is the College's responsibility to assess misconduct involving a child to identify whether the conduct involves possible child abuse. If the misconduct does involve possible child abuse, the Principal should notify the OCG, in addition to following the normal procedure for dealing with allegations of child abuse. See separate Child protection Policy.

The Principal is also responsible for assessing the risk an employee poses to a student once an allegation of abuse or misconduct is made and for making a final decision regarding the employee. Factors to be considered in the risk assessment include:

- Nature of the allegation
- Vulnerability of children
- Nature of the position
- Level of supervision of the employee
- Safety of the employee
- Risk to the investigation.

A decision to take action on the basis of the risk assessment is in no way an indication of the guilt of the employee. It is a decision taken to manage the risk.

Maintaining a Safe and Supportive Environment for Staff & Students

Security

Policy overview

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

St Paul's International College places great importance on maintaining a safe and secure environment. Students and staff have a right to be safe and secure at all times. This includes the necessity to ensure that buildings, grounds and other destinations or facilities visited by staff and students are kept safe and secure, and that effective plans are known and practised in the event of breaches of security and/or in other emergencies. The College follows **procedures** to ensure this by:

1. Maintaining supervision of students at all times

2. Maintaining, informing and practising evacuation plans in case of fire etc

3. Undertaking effective risk assessment procedures associated with onsite as well as offsite activities, such as excursions or sports carnivals, boarding trips

4. Maintaining, informing and practising 'lock down' procedures in case of security breaches

5. Effectively monitoring and recording visitors to the College and informing visitors and staff of necessary protocols

6. Arranging routine appraisals of College security arrangements by appropriate authorities including Police and Fire Services

7. Maintaining, informing and practising 'right relationships' as they apply to the prevention of violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification

8. Ensuring a system of daily unlocking and locking of buildings/rooms; allowing safe and regulated access to buildings and facilities.

Procedures in detail:

1. Supervision

As appropriate supervision minimises the chances of the occurrence of harm to students, care is taken that students are supervised during all College-related activities. The Boarding Houses and the school have devised their own respective supervision procedures. It is the responsibility of all, not just those rostered, to be vigilant in exercising their *duty of care*.

- The supervision roster covers morning tea and lunch-time and dinner time for boarders

- At morning tea, two teachers are rostered, and supervision of both the dining room and outdoor areas is required

- It is expected that rostered staff will organise supervision of both the College grounds as well as indoors

- Permission from the College Director or Principal must be produced for a student to leave the College grounds in school time

- Students are not permitted to return to the boarding houses during school hours without express permission from the General Office.

2. Evacuation plans

EVACUATION PROCEDURES IN

EMERGENCY SITUATIONS – MAY 2025

If it becomes necessary to evacuate the school buildings because of any life-threatening situation, the procedure will be as follows:

1. The person who has been alerted to the emergency will notify the Principal, the Business Manager, the General Office or the Head of Teaching and Learning or the College Director (Sr Angelina Fong), so that the police and/or fire authorities can be contacted.

2. When the alarm is raised:-
   (i)   Cease work immediately.

   (ii)   Leave all books and practical work on desks and benches.

   (iii)   Switch off all gas and electricity, at the mains if possible.

   (iv)   Stand and move out of rooms in a quiet, orderly and controlled manner. On leaving rooms, walk in the direction of the Emergency Exit arrows and assemble in class lines, on the lower basketball court.   Teachers in the rooms are to supervise students as they leave the buildings.

N.B. The staff referred to by name below are employed by the College at the time of writing (26/05/2025). Should these staff members be absent or not working at the college in the future, the college Emergency Officer will be responsible for nominating suitable alternative persons for the positions. Back-up staff are nominated in brackets.

3. For these purposes of evacuation, the school will be divided into the following areas, and the staff members nominated below will undertake a room-by-room inspection, (wherever possible), to make certain that nobody has remained in the room. This will be done as soon as students and staff have left the buildings.

- E Block (upstairs)   Mr. Pollard (Ms Mou)
- E Block (downstairs)   Mr Doodeman (Mr Shellshear)
- New hall and foyer area   Mr A Hamer (Ms C McDonald)

- D7 computer room and Physics Lab. Wing   Dr S Gillies (Mr S Romijn)
- Library   Librarian-in-charge – Sr Marion/Sr Goretti
- Staff rooms/ Chemistry Lab.Wing   Mrs J Meissner (Mr S Romijn)
- Staff room/photocopy room Wing   Ms R Klevjer (Mrs S Hill)
- Art room   Dr. G Maude (Ms S Chen)
- Kitchen/Dining Areas   Chef-in-charge
- Administration area   Ms P Doust (Sister Angelina)
- Sisters' quarters and chapel   Sister Moira (Sister Anne Catherine)

UPON COMPETION OF THESE INSPECTIONS, IT IS ESSENTIAL THAT THEY BE CONFIRMED WITH THE COLLEGE WHS PERSONNEL (Mr B Blaik & Mr A Sumpter) AT THE DESIGNATED SAFETY AREA.

4.   The College Secretary (Penny Doust, or other office staff in her absence) will bring the Year roll lists and the College Staff list to the assembly area and the student rolls will be checked by the Year Coordinators. Staff will be checked by the College Secretary. The names of any missing students or staff will be handed to the College Emergency Officer.

5.   Each group of students will remain under the direct supervision of their class teacher at the time of the evacuation.

6.   When it is deemed, by the appropriate authority, that it is safe to re-enter the school buildings, a verbal message to do so will be announced to the school.

3. Risk assessment & management

Risk assessments are conducted prior to a range of school activities:

Science teachers complete risk assessments prior to undertaking laboratory or field activities. These are completed using an online form through Risk Assess.

Risk assessments are completed during the preparation of all **excursion or boarding activities**. These are prepared in consultation by all staff accompanying such activities using the *Risk Assessment Guide and Form* (available from the Office). These assessments are signed off by staff attending and the Principal and copies are filed in the main office

4. Breaches of security & 'lock down'.   C.A.R.E

The Principal is responsible for maintaining and informing 'emergency lock down' procedures in the event <u>or</u> threat of a serious breach of security eg. the trespass of persons who appear to be **intent on harm** to members of the College community**.** The standard procedure in such an event follows. The acronym C.A.R.E is offered to assist staff and students to remember the critical steps required in such situations:

C   *is the situation/incident* ***CRITICAL*** *?*

A   *raise the* ***ALARM*** *by contacting the office or a Head of School and/or using the nearest phone handset to call emergency services (000) if appropriate*

R   take ***REFUGE***

E   ***EVACUATE*** *if required*

Note: *Staff responding to such situations - as first responders - may be required to make a judgement about a course of action that may* <u>differ</u> *from the steps described below, in view of their assessment of the situation and what reasonable measures should be taken. In such circumstances, 'first responding staff' should seek further assistance and support from other staff as soon as is practicable.*

1. Any member of the College **informs the Office or a head of School** of a serious perceived or actual threat arising from an actual, apparent or potential breach of security/safety. Alternatively, in such circumstances <u>any</u> staff member can **use any telephone handset** throughout the school to inform staff of 'Lockdown'. This is done by:

   1. Press extension number 7742 on any phone in the College, office phone in Boarding House
   2. Repeat the following message loudly and clearly at least 3 times;

   '**This is an emergency LOCKDOWN.**

   Then say one of these lines…

   All staff and students please remain in and secure your rooms

   or

   Move promptly to the auditorium / lower basketball court and await further instructions'

2. When instructed to do so:
   a. <u>During class time</u>, all students and staff are to remain in or move into rooms under the supervision of staff after which doors and windows are to be locked. Where possible staff should direct students who are outside rooms into safe areas and move promptly through classroom areas to inform groups who may not have heard the instruction. Where possible, staff and students should endeavour to conceal themselves in these rooms.
   b. <u>Before assembly, at recess and at lunch</u> students <u>and</u> staff are to move promptly to the Auditorium and line up in roll groups. Rolls will be taken to check students. Duty staff are to oversee movement to the Auditorium and ensure external doors and internal doors and windows are promptly locked where possible. Other staff are to assist in maintaining order and checking rolls. If the movement to the Auditorium is impeded, staff and students should move to the Dining Room or another location as directed.
   c. <u>After school and at night</u> students are to move promptly to their rooms in the boarding houses, lock their doors and await further instructions from boarding staff.

3. All Admin/Clerical staff are to remain in or move to their offices with the doors secured and await further instruction.
4. All maintenance, kitchen and cleaning staff will move to the closest secure location and remain there with doors and windows secured until the 'all clear' has been given.

2. The Principal or the Boarding Coordinator will determine and advise staff/students affected, of the next course of action. This may include any or all of the following:

- Students remaining confined to classrooms or Boarding House rooms with supervising staff responsible for locking in students. This will be known by all as 'emergency lock down'. External doors will be locked and where possible internal doors and windows will be locked.

- Contact is to be made with the Police, Fire or other emergency services (dial 000) by the Boarding Coordinator, Boarding Supervisors or by a staff member who raises the alarm.

- Contact is to be made with parents or other persons on a needs basis by the Boarding Coordinator or Boarding Supervisors.

3. The College Director, Principal or Boarding House Coordinator will advise when the security breach has been addressed and decide a timely cessation to the 'lock down' or if an evacuation of buildings or the school is required. The emergency evacuation siren will signal the requirement that all staff and students are to move promptly to the evacuation assembly area outside St Joseph's Boarding house or elsewhere, as advised, if required.

4. The College Director, Principal and Boarding Coordinator will undertake a review of the incident with appropriate authorities and review 'lock down' plans where necessary.

5. Protocols for visitors
Visitors to the College are required to attend the main office on arrival. Signs have been erected with this instruction. Visitors are met by office staff and are required to log their names, arrival and departure times. Visitors are issued with 'Visitor' identification badges and provided with necessary directions and introductions for their entry into the College buildings.

6. Routine appraisals of security by appropriate authorities including Police and Fire
The Maintenance Lead, in consultation with the Business Manager, arranges for routine appraisals by Fire and Police officers of procedures and facilities for ensuring security and safety. Recommendations are brought to the attention of the College Director and acted upon where appropriate.

7. Maintaining, informing and practising 'right relationships'
St Paul's International College places great importance on maintaining 'right relationships' for all members of its community. In doing so the College applies policies covering a range of areas of interpersonal relations including the prevention of harassment (see Quality Behaviour & Bullying).

8. Securing building/room access
Ensuring a system of daily unlocking and locking of buildings/rooms, allowing safe and regulated access to buildings and facilities is maintained through:

- An effective locking system with appropriate keying and key issue: Staff are issued with appropriate keys to enable access to staff rooms and classrooms. Special areas of the College

require master key access which can be obtained through a centralised and secure key repository in the office on request.

- Buildings are opened in the morning and locked in the evening by selected members of the College Staff at set times. The Boarding Houses set separate times for unlocking and locking.

Rights and Responsibilities of Staff and Students

In keeping with the St Paul's Mission, the College provides a safe, comfortable environment in which students and staff are encouraged to value and respect each other's differences through an appreciation of the values and principles that bind us all — a respect for life and a love of truth, justice, goodness and beauty.

All areas of St Paul's are subject to the general rules, regulations and procedures relating to health, safety, discipline and general conduct that guide the College as a whole. Staff and Students are required to behave in accordance with these standards at all times, as set out below.

Rights	Responsibilities
The right to privacy	*Respect the privacy of everyone and abide by the laws that define the right to privacy*
The right to a safe and healthy environment	*Comply with College policies and procedures regarding health and safety matters. It is forbidden to have cigarettes, alcohol, drugs or other illegal substances anywhere in the College.*
The right to respect within a harmonious environment	*To ensure that the needs, rights, happiness and safety of all members of the College community are recognised and respected at all times, staff and students should comply with all College rules and procedures governing such things as respect for other people's property, study times, the use of mobile telephones, noise, bullying and other inappropriate, disruptive, unacceptable, or unsafe behaviour.*
Students have a right to a full day's learning, free from disruption or unruly behaviour	*Do not disrupt the learning of others, attend all classes and be punctual.*

Understanding Your Duty of Care
Policy

All staff members owe a duty of care to others not to cause injury as a result of negligent acts, inaction or omission. It is the responsibility of all staff to be meticulous about ensuring that the risks, which are inherent in the College environment, are assessed and managed appropriately, and to actively supervise students as continuously as possible.

It is a Duty of Care to ensure that reasonable steps are taken for the safety of students in relation to day-to-day activities, practical activities, or those in high-risk specialty areas. Safety guidelines must be followed and teachers must provide supervision. What is necessary is vigilant responsiveness to dangers and provision of the appropriate level of supervision. In all cases, staff must follow policies of the College but be prepared to exercise their own judgment in exceptional circumstances.

Duty of Care underpins:

1. Supervision
2. Excursions
3. Student management and care – classroom management, staff protocols, and discipline
4. Medical management
5. Child Protection
6. Accidents and emergencies

Purpose

The purpose of this policy is to:

- Ensure the well-being and safety of each student and staff member in the care of the College.

Guidelines and procedures

- Staff must ensure they know what their regular duties are and be prepared to undertake additional duties as required. Staff must regularly check email or phone to find out details about any additional duties.
- Risk assessment needs to be appropriate to age, location, level of responsibility of students, and the nature of the activity (use the risk assessment guide and forms which can be obtained from the Office)
- Supervision: if a staff member is unable to carry out a duty they must make an alternative arrangement and/or let the Boarding Coordinator or College Director know.

Code of Conduct

Introduction and Purpose

This document sets out the standards of conduct, professional and personal behaviour the College requires of its staff members to uphold and encourage a safe, supportive, productive and harmonious workplace. Staff members have a responsibility to uphold these standards including upholding the teachings and values of the Catholic Church and to avoid by word, action or public lifestyle, behaviours which are contrary to those teachings and values.

Scope

This Code of Conduct applies to all staff members of the College. It outlines the obligations, responsibilities and standard of behaviour the College requires of all staff members to uphold the values, integrity and reputation of the College.

Staff members are to make themselves familiar with the requirements of this document and ensure they comply with the behaviours and obligations outlined within it.

Failure to comply with the responsibilities and obligations outlined in this document may result in disciplinary action being taken, including termination of employment, notification to external agencies and/or criminal charges.

Lawful Compliance

Staff members must act lawfully and comply with all legislative, contractual and industrial requirements while engaged by the College. Staff members must also comply with the College's policies and follow all reasonable and lawful directions given by the College.

Ethical Behaviour

Staff members of the College are expected to:

- respect the dignity, rights and views of others;

- listen and seek to understand different points of view (this does not necessarily mean agreeing with the point of view);

- act respectfully at all times, including respecting cultural, ethnic and religious differences;

- acknowledge the genuine contributions that others make;

- express constructive feedback considerately and in a moderate tone;

- not harass, bully or discriminate against colleagues, clients or members of the public;

- be courteous, fair, sensitive and considerate to the needs of others;

- be honest and act with integrity at all times; and

- actively assist in managing workplace conflict that personally affects them or staff members under their supervision to create positive and constructive outcomes.

Professional Behaviour and Development

Staff members of the College are expected to:

- maintain a high standard and quality of work;

- maintain and develop knowledge and understanding of their area of expertise;

- continuously seek to improve work performance and bring about improvements in the workplace;

- exercise care, responsibility and sound judgement when carrying out their duties;

- ensure procedural fairness is followed in all processes;

- maintain adequate documentation to support any decision making;

- take reasonable care of their safety and health;

- take reasonable steps that their acts/omissions do not adversely affect the health and safety of others;

- comply and cooperate with any reasonable instruction, policy or procedure, including with respect to work health safety matters;

- not carry out their duties under the influence of alcohol, any illegal substance, or any drug which impairs work performance or poses a safety risk to themself or others;

- not ignore work duties or waste time during working hours;

- not take or seek to take improper advantage of any information gained in the course of employment;

- not take improper advantage of their position to benefit themself or others;

- not allow personal political views/affiliations or other personal interests to influence the performance of duties or exercise of responsibilities;

- maintain confidentiality and privacy where required; and

- report to the College any instance where the staff member believes they, or anyone within their workplace, have been treated in a discriminatory or harassing manner.

Conflicts of Interests

A conflict of interest includes any circumstance, whether actual or perceived, arising from a conflict between the performance of a staff member's professional duties with the College and their personal interests. Staff members are to take all appropriate steps to disclose a conflict of interest (or potential conflict) to the College as soon as the staff member becomes aware of it.

A conflict can arise when there is a reasonable expectation of a personal benefit, direct or indirect, for a staff member that could influence the performance of their duties. This benefit may be financial or non-financial.

Staff members must take suitable measures to avoid, or appropriately deal with, any situation or relationship they may have where a conflict of interest could, directly or indirectly, compromise the performance of their duties.

A staff member may ask themselves the following questions to assist in identifying whether a situation or relationship is potentially a conflict of interest:

- Do I have personal interests that may conflict, or be perceived to conflict, with my position at the College?

- Could there be benefits for me now, or in the future, that could cast doubt on my objectivity?
- How will my involvement in the decision or action be viewed by others?
- Does my involvement appear fair and reasonable in all the circumstances?

Gifts and Benefits

Staff members must not solicit or accept gifts, benefits or hospitality which might be reasonably seen to either directly or indirectly compromise or influence their professional duties with the College.

Gifts of a nominal value generally used for promotional purposes, or moderate acts of hospitality offered as a genuine thank you by a client or parent, may be personally retained as long as they have not been solicited by the staff member or could be seen to have comprised or unduly influenced the staff member's professional duties with the College.

Gifts or hospitality offered as an inducement to purchase, provide information or treat some-one favourably are not acceptable regardless of their monetary value. Examples of inducement include a recruitment agency offering theatre tickets for each temporary person employed.

Gifts, such as a Christmas hamper or a box of chocolates from a consultant or parent, should be shared and made available for consumption by all staff members. Consideration should also be given to donating such gifts to charity.

Secondary Employment

Staff members employed on a full-time basis must seek and obtain approval in writing from the College prior to engaging in any secondary employment or business activity, including employment within a family company.

Part-time and casual staff members must also seek approval to undertake secondary employment from the College if the employment may result in potential conflicts of interest that could adversely impact on the staff member's ability to perform their duties with the College, including work, health & safety concerns, or where the secondary employment may affect the College 's financial position, services, clients or standing in the community.

Approval for secondary employment is still required when staff members are on leave, including periods of leave without pay.

Where a staff member is already involved in secondary employment, they must provide details of the secondary employment to the College and obtain the necessary approval.

Management and Resources

Staff members must use the College's resources economically and ethically. Such resources include money, facilities, equipment (e.g. phones, computers, printers), vehicles, services (e.g. internet) and any other property which is owned or is the responsibility of the College. Staff members also have a duty to ensure the College's resources are used only for their intended purpose, are well maintained and secured against theft or misuse.

Staff members are fully accountable for the use of the College's work time and resources. Staff members should not use the College's work time or resources for an outside interest, secondary employment or personal gain, such examples include the development of a new commercial idea or writing a book.

Staff members have a duty to report to the College any improper use, waste or abuse of resources, corrupt or fraudulent conduct or inadequate administration or accountability.

Protected Disclosures

In reporting any suspected improper use, fraud, waste or abuse of resources, corrupt conduct, inadequate administration or accountability, staff members are entitled to seek support and protection when making such disclosures, and to be notified of the action taken in relation to the disclosure.

Staff members are not entitled to protection for disclosures which, on investigation, are found to be vexatious or malicious allegations, and may be liable for disciplinary action as a result.

Confidentiality

Staff members must not divulge, either during employment or after, any confidential information gained as a staff member of the College.

Further Information

Further information about this document can be sought from the Principal.

Guidelines and procedures regarding complaints and appeals from students, parents and community members

St Paul's International College is committed to a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any parent, student or community member who has a complaint or grievance has the right to have this addressed. It is important for staff to understand this process as outlined below.

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

These should be brought directly to the attention of the Year Coordinator, a member of the Executive, Principal or the College Director so that the matter can be discussed.

Students are made aware during their orientation of the process of raising concerns. These are outlined in their orientation Booklets and in Boarding House information.

Parents or members of the community may raise concerns with the College at any time through email, in writing or by telephone. Initial contact is made through the College Secretary or the Youth Worker. Grievances are then communicated to relevant executive members of staff with due regard to privacy and confidentiality.

The College undertakes to respond to such matters promptly and with due regard to the seriousness of matters raised. Formal responses or notifications are forwarded by relevant members of the Executive staff or by the College Director where appropriate.

Complaints and Appeals Policy for STUDENTS in detail

Purpose

a) The purpose of the College's Complaints and Appeals Policy is to provide a student with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.

b) The internal complaints and appeals processes are conciliatory and non-legal.

Complaints against other students

c) Grievances brought by a student against another student will be dealt with under the College's Behaviour Policy/Code of Conduct.

Informal Complaints Resolution

d) In the first instance, the College requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.

e) Students should contact the Year coordinator or their Boarding Supervisor, or any member of the College staff they feel comfortable to discuss the problem with in the first instance to attempt mediation/informal resolution of the complaint.

f) If the matter cannot be resolved through mediation, the matter will be referred to the College Director and the College's internal formal complaints and appeals handling procedure will be followed.

Formal Complaints Handling Procedure

g) The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.

h) The student must notify the school in writing of the nature and details of the complaint or appeal.

i) Written complaints or appeals are to be lodged with the Principal or College Director.

j) Where the internal complaints and appeals process is being accessed because the student has received notice by the school that the school intends to report him/her for unsatisfactory course attendance, unsatisfactory course progress or suspension or cancellation of enrolment, the student has 20 days from the date of notification in which to lodge a written appeal.

k) Internal complaints and appeals processes are available to students at no cost.

l) Each complainant has the opportunity to present his/her case to the Principal or College Director.

m) Students may be accompanied and assisted by a support person at all relevant meetings.

n) The formal grievance process will commence within 10 working days of the lodgement of the complaint or appeal with the Principal or College Director.

o) Once the Principal or College Director has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome.

p) If the grievance procedure finds in favour of the student, the College will immediately implement the decision and any corrective and preventative action required.

q) The College undertakes to finalise all grievance procedures within 20 working days.

r) For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes.

External Appeals Process

s) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at no cost. This information is included in the College's website link under Policies.

t) The external body used for the College's external complaints and appeals processes is Catholic Schools NSW which can be contacted by phoning 02 9287 1555. This is accessible by **local students and parents**.

Overseas students If the problem is still not solved, a student can contact the Ombudsman for Overseas students https://www.ombudsman.gov.au/complaints/international-student-complaints.

Complaints can be made online, or by phone 1300 362 072 in Australia +61251173600 outside Australia, 131 450 for translating services in Australia, or writing to Commonwealth Ombudsman GPO Box 442, Canberra ACT 2601 or visiting one of their offices at an addresses found online https://www.ombudsman.gov.au/contact-us*.*

Definitions

u) Student – *a student enrolled at the College or the parent(s)/legal guardian of a student where that student is under 18 years of age*

v) Support person – *a friend/teacher/relative not involved in the grievance* [lawyers and/or education agents are not acceptable support persons at this stage of the complaints handling process]

Complaints from Parents, Students or Members of the community

In the event that the College becomes seriously concerned about a complaint from parents, students or members of the public about the performance of a staff member, the College Director and/or Principal will decide on an appropriate course of action.

Guidelines and procedures regarding complaints about members of staff

In the event that the College becomes seriously concerned about the behaviour or performance of an employee, the following procedures will be followed:

1. The College Director and/or Principal will advise the staff member directly of the concern and will explain in detail the change of behaviour and/or the improvement in performance that is required. Suggestions will be made as to how the staff member can correct the situation and assistance will be offered according to the circumstances.

2. The College Director and/or Principal will seek the staff member's assurance that the matter in question has been understood and that the agreed steps for correction will be adopted. The College Director and/or Principal and the staff member will agree upon a date for an interview to review the situation and assess the progress made.

3. A letter confirming in writing the matters discussed and the agreement reached will follow the interview. The staff member's supervisor may be invited to take part in the above process if the situation is related to the staff member's boarding duties, teaching or participation in the Faculty.

4. At the review interview, if the behaviour has continued or the level of performance has not improved despite help given, a warning will be given by the College Director and/or Principal that in order for employment to be continued, the matter of concern must be resolved by a given date agreed upon with the staff member. The staff member will be invited to nominate any further form of assistance in the form of professional development or supervision that may be required.

5. If by this later date the behaviour has continued and the performance remains unsatisfactory, the staff member may be asked to resign. If resignation is declined, the staff member's employment may be terminated.

6. At any stage of the above process, the staff member may be represented by a colleague or by the IEU. If the matter becomes an industrial dispute, the CER in any discussion with the IEU will represent the College.

Complaints, Appeals & Grievances - Dispute-Settling Procedures for STAFF
MANAGING WORKPLACE COMPLAINTS

1. INTRODUCTION AND PURPOSE

This document outlines the principles the College will follow when dealing with workplace complaints. The objectives of this document are to promote and maintain positive working relationships and harmonious working environments and to prevent, where possible, minor workplace complaints escalating to become more serious matters. To achieve this, workplace complaints should be managed promptly, confidentially and impartially.

2. SCOPE

This document applies to all staff members of the College. It is not intended to be a set of rigid procedures that must be followed when a workplace complaint is raised, as the process for dealing with a particular concern will vary depending on the nature, circumstances and seriousness of the complaint. Consequently, the document provides for several avenues that can be used in attempting to resolve workplace complaints.

3. WHAT IS A WORKPLACE COMPLAINT

A workplace complaint, which can also be known as a grievance, is a clear statement, written or oral, raised by a staff member regarding a genuine work-related concern. This can include interpersonal conflict, perceived breach of policy, the allocation of work or developmental opportunities or a perceived unfairness in the workplace.

Managing a workplace complaint should not be confused with performance management. Workplace complaints are matters identified by individual staff members while performance management is poor performance or misconduct being managed by the employer.

A workplace complaint may result in performance management being undertaken by the College, if misconduct or poor performance is identified as a result of the complaint.

A workplace complaint may also be raised during performance management, and while the complaint will be considered by the College under this process, the performance management process will continue independently.

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4.   PRINCIPLES FOR MANAGING A WORKPLACE COMPLAINT

All complaints should be treated seriously, dealt with as soon as practicable and conducted in a fair, impartial and professional manner.

All staff members have a responsibility to recognise their own role in contributing to a harmonious workplace including ensuring their behaviour is consistent with the Code of Conduct and other workplace policies and guidelines where applicable, treating all staff members with respect, raising matters of concern promptly and not raising frivolous, malicious or vexatious complaints.

A complaint can sometimes arise because a staff member has seen or heard something, come to their own conclusion on what they saw or heard and acted as a consequence. Prior to acting, staff members should retrace their steps to understand why they felt the way they did and respond, rather than react. To assist this, staff members are encouraged to:

- share their views about the incident with the other person/s including their understanding of the facts and how it made them feel;
- ask the other person/s for their views and what they were feeling;
- attempt to differentiate the facts from feelings; and
- attempt to see the opposing view and play the devil's advocate.

By working through these steps, staff members may be able to better understand all of the facts and why others behaved the way they did. As a consequence, staff can often resolve the concern themselves by using these steps, prior to it becoming a workplace complaint.

Staff members raising a workplace complaint should be treated with respect, protected from victimisation, kept informed on the status of the complaint and any recommendations that may result from it and have the option of a support person present at any meetings. They must also actively participate in the resolution process.

Staff members who have a complaint raised against them should be treated with respect and be provided with sufficient information about the complaint to be able to adequately respond to it. They should be given a reasonable opportunity to respond to the complaint and have the option to have a support person with them in any meetings. They should also be kept informed of the status of the complaint and any

recommendations that may result from it. They must actively participate in the resolution process and not victimise the staff member who raised the complaint.

All staff members have a responsibility to maintain confidentiality if they are involved in any capacity in a workplace complaint. This includes not discussing the complaint with anyone else, including others who may also be involved in the complaint such as witnesses or the person who raised the allegation, unless expressly authorised to do so by the College. If information about a complaint is discussed or released without authorisation, the staff member who released the information could find themselves the subject of disciplinary action for misconduct.

In some circumstances the complaint may not be kept confidential by the College as they may be obliged to interview staff regarding the complaint and/or notify external bodies of the complaint, such as the NSW Police, if it raises a matter that involves alleged illegal activity.

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5.   OPTIONS FOR RESOLVING WORKPLACE COMPLAINTS

Given workplace complaints can encompass a wide variety of issues, each complaint should be considered on its own merits to determine the most appropriate way to resolve it. Outlined below are a range of options that may be used to resolve a workplace complaint. While it is recommended that a complaint is sought to be resolved in the order set out below, it is also recognised that in some circumstances this may not be appropriate, and it may be necessary to commence with a later option.

5.1   Self Resolution

There may be instances where staff members make decisions without realising the impact those decisions have on others around them, or behave in a manner they do not realise may cause offence, disturb or annoy others e.g. playing a radio at their workstation that may be distracting to those around them.

Staff members are therefore encouraged to try to resolve the issue themselves directly with the other party in the first instance.

By having a conversation directly with the other party in a respectful manner, clearly articulating the behaviour and the effect of that behaviour, the complaint can often be resolved at this point. It also gives the other party an opportunity to respond to the concerns raised without the matter having to be referred to a third party.

5.2   Managerial Assistance

Where self-resolution has been unsuccessful or is not appropriate in the circumstances, or where a staff member is unsure how to handle the problem themselves, they should seek the assistance of their direct

coordinator or manager. The coordinator or manager may seek to resolve the issue by speaking to the other party on behalf of the staff member or by facilitating a dialogue between the two parties.

Sometimes it may not be appropriate, or the staff member may not feel comfortable approaching, their immediate coordinator or manager to assist with a complaint e.g. if the complaint is about the coordinator. In these instances, the staff member should approach a more senior manager for assistance e.g. the Principal or College Director. 5.3   Mediation

Mediation may be initiated by the College where the complaint has not been resolved through self-resolution or managerial assistance or where the circumstances suggest mediation may assist in resolving the complaint.

Mediation is where an independent person (either internal or external to the organisation) assists parties resolve their differences or disputes. It is generally a more structured process than self-resolution or managerial assistance however it is still conducted in an informal manner, as all parties are encouraged to speak openly about the issues to assist in obtaining a resolution.

As with the above two approaches, mediation seeks to support the parties resolving their own problems to reach an outcome agreeable to all.

5.4   Investigation

If the workplace complaint is unable to be resolved to the satisfaction of all parties, the College may decide to commence a formal investigation undertaken by an independent person, either internal or external to the organisation. The investigating officer should interview the staff member raising the complaint, any respondent/s and any other relevant witnesses. After considering the evidence made available to them, the investigator should provide a report with findings.

The College will review the report and make the final decision on what actions, if any, it will take. These may include initiating a new work process, an apology, counselling, training or initiating disciplinary action. This can also include action against the staff member who raised the complaint if the complaint is found to be frivolous, malicious or vexatious.

6.   REVIEW MECHANISM

If a staff member is not satisfied with the outcome of a workplace complaint, they may request an internal review be conducted by the College. Reasons outlining why the review is being requested are to be included in the request. The College retains responsibility for making the final decision on a complaint, including whether to conduct the review, based on the information provided to them.

If a staff member remains dissatisfied with how their complaint was handled by the College, they may be able to take their complaint to an external agency such as a Court or Industrial Tribunal, the NSW Anti-Discrimination Board or the Australian Human Rights Commission.

7.   MAINTAINING DOCUMENTATION

Documentation relating to workplace complaints should be maintained and kept confidential. The level of detail required will depend on the type of complaint that is raised. At a minimum, those who are responsible for managing a workplace complaint should retain file notes on any discussions with staff members about the complaint. Where the complaint is more complex, it may be necessary to maintain more comprehensive notes and/or create a specific file. Documentation should include sufficient information about the complaint, any steps taken to manage the complaint and any approach taken to resolve it.

The College may also request and review reports from supervisors or managers on the frequency, issues, resolutions and locations of workplace complaints within the organisation. This will assist the College review the effectiveness of the workplace complaints process and also identify any systemic problems or trends that may warrant further investigation.

8.   FURTHER INFORMATION

Further information about the processes outlined in this document can be sought from the Business Manager on ext 6618.

Introduction and Purpose

St Paul's International College is committed to providing a workplace free from discrimination, harassment and bullying. This document seeks to inform staff members about workplace discrimination, harassment and bullying and make it clear that such actions or behaviour in the workplace will not be tolerated by the College.

As a Catholic organisation the College reserves the right to have regard to a person's suitability to work within the Catholic environment and their ability and willingness to support the teachings of the Catholic Church and Catholic values. It is critical that Catholic organisations are able to attract and retain staff members who respect the teachings and practices of the Catholic faith.

Scope

This document applies to all staff members of the College.   All staff members are responsible for promoting a respectful workplace, free from discrimination, harassment and bullying. It is the responsibility of all staff members not to participate in discriminatory, harassing or bullying behaviour within the workplace.

Disciplinary action, which may include termination of employment, may be taken against staff members who are found to have acted in a discriminatory, harassing or bullying manner.   Also, staff members who victimise or retaliate against a person who has made a complaint regarding discrimination, harassment or bullying may be the subject of immediate disciplinary action.

Principles and Responsibilities

Every staff member within the College has a right to be treated with respect and to work within a safe workplace.   Further, the College has a legal responsibility to prevent discrimination and harassment as set out in this policy, otherwise [employer] can be liable for the behaviour of staff members.

To assist in preventing discrimination, harassment and bullying all staff members are responsible for:

- being aware of, and identifying, discriminatory, harassing or bullying behaviour;
- not acting in a discriminatory, harassing or bullying manner towards others;

- assisting to eliminate such behaviour regardless of whether a complaint is made about that behaviour; and
- assisting the College investigate complaints of discrimination, harassment or bullying.

All staff members are encouraged to report behaviour that appears to be discriminatory, harassing or bullying. All complaints of discrimination, harassment and bullying will be dealt with in a sensitive, fair and confidential manner as soon as practicable.

Any deliberately false or malicious complaints will be regarded as serious misconduct and if proven, may result in disciplinary action being taken, including termination of employment.

Legal Framework

Harassment or discrimination on the grounds of race, gender, religion, political opinion, sex, pregnancy or potential pregnancy, marital status, physical or mental disability, sexual preference, national extraction or social origin, age, and/or family responsibilities is unlawful under the following Commonwealth and New South Wales anti-discrimination and workplace legislation:

- Age Discrimination Act 2004 (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Fair Work Act 2009 (Cth); and
- Anti-Discrimination Act 1977 (NSW).

A contravention of any of these laws or other relevant laws could result in legal action being taken against staff members and also expose the College to liability.

What is Workplace Discrimination?

Workplace discrimination is when someone is subject to unfair treatment in employment because they belong to a particular group of people or have a particular personal characteristic that has been specified in law as a ground of discrimination. Some grounds for discrimination recognised in State and Federal legislation include:

- sex or gender;
- marital status, pregnancy, potential pregnancy, parental status and family responsibility;
- sexual preference, sexuality or gender identity;
- disability, impairment or handicap;

- race, colour, national or ethno-religious origin, nationality, ethnicity, descent or ancestry;
- age;
- religious or political belief or activity;
- trade union activity;
- victimisation;
- personal association with or relation to any person who is identified on the basis of any of the above attributes.

There are two kinds of discrimination, direct and indirect.

Direct discrimination occurs if a person treats, or proposes to treat someone unfavourably due that person's personal characteristics.

Indirect discrimination can occur when there is a rule or condition that is the same for everyone but in effect disadvantages people from a particular group more than people from other groups. The rule may seem equitable and unbiased at face value. A rule or condition will not be considered discriminatory if it's reasonable in the circumstances.

Examples of Workplace Discrimination

Direct Discrimination	Indirect Discrimination
Refusing to employ someone because of their age despite being able to undertake the requirements of the position	Prescribing an inflexible working hours policy where such rigidity in hours is not required
Terminating someone's employment because of their family responsibilities	Scheduling meetings or training sessions at times that would disadvantage people with carer's responsibilities e.g. very early or very late in the day
Not promoting someone because of their disability despite being able to undertake the duties of the position	A requirement that all staff speak fluent English when this is not an inherent requirement for all jobs within the company

When Workplace Discrimination is not Unlawful

In some circumstances workplace discrimination will not be considered unlawful, such as:

- where the discrimination occurred because the person is unable to perform the inherent requirements of a position and no reasonable adjustments could have been made by the employer;
- where an act is taken against a person by an institution run in accordance with its religious beliefs, made in good faith and to avoid injury to the religious susceptibilities of adherents of that religion; and/or
- where there are genuine occupational requirements for a person of a particular sex, race or age to be appointed to a position.

What is Workplace Harassment?

Workplace harassment is conduct in the workplace that is:

- unwelcome, uninvited or unreciprocated;
- offensive, humiliating and/or intimidating; and
- is based on a ground of discrimination.

It can include verbal comments or abuse, physical contact, threats, displaying inappropriate and offensive images or documents, stalking, offensive communication, jokes and ridicule, propositions, and inappropriate initiation rites.

Sexual harassment is a form of harassment on the ground of sex or conduct of a sexual nature such as unwanted sexual advances, unwelcome requests for sexual favours or physical contact, derogatory sexual comments, taunts, intrusive questions and rumours.

Workplace harassment usually consists of a pattern of unwelcome behaviour. However, it can consist of just one act where this is of a serious nature. There is no requirement that the harasser intended to offend or harm in order for an action to be considered harassment or for the person harassed to inform the harasser that the conduct is unwelcome. Workplace harassment, and in particular sexual harassment, does not include behaviour which is consensual, welcome and reciprocated.

Examples of Workplace Harassment

Verbal	Non-Verbal
Sexist or racist jokes	Suggestive looks or stares
Comments of a sexual nature	Offensive hand or body gestures
Repeated unwelcome invitations	Sexually explicit emails or posters
Imitating someone's accent	Invading someone's personal space

What is Workplace Bullying?

Workplace bullying is harassment that is not expressly linked to a ground of discrimination. Workplace bullying is persistent unwelcome and unreasonable behaviour, such as unwarranted or invalid criticism, fault finding, exclusion or isolation. It usually takes the form of less favourable treatment of a person by another or others in the workplace in the form of repeated conduct or a pattern that:

- insults,
- intimidates,
- threatens,
- undermines,
- offends,
- degrades, or
- humiliates.

Instances of workplace bullying are intended to cause physical and psychological distress to others. Bullying can occur at all levels in the workplace e.g. upwards, downwards or lateral and is identified if a reasonable person (an objective third party) would consider the behaviour to be bullying.

Bullying does not include:

- occasional differences of opinion or problems in working relationships;
- reasonable performance management processes including constructive feedback on performance;
- reasonable management decisions including monitoring of workflow; or
- reasonable disciplinary procedures.

Examples of Workplace Bullying

Physical	Psychological
Loud, abusive, threatening language	Silent treatment
Subjected to practical jokes	Assigning unpleasant or meaningless tasks unrelated to the position
Offensive phone messages, SMS and/or email	Deliberately withholding information that is vital to effective work performance
Constant ridicule or put downs in front of others	Exclusion or isolation

Reporting Workplace Discrimination, Harassment or Bullying?

Staff members wishing to raise a complaint of workplace discrimination, harassment or bullying should do so by following the procedures outlined in the College's Managing Workplace Complaints policy. As outlined in that policy in this document, all complaints will be treated seriously, dealt with as soon as practicable and conducted in a fair, impartial and professional manner.

Further Information and Support

Further information or assistance about anything contained in this document can be sought from the Principal.

Supervision 3.11.5

Security, Emergencies and Critical Incidents Policy

St Paul's recognises its responsibility to provide at all times a safe and secure environment for its students and peace of mind for their parents. To this end, it has in place facilities and procedures to ensure that the health, safety and general well-being of its students and staff remain of paramount importance, in the boarding houses as well as within the school itself.

Security, Emergencies and Critical Incidents Procedures

These 24-hour safety and security provisions include:

- essential fire safety services (including automatic fire sprinkler systems, smoke detection and alarm systems with direct links to the local fire station, fire extinguishers, evacuation drills and procedures and so on), in compliance with general statutory requirements and local Council regulations

- resident boarding supervisors in each of the boarding houses to ensure that all students are present and to monitor security, emergency and critical incidents matters

- alarm systems on doors to each boarding house (exit doors always alarmed and front doors alarmed from 10.30pm -7.00am)

- the locking of the gates on Waite Street at 4.30pm on each day and ensuring that they remain locked .

    - signage advising all visitors to report to the Front Office during school hours – after hours visitors should make an appointment beforehand with the Boarding Coordinator and/or Boarding Supervisors

    - if a breach of security occurs, Boarding Supervisors call police immediately (contact details kept in Supervisors' offices)

    - a First Aid box is kept on each floor of each Boarding House and these are regularly checked by the Boarding Coordinator

    - should a Critical Incident occur the person designated as 'in charge' must complete a Critical Incident Report form immediately after the event, or as soon as it is practical to

do so, and submit it to the Boarding Coordinator for action. Critical Incident Report forms are kept by the Boarding Coordinator and Boarding Supervisors.

- supervisors are to pick up students from the Moss Vale train station in the evenings on Saturdays and Sundays

Policy for the Supervision of Boarding Students

As part of its duty of care, St Paul's maintains 24-hour supervision of its boarding students through the provision of resident boarding supervisors. The Boarding Coordinator and Boarding Director are responsible for monitoring the whereabouts of boarding students — both on and off campus — to ensure their safety and well-being at all times.

Procedures for the Supervision of Boarding Students

Supervising boarders' whereabouts:

There are two supervisors on duty in each of the boarding houses (see attached rosters) to monitor the activities and whereabouts of the students in their care. Procedures for monitoring the whereabouts of students include:

- a sign-in/sign-out log book is kept at the front door of each of the boarding houses for **all** students leaving the school premises for any reason during normal boarding hours

- for students wishing to travel to Sydney or other places within the Guidelines for Boarders' Leave and Travel Arrangements (attached), written confirmation of permission from a parent or guardian must be received by the Boarding Director **before** departure. This is then passed to the Boarding Coordinator for recording and filing. (If need be, make phone calls to parents or guardians to confirm of permission asked. It may be necessary to spot-check)

- fetch students from Moss Vale train station every Saturday and Sunday evening upon their return from Sydney.

When supervising on-site and off-site activities, the following guidelines should apply:

- at the beginning of each term the Boarding Supervisory Team meet to discuss activities planned for the coming term. For each of these individual activities, a Risk-Management form (attached), including a list of students participating, must be completed by those who undertake supervision of that activity.

- all on-site and off-site activities require a risk management analysis to be carried out by the designated responsible person for each particular activity

- information relating to the activity should be communicated to students participating in the activity *before* commencement of the activity

- for any on-site or off-site activity involving boarders, a list of those participating is kept by Boarding Coordinator and the designated responsible person and the sign in/sign out system is also used

- students' attendance should be monitored at regular intervals throughout any organised activity.

Guidelines for Boarders' Leave and Travel Arrangements

The following guidelines are to be applied for students who need to take leave from the College.

Sickness

Students who are sick during boarding hours should report to the Boarding Supervisor who, in association with the College Nurse and the Boarding Coordinator should it be warranted, will assess the student's condition and take appropriate action. Those who are sick during school hours report to the College Nurse in the Clinic. In either case, appropriate records are kept and the information is passed between the Boarding Houses and the School Clinic at the start and end of the school day.

If, in the opinion of the designated responsible person (i.e. Boarding Supervisor, College Nurse or Boarding Coordinator etc.), the illness warrants a visit to a health professional, the College Nurse is responsible for making an appointment, accompanying the student and communicating this information to the College Office for inclusion in the Daily Notices to teachers and Boarding Supervisors.

Leave for course-related or other reasons

Students who wish to take leave for the purposes of health checks, visits to the Immigration

Department, and so on require permission from the relevant teacher or from the Boarding

Coordinator, who then passes this information on to the College Office for inclusion in Daily Notices to teachers and Boarding Supervisors.

Should boarders request leave for any other reason, they require written permission from a parent or guardian. The Boarding Coordinator is responsible for communicating this information to Boarding Supervisors.

On the day leave is taken, the boarding student is required to sign the sign-in/sign-out log book in the relevant boarding house.

Holiday travel

Boarders planning to return home for the holidays must:

•   submit details of the time and date of their departure to the Boarding Supervisor

•   not leave before the scheduled end-of-term date set out in the College Calendar unless prior permission has been granted by the College Director/Boarding Coordinator. Such permission will only be granted on receipt of a written request from the parent/guardian

•   leave details (in writing) of their destination. This information must include address and contact telephone number(s).

Risk Management Process

The purpose of excursion risk management is to make excursions as safe as possible. Risk management processes are used to identify hazards, assess and then eliminate or control risks associated with excursions.

The degree of planning required is influenced by the nature of the excursion, the level of risk and the student group. For excursions that have previously been planned and conducted, previous risk management plans may be reviewed and reused.

To support schools, a database of venue and safety information from common excursion sites will progressively be made available by the OHS Directorate. These should be considered and attached to the excursion risk management plan.

An important component of the risk management process is consultation, which should include staff, and where appropriate external venue providers and parents.

Steps in developing the excursion risk management plan

List the activities of the excursion

List the activities of the excursion, that is, break the whole excursion into its parts e.g. getting to and from the venue, being at the venue, each of the major activities at the venue, having meals, staying at the accommodation etc.

Identify the hazards

Determine the hazards associated with the activities. Consider hazards associated with travel, the venue, activities at the venue, equipment used in the activities, the environment, people (e.g. behaviour and medical conditions), and accommodation.

Assess the level of risk

Using the [risk assessment matrix](#), determine the seriousness of the risks associated with the hazards by considering both the likelihood and severity of risks. This gives you a risk ranking from 1 being the most serious to 6 being the least serious.

Eliminate or control the risks

Consider the most suitable control strategies for each of the identified hazards using the [hierarchy of controls](#).

Document plan

Document the excursion risk management plan.

Communicate the plan

Communicate the plan to excursion supervisors. Provide relevant information to participants and their families.

Monitor and review

Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.

An [Excursion Risk Management Plan Proforma](#) and [Guidance in completing the Excursion Risk Management Plan Proforma](#) provide assistance on hazard identification, the risk assessment matrix and the hierarchy of controls. This material may be used to develop and document the risk management plan. A [Sample Excursion Risk Management Plan](#) is also provided.

Principals should retain the documented plan as verification of the planning undertaken. The documentation will aid communication of the plan, and can also be used in future planning of excursions.

Excursion Checklist

Step 1   Is a previous risk assessment for the excursion available? If so, review and update, considering such issues as changes to the student group, the effectiveness of the controls and any previous incidents; then go to Step 8. If not, proceed to Step 2.

Step 2   Obtain venue information

To assist in planning excursions, information is available on the OHS website for frequently used venues.

If no venue and safety information is available on the database, contact the venue.

Depending on the nature of the excursion and the proposed activities, enquire about:

- Public liability cover
- Accreditation of the venue and its staff for the task/activity
- Access and special requirements e.g. for students with special needs
- Emergency procedures and relevant training of venue staff
- Known hazards and controls related to proposed activities
- Equipment available; ask venue to confirm that equipment and machinery are maintained, repaired and in good working order with safety features operational
- Use of licensed personnel for construction, maintenance and repairs
- Availability of appropriate facilities e.g. showers, refreshments, toilets.

Step 3   Assess venue and safety information for your student group. Note this on the proforma and attach the venue and safety information to your risk management plan.

Step 4   In consultation with key stakeholders, analyse the excursion and list the activities, that is, break the excursion into its parts e.g. getting to and from the venue, being at the venue, each of the major activities at the venue, having meals, staying at the accommodation etc.

Step 5   Identify the hazards associated with the activities and the potential risks associated with these hazards. Take account of previous incidents and venue and safety information. See Guidance in completing the Excursion Risk Management Plan Proforma for categories of hazards and the Sample Excursion Risk Management Plan for examples.

Step 6   Assess the risks associated with the hazards using the risk assessment matrix in the Guidance in completing the Excursion Risk Management Plan Proforma. This gives a risk ranking and thus a priority order for managing the hazards.

Step 7   Develop appropriate strategies to eliminate or control the risks using the hierarchy of controls on the Guidance in completing the Excursion Risk Management Plan Proforma sheet. See also the Sample Excursion Risk Management Plan for examples.

Step 8   Document the risk management plan. The attached proforma may be used.

Step 9   Communicate the plan to excursion supervisors. Provide relevant information to participants and their families.

Step 10   Review the excursion risk management plan on completion.

Guidance in completing the Excursion Risk Management Plan Proforma

Hazard Identification

The following may assist with identifying hazards relating to activities at each stage of an excursion. Consider what could go wrong, that is, the potential injuries or illnesses that could occur. Hazards are the sources of these potential injuries or illnesses.

Venue – Consider aspects of the excursion venue that may present a hazard such as location near water, cliffs, crowds, slippery floors

Travel – Consider aspects of travel that may present a hazard such as walking to and from the train, crossing the road, transport to the venue

Excursion Program Activity – Consider the activities of the excursion program that may present a hazard such as hazards of bushwalking, collecting leaves, observing animals, swimming, singing at an eisteddfod, climbing

Equipment – Consider any equipment that may present a hazard such as sporting equipment, high risk equipment at the venue

Environment – Consider aspects of the environment that may present a hazard such as weather conditions, natural hazards such as bushfires, floods or storms, the nature of the terrain, plants and animals

People – Consider aspects of people that may present a hazard such as poor behaviour, the nature of participants such as maturity, age and skill, child protection issues, medical conditions or disabilities

Accommodation – Consider aspects of accommodation that may present a hazard such as insufficient supervision, standard of accommodation and amenities, meal menus and allergies, security and child protection issues

Other – Consider other hazards related to specific excursions.

Risk Assessment

Risk Assessment Matrix

How serious could the injury be?	How likely is it to be that serious?			
	very likely	likely	unlikely	very unlikely
Death or permanent disability	1	1	2	3
Long term illness or serious injury	1	2	3	4
Medical attention and several days off	2	3	4	5
First aid needed	3	4	5	6

Severity – is a measure of an injury, illness or disease occurring. When assessing severity, the most severe category that would be most reasonably expected should be selected.

Likelihood – is defined as the potential that an accident will happen that may cause injury or harm to a person. When making assessment of likelihood, you must establish which of the categories most closely describes the probability of the hazardous incident occurring.

Legend

1 and 2 Extreme risk; consider elimination of the activity. Otherwise determine controls that are reasonably practicable to minimise the risk.

3 and 4 Moderate risk; determine controls that are reasonably practicable to minimise the risk

5 and 6 Low risk; manage by routine procedures.

Elimination or Control Measures
Hierarchy of Controls

Eliminate the risk, or if this is not reasonably practicable, control the risk to the fullest extent possible by using the following hierarchy of controls:

Eliminate the hazard: Remove the hazard. Change the activity or stop using it e.g. do not undertake a particular high risk activity such as abseiling in high wind; do not use high risk equipment.

Substitute the hazard: Replace the activity, material, or equipment with a less hazardous one e.g. choose an easier bushwalk.

Isolate the hazard: Isolate the hazard from the person at risk; isolate through distance e.g. select a lunch location well away from the water, check if a coastal walk has fencing.

Use engineering controls: Consider hiring coaches with seatbelts and ensure these are worn if available

Use administrative controls: Establish procedures and safe practices e.g. supervision of students, clear rules, instruction in safe methods, training of staff, volunteers and students in the excursion activities or in the use of equipment and qualifications of instructors.

Use personal protective equipment: Use appropriately designed and properly fitted equipment such as safety goggles, hats and sunscreen, helmets, in conjunction with other control measures identified from above.

Excursion Risk Management Plan Proforma

Name of school: St. Paul's International College, Moss Vale

Name of principal: Peter Morgan

Description and location of excursion: Visit to careers' expo & Wollongong University Campus

Date(s) of excursion: Wednesday May 10

Group / Class : Year 12 {UFS & HSC}

Number in group : 62

Name of excursion coordinator : J Pollard

Contact Number : 0416 016 435

Accompanying staff, parents,caregivers, volunteers: 2 staff ; TBA

Activity	Hazard Identification Type/Cause	Risk Assessment Use matrix	Elimination or Control Measures	Who	When
Bus Trip	Motion Sickness Accident / Injury	3 4	Plastic bags for motion sickness, medication offered before hand to students at risk. Instructions to wear seatbelts and remain in seats for the duration of the trip	Excursion Supervisor	Before departure and during trip
Arriving/ entering venue	Getting run over Injuring students/ campus visitors Getting lost	6 6 6	Strict instruction before leaving vehicle. Strict instructions on conduct Directions given to find venues Specific identification of tour leaders at W'Gong Campus ; instructions to stay with them throughout tour Strict guidelines as to time/ boundaries during free time at lunch.	Excursion Supervisor + Accompan ying staff	Before getting off / in transit
Return Trip	Same as for trip down	As above.	Same as for trip down.		Before departing

Venue and safety information reviewed and attached: **No**

Plan prepared by: Jon Pollard   *Position* : Careers' Coordinator and excursion organiser

*Date :*10/4/06

Prepared in consultation with:

Communicated to:

Monitor and Review – Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.

Sample Excursion Risk Management Plan

Name of school: Excursion Plus High School

Name of principal: J Citizen

Description and location of excursion: Bushwalk and overnight stay to National Park

Date(s) of excursion: 18 October 2004

Group/class: 6S and 6G

Number in group/class: 55

Name of excursion coordinator: K Citizen

Contact number: xxxx xxxx

Accompanying staff, parents, caregivers, volunteers: 2 class teachers and 4 parent/carer volunteers

Task/Activity	Hazard Identification Type/Cause	Risk Assessment Use matrix	Elimination or Control Measures	Who	When
Walking to and from transport	- struck by vehicle on road - uneven footpath	6 6	- 6 adults attending to supervise excursion - Brief participants on rules and behaviour - Remain on pedestrian pathways and utilise pedestrian crossings at all times	Teachers " All	Prior to walk " On excursion

Activity	Hazards	Risk	Controls	Responsible	Timing
Coach transport to excursion venue	- boarding coach - vehicle accidents	6 5	- Ensure vehicle operators hold appropriate license(s) and insurance - Check availability of seat belts - Vehicle to be appropriate for needs of the group e.g. wheelchair access if required - Enforce rules and monitor behaviour - Ensure seatbelts are worn	Excursion Coordinator " " Teachers "	Prior to booking " " On excursion "
Observing rock formations, animals and plants	- bites and stings from insects, spiders, snakes - exposure to sun	4 5	- Avoid areas with long grasses - Wear enclosed footwear and long pants - Wear hats, shirts with sleeves and sunscreen while outdoors - Do not touch animals - Carry first aid kit	All " " Teachers	On excursion
Bushwalking in national park	- uneven ground surfaces, bites and stings, exposure to sun, wind, rain and dehydration. - allergies to insects, reptiles and plants. - becoming lost or isolated from the group - change in weather conditions	4 3 3 5	- Notify national park staff of expected arrival and departure times, location of walk and participants - National Park staff to lead walk. Adult supervision at front and back to keep group together. - Inform excursion participants of National Park safety instructions. - Wear enclosed footwear suitable for walking, clothing to protect arms and legs and suitable for changing weather conditions - Wear hats, shirts with sleeves and sunscreen while outdoors - Ensure participants carry water bottles - Staff carry insect repellent, additional sunscreen and ensure rest breaks are taken in the shade - Identify participants with known medical conditions and ensure appropriate medication/treatment is available - Check weather forecast on day of excursion - Carry maps and compass - Emergency plans for dealing with potential incidents - Carry first aid kit	Excursion Coordinator " " All " Teachers " Excursion Coordinator " "	Prior to walk On walk

Overnight stay at lodge accommodation	4	- food or drink while at the establishment	Excursion Coordinator	Prior to excursion
	6	- intruder		
	3	- fire or other emergency		
	4	- students at risk of assault		
		- Lodge has been provided with necessary information on personal allergies and requirements for food and beverage preparation and service	Excursion Coordinator	At the lodge
		- Lodge has adequate security in place		
		- Received information on emergency plans and alert devices from lodge staff	Excursion Coordinator & Lodge staff	"
		- Participants to be briefed on emergency procedures		
		- Child protection strategy in place. Sleeping accommodation secured and monitored by staff supervisors	Teachers	"

Venue and safety information reviewed and attached: Yes/No̶

Plan prepared by: K Citizen   *Position:* Year 6 teacher   *Date: 2 August 2004*

Prepared in consultation with: Year 6 staff, Deputy Principal, parent volunteers

Communicated to: Teachers and parent/carer volunteers

Monitor and Review – Monitor the effectiveness if controls and change if necessary. Review the risk assessment if an incident or significant change occurs.

Nutrition & Physical Activity 3.11.6

<p style="text-align:center">Nutrition and Physical Activity Policy</p>

In recognition of its responsibility to promote the physical well-being of those in its care, the College offers a range of healthy, nutritious meals in line with nationally recognised dietary guidelines for adolescents and in compliance with its statutory obligations as set out in the relevant state and federal legislation. The College also encourages an appropriate level of physical activity through the provision of sports and leisure facilities, programs and supervisory personnel that enable students to enjoy an active, balanced lifestyle while pursuing their studies.

Nutrition and Physical Activity Procedures

Procedures for ensuring the provision of a healthy and balanced diet include:

- under the careful supervision of the Hospitality Manager, the team of chefs and kitchen staff prepare menus that are selected to provide both variety and balance.

- the Hospitality Manager ensures that the food is prepared and presented in line with the requirements of the Australian Dietary Guidelines and the NSW Food Act 2003.

- all meals and snacks — breakfast, morning tea, lunch and dinner — are cooked on the premises. The menus are eclectic, incorporating modern Australian cuisine and a variety of international dishes that reflect the choices of students from a broad spectrum of cultures and ethnic backgrounds.

- students are encouraged by the Hospitality Manager to offer menu suggestions.

To promote the overall well-being of its students, the College encourages participation in a variety of sports and physical activities through following these procedures:

- information on the benefits of physical activity is displayed on dormitory and school notice-boards, and highlighted during morning Assemblies

- incorporated within the College's extensive grounds and gardens are a range of facilities suitable for physical activity including: a soccer pitch, basketball and tennis courts, in-house table-tennis and gymnasium facilities and large Hall areas for physical activities such as aerobics, badminton, games, dancing etc.

- in addition to annual swimming and athletics carnivals, organised after-school activities, led and supervised by members of the teaching staff, include golf, softball, rounders, tennis, soccer, aerobics and tai chi, and are offered according to demand

- the College also encourages students to make full use of the Council swimming pool, walking tracks and the local golf course, which are within easy walking distance

- St. Paul's maintains contacts with outside sporting groups (for example, soccer and basketball), and students with an interest in a particular sport or activity are assisted by either Boarding Coordinator/Supervisors or the College Director to pursue that interest in the wider community.

Health 3.11.7

Consent and Notification of Parents/Guardians

- Upon enrolment, students are required to provide the College with fully completed Medical Information and Consent forms (see attached). While the College makes every effort to ensure that these are obtained, any failure to submit these forms or to make a full disclosure of all relevant information remains the responsibility of parents/guardians.

- The Medical Information and Consent forms are assessed by College staff, who are responsible for recording any relevant information and communicating this to the Boarding Coordinator and Supervisors.

- The College will contact parents/guardians when a student needs medical treatment or whenever emergency medical treatment has been given.

- Should any treatment be required by a student, only suitably qualified and registered medical practitioners and ancillary services professionals will be contacted to provide the appropriate service.

Distribution and Monitoring of Medication

It is the responsibility of parents/guardians to advise the College — via the Medical Information forms that are completed as part of the enrolment process — whenever a student is taking a prescribed medication. In such instances, or whenever a student is prescribed medication after a visit to a local doctor, the College should be informed by the student. All medication brought into the College should be in original packaging and prescription from consulting doctor provided. Some medication may be kept locked in the boarding office.

The College is responsible for drawing up a program for the regular distribution and monitoring of prescribed medications. Such a program may include:

- scheduling regular visits to the Clinic during school hours or

- arranging with Boarding Supervisors to distribute medication during out-of-school hours or

- making an assessment that the student is responsible enough to undertake self-medication.

Records of any medications distributed by the College and/or Boarding Supervisors are to be kept by the respective parties and this information is to be exchanged via the Medical Log on a twice-daily basis.

Health Care for Boarding Students

As part of its overall responsibility for ensuring the health and general well-being of the students in its care, St Paul's provides:

- 24-hour access to emergency medical assistance

- Supervisors who are trained in First Aid and Resuscitation techniques

- Appropriate care for boarders who are sick. During regular school hours (8am–4pm, Monday to Friday), this care is provided through the Clinic. At all other times, Boarding Supervisors provide the necessary care.

Procedures for the Care of Sick/Injured Boarders

- During school hours, students who are sick should report in the first instance to their class teacher. The teacher will send them to the Front Office, where their name will be entered into the Clinic attendance book.

- The Clinic is open from 8.00am to 4.00pm. The College Secretary will assess the student's health care needs and will either provide the necessary care in the Clinic or arrange through the Youth Worker for the student to see a doctor.

- During after-school hours, students who are ill should report to the Boarding Supervisor, who will assess the student's health care needs and, depending on the degree of severity of the illness, either provide care in the student's room, or contact the Boarding Coordinator or the emergency services, as appropriate.

- A record of all students who report ill, either in the Boarding Houses or in the Clinic, is kept in the Medical Log in each place and this information is exchanged between the Boarding Supervisors and the College office on a twice-daily basis.

- In the event of an accident, the Boarding Supervisor on duty notifies the Boarding Coordinator who will inform the Boarding Director immediately. In the case of a serious accident, an ambulance will be called immediately to take the injured party to the Accident and Emergency Department at Bowral Hospital.

- In the event of an accident, the Boarding Supervisor will provide a written report to the Boarding Director, who will advise the parents/guardians as soon as possible.

Anti-Smoking and Anti-Vaping Policy

In compliance with external Health & Safety requirements and with its own duty of care, St Paul's International College is a smoke-free and vaping-free environment. The College rules and procedures governing smoking and vaping and the sanctions that may be applied for breaches of the rules pertain equally to the Boarding Houses.

The College encourages the Quit program for any student who wants help in giving up smoking and students are encouraged to speak to Boarding Supervisors about it.

ANCILLARY HEALTH SERVICES

Service	Name & Address	Telephone Number
G.P.	Dr Richard Kwong Corner of Station & Funston Street Bowral	02 4862 7666
Dentist	The Moss Vale Dental Clinic Dr Pino Giusti Dr Nicholas Messenger The Arcade 384 Argyle Street Moss Vale NSW 2577	02 4868 1300 02 4868 1057
Optometrist	Gary Hircock Shop 4 256 Argyle Street Moss Vale NSW 2577	02 4869 1648
Pathologist	Douglass Hanly Moir Pathology 21 Clarence Street Moss Vale NSW 2577	02 4869 2366
Imaging	South East Radiology Bowral District Hospital Highlands Xray Shop 4 380 Bong Bong Street Bowral NSW 2576 Bowral Street Specialist Centre 113 Bowral Street Bowral NSW 2576	02 4861 3833 02 4867 2355 481 1500

Pastoral Care 3.11.8

<div align="center">Pastoral Care Policy for Boarding Students</div>

At St Paul's International College, the Pastoral Care Policy is an explicit commitment to a Catholic ethos built on the fundamental principles of respect and concern that inform and guide the behaviour of all members of the College, both within the College and in the wider community. At all times, its aim is to promote the academic, spiritual, physical, emotional and social well-being of students, both during school time and, equally, in the Boarding program.

Whilst all members of staff have a pastoral responsibility towards all students, those with specific responsibility to ensure the welfare of boarders include the Boarding Director, Boarding Coordinator, Boarding Supervisors, the Executive Team, Year Coordinators and Teachers.

Procedures for the Provision of Counselling

If it is deemed advisable for a student to seek assistance from a professional counsellor, the following procedures will be followed:

- The Year Coordinator, in consultation with the College/Boarding Director will communicate with the student's parents/guardians regarding the advisability.

- An up-to-date list of professional counsellors, including those who specialise in dealing with international students, is kept by the Principal, who is responsible for making initial contact and all appointments for students.

- Responsibility for continuing liaison with parents/guardians also lies with the Principal.

Procedures for the Identification of and Support for Students with Special Needs

Procedures for the identification of and support for students with special needs are:

- Teachers or staff members who become aware that a student may be experiencing a physical, intellectual or emotional problem should bring it to the attention of the relevant Year Coordinator and/or Principal.

- Teachers or staff members who become aware of a "reportable offence" (for example, suspicion of child abuse, including sexual abuse) are required by NSW law to report any disclosure by a student to the Principal or the College/Boarding Director.

- It is the responsibility of the Principal to communicate with all relevant personnel, including the Boarding Supervisory Team, to plan a co-ordinated response or course of action for all pastoral care issues.

- All communication with parents is conducted through the Principal or the College/Boarding Director and, in some instances, Boarding Coordinator may write directly to parents/guardians with the prior knowledge of the Boarding Director.

- The Year Coordinator or Principal is responsible for contacting any outside professionals (e.g. educational counsellors) to arrange for assessment or treatment.

- Responsibility for giving appropriate feedback to staff lies with the Principal.

Homework Policy for Boarding Students

All boarding students are expected to complete three hours of homework each week night, from 7.30 to 10.30pm and 7.30 to 9.30 for years 7 to 9.

 Procedures to allow homework to be completed are as follows:

- Boarding Supervisors ensure that all students are in their own room, with the door open, ready to start homework at 7.30pm.

- Boarding Supervisors monitor students regularly to ensure a quiet atmosphere conducive to study.

- Students who need to discuss homework together, or who need to use the Internet for research, must first seek permission from the Boarding Supervisor.

- Assistance with homework is provided throughout the week by specialist teachers on a roster system.

- A structured Supervised Study session is provided when required for students who need help with acquiring good study habits or who lack self-discipline. Teachers, in consultation with the Year Coordinator, may put students into Supervised Study for a designated period or students may choose to join such sessions.

- Teachers who become aware of any student who may be experiencing problems completing homework assignments on a regular basis should discuss this with the appropriate Year Coordinator, who is responsible for communicating such concerns to Boarding Coordinator/Supervisors.

- When necessary, after consultation with teachers concerned, students may be asked to join hall study in the evening

Security 3.11.9

Security, Emergencies and Critical Incidents Policy

St Paul's recognises its responsibility to provide at all times a safe and secure environment for its students and peace of mind for their parents. To this end, it has in place facilities and procedures to ensure that the health, safety and general well-being of its students and staff remain of paramount importance, in the boarding houses as well as within the school itself.

Security, Emergencies and Critical Incidents Procedures

These 24-hour safety and security provisions include:

- essential fire safety services (including automatic fire sprinkler systems, smoke detection and alarm systems with direct links to the local fire station, fire extinguishers, evacuation drills and procedures and so on), in compliance with general statutory requirements and local Council regulations

- resident Boarding Coordinator/Supervisors in each of the Boarding Houses to ensure that all students are present and to monitor security, emergency and critical incidents matters

- alarm systems on doors to each Boarding House (exit doors always alarmed and front doors alarmed from 10.30pm -7.00am)

- the locking of the gates on Waite Street at 3.00pm on each weekday and ensuring that they remain locked during weekends

- signage advising all visitors to report to the Front Office during school hours – after hours visitors should make an appointment beforehand with the Boarding Director and/or Boarding Coordinator

- if a breach of security occurs, Boarding Supervisors call police immediately (contact details kept in Coordinator's offices)

- a First Aid box is kept on each floor of each Boarding House and these are regularly checked by the College Nurse

- should a Critical Incident occur the person designated as 'in charge' must complete a Critical Incident Report form immediately after the event, or as soon as it is practical to do so, and submit it to the Boarding Director for action. Critical Incident Report forms are kept by the Boarding Director and Boarding Coordinator.

<div style="border: 1px solid black; padding: 10px;">

EMERGENCY TELEPHONE NUMBERS

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POLICE/FIRE/AMBULANCE   (Emergency)   000

School Office Miss Penny   (02) 4868 2211

POLICE – Moss Vale   4869 7899 or

                                                             131 444 or 000

AMBULANCE (Membership No. UDS494)   000 or 4861 1555

HOSPITAL   4861 0200

SR ANGELINA (College Director/ Boarding Director)

                                                             0407 234 283

Mr. Alexander Sumpter (Principal)   0401 299 817

Mr. John Mennon (Coordinator)   0466 654 396