



## GUMBAYNGGIRR GIINGANA FREEDOM SCHOOL

### STUDENT WELFARE POLICY

#### This version:

Policy reference	GGS 009
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#### Whole-of-document Purpose

The purpose of this policy is to ensure that there are clear policies and procedures in place to provide for student welfare, these include security, supervision, and codes of conduct, including anti-bullying, anti-racism, social & emotional wellbeing, counselling and family and student codes of conduct.

#### Scope

The safety, protection and wellbeing of all of our students are of fundamental importance to the Gumbaynggirr Giingana School (GGG). This policy applies to all GGS students, and; to paid staff, volunteers, and contractors to ensure the policy as it applies to students is known and adhered to.

Relevant legislation
Anti-Discrimination Act 1977
Children (Education and Care Services National Law) Act 2010
Education Act 1990
Education and Care Services National Regulations
Fair Work Act 2009
The Child Protection (Working with Children) Act 2012 (NSW) (the WWC Act)
The Children and Young Persons (Care and Protection) Act 1998 (NSW) (the Care and Protection act)
Children's Guardian Act 2019

## Security

### Purpose and scope

Keeping the Gumbayngirr Giingana School safe and secure is a top priority.

This policy covers the security of GGS students, staff, school community and property. In relation to the premises, building and facilities, the Principal will ensure that leases/licences make provisions for safety and security issues. Safety and security issues include:

- making suitable entry and departure arrangements
- ensuring that all doors and windows are secured and locked and all lights are turned off when the community user has finished using the facility
- having a suitable process for collecting and returning keys
- Purchase of lockable filing cabinets to store valuables in classrooms.
- implementing and managing the school's alarm system.
- playground equipment is contained within the school grounds.

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- clearly defined expected behaviour standards of users of the facilities
- ensuring that access to easy-to-understand emergency procedures is available to all staff, contractors, students and community who access the premises, buildings and facilities.
- all staff members are encouraged to carry personal valuables with them at all times or to use personal lockable pigeon-holes in work room.
- If buildings are left unsecured, staff responsible for locking duties are to feed back knowledge to those responsible.

## Procedures

Policy implementation in conjunction with the GGS Supervision Policy and Child Protection Policy:

- Teachers must be pro-active. This may be achieved by approaching and questioning people wandering through the school grounds and inviting these people to report to the School Office to sign the Visitors Register and wear a Visitor's Badge.
- Awareness of maintenance needs concerning security. Teachers need to promptly act on observations and give necessary details to the Principal or Assistant Principal.
- During actual school hours parents/visitors must access the School through the front office only.
- No children are to be left in classrooms for jobs or completion of activities without teacher supervision.
- When Staff members who are responsible for locking at the end of the day are absent or need to leave early, another person appointed is to complete this duty in their absence.
- Reaffirm to children the need for security around the school.
- Casuals and co-teachers are to ensure that rooms are locked.
- Teacher in classroom at the end of day responsible for locking windows and doors (including any sliding doors).
- Teachers must be pro-active in regards to locking of school gates/setting alarm ie. Communication between teachers who stay after school hours.

## \*\*\*END OF SECURITY POLICY

# Supervision

## Purpose

Children must be adequately supervised at all times that they are being educated and cared for both at school and on excursions. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. GGS will maintain a safe and secure environment where children are free to explore and learn more about their world.

## Scope

All staff, contractors and volunteers will be briefed on GGS Supervision policy, strategies and procedures prior to commencing employment/ engagement with GGS students. The school encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the school environment. Children's safety will be the priority of all educators when supervising children.

## Procedures

GGS will:

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.
- Ensure that the age and supervision requirements for educators are maintained at all times. Any educators who are under eighteen years of age may work at the school, provided they do not work alone and are adequately supervised by an educator who is over eighteen years of age.
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the school premises.

The Nominated Supervisor will:

- Carefully plan rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the school and on excursions,.
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

Educators will:

- Arrange the school environment to maximise the ability of educators to supervise all areas accessible to children. Particular focus on gates, the fence line and doors during arrival and departure times.
- Seek to ensure that two educators are present/ within view when working with children and when supporting children with toileting/ hygiene routines.
- Be aware of the importance of communicating with each other about their location within the environment.
- Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children.
- Ensure that correct child/ educator ratios are maintained throughout the school environment. All children will be in sight or hearing of educators/ administrator at all times.
- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children children's independence while respecting individual abilities and needs.
- Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play.
- All educators and administrators must ensure consistent implementation of supervision strategies and not perform other duties while responsible for the supervision of children.

### **Evaluation and risk management**

Interactions with children are respectful and meaningful and challenge each child's skills and awareness of the world. Risks are assessed and managed so that the environment can be safe, educative and stimulating. Children's activities are planned for and monitored by educators with consistent strategies to minimise potential dangers to children.

**\*\*\*END OF SUPERVISION POLICY**

# CODES OF CONDUCT

## Anti-racism

### Purpose

GG5 takes a zero tolerance approach to racism. GG5 is committed to ensuring that the School provides a culturally safe environment and takes a strong strong stance against racism. GG5 is committed to the prevention and elimination of all forms of racial discrimination, including direct and indirect racism, racial vilification and harassment – as well as structural, institutional and internalised racism in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

### Scope

This policy applies to all GG5 employees, students and has implications for the GG5 school community.

### Definitions

#### Racism

1. a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race
2.
  - a. The systemic oppression of a racial group to the social, economic, and political advantage of another
  - b. A political or social system founded on racism and designed to execute its principles

## Procedures

- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all school staff.
- All teaching and non-teaching staff contribute to the eradication of racism by promoting respect for cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- Staff provide timely and professional responses to complaints regarding racism.
- The GGS Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy; and including anti-racism education strategies in GGS plans.
- All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.
- All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.
- GGS will maintain records of complaints concerning racism and their resolution with reference to the NSW Education Department [Complaints Handling Policy](#) guidelines.

**\*\*\*END OF ANTI-RACISM POLICY**

## Anti-bullying

### Purpose

GG5 expects all students to treat each other with consideration and respect. The purpose of the School's Anti - Bullying Policy is to ensure that students, staff, parents/ carers are aware of:

- what 'bullying' means;



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- the procedures the School has in place to deal with bullying behaviours;
- what parents can do when supporting students experiencing bullying behaviours;
- support available for students who are engaging in behaviours which are impacting others;
- who can be contacted at the School regarding complaints or when seeking support.

GGS is committed to creating and maintaining a safe, productive and harmonious educational environment for students, free from bullying. GGS will provide support to students experiencing bullying behaviour, and will assist those who are engaging in behaviour which impacts others, to learn from and change their behaviour.

GGS students are responsible for complying with the School rules outlined in GGS's Behaviour Management and Discipline Policy and relevant policies as outlined below:

## Definitions

**Bullying** - deliberate and repeated action towards others which can involve misuse of power. It can be physical, verbal, sexual, social or discriminatory and it includes spoken, written and/or electronic.

**Harassment** - any behaviour which hurts, threatens or frightens a person. It can be expressed physically, verbally, in writing or through social behaviours. Some forms of harassment are unlawful.

## Examples of Harassment or Bullying

Examples include but are not restricted to the following:

**Physical:** Fighting, punching, pushing, shoving, intimidating gestures, invasion of personal space.

**Social:** Ganging up against, isolating or rejecting from the group.

**Verbal:** (includes photos or drawings) Mocking, name calling, putting someone down, offensive language, embarrassing, sending or posting offensive, hurtful or threatening comments via mobile phone, email, social media or any other electronic means. This also includes harassment (e.g. repeated phone calls) of a student or their family.

**Victimisation:** Offensive notes or graffiti, removing or hiding possessions, "trashing" areas, damaging others' possessions, gossip.

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**Sexual:** Sexual inferences, touching or brushing against in a sexual manner, writing or drawing, or commenting about someone's body sexually, sexually oriented jokes or sexual name calling, comments or questions about someone's private life e.g. calling someone 'gay'.

**Discrimination:** Of any kind on the basis of skin colour, race or religion.

## Scope

GGS takes a zero tolerance approach to bullying. GGS is committed to addressing such behaviours in a manner that is fair, equitable, prompt and confidential.

This policy applies to all students and applies to behaviour:

- at School, including while engaged in School-related activities outside of normal School hours;
- while undertaking School-related activities away from the School, for example, excursions or sport activities;
- at School-related events; and
- on social media.

This policy addresses the behavioural expectations of GGS students.

## Procedures

GGS staff will work to prevent bullying and associated harmful behaviour by guiding students to understand respectful and disrespectful forms of behaviour, and assisting them to learn from their actions and make appropriate choices regarding their behaviour. This will be achieved by:

- Discussing behaviour and impacts on others during class activities
- Acting promptly to address unsatisfactory behaviours
- Role-modelling appropriate behaviours

GG5 staff will:

- Create an environment and atmosphere that is respectful and caring
- Create a culture that does not accept or encourage harassment or bullying
- Ensure that all students understand about respectful behaviour, and prevention and identification of bullying through its inclusion in curriculum
- Attempt to minimise the harm caused by bullying
- Respond immediately to allegations and investigate any allegations
- Take appropriate action at the completion of the investigation
- Ensure their training on forms of bullying and appropriate responses is current
- Be alert to any signs of distress or suspected incidents of harassment or bullying.
- Take positive steps to discourage it and alert staff (e.g. Head Teacher)
- Model appropriate behaviour so that students learn how to behave towards each other with empathy and respect.
- Implement the Behaviour Management and Discipline Policy.
- Encourage students to report and talk about behaviour which affects them.

### **Advice for students**

It is essential that all students understand their rights and responsibilities regarding prohibiting, prevention and reporting any actual or potential incidents of harassment or bullying.

To manage harassment or bullying, students will be taught and encouraged to:

- use their words e.g. "stop I don't like it"
- try to walk away
- not respond aggressively
- seek assistance from a trusted teacher, parent, staff member or adult immediately by reporting to staff

To manage cyber bullying, students will be taught and encouraged to:

- not respond to message or image
- seek assistance from a trusted teacher, parent, staff member or adult immediately by reporting to staff
- save and print the evidence
- block and delete the sender

### **Advice for Parents**

Parents / carers play an important role in the prevention and management of all forms of bullying. GGS offers the following advice to parents / carers:

- Encourage children to discuss bullying and respectful behaviours.
- Communicate closely, frankly and regularly with your child's teacher to establish positive two-way lines of communication.
- Continue to take an interest in your child's School activities, encourage them to talk to you about School and talk to trusted teachers.
- Be alert to any tell-tale signs, such as distress or anxiety, unwillingness or refusal to attend School, missing equipment, vague headaches or stomach aches, damaged clothes or bruising.
- Contact the School if you have any concerns.
- Listen calmly to your child and let your child know that telling you about the bullying is the right thing to do.
- Reinforce that hitting back is an inappropriate response.
- Find out: What happened? Who was involved? Where did it happen? Did anyone else see it? Make a note of what your child says and contact your child's teacher.

### **Responding to bullying**

Bullying is viewed as a major breach of the School rules and behavioural expectations and therefore follow up action will align with our Behaviour Management and Discipline Policy.

Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying may include:

1. instances of lower level bullying needs to be dealt with at the time of the incident by the teacher on duty and may be recorded on the online student management software.
2. guidance and other support for the recipient of the bullying (e.g. re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc.).
3. guidance and support for 'bystanders', 'supporters' and witnesses of the bullying (e.g. intervention strategies etc).
4. age appropriate and consistent sanctions for the student who bullied (e.g. consistent with school Behaviour Management and Discipline Policy.
5. where appropriate interventions and support for the student who bullied included in a Behaviour Support Plan (e.g. specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc.).
6. where appropriate informing parents / carers as stated in the policy and involving them in any action and follow up.
7. Contact will be made with the Police Youth Liaison Officer for serious matters which require reporting to the police. The GGS Principal would make this report.

### **Procedures for investigating bullying and follow up**

In discerning appropriate responses to bullying, the collective welfare of the School community will be balanced with the individual needs of the student. The School will carry out appropriate investigations and follow up which will be recorded on the online student management software.

### **Investigations**

Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (i.e. student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc).

The initial interviews should also focus on the safety of individuals. This should include:

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- a clear statement on the consequences if the bullying continues or if there are any reprisals as a result of the reporting of the incident.
- immediate preventative actions that will be implemented to avoid further incidents.
- Decisions will be made as to the level of severity of the incident and whether the parents / carers of those involved need to be informed.

**Follow up**

- Follow up interviews should focus on appropriate strategies to assist and support all involved. Where a Behaviour Support Plan has been required, it should specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur.
- A record of the separate interviews should be kept.
- Regular monitoring and follow up with the students involved is necessary. (for example daily, prior to and after break times etc).
- Review of the Behaviour Support Plan will take place to modify strategies and supports.
- Any further recurrence of bullying may result in an issue of warning re suspension and could lead to the implementation of suspension procedures and, if necessary, removal of the student from the school through:
  - Suspension pending negotiated transfer,
  - Negotiated transfer, or
  - Expulsion.

**\*\*\*END OF ANTI - BULLYING POLICY**

**Social and emotional wellbeing****Purpose**

GGGS is committed to providing a safe, supportive and social environment where students feel nurtured as they learn. Ensuring the social & emotional wellbeing of all students is

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central to the GGS ethos of care. Inherent to Gumbaynggirr cultural and community care practices is wholistic support and wrap - around support. GGS

is designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape her future.

## Scope

GGS is committed to ensuring all GGS staff and students work and study a safe environment and that there is every opportunity to access help through the GGS service. For wholistic support parents and guardians will also be able to access social & emotional wellbeing support through the school.

## Procedure

*Social and emotional wellbeing support - Bularri Muurlay Nyanggan Aboriginal Corporation (BMNAC)*

GGS students will have access to BMNAC's Social & Emotional Wellbeing team through program provision and specialist services. GGS also understands the importance of assisting its students through ensuring that families are also supported and encourage GGS families to inquire into what support is available to ensure students have appropriate support mechanisms and programs are available.

### *School counselling service*

At GGS the counselling service aims to help students flourish academically, socially, behaviourally, and emotionally. School counsellors also provide advice about prevention and intervention practices to support the whole school population. Students are encouraged to talk to the counsellor, in accordance with our Counselling Services Policy. School counselling staff support students by providing a psychological counselling, assessment and intervention service. They work collaboratively with principals, teachers, learning and support teams, parents and carers, and other agencies to support learning and wellbeing outcomes for students.

School counselling staff provide counselling using evidence-based interventions with students individually and in groups. They also undertake cognitive, emotional and behavioural assessments to contribute to the development of appropriate school-based support for students.

## Student Counselling Files Policy

This policy sets out requirements for the establishment, use and storage of student counselling files.

## Policy statement

- Student counselling files are confidential department records relating to significant psychological interventions with individual students by school counselling staff. They are state-wide rather than individual school records.
- All records on students kept by school counselling staff, including case notes, are maintained on a registered student counselling file.
- Information held on student counselling files may be released only in accordance with the provisions of the department's Privacy Code of Practice and the Health Records and Information Privacy Act 2002.
- The presumption of confidentiality is overridden in circumstances where there is a legal or departmental requirement to disclose information or where one or more individuals may experience serious harm if someone with the power to act is not informed.

### **These requirements apply to all student counselling files.**

#### **Context**

- the department's Privacy Code of Practice
- the Health Records and Information Privacy Act 2002
- the department's Psychological Tests Policy
- the department's Legal Issues Bulletin number 40, Collection, use and disclosure of information about students with a history of violence.

#### **Responsibilities and delegations**

- School counselling staff are responsible for maintaining all student records kept by them, including case notes, on a registered student counselling file.
- School counselling staff are required to pass on information to the principal where there is a legal or departmental requirement to disclose information or where one or more individuals may experience serious harm if someone with the power to act is not informed. These situations may include, but are not limited to, suspected child abuse or neglect, pregnancy of a student under 16 years of age, the student having a history of violent behaviour, improper conduct by a school staff member and use/and or possession of illegal substances. Information must be sufficient to inform action while maintaining the confidentiality of sensitive detail.
- Principals are responsible for restricting access to student counselling files to school counselling staff.
- Principals are responsible for ensuring the availability of secure storage for student counselling files.
- School counselling staff are responsible for securely storing student counselling files.



### *Monitoring and review*

- The Leader, Counselling Services will monitor the implementation of the policy through regular audits of student counselling files and report to the Director, Student Engagement and Interagency Partnerships as required.
- The Learning and Wellbeing directorate is responsible for monitoring the implementation of this policy and reviewing its effectiveness every three years

**NSW Department of Education Contact**  
**Leader, Counselling Services**  
**02 7814 2942**

**\*\*\*END OF SOCIAL & EMOTIONAL WELLBEING POLICY**

## **Family Code of Conduct**

### **Policy**

The purpose of the Family Code of Conduct Policy is to communicate directions and expectations about the standard of behaviour for families at The Gumbaynggirr Giingana School (GGS).

### **Context**

Families are an important part of our community and we value relationships with parents, carers, and extended family members. Family involvement in the life and growth of the School is integral to GGS and positive partnerships between GGS and families is essential in providing a mutually supportive environment that enables children to reach their full potential.

This Code is relevant to all families in all programs within The Gumbaynggirr Giingana School community. We expect adults to uphold a standard of behaviour that allows children to learn and play, teachers to teach, and all community members to interact positively.

**Definitions**

**Adults** includes parents, guardians, caregivers, step-parents, grandparents, extended family members, advocates, volunteers and parent helpers, and any others involved in activities or communication related to GGS

**Children** includes students of GGS Primary, children in our Early Learning and Play programs, and siblings, friends or extended family members who are school age or younger

**Code of Conduct**

This Family Code of Conduct covers all forms of communication whether written, spoken or through social media.

**Adults**

Adults are expected to model appropriate behaviour including but not limited to the following:

- Contribute to building a warm, welcoming, inclusive and positive community.
- Engage with teaching and non-teaching staff in a way that is courteous and respectful at all times.
- Engage with staff at appropriate times so as not to interfere with student learning or staff responsibilities.
- Respect staff personal time outside work hours, particularly with regard to emails, phone calls and meetings.
- Approach the class teacher to seek resolution to any concerns. If the situation remains unresolved, parents should then request a meeting with the Head of Primary.
- If a situation arises with another parent, family or child, approach the Head of Primary to seek resolution.
- Refer to the GGS Grievance & Complaints Policy should any issue remain unresolved or further action be required by the Board.
- Be mindful not to discipline children other than their own while at GGS.

## Student welfare

- Refrain from public criticism about GGS Board, staff or students in any public forum, including social media sites.
- Take only photos of their own children, unless permission has been granted by other parents or GGS staff.
- Post only pictures of their own children on social networking sites, unless they have permission from other parents.
- Support their children to uphold GGS values, adhere to any rules, and participate fully in all activities.
- Demonstrate the rules regarding safety, learning and respect which are expected of children at GGS.

## Children

Children are expected to uphold The Gumbaynggirr Giingana rules, which are relevant across all of our programs:

### Safety

- o Keep yourself safe
- o Keep others safe

### Learning

- o Never stop learning
- o Never stop others from learning

### Respect

- o Respect yourself
- o Respect others
- o Respect the environment

Serious breaches of this code by families (children or adults) may lead to the withdrawal of children from our programs at GGS.

**\*\*\*END OF POLICY\*\*\***

