



Executive Summary

Mount Alvernia College, its Principal and its staff owe a duty to take care of students while they are involved in College activities or are present for the purposes of a College activity.

This duty of care is non-delegable meaning that it cannot be assigned to another party.

This duty of care requires taking reasonable measures, regarding all the circumstances, to protect students from risks of harm and injury that should have been reasonably foreseen.

It also extends to taking reasonable care that any student (and other person) on the College premises will not be injured or damaged by reason of the state of the premises or of things done, or omitted to be done, in relation to the premises.

The standard of care required is that of a “reasonable” teacher. This means that the duty of care owed is the duty one would expect from a hypothetical teacher with normal skills and attributes exercising their professional judgment.

The individual circumstances of students, such as age, medical conditions and behavioural characteristics will determine what constitutes reasonable care.

At Mount Alvernia College we manage student safety through a combination of policies, staff learning, assurance and management reporting.

The College has also established our Work Health and Safety (WHS) Program that is designed to create a work safe culture for staff and a safe environment for students, volunteers, contractors and visitors.

School-Specific Procedures

Supplementary procedural information and internal College policies relating to Students can be found under [College Information > Staff Handbook > Students](#).

General Principles

This section of our Student Duty of Care Module includes:

- [Student Duty of Care Summary Policy](#)
- [Recording Student Incidents](#)
- [Identifying Student Safety Hazards](#)

Student Duty of Care Summary Policy

Background	<p>Duty of care is a legal concept that has its origins in the common law principle of negligence. Student duty of care not only underpins, but to a large extent drives, many of the College’s policies and practices.</p> <p>This Policy explains in plain English:</p> <ul style="list-style-type: none">• what “duty of care” owed to students means• the impact of civil liability laws• how teaching staff may discharge their duty of care to students• the circumstances in which non-teaching staff, external providers and volunteers may owe students a duty of care.
Duty of Care Owed to Students	<p>Mount Alvernia College and its teachers owe a duty to take care of students whilst they are involved in College activities, or are present for the purposes of a College activity. This duty of care is non-delegable.</p> <p>The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could</p>

foreseeably arise and against which preventative measures can be taken.

The standard of care required is that of a 'reasonable' teacher. This means that the duty of care owed is the duty one would expect from a hypothetical teacher with normal skills and attributes exercising their professional judgement. The duty owed to students is not an absolute duty to ensure that no harm will ever occur, but a duty to take reasonable care to avoid harm being suffered.

Individual circumstances will determine what constitutes reasonable care. The following issues may be considered in assessing the reasonableness of the level of care in any particular circumstance:

- the student's age, experience and capabilities – younger students require more care than mature students
- physical and intellectual impairment – students with disabilities are exposed to higher levels of risk of injury than students without a disability
- medical condition – special care must be taken to protect students with known, or ought to be known, medical conditions which expose them to a higher risk of injury (e.g. asthma or epilepsy)
- behavioural characteristics – the level of care is increased where students are known to behave in a manner that increases the risk of injury
- the nature of hazards present – increased care is required if the College activity has an inherently high level of risk of injury or the activity takes place in a hazardous environment
- any conflicting responsibilities the College or teacher may have
- normal practices and procedures within the College.

These factors should be taken into account when planning student activities.

Civil Liability Laws	<p>The Federal and state/territory governments have enacted civil liability laws that apply in relation to claims for damages resulting from negligence.</p> <p>These laws limit liability in certain circumstances including, in broad terms:</p> <ul style="list-style-type: none">• the College does not owe a duty of care to warn of an “obvious risk”• the College will not be liable for harm suffered as a result of the materialisation of an “inherent risk”. <p>The existence of civil liability laws means that issues of liability for student care claims in Australia will ultimately be determined by a complex mixture of legislation and common law (judges’ decisions).</p>
Discharging Duty of Care Responsibilities: Our Risk-Based Approach	<p>In discharging duty of care responsibilities, the College and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students’ independence and maximising learning opportunities.</p> <p>To assist in the discharge of our safety responsibilities, we have developed the Work Health and Safety Program through which we identify potential safety hazards and analyse them in terms of the likelihood of an event occurring, and the potential consequences if the event were to occur. A similar risk-based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences together with the Risk Matrix used in our WHS Program, for the purpose of assessing student safety risks.</p> <p>Against each identified student safety hazard the College develops risk controls and/or treatment plans where required. Risk controls often take the form of documented policies that are made available to all College staff through our PolicyConnect site.</p>

	It is important that all staff consistently enforce College rules and safety policies, and actively engage in ensuring the physical and emotional wellbeing of students.
Non-Teaching Staff, Volunteers & External Providers	When non-teaching staff, volunteers and external providers agree to perform tasks that require them personally to care for students (in the absence of a member of the teaching staff), they will also owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.
Child Safety	Our duty of care responsibilities are also discharged through the implementation of our child protection policies, procedures and strategies.

Recording Student Incidents

Recording Student Incidents	<p>Recording of student injuries, incidents of harm (e.g. bullying) and “near misses” is central to Mount Alvernia College's obligation to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.</p> <p>A near miss is an incident that could have resulted in an injury or illness, but did not. For example, if a student trips over uneven flooring but doesn't injure themselves, this is a near miss.</p> <p>The recording of these incidents is key to ensuring that risks of further injury are effectively mitigated, and corrective actions can be implemented.</p> <p>The recording and analysis of data relating to student injuries/harm over time provides key information as to the types of safety hazards that exist within the College and assists us in continuing to develop a safe environment for all our students.</p> <p>To assist in the student injury/harm recording process Mount Alvernia College has developed the following systems and</p>
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	procedures.
Student Injury Register	<p>Mount Alvernia College maintains a register of all student injuries and near misses.</p> <p>This register is maintained on Assurance by Complispace.</p>
Reporting Student Injuries	<p>Student injuries and near misses are reported through Mount Alvernia College's online incident management reporting system Assurance by Complispace which can be accessed either through our PolicyConnect site or on mobile devices.</p>
Reporting Incidents of Bullying	<p>Bullying incidents are recorded directly with the student's relevant Pastoral Guardian or Teacher or through an on-line reporting system.</p>

Identifying Student Safety Hazards

Identification of Student Safety Hazards	<p>Mount Alvernia College's obligation to identify student safety hazards arises from our duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.</p> <p>The recording and analysis of data relating to student injuries over time provides key information as to the types of safety hazards that exist within the College and assists us in continuing to develop a safe environment for all our students.</p> <p>To assist in the hazard identification process Mount Alvernia College has developed the following systems and procedures.</p>
Student Safety Hazard Register	<p>Based upon hazards that would typically be expected to be present in a school such as ours and upon our historical experience of student injuries, we have developed a register of potential student safety hazards. This register is maintained on Assurance by Complispace.</p>

College Inspections	It is our policy to carry out regular inspections of the College's buildings, facilities and grounds to ensure that we maintain a safe environment.
Staff Training	All staff receive training and are regularly consulted with respect to student safety issues. This training and consultation process is key to the development of a positive safety culture within the College.
Reporting Safety Hazards	<p>It is the role of all staff to be aware of student safety issues and to report student safety hazards as they become aware of them.</p> <p>Student safety hazards are reported through our CompliSpace Assurance which can be accessed either through our PolicyConnect site or on mobile devices.</p> <p>When reporting a safety hazard choose the Report a Safety Hazard option.</p>
Analysis of Student Injury Data	Data with respect to student injuries and "near misses" is regularly reviewed against the College's student safety hazard register and new safety hazards are recorded on the register as they are identified and assessed and treated.
Education Sector Information	Information relating to student safety is regularly published by government departments and health and industry associations. Mount Alvernia College monitors this information and incorporates it into our student safety policies where appropriate.

Student Welfare and General Safety

This section of our Student Duty of Care Module includes:

- [Access Arrangements for Separated Parents/Guardians](#)
- [Student Counselling Services](#)
- [Disability Discrimination](#)
- [Photography and Video](#)
- [General Supervision Policy](#)
- [Playground Supervision & Inspection](#)

Access Arrangements for Separated Parents and Guardians

Access Arrangements	<p>The separation of parents can be extremely traumatic, especially for the children involved. Whilst many separations are amicable, others can result in serious disputes between parents/guardians including the creation of court sanctioned custody arrangements.</p> <p>Unless the College is aware that parents/guardians have separated and the status of the separation (including whether there are court orders in place) the safety, wellbeing and development of the child and other students and/or staff may be at risk. In addition, the separation, if not properly managed by the College, may affect the best educational interests of the child.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe environment for all our students, workers and visitors.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• a copy of the court order and relevant information that restricts access to children from certain individuals should be provided to the College upon student enrolment or at the time the order is made• parents/guardians keep the College informed in the event of separation and the status of any court proceedings affecting access arrangements• a copy of any court orders must be maintained on the relevant student's files and the terms of the court orders affecting access arrangements must be advised to the student's teachers and any other staff (such as sports coaches or music teachers) who are responsible for supervising the student• any court order with regard to access/custody arrangements will be upheld by the College• under no circumstances will the College release addresses or contact details of a child or parent, to another parent without

	<p>a court order, unless there is consent</p> <ul style="list-style-type: none">• staff will not become involved in resolving disputes concerning student family matters• if there is reason to believe the child’s safety may be at risk, the College will withhold the student until further instructions are received from the appropriate parties.
Parental Access to Student Information	<p>Parental access to student information will be dependent upon whether or not there is any court order in place affecting such access.</p> <p>The College will provide student information concerning a child’s education to parents/guardians by:</p> <p>* giving students documents to take home/ delivering them by email; or</p> <ul style="list-style-type: none">• giving them access to the College's student/parent intranet. <p>Parents/guardians may request access to student information and documents which the College will make available, unless the College is aware that there are court orders that deny access to the relevant information.</p> <p>The College will release student information to external organisations such as the police and government agencies, if required to do so by law.</p>
Pick Up of Students at the College	<p>Parental access to pick up students either after or during College hours will be dependent upon whether there is a court order in place affecting such access.</p> <p>Generally, either parent/guardian has the capacity to pick up their child at the end of the day. Similarly, either parent/guardian may pick up their child during College hours, upon providing sufficient reasons to the College.</p>

In cases where a court order is in place and someone other than the usual person arrives to pick up a child during College hours or to pick up a child at the end of the day, caution should be exercised. In these circumstances, reference to the court order on the student's file should be made to ascertain the nature of the relationship between the student and the person who is seeking to pick up the child. The parent named on the student's file as having responsibility for the long-term care of the child or responsibility for educational matters, should be contacted to determine whether the request to pick up the student should be permitted.

If the parent does not give permission, the child is hesitant to go with the person, or the supervising teacher has reason to believe that the child's safety may be at risk, the College will not grant permission to remove the child.

If the person refuses to leave the College or becomes agitated or aggressive, they should be told that failure to leave the premises will lead to the police being called. If the person continues to remain on College premises despite the warning, the police should be contacted.

Note the College is not the appropriate place for a separated parent who has limited contact with their child under a court order to have contact with their child.

Parental Involvement in College Activities

Parental involvement in a child's College activities will be dependent upon whether there is a court order in place affecting such involvement.

Generally both parents may attend and become involved in College activities in the normal course. This may include canteen duties, reading classes or assistance on excursions or sporting events.

Involvement in College activities will be denied if contact is considered inappropriate or there are genuine concerns for the

	<p>safety and wellbeing of the student, other students and/or staff. Such cases may include where one parent/guardian has an Apprehended Violence Order (AVO) against another parent or a child, or where the one parent has been denied the long term care of the child or responsibility for educational matters by court order.</p> <p>Where a conflict arises, the Principal or other appropriate senior staff member should be contacted and it shall be their responsibility to determine how to handle the conflict situation.</p> <p>Note a mere objection to participation in the activity is not a sufficient reason to deny participation without a court order, unless there are genuine concerns held for the safety, wellbeing or the best educational interests of the child and/or other students.</p>
<p>Staff Responsibilities</p>	<p>All staff must:</p> <ul style="list-style-type: none"> • familiarise themselves with any court orders that may exist with respect to students in their care • be alert to signs that a child may be suffering stress as a result of a separation and report the same to the Pastoral Guardians, Counsellors, Teaching & Learning Guardians, relevant teachers or Deputy Principal: Student • refuse permission for a parent to pick up a student under their care where there is any perceived danger to the safety of the child • notify the Principal in the event a conflict situation arises • follow the guidelines as set out in this Policy.
<p>Implementation</p>	<p>The Principal and Leadership Team are responsible for the effective implementation of this Policy.</p>

Student Counselling Services

<p>Counselling Services</p>	<p>Within a school environment students may experience a wide range of behavioural, emotional, social and psychological issues</p>
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	<p>that, if left untreated, may jeopardise their wellbeing and learning. Examples include mental illnesses, friendship difficulties, family breakdowns, relationship issues, eating disorders, bullying, traumatic events, alcohol and substance abuse, self-esteem and identity difficulties.</p> <p>Mount Alvernia College provides professional counselling services to assist students and their families deal with issues that may hinder their development.</p>
<p>Mount Alvernia College's Policy</p>	<p>Mount Alvernia College is committed to providing a safe environment and assisting students develop appropriate skills and attitudes to resolve problems in academic, psychological, emotional and social contexts.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> • professional counselling services be made available to all students at no additional charge • the College’s counselling services be highly visible to students and the general College community • the College’s counselling services are easy to access.
<p>Counselling Services Details</p>	<p>Students do not need a referral in order to use the college counselling services.</p> <p>These services can be accessed by all students simply by contacting Emma Moore or Jessica Sexton.</p> <p>College counselling services are free for all students.</p>
<p>Visibility of Counselling Services</p>	<p>The availability of the College’s counselling services are highly visible to students and to the wider College community. Initiatives to ensure the visibility of the College’s counselling services include:</p> <p>* training all staff as to the nature and availability of the services</p>

	<ul style="list-style-type: none"> • providing contact details for counselling services on the college’s student/parent portal • providing details of counselling services in the college staff handbook • providing details of counselling services in the college student diary • placing posters strategically around the college - see a copy here • providing students and parents/carers with information regarding counselling services at induction
<p>Counselling Sessions</p>	<p>Counselling sessions will focus on being supportive and offering problem centred outcomes. If appropriate, the Counsellor may take a joint approach and include other staff.</p> <p>Counselling sessions may be held during class time, in breaks or before or after school. It is the student’s responsibility to ensure that appointments do not clash with assessments.</p>
<p>Parents/Carers</p>	<p>Parents/carers will be involved with the student’s counselling from the initial stages unless the student has voluntarily approached the Counsellor.</p> <p>Parents/carers may seek advice from the Counsellor about their child’s progress and education options, including access to special education services and information about assistance from other agencies.</p>
<p>Referrals to External Specialists</p>	<p>Occasionally referrals will be made by the Counsellor to external professionals such as paediatricians, psychiatrists or speech pathologists. This may be the case depending on the nature of the required intervention or the degree of involvement required.</p> <p>Referrals to specialists outside the College will be discussed with the student and their parents/carers, and the rationale for this will be explained.</p>

	<p>A list of suitable practitioners will be given to the student or parent/carer. The Counsellor will facilitate referrals upon request and will be entitled to receive reports from the external practitioner.</p>
Confidentiality	<p>Discussions held between the student, their parents/carers and the Counsellor are confidential to the extent that information will only be made accessible to other College staff on an as needed basis.</p> <p>Confidentiality practices will be explained to students prior to counselling.</p>
Involvement of Other College Staff	<p>Where necessary and appropriate, the Counsellor may discuss the student's circumstances with the student's teachers, having regard to confidentiality.</p> <p>Teachers are encouraged to discuss concerns they may have, regarding individual students in their class who are attending counselling.</p> <p>Any counselling staff will report to the College Board regularly to provide general feedback on counselling services within the College and specifically on individual matters on an as needed basis.</p>
Records	<p>Appropriate records must be maintained including details of the student's name, the date of each session, those present at the session and a brief summary of the main issues discussed.</p> <p>Similarly, meetings and/or telephone conversations regarding the student with parents, staff and external specialists must also be recorded.</p> <p>All records written by the Counsellor remain the property of the College. Access to counselling records will only be provided where appropriate legal requirements are met.</p>

Staff Responsibilities	<p>All staff must:</p> <ul style="list-style-type: none">• make themselves familiar with the College’s counselling services• bring to the attention of counselling staff any specific issues of concern relating to students under their care• encourage students to use the College’s counselling services where they feel the student would benefit from these services• follow the guidelines as set out in this Policy.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none">• staff training in identifying vulnerable students and effective referral processes• student and parent/carer education and information• development of a culture of awareness where students look out for other students and encourage each other to seek help• effective referral management within and outside the College community• effective communication and incident notification procedures• effective record keeping procedures• initiation of corrective actions where necessary.

Appointments with the College Counsellors

The below information is included in the Student Planner each out and outlines the process for students to seek assistance from a College Counsellor.

Guidance Counsellors

Appointments with the College Counsellors are confidential. This means that what is discussed during an appointment is not shared with anyone else - parents, friends, teachers, etc, unless an agreement is made between the Counsellor and student. If information shared with a Counsellor

indicates that a student is at risk or harm or in danger, then the Counsellor may need to break this confidentiality agreement. In most cases, this is discussed with the student first.

The Student Planner outlines strategies for students to follow if they are experiencing distress. If they have followed the steps and still feel that they need assistance, they are advised to do the following:

- Visit their Pastoral Guardian
- Email the counsellors at counsellor@staff.mta.qld.edu.au
- Use the referral form at Student Services, or
- Ask a teacher; pastoral guardian or parent to refer for them.

Appointment Process

The Counsellor determines the date and time of student appointments and will email the student with this information. The Counsellor then alerts the teacher whose class the student will be missing to attend the appointment. This allows the teacher to get back to the Counsellor if the appointment causes difficulties, e.g. because of an exam, excursion, etc. The student will come straight to the Counsellor at the beginning of the designated period. If this is in the middle of class, the student would, of course, be expected to excuse themselves before leaving. Students should not ask to leave class to see the Counsellor unless the above procedure has been followed. At no time will groups of students be sent from a class to see the Counsellor.

Careers Counsellor

Students are encouraged to drop into the Futures Hub to:

- make sound career decisions and set directions;
- choose and change degree programs and majors;
- discover resources to support career decisions and actions; and
- plan for employment after graduation.

Career counselling involves confidential sessions where a student's career, life plans and personal influences that will affect their career are discussed. Career appointments typically involved setting goals and learning tasks to enable effective career decisions. As well, the College offers a variety of Vocational Education and Training (VET) pathways, which can also be discussed with the Registered Training Organisation (RTO) Manager.

Adapted from the 2021 Student Planner

College Guidance Counselling Service

Information for Students and Parents

YOUR RESPONSIBILITIES IN THE COUNSELLING PROCESS

Counselling is most effective when you form a trusting relationship with the counsellor. Resolving issues often means that you have to make some changes, so be prepared to work with the counsellor on different ways of thinking and behaving to achieve your goals.

When you use the counselling service it is important that you always keep scheduled appointments and follow through with the actions you agree to, during the session

INVOLVING YOUR PARENTS/CARERS

The support and understanding of your parents/carers may help to resolve an issue and increase your safety and wellbeing. So, the counsellor may ask you if you would like to involve them in the counselling process. The decision whether or not to involve your parents/carers is up to you, and your views will be respected.

If you have not given your consent, the counsellor may ask you again at a later time to check whether you have changed your mind and would now like your parent or carer to be involved.

Your parents/carers might also make an appointment to meet with the counsellor seeking support to manage issues that concern them as parents. They will be assisted by the counsellor in the same way as you are. The information from their appointment will not be shared with you, nor will the information you have shared be given to them, without consent, unless it is necessary to prevent a serious threat the counsellor anticipates to your or others' safety and wellbeing. Refer to the ****Confidentiality and Informed Consent**** section further down in this document.

REFERRALS

If you are referred to another service provider it is important that you plan how you will meet this commitment.

The counselling service provides short term assistance. If the problem you are experiencing requires long term support or the counsellor thinks you would benefit from assessment or treatment by a referred health clinician, a referral to an external service will be recommended and your parents will be contacted to enable this to happen.

CONFIDENTIALITY AND INFORMED CONSENT

It is the responsibility of counsellors to protect the confidential information you share with them during the counselling process. Sometimes, however, it may be necessary for the counsellor to share information with particular people to help you resolve complex problems.

Counsellors will share your confidential information when:

- You ask them to, or
- They ask for your informed consent and you give it.

Counsellors will only share your confidential information without your consent when:

- They are required to do so by law (see ****Mandatory Notification Requirements ****section below),
or
- The counsellor believes it is necessary to help prevent a serious threat to yours or others' safety or wellbeing.

MANDATORY NOTIFICATION REQUIREMENTS

It is a legal requirement that information about child abuse and neglect is reported by the counsellor with or without your consent. This means that if you share information with adults at school that leads them to suspect (on reasonable grounds) that you , or others, have been (or are being) physically, emotionally or sexually abused or neglected, the law states they can no longer keep the information confidential. The record of these notifications is not kept in your student file for all staff to see, but stored securely and separately.

MANAGING YOUR PERSONAL INFORMATION AT SCHOOL

Student file: Information held on a student's file will be collected, used and managed in accordance with Mount Alvernia College's **Privacy Policy**. See the College website for this information.

Counsellor Records: The information you share with the counsellor is often very personal. This information **will not** go into your student file. Instead, it is managed by the counsellor who is required to keep the information secure. The time frame for which these files are kept is in accordance with legislative requirements.

Record Keeping: school counsellors are required to keep records of their work with students. The records enable them to remember accurately important information, so they can identify issues and make decisions. Counsellors make notes of:

- Information shared
- Advice given
- Actions taken
- Agreements reached
- Consent refused or given
- Incidents witnessed

These records can be referred to at a later time to ensure events and issues are remembered accurately. In some instances, such as emergency events and reports of child abuse and neglect, record keeping is a requirement for people working in schools. See **Mandatory Notification Requirements** as outlined earlier in this document.

KEEPING RECORDS SAFE

A counsellor's records must be kept securely, either in a locked file or password protected if kept electronically. The counsellor makes sure that the information recorded is accurate and complete. To do this they regularly update records so that what is kept remains relevant to your current situation.

MAKING AN APPOINTMENT WITH A COUNSELLOR

School counsellors devote time each day to counselling and providing support to individuals and groups of students. If you wish to discuss an issue you can go directly to the counsellor who will speak to you briefly before making an appointment at a time that suits you both.

Parents/carers or teachers who are concerned about you can ask the counsellor to make an appointment with you. This may make it easier for you to seek support. However, it is up to you whether you use the appointment to do so or not.

More information on making an appointment can be found in the Student Planner under **Appointments with the College Counsellors.**

WHAT TO DO IF YOU ARE UNHAPPY WITH THE COUNSELLING SERVICE

If you feel dissatisfied with the counselling service at school, it is important that you bring your concern to the attention of someone who can do something about the issue. It is suggested that you follow procedures, approaching the issue by choosing any of the following strategies:

- Talk directly to the counsellor and see if you can overcome the problem together.
- Approach another trusted staff member in the school and ask them to speak to the counsellor, on your behalf
- Speak directly to the **Deputy Principal - Students Development & Wellbeing**
- Write a note to the **Deputy Principal - Students Development & Wellbeing**, marking it 'confidential'
- Ask your parent/carer, or another trusted person, to speak to the counsellor, or **Deputy Principal - Students Development & Wellbeing** with you or on your behalf.

The **Principal** is responsible for managing the school and looking after the wellbeing and safety of all members of the school community and is required to address your concern. Both you and the counsellor have the right to stop the counselling relationship at any time. The counsellor may refer you to another person at the College or to someone outside of the College. This referral will be made in a way that respects and protects your wellbeing and safety needs.

"The counselling service at Mount Alvernia College provides help and support for you, your friends and the wider school community, to help you manage things that are happening in your life and to develop the skills and confidence to be able to do so more independently in the future".

The counselling service offers:

- Help to manage relationships with family, teachers and peers
- Support to manage issues of concern
- Information about and referrals to other support agencies
- Support to encourage attendance and learning at school.

A common way counsellors can support you is by offering to talk with others on your behalf, for example with teachers, friends or parents.

You will give permission for this to happen, decide with the counsellor whether or not you should be present and you will be able to check any written notes that you agree should be distributed to your teachers.

As well as offering a counselling service, counsellors perform other roles within the school such as implementing school and behaviour management procedures and planning and teaching Personal Development classes.

Source: Adapted from: Department of Education and Children's Services (2015). School-based Counselling Service. Government of South Australia. Mount Alvernia College Staff Induction & Onboarding Handbook.

Disability Discrimination

Disability Discrimination	<p>Disability discrimination occurs when a person with a disability is treated less favourably than a person without a disability, in the same or similar circumstances.</p> <p>The definition of disability includes a wide range of impairments including physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also covers discrimination against a person because of a physical disfigurement or a disease (e.g. Human Immunodeficiency Virus – HIV).</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe and educationally supportive environment that values and encourages participation by all students and workers, including those with disabilities.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• students with disabilities can participate in education and training without discrimination• students with disabilities have opportunities to access the College curriculum and achieve educational outcomes, in the same manner as students without disabilities

	<ul style="list-style-type: none"> • reasonable adjustments will be made where necessary, to ensure students with disabilities are able to participate in all activities available to students without disabilities • individualised programs will be developed for students with disabilities in consultation with parents/carers and relevant experts • all processes are accessible and transparent • disability discrimination prevention strategies are reviewed on an annual basis against best practice.
<p>Discrimination, Harassment and Victimisation</p>	<p>Mount Alvernia College does not tolerate discrimination, harassment and victimisation of any type including disability discrimination.</p> <p>This is achieved by:</p> <ul style="list-style-type: none"> • informing all staff and students that disability discrimination is not acceptable • providing information and training concerning non-discriminatory methods of teaching • ensuring staff and students are aware of appropriate actions to be taken if harassment or victimisation occurs • establishing strategies and programs to prevent harassment and victimisation of persons with a disability • ensuring strategies and programs extend to not only students but also to their parents/carers, who may experience discrimination as a result of their support role to a person with a disability, or who may have a disability themselves.
<p>'Same Basis' Opportunities</p>	<p>The fundamental concept in operation at Mount Alvernia College to prevent disability discrimination is the 'same basis' concept. This means treatment of students with a disability must be on the 'same basis' as students without a disability, when presented with opportunities and choices offered to students without disabilities.</p>
<p>Reasonable Adjustments</p>	<p>Mount Alvernia College will provide reasonable adjustments upon consultation with the prospective student with a disability and</p>

	<p>their parents/carers to assist the student undertake education offered.</p> <p>Whether an adjustment is reasonable will depend on balancing the student's learning needs with the interests of all parties affected, including those of the student with a disability, the College, staff and other students.</p> <p>Depending on the needs of the student, adjustments may include modifications to College's buildings or facilities, procedures and resources.</p> <p>Modifications to enable student access to College buildings and facilities and participate in everyday College life include adjustments to toilets, ramps, safety railings, the gymnasium, computer rooms and laboratories to ensure students with disabilities can access these facilities safely.</p> <p>Mount Alvernia College is not required to provide adjustments where doing so would cause unjustifiable hardship to the College.</p> <p>All processes for adjustments within the College, including review and grievance procedures, will be transparent. All decisions will be made in a timely way that optimises the student's participation in education and training.</p> <p>Unjustifiable hardship is determined via an individual assessment of the prospective student's needs balanced with the costs associated with additional staffing, the provision of special resources or modifications and health and safety and duty of care requirements.</p>
Disability Information	Information obtained in relation to the student's disability will remain confidential and will only be disclosed for the purposes of making adjustments or in accordance with a lawful requirement.
Complaints	Complaints of unlawful discrimination should be made to the College.

	Complaints will be properly and effectively dealt with using the College’s complaint procedures, including conciliation in the first instance.
Staff Responsibilities	All staff must follow the guidelines as set out in this Policy.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff training to equip staff with knowledge, skills and understanding to enable students with disabilities to participate in the full range of educational programmes or services, on the same basis and to the same extent as students without disabilities • student and parent/carer education and information • effective management of the enrolment and accommodation of students with disabilities • the development of an ‘anti-discriminatory’ culture within the College community • the development of a culture that maintains the disabled student’s dignity and privacy • the establishment of processes for ongoing evaluation, monitoring and review of the effectiveness of the management of students with disabilities • effective communication and incident notification procedures • effective record keeping procedures • initiation of corrective actions where necessary.
Documentation	<p>The College maintains records of all reasonable adjustments that have been made for students with a disability.</p> <p>These records are maintained by the Insert Person Responsible for Disability Adjustments and are stored Insert Storage Location of Disability Adjustments.</p>
Discipline for Breach of Policy	Where a staff member breaches this Policy Mount Alvernia College may take disciplinary action.
Key Reference	This policy has been developed having regard to the <u>Disability</u>

Standards for Education 2005.

General Supervision Policy

Supervision Obligations	<p>Mount Alvernia College and its teachers owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. Refer to our <u>Student Duty of Care Summary Policy</u> for more detail.</p> <p>The provision of adequate supervision is fundamental to ensuring that Mount Alvernia College meets its duty of care obligations.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe environment for all our students when they are in the care of the College.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• supervision is provided to students having consideration to the degree of care needed for the protection of students and having regard to:<ul style="list-style-type: none">• their age, skill and experience• any physical and/or intellectual impairments• existing medical conditions• known behavioural characteristics• the nature of activities being undertaken and hazards• supervising staff receive first aid training and adequate first aid facilities are available having regard to the nature of the activities being undertaken (refer to our <u>First Aid Policy</u>)• accidents and incidents are promptly dealt with through appropriate treatment and/or intervention• material accidents and incidents are recorded, and corrective action implemented where required (refer to policies relating to <u>reporting of safety hazards</u> and <u>capturing records of student injuries</u>).

	<p>Mount Alvernia College has developed the following guidelines with respect to supervision.</p>
<p>Classrooms</p>	<p>Teachers are responsible for the supervision of their students in their classrooms and in particular should be vigilant to ensure:</p> <ul style="list-style-type: none"> • adequate age appropriate supervision having regard to the nature of the activities being undertaken • proper use of any plant and equipment • proper handling of any hazardous substances • proper use of relevant protective equipment
<p>Playground Supervision</p>	<p>Playgrounds are supervised by staff immediately before and after school, during recess and lunch. Refer to our <u>Playground Supervision and Inspection Policy</u>.</p>
<p>Before and After School Supervision</p>	<p>Whilst the College is committed to ensuring student safety it requires and expects parental co-operation in managing safety issues immediately before and immediately after school.</p> <p>As a general rule Mount Alvernia College provides limited supervision for approximately 30 minutes before and after school.</p> <p>Where College activities (such as sport or band practice) are arranged before or after school appropriate supervision will be provided for attending students depending on the time and location of the activity.</p> <p>Parents are informed of supervision arrangements and are made aware that students who attend school outside established supervision times may not be supervised and may not receive the care that is normal during the school day.</p>
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff training • effective communication and incident notification procedures

	<ul style="list-style-type: none">• effective record keeping procedures• initiation of corrective actions where necessary.
Discipline for Breach of Policy	Where a staff member breaches this Policy Mount Alvernia College may take disciplinary action.

Information and Communication Technology

Technology @ Mount Alvernia College

Mt Alvernia College prides itself on a Franciscan values-based model of education that strives to provide relevant, engaging, 21st century education. We actively encourage our students to develop the skills, knowledge and behaviours that they will need as responsible participants in a global community. To this end we use instructional technology to create rich learning experiences that develop life long skills such as collaboration, communication, creativity and critical thinking. These practices are based on the pedagogies identified in the research as improving teaching and learning.

To facilitate this process Mount Alvernia College has introduced a **Bring Your Own Technology** program. Bring Your Own Technology (BYOT) is a model of device provision whereby parents purchase a laptop for their daughter and which also allows for the optional use of additional devices by students. The school provides software, wireless and network infrastructure as well as internet access to the students. When participating in this program students must adhere to all the conditions in this document including the College's **Responsible Use of Information and Communication Technology Resources by Students Policy**.

Digital Citizenship and Cyber Safety

At Mount Alvernia College we believe that all members of the community are digital citizens and the understanding and use of digital literacies are essential for successful participation in society. The digital citizenship policy at Mount Alvernia is founded on the College values of simplicity, trust and respect. We believe in a Digital Citizenship model that provides a safe, supportive, responsible and ethical use of technology and online environments, not only for teaching and learning, but also for life as a contemporary citizen. As part of this belief, we believe it is essential that all members of the community are aware of their rights and responsibilities when using technology and participating online.

A digital citizen at Mt Alvernia is someone who adheres to the following when using technology and in online environments. They

- are willing to use technology and participate in online environments
- embraces technology and online use as integral to learning both in and out of school
- will strive to keep themselves safe online through appropriate actions & relationships
- can be discerning in their use of online information and sites
- understands that they may experience problems when using technology but can deal with them as they arise
- will understand and be competent in the use of digital literacies
- understands that technologies and literacies are constantly evolving and can adapt their practices and understandings to suit these changes
- will be ethical and moral in all of their actions concerning technology and online environments
- is able to manage their security and privacy of technology use in online environments
- will be positive in their use of technology and understand the legacy of their actions online
- make appropriate decisions when communicating and collaborating online
- will know that stealing and causing damage to other peoples' work, identity and property both physically and online is a crime
- is aware that is important to partake in digital downtime and use technologies in ways that contribute to health and wellbeing
- is willing to assist others in their community in becoming better digital citizens

Bring Your Own Technology

Devices

All students at the college are required to have a laptop computer. To ensure efficient running of the software students will require for their learning, the following minimum specifications are required:

- A laptop (NOT chromebooks, iPad or similar) with touch capabilities.
- i5 processor or M5 or Ryzen 5
- 8 GB RAM
- 256GB of storage
- Sufficient battery life to last a school day

- Windows 10

In essence, students will require a laptop capable of running the Adobe software suite: the most hardware hungry software currently used at College.

Optional Devices

Students may also connect up to two additional devices to the school network eg tablet or smartphone to support their learning.

Software Requirements

The College's [**BYOT Moodle page**](#) will have updated lists of required software and hyperlinks to where these can be obtained. All students and parents will automatically be enrolled in this course so it is available in the "My Courses" dropdown at the end of the menu bar.

Safety of Devices

Each student is responsible for her own devices and should use them responsibly and appropriately. Mount Alvernia College takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices. We strongly recommend parents purchase accident protection with their device and check the conditions of their contents policy regarding coverage of personal electronic devices, as many insurance policies may not cover loss or damage.

Responsible Use of Information and Communication Technology Resources by Students

While using College equipment and/or network, student behaviour must reflect the Franciscan ethos of the College, remembering at all times that the use of equipment and communication facilities is a privilege and not a right. As a result, any inappropriate usage can result in the suspension or cancellation of some or all of those privileges. The College or its representatives will be the sole arbiters of what defines inappropriate use and its decision is final. In serious cases, the behaviour may be regarded as criminal, and the appropriate authorities will be notified.

Monitoring

To allow Mt Alvernia College to carry out its duty of care to its students and so that systems and networks are functioning properly, the College monitors the use of its ICT resources. Students should realise that the College has the right to inspect any files that are stored on or attached to the College network. Users should not expect that files stored on the School's computer servers will always be private.

Specifically, student use of the internet and paper is monitored to facilitate responsible usage. ICT resources include the use of computers, the Mt Alvernia College network (both cabled and wireless), the Internet, e-mail, digital still or video cameras, burners, printers, scanners, tablets and any other device used to acquire, transform, publish or produce digital information.

General Student Responsibilities

1. Access to and use of Mt Alvernia College ICT resources are provided only to current students for work that is related to their studies and has an educational purpose.
2. Students are responsible for their own data storage and back ups. Any student files left on Mt Alvernia College network servers at the end of each calendar year may be deleted. Students are encouraged to delete their unwanted files on a regular basis to free up disk space.
3. Students should not download software, unless asked to do so by their teacher
4. The ICT resources of Mt Alvernia College must not be used for any for-profit activities unless done so under the direction of the teacher.
5. Students should use the computer network and the Internet in a manner that does not create congestion eg to distribute chain letters or SPAM.
6. Students should not access, play or download video, audio or game files unless they are directly related to their school work or authorised by their teacher.
7. Internet chat sites are prohibited unless access is directed by the supervising teacher.
8. Students should use all computers and related equipment in a safe and appropriate manner as follows below.

Safe and Appropriate Use

- Security of any computer system is a high priority. Security relates to both the physical part of the network and the data it contains. If a user feels that she can identify something wrong with the network, the user must notify her teacher as soon as possible and must not demonstrate the problem to other students.
- Students should use only their own passwords to access the College's network.

- A student should not share or distribute her password or access codes as she will be held responsible for any acts done in her name. If a student suspects that someone else knows her password she should change it.
- Students must not attempt to circumvent the security measures in place at the College by using or attempting to execute software or scripts to gain unauthorised access to other computers or by using proxy web sites.
- So as not to compromise the security of the system students should not attach (wirelessly or otherwise) their personal equipment into the network without prior permission unless it is done so under the terms and conditions of the **Bring Your Own Technology Policy**.
- Students should not leave a workstation (PC, Laptop, Terminal, Tablet) logged-on and unattended in a public or private work area without locking the station (password locking). This applies whether on Campus, at home or any remote site.
- Students must not inappropriately modify or destroy Mt Alvernia College data.
- Any use of the Internet or College computer network should ensure that there is no possibility of transmission of viruses or programs that may harm data or computer hardware and software.

Legal issues

There are many laws, which are relevant when using the College's ICT resources. These include but are not limited to:

Copyright and intellectual property

Generally speaking, a person needs to get the owner's permission before copying or using material, however if the material is used for research or study it is generally called "fair dealing" and will not infringe copyright.

Any copied material must be identified and referenced. If a student is in any doubt about her right to copy material she should ask her teacher or the College's librarian.

Bullying or Other forms of Harassment Including Defamation

Bullying, harassment or defamation are very serious acts. Material, which promotes hatred or discrimination based on age, race, religion, gender or sexual preference, threatening letters or unsolicited advertising, and false or defamatory statements must not be posted or published on the Internet.

N.B. College equipment is not permitted to be used to engage in such activities. Evidence of the above offences may be obtained from the College network to be used as evidence in proceedings, which arise from alleged behaviour.

Privacy

Students should exercise discretion or seek advice before communicating personal information to online sources.

A student must not impersonate another student's identity or perform any activity using an anonymous or misleading identity while using the College network.

Illegal Activity

There are many types of activities, which are against the law: these include tampering with computer hardware or software, unauthorised entry into computers, knowledgeable vandalism or destruction of computer files.

It is also illegal to download certain material: sites that contain pornography, violence, discrimination or hate would fall into this category.

- College resources must not be used to gain access to information on the use of illegal drugs, dangerous materials or other illegal activity;
- Students should not access inappropriate internet sites or supply inappropriate site addresses to others. A separate list of what may be considered an inappropriate web site is contained below.

A violation of this law will be reported to the appropriate authorities.

Examples of Inappropriate Internet Sites (list intended as a guide only)

Inappropriate sites include sites that:

- contain inappropriate sexual material;
- promote hate or violence;
- contain discriminatory material of any description;

- offer instructions, software or scripts involved with system and security hacking, virus construction, application modification, user or network disruption;
- offer advice or instruction on weapons manufacture;
- offer 'pirated' access to material which is subject to copyright;
- broadcast real-time radio or TV programmes (other than for curriculum usage).

Student/Parental Agreement

The student/parent agreement is available through a parent login in **Moodle**.

Parents should only finalise the agreement once they have completed the following:

- Checked that their daughter's device meets the minimum hardware specifications
- Checked that all required software has been installed on their daughter's device (a checklist is provided on Moodle)
- Read this document in its entirety
- Understood that accident protection and insurance is the responsibility of the student\parents and not the College

Students should not attempt to access the College's network until this process has been completed.

If required, paper copies can be made available.

Source: Bill Fisher (ICT Manager - September 2021)

Supporting Students Diverse in Gender

Overview

Mount Alvernia aims to provide an inclusive educational environment that has its foundations in the values of the Catholic Church. This educational environment is also set within the legislative and regulatory framework that exists within Queensland and Australia more broadly.

Purpose

The purpose of this policy is to provide a framework that guides decision making and supports all members of the college community when a student identifies as having gender identity issues.

The College aims to support and respect the student's preferred gender identity and encourages all members of the College community to provide the same level of respect and support.

Definitions

The *Sex Discrimination Act (Cth) 1984* broadly defines gender identity as "*the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not), with or without regard to the person's designated sex at birth.*")

The College prohibits unlawful discrimination and bullying, including on the grounds of gender identity.

For a list of terms frequently used in relation to gender diversity, please refer to the [Definitions](#) page.

Policy

As in all aspects of providing students with a holistic education, Mount Alvernia views the consideration of supporting students with gender identity issues as a partnership with the student and their parents/caregivers.

Supporting Students Diverse in Gender will be enacted if a student has identified as having a gender identity different from the sex they were designated at birth and the student and their parents/carers have requested support from the College.

In general, the following steps will be followed once the students and parents/carers have requested support.

1. Parents/caregivers are to provide the College with a letter from a gender identity specialist or psychologist that outlines the issues and recommendations. This written communication is required so that the College can plan appropriately and develop an individual plan to support the student.
2. Relevant stakeholders, including the student, their parents, specialists, and college staff will meet to formulate strategies and develop an individual support plan for the student whilst they are at school.
3. The support plan will be trialed for an appropriate amount of time, reviewed, and adjusted where necessary.

4. At all times, the College will aim to respect the privacy and confidentiality of the gender identity of its students so far as is reasonably practicable.
5. It is important for everyone to understand that a student who will be choosing to change their gender identity is an ongoing capacity; they will not be entitled to choose different genders each day.

Individual Support Plan

In conjunction with the student and their parents/caregivers, the **Principal, College Leadership Team,** and the **gender identity specialist/psychologist** will be involved in creating a school support plan that aims to ensure that the College appropriately responds to the student's needs and addresses any potential facilities and privacy issues. These plans will generally be developed over a number of meetings to allow time for trialing and opportunity for review and adjustments to occur.

It is important that the student understands they are a partner in the plan and actively follows the agreed decisions.

The process and considerations involved in developing individual support plans will be different depending on each student's particular preferences and needs. However, as a guide, the support plan may:

- outline the student's gender identity;
- identify current external supports that are in place;
- identify potential school-based wellbeing support;
- identify the student's or the parents'/carers' desired assistance from the College;
- consider the best timing to undertake any change of gender identity, such as after term break;
- consider the implementation of a student support group to support, guide, and monitor the student's progress;
- outline agreed arrangements in relation to toilet facilities, uniform, and sport;
- consider the wellbeing of other students in the event the student's gender identity change becomes known and causes distress. This may include a student support referral process;
- determine which other staff members need to be advised to support or teach the student;
- list the names of staff members who know of the gender identity change;
- identify the main points of contact for both the student and the college community;
- delegate responsibilities and roles under the plan;
- consider an appropriate communications strategy;
- identify processes to:

- o review the plan;
- o inform others should it be decided necessary;
- o amend college documentation and records;
- o address potential college community concerns; and
- o manage unforeseen circumstances.

In the instance that the student is new to the College, the best way to protect the student's privacy and confidentiality is generally to minimise the number of staff required to know the student's gender identity status. In some cases, this may be limited to the Principal. No one can assume that a staff member, extended family, or the student's social network is aware of the student's gender identity.

Name Changes

If a student's parents/caregivers have applied to change the student's name on their birth certificate and wish for the College to update their records accordingly, the College will require the student's parents/caregivers to provide a letter to the College requesting name and pronoun changes. Once received, the college database will be updated and a new student ID card will be made. The College will also require a copy of the student's new birth certificate, reflecting their name change once it becomes available.

Respecting a young person's request to change name and pronouns is an essential part of validating and supporting their identity. Students may refer to themselves by a name of their choosing. College staff will be encouraged to use the name, personal pronouns and preferred gender if requested by the student.

Facilities

The College will aim to give careful consideration to the appropriate use of facilities such as toilets, showers, and change rooms, in consultation with the student, their parents/guardians, and their gender identity specialist/psychologist.

Whilst the College will endeavour to accommodate the student's preferences with respect to facilities use, this may not always be possible but will be assessed on a case-by-case basis in discussion with

the individual student.

Uniforms

In circumstances where a student is undertaking a gender identity change, the College will endeavour to accommodate the student's preferences with respect to uniforms (ie both college and sports uniforms). The same uniform standards and guidelines apply to all students and it is an expectation that they will adhere to all uniform dress codes.

Curriculum

All curriculum should be facilitated in a manner that promotes inclusivity. When developing and delivering curriculum around gender, relationships and sexuality, teachers should avoid making generalisations and assumptions about sexuality or gender identity. Teachers should be kept up to date with the most current resources and promote inclusivity, acceptance and care for all.

Outdoor Education Program

When determining school camp arrangements, the **Deputy Principal – Student Development and Wellbeing** will talk with the student and the camp providers about their choices for sleeping arrangements, toilets and change areas.

When participating in physical activities at camps and other outdoor education experiences, the student will negotiate with the staff about what degree of participation is appropriate. Activities which may cause a great degree of discomfort will be discussed and alternative arrangements will be made where appropriate.

Risk assessments should be carried out prior to Outdoor Education Activities so that any reasonable adjustments may be made if necessary for the individual student.

Physical Education and Sport

All students have the right to participate in sporting activities. Physical Education teachers are used to differentiating their lessons and taking into account the range of size, build and ability in the class

to keep all students safe and so the same principles can be applied. These considerations should be discussed with individual students themselves.

The type of sport, level of ability and physical contact rules will be considered when deciding what is appropriate. If a student is taking medication to suppress pubertal development that impacts on differences in strength and stamina this should be taken into consideration when considering if a restriction is required.

Swimming can be problematic for young people identifying as gender different from the physical development of their body. Flexibility may be required in either the swimming costume or participation in swimming.

Community Adjustment

Where the student changing gender identity is a current student, community members who knew the student before may need:

- support;
- further information on gender identity; and/or
- to discuss issues in general with a senior staff member.

The College will endeavour to ensure that an appropriate contact person is designated to handle any community concerns.

Adjustments to a student's change in gender identity will typically:

- occur as a matter of practice over time; and
- include use of:
 - the student's new name
 - address appropriate to the student's preferred gender identity (i.e. pronoun use).

Parental Consent

The policy will be drafted on the assumption that a student and their parents/guardians are in written agreement regarding the student's gender identity. However, the College acknowledges that circumstances may arise in which a student wishes to change their gender identity without the

consent of their parents/guardians. Such a situation will need to be considered carefully and each situation will be dealt with individually based on the facts at the time.

Documentation and Risk Management

When working with individual students, communications with parents, staff and external agencies will be documented and put with the confidential student notes. A risk management plan can also be completed to ensure that before, during and after transitioning, students will be supported in the best way possible.

Awareness of the Policy

Staff, students and parents will be made aware of the policy through a number of avenues, including in-service training and shared on the College's website.

Legislation

Sex Discrimination Act (Cth) 1984 Anti-Discrimination Act (Qld) 1991

Definitions Relating to Gender Diversity

Gender Identity: A person's innermost concept of self as male, female, a blend of both or neither. One's gender identity can be the same or different from their sex assigned at birth.

Gender Expression: The external presentation of one's gender, as expressed through one's name, clothing, behavior, hairstyle or voice, and which may or may not conform to socially defined behaviours and characteristics typically associated with being either masculine or feminine.

Gender diverse: A term to describe people who do not conform to their society or culture's expectations for males and females. Being transgender is one way of being gender diverse, but not all gender diverse people are transgender.

Assigned male at birth: A person who was designated male when born with respect to the physical formation of their body/sex.

Assigned female at birth: A person who was designated female when born with respect to the physical formation of their body/sex.

Trans or transgender: A term for someone whose gender identity is not congruent with their sex assigned at birth.

Cisgender: A term for someone whose gender identity aligns with their sex assigned at birth.

Trans boy/male/man: A term to describe someone who was assigned female at birth who identifies as a boy/male/man.

Trans girl/female/woman: A term to describe someone who was assigned male at birth who identifies as a girl/female/woman.

Non-binary: A term to describe someone who doesn't identify exclusively as male or female.

Gender fluid: A person whose gender identity varies over time.

Agender: A term to describe someone who does not identify with any gender.

Brother Boy and Sister Girl: Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to trans and gender diverse people. Brother Boy typically refers to masculine spirited people who were assigned female at birth. Sister Girl typically refers to feminine spirited people who were assigned male at birth.

Gender dysphoria: A term that describes the distress that may be experienced by a person due to incongruence between their gender identity and their sex assigned at birth.

Social Transition: The process by which a person changes their gender expression to better match their gender identity.

Medical Transition: The process by which a person changes their physical sex characteristics via hormonal intervention and/or surgery to more closely align with their gender identity.

Student Wellbeing Policy & Framework

Mount Alvernia Student Wellbeing

Mount Alvernia College is committed to the total development of all students in the light of the Gospel. We believe that our mission is not only in what we do, but in who we are in relationship with others. In the tradition of St Francis and St Clare we aim to develop in community the virtues of love, compassion, simplicity and joy. We are encouraged to embrace every student and community

member with respect and gentleness and with a particular love for the materially poor and those who are marginalised. Just as Francis had a vision of creation that recognised the interrelatedness of all creation and sought to build a community in which all would flourish, we are compelled to do the same (St Francine Shaw, MFIC).

The Missionary Franciscan Sisters of the Immaculate Conception (MFIC) brought the vision to reality by opening the doors to Mount Alvernia over 65 years ago. Inspired and sent by their founder Elizabeth Hayes, the sisters continued sharing the vision of St Francis and St Clare. As an inspiring and strong woman for her time, Elizabeth Hayes continues to be a role model for our young women. An intelligent and well-educated young woman, Elizabeth Hayes was once described as a commanding woman, but not a demanding one and did not rely on men to speak on her behalf.

In the footsteps of St Francis, St Clare and Elizabeth Hayes we are challenged to ensure that our young people are liberated and empowered to be the voices of the future and to not only know and grow potential of self but know how that self can positively contribute to the world in which they are a part. Positive Student Wellbeing is the foundation on which this potential will grow. It is the responsibility of all within our community to enable this to occur.

A focus on Student Wellbeing?

In 2008, the *Melbourne Declaration on Educational Goals for Young Australians* recognised the importance of schools in 'promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians'.

A scoping study into approaches to student wellbeing in 2008 by the Australian Catholic National University noted that student wellbeing was important when considering the development of students' social, emotional, and academic competence. It was further noted that positive wellbeing makes a significant contribution to the ongoing battle to prevent youth depression, suicide, self-harm, anti-social behaviour (including bullying and violence) and substance abuse.

More recently, as part of the Alice Springs (Mparntwe) Education Declaration in December, 2019 it was noted that the Australian education system "must prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges" and do this by promoting the wellbeing of young Australians. "They need flexibility, resilience, creativity, and the ability and drive to keep on learning throughout their lives".

In 2019, an Australian Student Wellbeing Framework supported by the Federal Government was distributed to all schools. This was quickly followed by an adapted version from the Queensland Education Department and a call from the **Queensland Catholic Education Commission (QCEC)** for all schools to create context driven Student Wellbeing Frameworks.

Pope Francis in a speech delivered to a General Audience at St Peter's Square noted the importance of family to the wellbeing of children. He said, "The family tops all the indices of wellbeing among young people" (2015). This very statement is an integral part of the QCEC Student Wellbeing Position Statement who which further 'recognises the need to develop strong home school partnerships through engaging families in order to optimise student wellbeing.'" (2019)

What is Wellbeing?

"Wellbeing is a state in which every individual realises their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community" (World health Organisation, 2014). It is further explained by Nobel et al (2008), as a **sustainable** state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school. It is not a constant state of being happy.

An analysis of Australian and Overseas research and literature (Nobel & Wyatt, 2010) indicates that Positive Student Wellbeing leads to increased engagement, increased motivation, increased attendance, decrease in problem behaviour and therefore increased academic achievement. It also contributes to positive mental health and pro-social and responsible lifestyles choices.

Mount Alvernia's Wellbeing Framework

Pope Francis reminds us that "young people are not meant to become discouraged; they are meant to dream great things, to seek vast horizons, to aim higher, to take on the world, to accept challenge and to offer the best of themselves to the building of something better. That is why I constantly urge young people not to let themselves be robbed of hope." (2014)

At Mount Alvernia, we believe that student wellbeing is strongly linked to learning and that the level of wellbeing at school will be indicated by a satisfaction with life at school, an engagement with learning and positive social-emotional behaviour. "It is enhanced when evidence-informed practices are adopted by schools...(and result in)...a sustainable state characterised by predominantly positive

feelings and attitude, positive relationships at school, resilience, self-optimisation and high level of satisfaction with learning experiences” (Nobel et al. 2008, p30).

Mount Alvernia’s Wellbeing Framework identifies the following domains as important areas in achieving positive wellbeing:

- **Psychological Wellbeing** – the ability to lead self; understand how to work with one’s surroundings both physical and human; be able to build positive relations with others; have a sense of purpose in life; and be aware of and accept who they are. (Ryff, C, 2005)
- **Physical Wellbeing** – is associated with the extent to which we feel physically safe and healthy and includes: nutrition; rest and recharge; sleep; physical activity; preventative health care; and security. (NT Department of Education, 2018)
- **Mental Wellbeing** – is our capacity to respond to life’s ups and downs and includes how a person thinks, handles emotion and acts (Beyond Blue, 2019)
- **Spiritual Wellbeing** – the ability to experience and integrate meaning and purpose in life through a connectedness with self, others, art, music, literature, nature or a power greater than oneself.
- **Financial Wellbeing** - Financial wellbeing is the extent to which a person is able to meet current commitments comfortably and have the financial resilience to maintain this into the future. “Financial health and mental health are intrinsically linked. The state of our mental health and wellbeing can make it harder to get on top of our finances and can lead to experiences of financial stress which can then further impact our mental health” (Beyond Blue, 2020).
- **Social/Cultural Wellbeing** – is recognised in how a person communicates, interacts and socialises with other people, how they make friends and develop a sense of belonging in a multicultural society that enshrines freedom from discrimination and promotes cultural practices, belief and customs.
- **Cognitive Wellbeing** – is seen when a student has a commitment to lifelong learning through self-directed behaviour that promotes continuous acquisition and creative application of new skills and abilities (Hettler, 1976) (Strout & Howard, 2015).

These domains are supported by programs that enact:

- Pro-social values of respect, honesty, compassion, acceptance of difference, fairness and responsibility which are role modelled and consistently expected. They are taught directly and indirectly encouraged. Opportunities are also provided to put these values into practice.
- A supportive, inclusive and caring school community that fosters school connectedness, positive student teacher relationships, positive peer relationships and parental involvement.

- Social and emotional learning that encompasses coping skills, self-awareness, emotional regulation skills, empathy, goal achievement skills, successful relationships;
- Explicit teaching of the skills for coping and acting resiliently, optimistic thinking, responding empathically and decision making;
- A sense of meaning and purpose through community service, participation in extra-curricular activities, peer support, authentic group projects, school leadership or an exploration of spirituality
- A promotion of a healthy lifestyle by encouraging good nutrition, exercise, sleep hygiene and avoidance of illegal drugs and alcohol.

A Wellbeing Programme should contribute to each of these aspects and reflect the contextual needs of the school community. Evidence from school psychologists, pastoral care agents, the parent community, students, parent and staff surveys and student behaviour are at the forefront of decisions contributing to the school's wellbeing program.

The importance of Mental Health and Wellbeing

There are numerous benefits of focusing on the promotion of mental wellbeing and the prevention of mental health conditions. Research by Durlak et al, provides evidence that aspects of social and emotional learning can be taught in schools to improve wellbeing and that the mastery of social-emotional competencies is associated with greater wellbeing and better school performance" (2011).

High mental wellbeing is associated with:

- Increased creativity and productivity
- Better study and work outcomes
- Better relationships with others and more pro-social behaviours
- Lower rates of mental health conditions
- Lower rates of physical health conditions
- Better quality of life
- Living longer

Mental health conditions on the other hand, have serious impact across various life domains. A focus on prevention can help to avert these. Compared to other children and young people, those with a mental health condition:

- Experience poorer school engagement and school connectedness

- Have higher levels of absenteeism
- Score lower in every NAPLAN domain and year level, as well as progressively falling behind other students
- Are less likely to complete year 12
- Are more likely to not be in education, employment and training than other young people
- Are at high risk of adopting health risk behaviours such as smoking and drug use
- Experience poor physical health and being at increased risk of self-harm and suicide

A focus on promotion, prevention and early intervention is therefore good for students, good for schools and good for society as it improves developmental and learning outcomes.

The Framework in Action

At Mount Alvernia, student wellbeing operates under a well-developed program of Pastoral Care. Pastoral Care builds and supports the entire school community, making connections between its members. It encompasses all aspects of school life through a combination of structured activities and personal relationships. Pastoral Care is concerned with the total wellbeing of individuals within the school community and with the development of the whole person. An overview of the Wellbeing and Identity 2020 Program is available in **APPENDIX ONE**. *The Pastoral Care Program* is a whole school sequential program from years 7 to year 12. It incorporates the following: Social Justice and Outreach; Community Service; House and Home Room structures; Leadership Opportunities; Outdoor Education; and Personal Development Programs. It also provides opportunities for Parents to be familiar with the community by ensuring an effective Parents' Induction Program, Parents and Friends' Network, Parent in Community volunteers and Parent Support Committees.

- *Social Justice* and *Outreach* enables our students to become involved in understanding, empathising with and responding to issues in society where injustices exist.
- *Community Service* provides opportunities for individuals to serve others within the school and wider community. Students develop an awareness of community needs and take pride in giving back to their community whilst learning more about themselves as individuals.
- The *Leadership Program* relies primarily on self-leadership and students discovering the leader that lives within. Students who aspire to lead others, can undertake the *Raise the Bar Leadership Program* (**APPENDIX TWO**) This program requires commitment to the school community and a willingness to develop the additional skills that will assist them to be effective role models and leaders of others.

- Through the *Outdoor Education Programs for Years 7 – 9*, students step outside their comfort zone and enter their courage zone – and this is when new skills are developed. In the modern curriculum the other three Rs, relationships, resilience and reflection can be overlooked but outdoor education teaches these concepts. Mount Alvernia’s Outdoor Education Program which is supported by Adventure Alternatives, also addresses the General Capabilities of the National Curriculum.
- A checklist (**APPENDIX THREE – Yrs 7,8,9**) of the various capabilities that can be achieved are provided to assess student development in these areas. Outdoor Education enables individuals to connect with nature, with other people and with themselves. For girls in particular, Outdoor Education breaks down stereotypes and builds community and culture, raises expectations and standards and increases connections between students. It can offer adolescent girls confidence and courage (Whittington & Nixon Mack, 2010), physical competence and strength (Caulkins, White, & Russell, 2006), relational skills (Sammet, 2010), freedom from stereotypes (Whittington et al., 2011) and self-efficacy (Budbill, 2008).
- The *Personal Development Program*(**APPENDIX FOUR**) uses year appropriate themes to address the physical, social, psychological, mental, spiritual and cognitive domains.

In all themes there is an emphasis on the EPOCH model of wellbeing (**APPENDIX 5**) that nurtures the human needs of engagement, perseverance, optimism, connectedness and happiness.

Measuring Engagement and Wellbeing

According to the **Queensland Department of Education: Measuring Engagement and Wellbeing** (2019) publication, there should be “...a push for multi-dimensional measurement approaches, a strong trend toward positive indicators and a recognition that subjective views are important alongside more objective measures and that “...wellbeing measures at a population level tend to be stable over time” so that the greatest value from wellbeing data should come from comparing cohorts and sub-populations”.

Schools can monitor their school culture and student wellbeing and engagement through:

- Attendance rates
- Student retention data
- Learning days lost due to student disciplinary absences
- School opinion surveys
- Staff observations
- School counsellors’ yearly summaries

(Qld Government, 2019)

In addition to the listed monitoring procedures to measure engagement and wellbeing, as of 2019, Mount Alvernia has utilised the *Tell Them From Me* survey to be implemented twice a year to review staff, student and parent satisfaction with the school with a particular focus on measuring engagement and wellbeing. This survey measures the following:

- social engagement by focusing on a person's sense of belonging and participation
- *institutional engagement* - are they valuing school attendance,
- *intellectual engagement* – effort, motivation and challenge)

The survey was first conducted with Students in July 2019 and with parents in November, 2019.

Professional Development of Staff to support Mental Health and Wellbeing Policy and Framework

The framework itself relies on the understanding of all community members to engage in the following eight pillars:

Pillar 1: Speaking the same language

Pillar 2: Acting across the entire mental health continuum

Pillar 3: Taking a whole of school approach

Pillar 4: Relationships, relationships, relationships

Pillar 5: Enhancing resilience skills

Pillar 6: Reducing risk

Pillar 7: Taking early action

Pillar 8: Looking after oneself.

Annually, teachers and staff at Mount Alvernia are educated in being able to recognise and respond effectively to students with an emerging or known mental health condition or suicidality. This education assists in helping all staff to feel more confident, knowledgeable and skilled to help students with these experiences in collaboration with College's Wellbeing team which consists of the

school guidance counsellors, Deputy Principal – Student Development and Wellbeing and the year level Pastoral Guardians. The emphasis is on early intervention and recovery support. This training is critical and is embedded in the professional learning of our Student Wellbeing team.

Mental wellbeing is more than just the absence of a mental condition. It's a positive state in its own right, characterised by feeling positive emotionally and functioning well both psychologically and socially. Mount Alvernia's Wellbeing Program endeavours to ensure that all students have the capacity to reach their potential and cope with the normal stresses of life. Mental health conditions are not inevitable, but it is our aim to provide a program that assists in reducing conditions like depression, anxiety and others to be prevented from occurring in the first place.

Wheelchair Safety

Use of Wheelchairs in Schools - Students

When a student is prescribed a wheelchair as a means of mobility, their medical practitioner / Occupational Therapist will have completed a detailed assessment as to the suitability of wheelchair type and level of independence when using it. In addition, the College requires a Medical Action Plan to be completed for the student who is using the wheelchair.

Wheelchair Types

There are two main types of wheelchairs:

- Manual Wheelchairs (Attendant Propelled or Self-propelled)
- Power Wheelchairs

Manual Wheelchairs - Attendant Propelled

A student needing to be propelled by an attendant should be pushed by an adult / carer. The attendant needs to ensure:

- clear communication with the wheelchair user;
- use of lap-strap / harness / belt;
- use of footplates;
- engagement of brakes; and

- in the event of no dropped kerb that they turn and guide the wheelchair down the kerb backwards.

Note that use of a lap-strap / harness / belt is to prevent accidents and improve posture, not to act as a restraint.

Manual Wheelchairs - Self-propelled

Students able to self-propel their wheelchair may be able to manoeuvre independently all the time or only for short distances.

Assistance can be given if required, and in some instances this is encouraged or required depending on the environment. Other students may be permitted to push the student who is in the wheelchair, however this is determined on a case by case basis by the College.

Students using this type of wheelchair must ensure:

- chair brakes are applied before getting in to, or out of, the wheelchair;
- use of a lap-strap / harness / belt;
- they avoid overloading the wheelchair with bags, books and other items which can affect the braking, manoeuvrability and balance of the wheelchair;
- they are aware of any areas within the College which are hazardous to a student who is self-propelling, e.g. steep gradients, uneven ground; and
- they have good wheelchair skills for manoeuvring, safe stopping and starting.

Note that use of a lap-strap / harness / belt is to prevent accidents and improve posture, not to act as a restraint.

Power Wheelchairs

Power wheelchairs require separate considerations due to their weight, size and usage. In the situation where a student in a power wheelchair wishes to attend the College, or an existing student is prescribed a power chair to assist their mobility, a full risk assessment is required along with consultation with the **Deputy Principal - Student Development & Wellbeing** prior to the student commencing use of the power chair on the College grounds.

Speed

The person operating the wheelchair (whether attendant propelled, self-propelled or a power wheelchair) must maintain a safe speed and be considerate of others when moving around the school.

Access and Environs

Prior to a student using a wheelchair (other than in an emergency medical situation), access to the College and its environs must be reviewed. Particular consideration is to be given to:

- drop off and pick up locations and arrangements;
- the location of the student's locker;
- the student's timetable, including classroom allocation for their classes (e.g. whether ramps are required, whether there are steps, whether there is lift-access, what the configuration of the particular classroom is, circulation space for the chair, what distance is to be covered between classes etc);
- suitability of desks in the classrooms (e.g. can the wheelchair fit under the desk, or is the student able to transfer independently between their wheelchair and desk chair if applicable);
- access to a wheelchair accessible toilet;
- high-risk or inaccessible areas within the college grounds which are problematic or unsuitable for a wheelchair user;
- check all egress routes to ensure that they are wheelchair accessible; and
- discuss with the **Property Manager** how to evacuate the wheelchair user from a higher floor in an emergency should the lift not be able to be used and build this into the College evacuation plan.

Student Health

This section of our Student Duty of Care Module includes:

- [Allergy Awareness](#)
- [Anaphylactic Shock Management](#)
- [Asthma Management](#)
- [Attention Deficit/Hyperactivity Disorder](#)
- [Bites and Stings](#)
- [Concussion Policy](#)
- [Diabetes Management](#)

- [Eating Disorders](#)
- [Head Lice](#)
- [Medical Health Care Plans for High-Risk Students](#)
- [Student Medical Appointments](#)
- [Student Medical Records](#)
- [Medication Administration](#)
- [Contagious Conditions \(Student\)](#)
- [Seizure and Epilepsy](#)
- [Self-Harming Behaviours](#)
- [Sun Protection \(Students\)](#)

Allergy Awareness

This policy follows the authority provided in the Allergy Guidelines issued by the QLD Government and was written in collaboration with [Allergy & Anaphylaxis Australia](#).

Allergies	<p>Allergies occur when the immune system reacts to substances (allergens) in the environment, which are usually harmless. Examples include proteins, pollens, dust mites and insect venoms.</p> <p>Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. For details on how we manage anaphylaxis in our College refer to our Anaphylactic Shock Management policy.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe learning environment for all our students and to minimise the risk of allergen exposure. It is our policy:</p> <ul style="list-style-type: none">• to provide, as far as practicable, a safe and supportive environment in which students at risk of allergies can participate equally in all aspects of the student's schooling• to raise awareness about allergies and the College's allergy management and Anaphylactic Shock Management policy in the College community

	<ul style="list-style-type: none">• to engage with parents/carers of each student at risk of allergies when assessing risks and developing risk minimisation strategies for the student• to ensure that staff have knowledge about allergies, anaphylaxis and the College's guidelines and procedures in responding to an anaphylactic reaction.
Identification of Students at Risk	<p>Parents/carers are requested to notify the College of all medical conditions including allergies. For more information, refer to our Student Medical Records policy.</p> <p>Students who are identified as suffering from severe allergies that may cause anaphylactic shock are considered high risk and are managed through our Anaphylactic Shock Management policy.</p> <p>Individual Health Care Plans are developed for these students and include:</p> <ul style="list-style-type: none">• the student's medical status (has an allergy but not prescribed an adrenaline autoinjector or at risk of anaphylaxis and has been prescribed an adrenaline autoinjector)• the student's ASCIA Action Plan (an emergency response plan)• learning and support needs of the student• medication prescribed for treating the student's medical condition• emergency care information• strategies to reduce the risk of anaphylaxis. <p>For students who are showing signs of an allergic reaction for the first time, and do not otherwise have an individual ASCIA Action Plan, the College follows the procedures in our First Aid and Allergy Awareness policies.</p> <p>If a teacher or other staff member administering first aid is required to use an adrenaline autoinjector for general use from the College first aid kit they should refer to the ASCIA Action Plan for</p>

	<p><u>Anaphylaxis for General Use (Orange)</u> stored with the first aid kit for instructions on administering adrenaline.</p> <p>Individuals with an allergy that have only ever had mild/moderate allergic reactions are at low risk of having an anaphylaxis, but there is still a risk. They are often not prescribed an adrenaline autoinjector but should have an <u>ASCIA Action Plan for Allergic Reactions (Green)</u>.</p> <p>Individuals that have had a previous severe allergic reaction/anaphylaxis to triggers (other than medications) and those deemed to be at high risk by their doctor or medical practitioner are prescribed an adrenaline autoinjector and given an <u>ASCIA Action Plan for Anaphylaxis (Red)</u>.</p> <p>Those with an <u>ASCIA Action Plan for Allergic Reactions (Green)</u> must still have strategies implemented to reduce risk as detailed on their Individual Health Care Plan.</p>
Being Allergy Aware	<p>Given the number of foods to which a student may be allergic to, it is not possible to remove all allergens.</p> <p>It is better for the College community to become aware of the risks associated with allergies and for the College to implement practical, age-appropriate strategies to minimise exposure to known allergens.</p> <p>At Mount Alvernia College we do not promote that we either 'ban allergens' such as egg and nuts or are 'nut-free, milk-free or egg-free' etc. Promoting the College as 'allergen-free' is not recommended for the following reasons:</p> <ul style="list-style-type: none">• it is impractical to implement and enforce• there is no evidence of effectiveness• it does not encourage the development of strategies for avoidance in the wider College community, and• it may encourage complacency about risk minimisation strategies (for teachers, students and parents/guardians) if

	<p>a food is banned.</p> <p>We consider that being 'allergy aware' is a more appropriate term.</p> <p>Whilst we do not claim to be 'nut-free', minimising exposure to particular foods such as peanuts and tree nuts can reduce the level of risk. This can include removing nut spreads and products containing nuts from the College canteen but does not include removing products that 'may contain traces' of peanuts or tree nuts. Foods that have 'May contain...' statements can be consumed by students without a food allergy in the same location as students with a food allergy as long as they are not shared with students with a food allergy.</p>
Common Allergens for Which Students May be at Risk of Allergy	<p>Common foods causing allergies:</p> <ul style="list-style-type: none">• egg• milk• peanuts• tree nuts• fish• shellfish• soy• sesame• wheat• lupin. <p>Other triggers of allergic reactions include:</p> <ul style="list-style-type: none">• insect bites and stings• latex• certain medications.
Signs and Symptoms of a Mild to Moderate Allergic Reaction	<p>Signs and symptoms of a mild to moderate allergic reaction may include:</p> <ul style="list-style-type: none">• swelling of lips, face or eyes• hives or welts

	<ul style="list-style-type: none"> • tingling mouth • abdominal pain, vomiting (these are signs of anaphylaxis for insect bites and stings).
<p>Raising Peer Awareness</p>	<p>Peer support and understanding is important for the student at risk of allergies (in particular anaphylaxis).</p> <p>Staff can raise awareness through fact sheets or posters displayed in hallways, canteens and classrooms or in class lessons.</p> <p>Class teachers can discuss the topic with students in class, with a few simple key messages:</p> <ul style="list-style-type: none"> • always take food allergies seriously – severe allergies are no joke • don't share your food with friends who have food allergies or pressure them to eat food that they are allergic to • not everyone has allergies – discuss common symptoms • wash your hands before and after eating • know what your friends are allergic to • if a schoolmate becomes sick, get help immediately • be respectful of a schoolmate's medical kit. <p>It is important to be aware that some parents/carers may not wish for their child's identity to be disclosed to the wider College community, this may also apply to the student themselves. It is therefore recommended that this be discussed with the student and their parents/carers and written consent be obtained to display the student's name, photograph and relevant treatment details in staff areas, canteens and/or other common areas.</p>
<p>Bullying Prevention</p>	<p>A student at risk of allergies can have an increased risk of bullying in the form of teasing, tricking a student into eating a particular food or threatening a student with the substance that they are allergic to, such as peanuts.</p>

	<p>Mount Alvernia College seeks to address this issue through raising peer awareness so that the students involved in such behaviour are aware of the seriousness of allergic reactions.</p> <p>Any attempt to harm a student at risk of anaphylaxis with an allergen is treated as a serious and dangerous incident and treated accordingly under the College’s <u>Bullying Prevention and Intervention</u> policy.</p>
<p>Raising General College Community Awareness</p>	<p>Mount Alvernia College takes active steps to raise awareness about allergies and anaphylaxis in the College community so that parents/carers of all students have an increased understanding.</p> <p>These steps include providing information about our allergy awareness strategy to the broader College community through newsletters, fact sheets, posters and other publications.</p>
<p>Developing Strong Communications with Parents/Carers of High-Risk Students</p>	<p>Parents/carers of a student who is at risk of allergies (in particular anaphylaxis) may experience high levels of anxiety about sending their child to school.</p> <p>It is important to encourage an open and cooperative relationship with parents/carers so that they feel confident that appropriate risk minimisation strategies are in place.</p> <p>In addition to implementing risk minimisation strategies, the anxiety that parents/carers and the student may feel can be considerably reduced by keeping them informed of the increased education, awareness and support from the College community.</p>
<p>Staff Responsibilities</p>	<p>All staff must be allergy aware and actively promote Mount Alvernia College as an allergy aware College.</p>
<p>Signage</p>	<p>Allergy awareness signage is posted in the staffroom and in other locations around the College</p>
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p>

	<ul style="list-style-type: none"> • College premises inspections (to identify wasp and beehives) • staff training and supervision • maintenance of medical records • effective incident notification procedures • effective communication procedures with the student's parents/carers • effective communication procedures with the broader College community.
Discipline for Breach of Policy	Where a staff member breaches this Policy, Mount Alvernia College may take disciplinary action.

Asthma Management

Asthma Management	<p>Asthma affects around 10 per cent of Australian children and is one of the most common reasons for school absenteeism and hospital admission in school-aged children.</p> <p>Asthma attacks must be identified quickly and treated correctly to ensure the best outcome for students affected. Teachers and staff must be aware of the symptoms, triggers and best practice management of asthma so they can assist their asthmatic students while at the College.</p> <p>If you think a student may be having a serious asthma attack, call an ambulance and give the student blue/grey reliever medication as described in the Asthma First Aid Plan.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to supporting students who suffer from asthma and assisting them to participate in all College activities. It is our policy that:</p> <ul style="list-style-type: none"> • we provide a clear set of guidelines for the management of asthma in our College. The guidelines in this Policy have been developed having regard to the publications of Asthma Australia and the National Asthma Council of Australia.

	<ul style="list-style-type: none">• we establish procedures for responding to and dealing with students who have been diagnosed with asthma and procedures for responding to an asthma attack• we identify and, where possible, minimise asthma triggers identified on a student’s health plan• student medical records and Asthma Action Plans are communicated to relevant staff in a confidential manner, stored appropriately and updated yearly• where possible, we encourage students with asthma to self-administer medication and keep it on their person at all times• we inform parents/carers as soon as possible of concerns regarding a student’s asthma, particularly where it is limiting the student’s ability to participate fully in all activities• where necessary, we modify activities for the student with asthma in accordance with their needs• we provide education, support and resources for staff, parents/carers, students and the wider College community on asthma awareness• we place Asthma Emergency Kits – spacer devices, reliever medication and Asthma First Aid Action Plans – in appropriate areas within the College and ensure staff know where to access them• key staff are trained to provide Asthma First Aid and how to use the equipment and medication in our Asthma Emergency Kits• we display emergency Asthma First Aid posters in key locations around the College.
Asthma Triggers	<p>Triggers which may cause an asthma attack include, but are not limited to, the following:</p> <ul style="list-style-type: none">• hay fever• air quality• thunderstorms• bushfire smoke

	<ul style="list-style-type: none">• colds and flus• exercise• smoke e.g. cigarette, wood fire smoke• dust, pollens and allergens• certain medications• some foods or preservatives• extreme weather and sudden changes in the weather <p>With the exception of exercise, asthma triggers should be avoided.</p>
How to Recognise an Asthma Attack	<p>The symptoms of asthma depend on whether the attack is mild/moderate, severe or life-threatening:</p> <p>Mild/Moderate Attack: Symptoms include:</p> <ul style="list-style-type: none">• coughing• soft wheezing• minor trouble breathing. <p>A student experiencing a Mild/Moderate Attack should still be able to walk/move around and talk in full sentences.</p> <p>Severe Attack: Symptoms include:</p> <ul style="list-style-type: none">• persistent coughing• loud wheezing• obvious difficulty breathing• inability to speak a full sentence in one breath• tugging in of the skin between the ribs or at the base of the neck• reliever medication not lasting as long as usual. <p>Life-threatening Attack: Symptoms include:</p> <ul style="list-style-type: none">• wheezing/coughing may be absent• confused or exhausted• turning blue• gasping for breath

	<ul style="list-style-type: none"> • collapsing • not responding to reliever medication. <p>Whether or not the student is known to have asthma, no harm is likely to result from giving reliever medication to someone without asthma.</p> <p>If you think a student may be having an asthma attack, give blue/grey reliever medication as described in the Asthma First Aid Plan. Call an ambulance if:</p> <ul style="list-style-type: none"> • the student is showing symptoms of a severe or life-threatening asthma attack • the student is not breathing • the student’s asthma suddenly becomes worse or is not improving • the student is having an asthma attack and a reliever is not accessible • you are not sure if the student has asthma or they are known to have Anaphylaxis.
<p>Recognising Symptoms of Poorly Controlled Asthma</p>	<p>The following are indicators that a student’s asthma is poorly controlled:</p> <ul style="list-style-type: none"> • frequent absenteeism from school due to asthma • students regularly use their reliever medication more than two times per week to ease asthma symptoms • tiredness/poor concentration • student is unable to exercise or play sport due to asthma <p>If you recognise a student who may have poorly controlled asthma, consider informing the parents/carers so that they can seek medical advice.</p>
<p>Asthma Management Procedures</p>	<p>Mount Alvernia College has developed the following work practices and procedures for managing asthma:</p>
<p><i>Asthma First Aid Plan</i></p>	<p>In an asthma emergency follow the student’s Asthma Action Plan (if easily accessible) or the <u>Asthma First Aid Plan</u>.</p>

<i>Maintenance of Medical Records</i>	<p>Parents/carers are requested to notify Mount Alvernia College of all medical conditions including asthma, as well as any medication that a student is required to take on an ongoing basis.</p> <p>Student medical records are maintained in accordance with our <u>Student Medical Records</u> policy which includes a provision to ensure that Mount Alvernia College is regularly updated as to the status of existing medical conditions including asthma.</p>
<i>Asthma Action Plan</i>	<p>An Asthma Action Plan is a written set of instructions prepared in partnership with the student's doctor that helps students to manage their asthma at different times.</p> <p>The student's Asthma Action Plan should include:</p> <ul style="list-style-type: none">• a list of their usual asthma medications, including doses• instructions on what to do when the asthma gets worse (including when to take extra doses or extra medicines, and when to contact a doctor or go to the emergency department)• what to do in an asthma emergency• the name of their doctor or other health professional that assisted in developing the plan. <p>Early attention to worsening asthma may prevent students from having a severe or life-threatening attack. Staff should encourage the parents/carers of students to ask their doctor for a written Asthma Action Plan.</p> <p>For every student with asthma there should be a written Asthma Action Plan provided to the College.</p> <p>The Asthma Action Plan should be stored appropriately and updated yearly. It should be communicated to relevant staff in a confidential manner.</p> <p>Each staff member shall fulfil their agreed roles as documented in a student's Asthma Action Plan and the College shall inform</p>

	<p>parents/carers as soon as possible of concerns regarding the student's health care.</p>
<i>Bushfire Preparation</i>	<p>During periods when the school is considered to be in a "high-risk bushfire zone", staff and teachers should ensure that each student with asthma:</p> <ul style="list-style-type: none">• has a reliever on their persons at all times• has their asthma action plan and spare medication stored in a location that is easily accessible should evacuation be required.
<i>Administering Prescribed Medication</i>	<p>Parents/carers of students who require prescribed asthma medication to be administered during school hours must notify the College of this requirement and collaborate with the College to work out arrangements for supply, administration and storage of the prescribed medication.</p> <p>Students who have been diagnosed with asthma should carry their blue/grey reliever medication at all times while at the College in case they need to use it, particularly for an asthma emergency. The regular use of the blue/grey reliever medication more than two days a week may be a sign that the asthma is not being well managed. Staff members should be alert for such usage and shall inform parents as soon as possible of concerns regarding the student's health care.</p> <p>For more information, refer to our Medication Administration policy.</p>
<i>Asthma Emergency Kits</i>	<p>Asthma Emergency Kits can be purchased from Asthma Australia or the Asthma Foundation and reliever medication is available from pharmacies.</p> <p>An Asthma Emergency Kit should contain:</p> <ul style="list-style-type: none">• at least two disposable spacers (e.g. Lite Aire®)

- an in-date reliever medication
- alcohol swabs
- instructions for use and cleaning.

Mount Alvernia College keeps Asthma Emergency Kits in the following locations:

Storage Location(s) of Asthma Emergency Kits

A record should be made in the Insert Medication Log Book Terminology located in the Insert Location of Medication Log Book on each occasion the Asthma Emergency Kits are used.

Asthma Emergency Kits will be checked regularly to ensure they are well-maintained and stocked appropriately.

Exercise Induced Attack

Exercise is important for health and development. Students with asthma should be encouraged to be active. With good management, most students with asthma can exercise normally.

Any sporting activity (except SCUBA diving) is suitable for students with asthma.

College staff need to be particularly alert for asthma symptoms when students are participating in sports carnivals or endurance events (e.g. cross country). Asthma Emergency Kits should be made available if required, and staff trained in asthma management should attend such events.

The following guidelines have been developed using the [Fact Sheet](#) produced by Asthma Australia for dealing with Exercise Induced Bronchoconstriction (EIB) (formerly known as Exercise Induced Asthma).

EIB is temporary narrowing of the lower airways, occurring after vigorous exercise. While EIB can occur without asthma, up to 90 per cent of people with asthma experience EIB.

Before Exercise:

Students who suffer from EIB should exercise in a warm and humid environment wherever possible, and avoid environments with high levels of allergens, pollution, irritant gases or airborne particles.

Students should also:

- use their blue/grey reliever or doctor recommended medication 5-20 minutes before exercising
- always warm up before exercise or activity
- always carry or have their reliever medication close by in case it is needed.

During Exercise:

Students should:

- breathe through their nose to help warm and humidify the air (or use a mask to filter the air)
- if symptoms occur stop activity and take blue/grey reliever or doctor recommended medication
- return to activity only if free of symptoms
- if symptoms reoccur, take blue/grey reliever or doctor recommended medication and do not return to activity.

After Exercise:

Students should:

- always cool down after exercising, and be alert for asthma symptom
- breathe through their nose, covering their mouth in cold or dry weather.

Exercise should only be avoided when the student is unwell or when symptoms of asthma are present. Always notify parents/carers of any asthma incident.

Bushfire Smoke Induced

Bushfire smoke produces fine particulate matter that can

Attack

exacerbate asthma and trigger symptoms, such as wheezing, breathlessness, coughing or chest tightness.

During periods of bushfire, teachers and staff should regularly check air quality information. Air quality is measured using the Air Quality Index (AQI), which standardises the measurement of the presence of certain gases and particulate matter (including those produced by bushfire smoke) in the air. The AQI can assist in determining appropriate control measures to reduce the risk of an asthma attack, including adjusting the level of or cancelling outdoor activities.

The AQI Categories Table available on the Federal Government’s website is available [here](#). An explanation of what each category means for the College is below:

AQI	Category	What does this mean?
0-33	Very Good	Enjoy normal activities.
34-66	Good	Enjoy normal activities.
67-99	Fair	People unusually sensitive* to air pollution should reduce or reschedule strenuous outdoor activities.
100-149	Poor	Sensitive groups** should reduce or reschedule strenuous outdoor activities.
150-199	Very Poor	Sensitive groups should avoid strenuous outdoor activities.
200+	Hazardous	Sensitive groups should avoid all outdoor activities.

** There is no definition for “unusually sensitive” but is likely to include children with asthma*

***Sensitive groups include all children*

It is important to be aware that bushfire smoke and debris can linger long after the actual bushfire has subsided. Winds can also

	<p>carry smoke and debris to areas not directly affected by bushfires.</p> <p>Students should stay indoors with windows closed and vents blocked if hazard-reduction burns or bushfire smoke is in the school area and avoid physical activity on high-pollution days or if smoke is in the air.</p> <p>On days when the air quality is Insert level or category of air quality that will force a school closure the school will be closed. All parents will be notified of school closures by Insert method/s for communicating with parents/carers if the school is closed due to poor air quality .</p>
<i>Thunderstorm</i>	<p>“Thunderstorm asthma” is an asthma event triggered by an uncommon combination of high grass pollen levels and a certain type of thunderstorm that sweeps up pollen grains from grasses and carries it a long distance. Thunderstorm asthmas can be very serious for people with asthma.</p> <p>The College should be aware of forecast thunderstorms in the pollen season, particularly on days with a HIGH or EXTREME pollen count. Where possible, students should stay indoors with doors and windows closed until the storm front has passed.</p>
Staff Responsibilities	<p>All staff are expected to:</p> <ul style="list-style-type: none">• be familiar with the College’s asthma management policy• be familiar with <u>Asthma First Aid Plan</u>• know the students with asthma in their care• know where the Asthma Emergency Kits are in the College• know how to implement First Aid treatment in the event of an asthma attack• access students’ written Asthma Action Plans as required• know asthma triggers and how to recognise asthma symptoms• know that use of a spacer with a puffer is more effective than puffer alone

	<ul style="list-style-type: none">• Know that asthma puffers have an expiry date and to check asthma puffers regularly• always inform parents/carers of an asthma incident <p>Asthma is a serious condition. Asthma Australia provides training for College staff to understand and manage asthma and be able to administer Asthma First Aid.</p>
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none">• staff training• the availability of asthma emergency kits• individual asthma action plans• effective incident notification procedures• effective communication procedures• allocation of the overall responsibility for this Policy to a senior member of staff• initiation of corrective actions where necessary.

Bites and Stings

This policy follows the authority provided in Guidelines from Government Health Departments and has been developed with review by an external medical authority.

Bites and Stings	<p>Insect bites and stings are relatively common in schools. The effects can vary from relatively minor reactions or injuries that may or may not require first aid, to severe reactions such as anaphylactic shock that can be potentially life-threatening.</p> <p>The nature of a reaction to a bite or sting will vary depending on the source and extent of the bite or sting, and the degree of allergy a student has. For details on how we manage allergy awareness at the College refer to our Allergy Awareness policy.</p> <p>For details on how we manage anaphylaxis at the College refer to Anaphylactic Shock Management.</p>
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Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe environment for all our students. It is our policy that:</p> <ul style="list-style-type: none">• staff should take all reasonable measures to protect students under their care from the risk of bites and stings• although bites and stings cannot be completely avoided, preventative measures should be implemented where possible to minimise risk to students.
Preventative Strategies	<p>The risks associated with bites and stings can be reduced by:</p> <ul style="list-style-type: none">• clearly identifying all students who are known to suffer from severe allergic reactions and managing their health in accordance with our Allergy Awareness policy and Anaphylactic Shock Management policy.• prompt management of bees, wasps and ant nests• prompt removal of potentially dangerous animals (e.g. stray dogs) from the College grounds• staff ensuring that food and drinks are covered while outdoors as insects are attracted to these, keeping in mind any students at risk of an allergic reaction• avoiding situations where students provoke insects or animals• always wearing shoes when outdoors as stings often occur on bare feet• reporting any above normal presence of bees or wasps at the College• staff being observant of situations where a student may be exposed to the risk of stings or bites and taking preventative action to remove students from the source of these risks• maintenance staff should carry out routine checks for wasps' nests at the College and the area should be isolated if there is a risk to students.
Incident Response Procedures	<p>In the event of a severe allergic reaction or anaphylaxis, the College follows the procedure set out in the Anaphylactic Shock Management policy.</p>

	<p>In other situations, the following treatments should be followed depending on the source of the sting or bite.</p>
<i>Bee Stings</i>	<p>A bee sting should be removed by scraping the sting sideways with a fingernail or the side of a knife. The barb contains a tiny venom sac which, if squeezed, will cause additional venom to be injected into the wound. Wipe the site clean and apply a cold compress.</p> <p>Be aware that some people can have a very severe reaction to bee stings. If there is any history or sign of allergic reaction, the situation could well become a very serious medical emergency, and prompt medical attention will be necessary. In this case follow our Anaphylactic Shock Management policy.</p>
<i>Spiders, Centipedes and Scorpions</i>	<p>Except for the Funnel Web Spider, all spider bites, including the Red Back, together with those from centipedes and scorpions, are treated with cold compresses.</p> <p>This will slow the spread of venom (not stop it) which will allow the natural defence mechanisms of the body to deal with the venom at a rate it can handle.</p> <p>Bites from these creatures rarely result in major medical emergencies. Medical attention should, however, still be sought. If the nature of the bite is uncertain, the student should be observed by first aid trained staff or at a medical facility, clinic or hospital for any other adverse reactions.</p> <p>If a person does have an adverse reaction to a spider bite, use the DRSABCD plan described in our First Aid policy.</p>
<i>Snake Bites</i>	<p>It is most important that the patient is calmed as much as possible and not permitted to move around. The more active and agitated a person is, potentially, the faster the venom is spread through the system.</p>

Do not apply a tourniquet.

Do not cut the wound site.

Do not try to suck the venom out of the wound.

Do not wash the venom off the surrounding skin. It will aid in identifying the snake.

Do not try to catch the snake; you may become the second victim.

A photo taken on a camera phone without putting anyone at risk could be very helpful for medical staff in later identification.

First aid treatment for snake bite consists of using the "Pressure Immobilisation" method of bandaging. This requires the use of wide strips of bandages, preferably conforming gauze or crepe, about 15 cm in width.

1. Start by bandaging over the site of the injury and then down to the end of the limb (i.e. the toes or fingers). The pressure applied by the bandage must be sufficient to compress soft tissue without restricting deeper blood vessels. The bandage should be firm but not tight.
2. The bandages are then applied all the way up the limb to the groin or armpit.
3. A splint is applied to limit the possible movement of the limb and secured in place with further bandages.
4. The patient must be immobilised. Bring the transport to the patient and take them immediately to the nearest medical facility as a matter of urgency. If possible, advise the medical facility of the situation beforehand so that they can prepare for your arrival.
5. Once applied, never remove the bandaging. Doing so must only occur in a medical facility under the care of appropriately qualified staff. Releasing the pressure before this time will result in sudden systemic envenomation which is highly dangerous for the patient.

Ticks	<p>Most bush ticks cause only minor discomfort. One type of tick found on the east coast of Australia, the Paralysis Tick, can cause more severe problems.</p> <p>Ticks generally secrete themselves in body crevices where they engorge themselves on the host's blood. The way to remove them is with a pair of tweezers. With a blade on either side of the tick, carefully lever it all out taking care not to break parts off, especially its mouth. Any part of the tick left in the wound will result in infection.</p> <p>If a tick has been discovered on a person, carefully check for others, particularly in their hair and in body crevices.</p> <p>Signs and symptoms of adverse reaction to Paralysis Ticks include:</p> <ul style="list-style-type: none">• weakness of the face and upper eyelids• weakness progressing to the arms and breathing muscles. <p>If the patient is displaying such symptoms, urgent medical attention should be sought by calling 000 immediately.</p>
Staff Responsibilities	Staff must follow the guidelines in this policy in conjunction with our <u>Anaphylactic Shock Management</u> and <u>Allergy Awareness</u> policies.
Implementation	This Policy is implemented through a combination of: <ul style="list-style-type: none">• playground and classroom inspections• availability of first aid facilities and trained first aiders• staff training and supervision• effective notification procedures• effective communication procedures• initiation of corrective actions where necessary.
Discipline for Breach of Policy	Where a staff member breaches this Policy, Mount Alvernia College may take disciplinary action.

Concussion Policy

Concussion	<p>Concussion is a type of brain injury caused by a blow to the head or anywhere on the body, which transmits a force to the head. Most commonly, it causes temporary impairment and the symptoms may develop over the hours or days following the injury. This means that it may be difficult to determine, by either staff, parents or medical practitioners, immediately after the injury whether a person is concussed. Cognitive functions in children and adolescents may be affected for up to the two months following concussion.</p> <p>Concussion occurs most often in sports which involve body contact, collision or high speed. In most cases a person will recover from concussion without intervention, provided they have an adequate period of rest in order to recover.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College acknowledges that it is not feasible to eliminate the risk of concussion in sport. However, it is committed to responding to suspected or actual concussion in a way that facilitates the recovery of the student and does not put them at risk of further harm. It is our policy that:</p> <ul style="list-style-type: none">• a student suspected of having concussion will be removed from sport and not allowed to return to sport that day• a student who has been hit in the head or the body showing some symptoms where concussion cannot be ruled out, will be treated as if they have concussion - 'if in doubt sit it out'• the College will work together with parents to ensure that a student with actual or suspected concussion obtains medical attention and only returns to school and to sport under appropriate guidance• any student who has a diagnosed concussion will not return to sport until 48 hours after all of the symptoms of concussion have stopped

	<ul style="list-style-type: none"> • when recovering from concussion, the priority will be for the student to return to learning before returning to sport • students are encouraged to wear helmets, mouth guards or other protective equipment, even though they may not be instrumental in preventing concussion, as they do prevent other types of head injuries such as skull fracture and subdural haematoma • staff will be trained in how to identify the possible symptoms of concussion and the immediate action they will need to take to ensure the safety of students who are suspected of being concussed • staff will be briefed on how to treat a student returning to school and physical activity following a concussion; and • a student who has been concussed who returns to school will be provided with a modified learning program if required, and a graduated return to sport.
<p>Immediate Symptoms</p>	<p>The following symptoms may be present immediately after being hit:</p> <ul style="list-style-type: none"> • loss of consciousness • lying motionless, slow to get up • seizure • confusion, disorientation • memory impairment • balance disturbance • nausea or vomiting • headache or 'pressure' in the head • visual or hearing disturbance • dazed, blank/vacant stare; and/or • behaviour or emotional changes, 'not themselves' <p>Staff will be issued with the <u>Pocket Concussion Recognition Tool</u> to assist them with making a tentative diagnosis.</p>
<p>Initial Response</p>	<p>There should be immediate referral to an emergency department if any of the following occurs:</p>

	<ul style="list-style-type: none">• neck pain• increasing confusion or irritability• repeated vomiting• seizure or convulsion• weakness or tingling/burning in the arms or legs• deteriorating conscious state• severe or increasing headache• unusual behavioural change• visual or hearing disturbance <p>For all other concussion symptoms, the following action should be taken:</p> <ul style="list-style-type: none">• immediate and permanent removal from sport or activity on that day• take normal first aid precautions including neck protection• refer to Medical Practitioner as soon as practical
Following Diagnosis of Concussion	<p>Following a diagnosis of concussion, the student should have complete physical and cognitive rest. They should only return to learning after being symptom free for at least 48 hours.</p> <p>The return to learning may require that the student be given a reduced workload and /or more frequent breaks. If there is a recurrence of concussion symptoms, the student should return to complete cognitive and physical rest. Return to sport should be graduated along the following steps, and any recurrence of symptoms will require a return to the previous step for at least 24 hours:</p> <ol style="list-style-type: none">1. After the student has returned to learning without a recurrence of concussion symptoms, after 24 hours they may participate in light aerobic activity.2. If there is no recurrence of symptoms after 24 hours, then the student may participate in basic sport-specific drills which are non-contact and no likelihood of head impact.3. If there is no recurrence of symptoms after 24 hours, then the student may participate in more complex sport-specific drills

	<p>which are non-contact (this may include resistance training).</p> <p>4. A return to contact activities (not full training) should only occur a minimum of 14 days after complete absence of any concussion symptoms.</p> <p>5. A medical practitioner should review the student before the student returns to full contact training.</p> <p>If there is no recurrence of concussion symptoms 24 hours after full contact training, then the student may return to the sport.</p>
<p>Role of Parents/Carers</p>	<p>Parents/carers are instrumental in working with the College to manage student concussions. While watching students, parents/carers may also see an injury or a delayed sign or symptom that a College staff member or first aid officer did not witness and therefore provide important information.</p> <p>Parents/carers are required to:</p> <ul style="list-style-type: none"> • notify the College of all medical conditions including details regarding previous concussions and relevant medical conditions to ensure the school has the correct procedures in place • notify the College if the student has suffered concussion at a non-College event as well as measures put in place by a Medical Practitioner. <p>Where concussion occurred at College, the parent/carer should:</p> <ul style="list-style-type: none"> • notify the College of the medical treatment and advice received from a Medical Practitioner • provide clearance from the Medical Practitioner where requested by the College as a precondition to returning the student to sport • comply with staff directions for time out of College for the student's condition if required in accordance with this Policy.
<p>Incident Reporting and Record –Keeping</p>	<p>Staff must report any actual or suspected case of concussion as soon as practicable.</p>

<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff education and training (as appropriate) • communication and coordination with parents/carers • incident notification • initiation of strategies to address students returning from concussion.
<p>Discipline for Breach of Policy</p>	<p>Where a staff member breaches this Policy in relation to returning the student to sport the College may take disciplinary action, including, in serious cases, dismissal.</p>

Concussion Recognition Tool

Concussion Recognition Tool 5: To help identify concussion in children, adolescents and adults.

Recognise & Remove

Head Impacts can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

STEP 1: RED FLAGS - CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

Neck pain or tenderness	Severe or increasing headache	Deteriorating conscious state
Double vision	Seizure or convulsion	Vomiting
Weakness or tingling/burning in arms or legs	Loss of consciousness	Increasingly restless, agitated or combative

REMEMBER:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Assessment for a spinal cord injury is critical.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

STEP 2: OBSERVABLE SIGNS

Visual clues that suggest possible concussion include:

Lying motionless on the playing surface	Disorientation or confusion, or an inability to respond appropriately to questions	Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
Slow to get up after a direct or indirect hit to the head	Blank or vacant look	Facial injury after head trauma

STEP 3: SYMPTOMS

Headache	Blurred vision	More emotional
Difficulty concentrating	"Pressure in head"	Sensitivity to light
Sadness	Difficulty remembering	Nausea or vomiting
Fatigue or low energy	Nervous or anxious	Feeling slowed down

Drowsiness	"Don't feel right"	Neck pain
Feeling like "in a fog"	Dizziness	

STEP 4: MEMORY ASSESSMENT

(in athletes older than 12 years)

Failure to answer of these questions (modified appropriately for each sport) correctly may suggest a concussion:

"What venue are we at today?"	"What team did you play last week/game?"	"Which half is it now?"
"Did your team win the last game?"	"Who scored last in this game?"	

Athletes with suspected concussion should:

- Not be left alone initially (at least for the first 1-2 hours).
- Not drink alcohol.
- Not use recreational/prescription drugs.
- Not be sent home by themselves. they need to be with a responsible adult.
- Not drive a motor vehicle until cleared to do so by a healthcare professional.

Any athlete with a suspected concussion should be immediately removed from practice or play and should not return to activity until assessed medically, even if the symptoms resolve.

(c) Concussion in Sport Group 2017

Document link - text used for formatting purposes only (internal use).

Head Lice

Head Lice	<p>Head lice are tiny insect parasites that live on the human head and feed on the scalp several times a day. They are not dangerous, don't carry diseases and are not a sign of poor hygiene.</p> <p>Head lice outbreaks are a common problem in schools. Parents/carers are primarily responsible for detecting and treating head lice but the College also has a role in the management of head lice outbreaks by providing information and support for parents/guardians and students.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College recognises the need for a consistent and supportive approach for managing head lice outbreaks which involves the entire College community.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• when head lice are suspected in the College, students are provided with an alert notice to take home to their parents/carers requesting immediate treatment• students identified with head lice are not removed from class or excluded from the College• a copy of the <u>Head Lice Fact Sheet</u> is made available to parents/carers• we maintain a procedure for managing head lice outbreaks and inform the College community promptly• student confidentiality is maintained at all times.
Procedure for Managing Head Lice Outbreaks	<p>When a member of staff suspects that a student is infested with head lice, they are responsible for informing the Primary First Aid Office or the Deputy Principal of Student Development of the suspected outbreak.</p> <p>The Deputy Principal of Student Development is responsible for formulating a response strategy designed to contain the outbreak whilst minimising disruption to families of students affected.</p> <p>Response strategies may include:</p>

	<ul style="list-style-type: none"> • providing the affected student and entire class with the Head Lice Alert Notice • expanding the alert to all students in the affected student's year • expanding the alert to all students on the relevant College campus • providing all parents/carers with a copy of relevant guidelines for treating head lice • forwarding reminder letters in the event the outbreak is not contained • requesting parents/carers to confirm that they have taken action.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff education and supervision • effective record keeping procedures • effective incident notification procedures • effective communication procedures with the student's parents/carers • initiation of corrective actions where necessary.
Discipline for Breach of Policy	<p>Where a staff member breaches this policy Mount Alvernia College may take disciplinary action.</p>

Student Medical Records

This policy follows the authority provided in the jurisdictional health records and national privacy legislation and has been developed with review by an external medical authority.

Student Medical Records	<p>Mount Alvernia College relies on parents/carers to provide the College with up-to-date medical information about students.</p> <p>Without current medical information, the best possible care cannot be provided to each student on an ongoing basis.</p> <p>Without accurate medical information there is a higher risk of:</p>
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	<ul style="list-style-type: none">• medication being wrongly administered• student allergies being triggered as a result of incorrect medical treatment or the intake of food to which a student has an allergy• effectiveness of medical treatment being decreased in medical emergencies. <p>All staff with access to medical records should be aware of student confidentiality for health records.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to the safety and wellbeing of all our students and to providing proper care notwithstanding existing medical conditions.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• student medical information must be provided by parents/carers on enrolment• student medical records are updated regularly as advised by parents/carers for incorrect, out-of-date, incomplete or misleading information• student medical records are stored securely to protect against misuse, loss, unauthorised access, modification or disclosure• information regarding students' medical conditions is used by the College on an as needed basis to assist in the management of students ongoing health needs• access to medical records may be provided to the parents/carers upon request under certain conditions, depending on the age of the student.
Collecting Medical Information	<p>At enrolment, parents/carers are required to complete a student medical record form. These forms contain a privacy statement advising parents/carers and students of the purpose of collection and situations where information will be disclosed.</p> <p>Medical information collected includes details of a student's:</p>

	<ul style="list-style-type: none">• immunisation history• past medical/surgical history• mental health• asthma status• allergies• prescription medication• dietary requirements• specific medical conditions.
Confidentiality and Use of Medical Information	<p>The confidentiality of medical records must be respected at all times.</p> <p>Information which is considered necessary for the wellbeing and safety of students will only be disclosed to relevant staff as needed.</p> <p>Information will only be shared according to the privacy statement on the student medical record form. These circumstances include where:</p> <ul style="list-style-type: none">• parents/carers provide consent to share the information• students who are independent minors provide consent• there is an imminent threat to the safety or welfare of a student (e.g. potential suicide)• there is a legislative requirement to share the information (e.g. mandatory reporting of child sexual abuse).
Ongoing Management of Medical Records	<p>On an ongoing basis, the College manages student medical records in the following ways:</p> <ul style="list-style-type: none">• regular reminders are forwarded to parents/carers requesting that they review and update their child's medical information as needed• parents/carers are required to review and update their child's medical information annually• parents/carers are required to communicate all updates to their child's medical information as they become aware of the changes

	<ul style="list-style-type: none"> • individual health care plans are developed as required and retained in the student’s College file with their medical records • a record is maintained of all medication administered at the College to students • in a medical emergency, after organising medical attention for the student, a record of all actions taken are recorded on the student’s file • medical records are safeguarded via locked storage and password access to computerised records • records are kept by the College until the student is 25 years of age.
<p>Transcription of Student Medical Records</p>	<p>Under no circumstances will staff transcribe any part of a student’s medical record to another location.</p>
<p>Access to Records - Students and Parents/Carers</p>	<p>Students and parents/carers wishing to access student medical records should make a request in writing.</p> <p>Each request for access to medical records will be considered having regard to individual circumstances. For example, access may be denied if the request is from a parent/carer who is subject to a court order.</p> <p>Students Under the Age of 18</p> <p>Where parents/carers request access to their child’s medical records the College’s response will be guided by their duty of care towards the student and the Privacy Act 1988 (Cth) (Privacy Act).</p> <p>Parents/carers may be denied access if their child denies them access and the child has the capacity to consent.</p> <p>The child’s capacity to consent is determined on a case-by-case basis by the College based on an assessment of the student’s maturity and intelligence to understand what is being proposed. If the College is unsure or it is not practical to make an individual assessment of the student’s capacity to understand, then as a general rule, the College may assume that a student over the age</p>

	<p>of 15 has the capacity to deny consent for their parent/carers to access the student’s medical records held by the College.</p> <p>Where a student denies access to specific elements of the medical records consideration may be given to providing a redacted version of those records.</p> <p>The College will maintain all original documents and will provide copies if authorisation to access medical records is granted.</p>
<p>Access to Records - External Agencies</p>	<p>If the College receives a request from an external agency for access to a student’s medical records, access will only be provided where:</p> <ul style="list-style-type: none"> • the student is under 16 years and the student has consented (with sufficient understanding and intelligence to fully understand what is proposed) and/or the student's parents/guardians have consented; • the student is over 16 and the student has consented; or • the College is required to do so by law.
<p>Staff Responsibilities</p>	<p>Staff are required to:</p> <ul style="list-style-type: none"> • be familiar with the medical conditions of students in their care • apply appropriate security to confidential and sensitive records created or received • ensure records are stored securely and physical access is restricted.
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff training • student and parent/carer education and information • effective maintenance of student medical records • effective incident notification procedures • initiation of corrective actions where necessary.
<p>Discipline for Breach of</p>	<p>Where a staff member breaches this policy, particularly the</p>

Policy	provisions about confidentiality and transcription of medical records, Mount Alvernia College may take disciplinary action.
Further Information	<u>OAIC Guide on Privacy Obligations and Children and Young People</u>

Arrangements for Ill or Injured Students Policy

This policy relates to a Victorian Registration Standards requirement.

Other jurisdictions can turn off the visibility of this page using the orange slider in the left-hand navigation menu.

Contagious Conditions (Student)

The Hazard – Contagious Conditions	<p>There are many communicable diseases that can affect children and young people, some common and others rare, including:</p> <ul style="list-style-type: none"> • Chicken pox (varicella) • Diphtheria • Enterovirus 71 • Gastroenteritis • German measles (rubella) • Haemophilus influenzae type b (hib) disease • Hepatitis A • Human influenza • Measles • Meningococcal disease • Poliomyelitis • Tuberculosis • Typhoid and paratyphoid fever • Whooping cough (pertussis). <p>More information about these diseases can be found on the <u>Department of Health website</u>.</p>
Mount Alvernia College's Policy	Mount Alvernia College is committed to providing a safe learning

	<p>environment for all our students.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> • we implement clear guidelines for the management of contagious conditions • we provide education, support and resources for staff, parents/carers, students and the wider College community on dealing with contagious conditions • teaching staff are trained to recognise symptoms of common contagious conditions and how to deal appropriately with students who become ill at the College • we inform the relevant public health unit of the occurrence of any notifiable conditions.
<p>Parent/Carer Responsibility</p>	<p>Parents/carers are required to:</p> <ul style="list-style-type: none"> • inform the College of any contagious condition their child is diagnosed with • follow medical advice with respect to exclusion from and return to school of their child • comply with staff directions for time out of school required for the student’s condition.
<p>Immunisation Policy</p>	<p>The College encourages all staff and students to be vaccinated to protect them against the outbreak of vaccine-preventable communicable diseases.</p> <p>Staff vaccination is covered in the College's WHS Program.</p> <p>Prospective students will not be excluded from attending school if they have not been immunised.</p>
<p>Infection Control Policy</p>	<p>In the event of an outbreak of a vaccine preventable disease at the College, the student diagnosed with the contagious condition must not attend school in order to prevent the spread of the condition among staff and other students.</p>

	<p>The student will be excluded from school in accordance with the recommended minimum exclusion periods in Queensland Health's Time Out Poster.</p> <p>Students who do not have proof of immunisation may have to stay at home.</p> <p>Specific management and communication arrangements will be worked out in consultation with our local public health unit.</p>
Cases of COVID-19	<p>The Department of Education has advised on its webpage of Frequently asked questions that it has established protocols if a confirmed case of COVID-19 occurs in a school. The Department of Education will:</p> <ul style="list-style-type: none">• follow the advice of Queensland Health• work with the school community to minimise the impact of a confirmed case• ensure the health, safety and wellbeing of staff, students and visitors are prioritised. <p>In the event of a confirmed case of COVID-19 in the College community, the College may need to temporarily close to allow time for public health authorities to conduct contact tracing and deep cleaning to be undertaken prior to reopening.</p>
Incident Procedures	<p>In the event a student becomes unwell at the College with a contagious condition, immediate medical treatment should be provided following the procedures outlined in our First Aid policy. Students should then be transferred to the care of their parent/carers.</p>
Notification of Communicable Diseases	<p>The Principal is legally obligated to notify Queensland Health and our local public health unit, as soon as possible after they are made aware that a student enrolled at the College is suffering from a notifiable condition.</p> <p>Queensland Health has a list of all notifiable conditions.</p>

Staff Responsibilities	<p>Staff must:</p> <ul style="list-style-type: none">• advise the Principal if they know or reasonably suspect that a student may have a contagious condition• implement infection control practices to minimise the risk of exposure to contagious conditions for themselves and their students• be aware of contagious conditions which they have been vaccinated against and keep their immunisation records up to date• maintain privacy and confidentiality of student information and documentation on suspected/confirmed contagious conditions.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none">• staff education and supervision• maintenance of staff and student medical records• effective incident notification procedures• effective communication procedures with students' parents/carers• initiation of corrective actions where necessary.
Discipline for Breach of Policy	<p>Where a staff member breaches this Policy Mount Alvernia College may take disciplinary action.</p>

Re-entry After Hospitalisation, Extended Absence or Mental Health Concerns

With the assistance of parents/carers, schools play a vital role in ensuring that all students are supported in their overall wellbeing, whilst continuing to pursue their educational aspirations in a safe and nurturing environment. In some incidences, students may require extra considerations for the following reasons:

- Extended periods of absence (greater than two weeks)
- As a result of hospitalisation for a physical injury or illness
- As a result of a mental health concern that has required either hospitalisation or presentation to an emergency department or specialised intervention

To ensure that the most appropriate support is provided by the school in conjunction with the family and external agencies the following procedures will be enacted:

Procedures

1. The staff member who is notified of the reason (i.e., *Deputy Principal, Pastoral Guardian, or School Psychologists*) and maintains communication with the family to be updated on student wellbeing.
2. If there is an indication that the student can continue part or all of their studies, the staff member responsible will liaise with the relevant Teaching and Learning Guardian (TLG) to ascertain what is possible and will communicate this to the student. The TLG will confidentially liaise with the PG and teaching staff to ensure learning continues.
3. In the event of a mental health concern, the relevant School Psychologist will request permission from the family to contact the outside treatment team to gain insight into how best to support the student as part of their re-entry plan.
4. In the event of a physical injury or illness the relevant school contact will request permission from the family to receive a medical plan that supports the student's re-entry to the school.
5. The school requires written medical clearance from the physician or treating specialist before the student can return to school. This is required for either mental health or physical injury or physical illness. If the student attends school and medical clearance has not been received, parents will be phoned to collect the student. The student will not be able to attend school until this clearance is provided.
6. In all cases as listed above, the student and their family are to meet with relevant staff (e.g., *Deputy Principal, Pastoral Guardian, School Psychologist, Teaching and Learning Guardian or SEAC staff*) to discuss support for the student.
7. The relevant staff will consider whether the following are required:
 - Reduced subject load.
 - Assignment/exam extensions
 - Reduced attendance with the aim of working towards full-time attendance.
 - Support plan
 - Appointments with the School Psychologist
8. The *School Psychologists* will develop a Support plan if required.
9. The *School Psychologists* will develop a Support plan if required.

Updated 22FEB21

Annette Butterworth (Deputy Principal - Student Development) & Samantha Jensen (Principal)

School Specific Procedures - Student Health

The College is guided by **Queensland Health** with regard to the management of student health. Please refer to the [Health Conditions Directory](#) for updated information.

Health Alerts

Whilst the College has some specific policies and procedures in place, the general process is as follows:

- If an infectious/contagious health condition is detected with the College, The **Primary First Aid Officer** is to be alerted.
- The **Primary First Aid Officer** then advises the **Deputy Principal of Student Development** and requests a Health Alert to be sent to families.
- Once approved, this is sent to all families by the **Communications Officer**.
- In addition, the **Primary First Aid Officer** directly alerts families of students who are immunocompromised as part of their Medical Action Plans.
- The **Communications Officer** will also send an alert to all College staff.

Management of Medical Conditions

Mount Alvernia College's [Health Management Support Guidelines](#) outlines the procedures in place with regard to awareness, treatment and management of several common medical conditions, including:

- Allergies & Anaphylaxis
- Asthma
- Diabetes
- Epilepsy

Medical Action Plans (MAP) are regularly updated in consultation with the student, their family and their medical practitioner. MAPs are stored in:

- G drive - Administration/First Aid/High Alerts/year
- iWise / Synergetic
- Red Folders (High Alerts) located in Student Services and Main Reception.

Other Student Health Matters

Concussion

Where sport-specific protocols exist, these override the College protocols regarding the management of **Concussion**. *e.g. Rugby Australia requires that children and adolescents aged 18 years and under wait a minimum of 19 days before returning to play.*

Student Confidentiality

It is our policy that student confidentiality is maintained at all times.

Student Behaviour

This section of our Student Duty of Care Module includes:

- [Student Use of Alcohol](#)
- [Assault \(Student Against Student\)](#)
- [Bullying Prevention and Intervention](#)
- [Confiscation of Student Property](#)
- [Student Smoking, Vaping and e-Cigarettes](#)
- [Student Use of Illicit Drugs](#)
- [Harassment Policy](#)
- [Restraint of Students Policy](#)
- [Cyber Safety](#)
- [Information and Communication Technology \(ICT\)](#)
- [Student Use of Mobile Phones](#)
- [Student Use of Social Media](#)
- [Truancy](#)

Student Use of Alcohol

Alcohol	Alcohol is a depressant drug that slows brain activity responses and impairs coordination. The consumption of alcohol by students increases the risk of injury to the students themselves
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	<p>and to others, as well as impairing the ability of students to respond appropriately in an emergency. The effects of alcohol can be magnified when consumed in conjunction with other substances, including prescription drugs.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe environment for all our students, workers and visitors.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• the purchase, possession or consumption of alcohol by students is strictly prohibited on College premises, at functions, excursions, camps, when representing the College, when wearing College uniform and in transit to or from College• while on College property or representing the College in any way, students are not permitted to be under the influence of alcohol• all students will receive age appropriate health and alcohol education to enable and support them to make informed choices, and to minimise the harm associated with alcohol use• referrals to counselling and support groups will be provided to students with alcohol-related problems.
Dealing with a Student Who Breaches this Policy	<p>If a staff member suspects that a student has breached this Policy, through either the identification of alcohol products held by the student, or identification of symptoms associated with intoxication, they must:</p> <ul style="list-style-type: none">• isolate the student from their peers in a calm and controlled manner (if possible)• if this is not possible and an impaired student refuses to cooperate and/or becomes agitated, ensure that any other students within the immediate vicinity are removed from harm and attempt to calm the student until such time as other staff members are able to provide assistance

- ask the student to accompany them to the College Main Reception
- contact the Principal or a member of the College Leadership Team to inform them of the situation.

Actions by the Principal or Deputy Principal will include:

- considering the welfare of the student suspected of possessing or consuming alcohol products
- considering the welfare of the student population
- contacting the student's parents/carers to inform them of the incident.

The Principal or Deputy Principal may also consider:

- calling the police in the event that the student is acting in an aggressive or threatening manner
- contacting counselling and support services for further referral in relation to the student
- disciplinary consequences, according to our policy
- contacting the police where alcohol or alcohol products have been supplied by an identified individual to students under the age of 18 years.

The Principal or Deputy Principal may also consider:

- confiscating and/or isolating any alcohol products
- in the presence of another teacher, requesting a student to empty their pockets or bags where the staff member suspects that they contain alcohol products. A student's consent will be required to proceed with the search. For more information, refer to our [Confiscation of Student Property](#) policy.

Staff Responsibilities

All staff must:

- follow the guidelines set out in this Policy when dealing with a student that they believe may be under the influence of

	<p>alcohol</p> <ul style="list-style-type: none"> • take all reasonable steps to ensure the safety and welfare of students from both known and reasonably foreseeable alcohol-related risks of harm and/or injury • inform the Principal or other senior staff members if they have reasonable grounds to suspect that a student is involved in alcohol related behaviour.
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff education • student education via ongoing age appropriate alcohol education programs integrated into classroom learning • effective communication procedures • effective incident notification procedures • effective record keeping procedures • initiation of corrective actions where necessary.

Assault (Student Against Student)

<p>Assault (Student Against Student)</p>	<p>Assault is aggressive physical contact, use of force or intimidating behaviour causing real fear in another person that the threat will be executed. Examples include striking or attempting to strike another person, threatening another person with violence and verbal abuse with a threat of imminent harm.</p> <p>Students’ capacity to participate fully in learning is adversely affected by incidents of assault and violence. Common problems include anxiety, depression, alienation, higher absenteeism and lower academic competence.</p>
<p>Mount Alvernia College's Policy</p>	<p>Mount Alvernia College is committed to providing a safe environment free from assault for all our students, workers and visitors.</p> <p>It is our policy that:</p>

	<ul style="list-style-type: none"> • ongoing opportunities to learn about positive relationships and managing conflict situations in the College is provided to both staff and students • assaults against students and other forms of violence are unacceptable and will not be tolerated at Mount Alvernia College • all incidents of assault against students must be reported to the Principal and shall be thoroughly investigated • appropriate consequences will be applied for unacceptable behaviour, encouraging students to take responsibility for their own actions • treatment, counselling and ongoing support will be available for all students affected by assault.
<p>Students with a Known History of Violence</p>	<p>A risk assessment shall be undertaken on any student who has a known history of violence or exhibits continual violent behaviour. Appropriate risk mitigation strategies will be implemented including, where necessary, removing the student from the College either temporarily or permanently.</p>
<p>Dealing with an Assault Situation</p>	<p>A staff member who recognises signs of violence that could lead to assault or witnesses an assault, should take the following steps:</p> <ol style="list-style-type: none"> 1. Remove students who are not directly involved to a safe place. 2. Alert other staff for assistance to defuse the situation and contact police if necessary. 3. Assist any victim/s take evasive action where possible. 4. Determine whether physical intervention or restraint of persons involved is an appropriate response and take action accordingly. 5. Use reasonable force as necessary. 6. If injuries are sustained, seek medical assistance. 7. Notify the Principal of the incident without delay. 8. Complete an incident report.
<p>Notification and Investigation of an Incident of Assault</p>	<p>After an incident of assault, notification and investigation will</p>

	<p>take place as follows:</p> <ul style="list-style-type: none">• All incidents of assault against a student must be reported to the Principal without delay.• All incidents of assault against a student shall be recorded in our Incident Register.• Parents/carers will be contacted as soon as possible to inform them of any incidents of assault involving their child.• All reported incidents of assault against students shall be thoroughly investigated in accordance with principles of procedural fairness. This may include taking statements from witnesses and photographs of the scene of the incident.• Where appropriate the Police will be notified.• Upon consideration of all the facts the Principal will:<ul style="list-style-type: none">• determine the appropriate consequences to be applied to the perpetrator of the assault• arrange treatment, counselling and ongoing support for all students affected by assault.• A file recording all matters pertaining to the investigation (including police involvement) shall be maintained by the College.• Records of any action taken shall be maintained on the relevant student's file.
Staff Responsibilities	<p>All staff must:</p> <ul style="list-style-type: none">• familiarise themselves with this policy and follow relevant guidelines where applicable• participate in relevant professional development programs• notify the Principal immediately if they consider a student is at risk of committing an assault• notify the Principal immediately if they witness an assault against a student (including threatening and or intimidating behaviour).
Implementation	<p>This Policy is implemented through a combination of:</p>

	<ul style="list-style-type: none"> • staff education and supervision • student education via ongoing age appropriate relationship and conflict resolution programs integrated into classroom learning • identification of 'at risk' students and the undertaking of risk assessments where appropriate • effective notification and investigation procedures • effective communication procedures • taking appropriate action against any student who commits an assault • development of safety 'no-violence' culture within the College • effective record keeping procedures • initiation of corrective actions where necessary.
<p>Discipline for Breach of Policy</p>	<p>Where a staff member breaches this Policy Mount Alvernia College may take disciplinary action.</p>

Bullying Prevention and Intervention

<p>The Hazard – Bullying</p>	<p>Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.</p> <p>Bullying can take many forms including:</p> <ul style="list-style-type: none"> • Physical bullying which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying. • Psychological bullying which is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or
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	<p>making fun of someone because of their actions, appearance, physical characteristics or cultural background.</p> <ul style="list-style-type: none">• Indirect bullying which is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.• Cyberbullying which is the ongoing abuse of power to threaten or harm another person using technology. Cyberbullying can occur in chat rooms, on social networking sites, through emails or on mobile phones. Refer to our Cyber Safety policy.
What Isn't Bullying	<p>There are many negative situations which, while being potentially distressing for students, are not bullying. These include:</p> <ul style="list-style-type: none">• Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation• One-Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.
Signs of Bullying	<p>Major behavioural changes in a student may be indicative of bullying. Such behavioural changes may include:</p> <ul style="list-style-type: none">• crying at night and having nightmares• refusing to talk when asked "What's wrong?"• having unexplained bruises, cuts or scratches• an unwillingness or refusal to go to school• feeling ill in the mornings• a decline in quality of schoolwork• becoming withdrawn and lacking confidence• beginning to bully siblings• acting unreasonably. <p>Parents/guardians are encouraged to recognise signs of bullying and notify the College through a trusted staff member</p>

	<p>immediately (such as a class teacher or College counsellor), if they suspect their child is a victim of bullying.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the College is respected and accepted.</p> <p>Bullying is not tolerated at Mount Alvernia College.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• bullying be managed through a 'whole-of-College community' approach involving students, staff and parents/guardians• bullying prevention strategies be implemented within the College on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately• bullying response strategies be tailored to the circumstances of each incident• any cyberbullying incident that affects the wellbeing of a student will be addressed, even where initiated outside of school hours or school grounds• staff establish positive role models emphasising our no-bullying culture• bullying prevention and intervention strategies are reviewed, and their impact is evaluated, on an annual basis against best practice.
Bullying Prevention Strategies	<p>Mount Alvernia College recognises that the implementation of whole-College prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.</p>

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the College:

- A structured curriculum and peer group support system, that provides age-appropriate information and social and emotional competencies relating to bullying (including cyberbullying) and bullying prevention, to students over the course of the academic year.
- Education, training and professional development of staff in bullying prevention and response strategies.
- Appropriate sharing among staff of information about cyberbullying incidents.
- Regular provision of information to parents/guardians, to raise awareness of bullying as a College community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the College.
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians.
- Promotion of responsible bystander behaviour amongst students, staff and parents/guardians.
- Reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below).
- Regular risk assessments of bullying within the College are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff.
- Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate.
- Statements supporting bullying prevention are included in student communications.

	<ul style="list-style-type: none">• Education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear.• Anti-bullying posters are displayed strategically within the College.• Promotion of student awareness and a 'no-bullying' environment.
Reporting Bullying	<p>Students and their parents/guardians are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.</p> <p>A key part of the College's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/guardians) that:</p> <ul style="list-style-type: none">• bullying is not tolerated within the College• their concerns will be taken seriously• the College has a clear strategy for dealing with bullying issues. <p>Bullying incidents can be advised to the College verbally (or in writing) through any of the following avenues:</p> <p>**Every report of an incident of bullying behaviour is to be treated as a serious issue.**</p> <p>The following are the procedures to be followed when a complaint is made:</p> <ol style="list-style-type: none">1. The staff member to whom an incident is reported will make a written record including information on the alleged victim(s), the alleged bully or bullies, what is alleged to have happened, where and when the incident is alleged to have occurred.2. This information is passed on to the relevant Pastoral Guardian who will interview the alleged victim(s) to confirm the information if the victim(s) was not the person who reported the

incident, as well as those accused of the bullying behaviour to inform them of the accusation, give them the opportunity to respond and to issue a warning that a repeat offence directed at the current or other victims will lead to the steps outlined in points 4-6 below.

3. The **Pastoral Guardian** may facilitate a face-to-face meeting between the parties if it is judged that such a meeting would be productive and not escalate the situation.
4. A second documented offence will result in the parents of the bully being required to attend an interview with the accused student. At this meeting, the student will be warned that a third offence may result in suspension of up to three days.
5. A third offence will normally result in a period of suspension unless there are other circumstances which make this action inappropriate.
6. A fourth offence may lead to the student permanently excluding herself from the Mount Alvernia community.

Bullying that occurs outside of school hours and affects the wellbeing of a student (such as cyberbullying) should also be reported. For more information, refer to our **Cyber Safety** policy.

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the College:

- takes bullying incidents seriously
- provides assurance to the victim that they are not at fault and their confidentiality will be respected
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- takes time to understand any concerns of individuals involved
- maintains records of reported bullying incidents

- will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- The “Method of Shared Concern” Approach (Pikas)
- The “No Blame” Approach (Maines & Robinson)

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- notification of/consultation with parents/guardians
- offering counselling to persistent bullies/victims
- implementing effective follow up strategies
- disciplinary action, at the Principal’s discretion, including suspension and expulsion of persistent bullies, or in cases of severe incidents.

Bullying and Other Support Services

Mount Alvernia College offers support to all students who have been affected by bullying, regardless of whether the bullying was dealt with under this policy or not.

The following support services are available to students and staff:

Counselling Services

Mount Alvernia College offers counselling services to students. For counselling services please contact Ellie Keane or Emma Moore.

Cyber Safety Contact Person

Our Pastoral Contact Person is the first contact point for students, staff and parents if a cyber safety issue arises. For contact details refer to our Cyber Safety policy.

Office of the e-Safety Commissioner

	<p>The Office of the e-Safety Commissioner provides advice and strategies on how to deal with cyber bullying issues to people under 18: https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying.</p>
<p>Staff Responsibilities</p>	<p>All staff must:</p> <ul style="list-style-type: none"> • model appropriate behaviour at all times • deal with all reported and observed incidents of bullying in accordance with this policy • ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately • be vigilant in monitoring students that have been identified as either persistent bullies or victims • monitor students to ensure that any actions taken to address bullying and its impact have been effective • acknowledge the right of parents/guardians to speak with the College if they believe their child is being bullied.
<p>Signage</p>	<p>Anti-bullying posters may be posted in strategic locations in the College to promote appropriate behaviour and encourage students to respect individual differences and diversity.</p>
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff training • student and parent/guardian education and information • effective incident reporting and recording procedures • effective management of bullying incidents when reported • the creation of a 'no-bullying' culture within the College community • effective record keeping procedures • monitoring students to ensure that any actions to address bullying and its impact have been effective • initiation of corrective actions where necessary.
<p>Discipline for Breach of Policy</p>	<p>Where a staff member breaches this policy Mount Alvernia College will take disciplinary action, including in the case of serious breaches, summary dismissal.</p>

Definitions Relating to Bullying

Bullying is the act of knowingly causing either emotional or physical harm to another through repetitive actions. It often occurs when the perpetrator uses power over the victim, eg verbal threats, pushing, excluding, rumour spreading.

Non-selective bullying is where a student demonstrates repeated bullying behaviours that are not confined to one student but to a variety of students in separate incidents.

Cyber Bullying is the sending or publishing electronically derogatory or defaming information, either in written or visual form. This includes, but is not limited to, email, text messaging, Facebook, Twitter, Tumblr, Youtube, and Instagram.

The effects of cyberbullying are often viral in nature. The intention is often to intimidate, control, manipulate, put down, or humiliate the recipient. Once posted, comments remain alive and cannot be easily undone. They have the potential of reaching a wide network of people. **Parents will be advised immediately if a student is found to be a perpetrator of cyber bullying.** Further action may result as per step 5 and 6 of the Process for Dealing with Incidents of Bullying (as noted in **Bullying Prevention & Intervention** policy).

Digital footprints are traces left behind by someone's activity in a digital environment. For privacy and protection of all community members, students should not post photos of themselves or other students in school uniform or in the school setting. Students should also note that inappropriate images of themselves may be illegal and police will be notified where necessary. Posting photos of staff, parents, or other students without permission is strictly prohibited.

Confiscation of Student Property

Mount Alvernia College's Policy	Mount Alvernia College is committed to providing a safe environment for all our students, workers and visitors. It is our policy that: <ul style="list-style-type: none">• students do not bring property to school that is in breach of College rules or this policy• any member of the teaching staff may confiscate student property that is deemed to be contraband
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	<ul style="list-style-type: none"> • Mount Alvernia College staff follow the procedures set out in this Policy in relation to the confiscation and holding of contraband <p>Teaching staff may take from a student at the College, or at any College-sanctioned event, any property in the student’s possession that:</p> <ul style="list-style-type: none"> • is contrary to the College rules • is disruptive to the College’s learning environment • poses a risk to the safety or wellbeing of students, staff or visitors • is illegal • may cause damage to College property. <p>Property that meets any of this criterion is deemed to be “contraband”. Students who persistently bring contraband to the College will be subject to further disciplinary action.</p>
<p>Procedures for Confiscating Contraband</p>	<p>Teaching staff may ask students to hand over contraband, but they will not take it by force or remove it directly from the student’s possession, unless the contraband poses a serious and/or imminent risk to the safety or wellbeing of students, staff or visitors.</p> <p>The teaching staff member who confiscates the contraband will place it into an envelope with the student’s name and details clearly marked on it and keep it in a secure location until the student collects the contraband or the teaching staff member passes it on to the Principal.</p> <p>Confiscated illegal substances, weapons and IT devices that may contain illegal material must be handed over to the Police, or collected or passed on to the Principal if this is not possible.</p>
<p>Procedures for Holding and Returning Contraband</p>	<p>Mount Alvernia College will apply the following procedures for the holding and return of confiscated contraband student property:</p>

- Jewellery in breach of College rules, non-standard uniform items and any other contraband confiscated, other than those specifically mentioned below, should be collected by students at the end of the school day.
- Wherever practicable, contraband which is not collected will be passed on to the Pastoral Guardian for safe storage. Contraband may then be collected from the Pastoral Guardian.
- Mobile telephones and other IT devices should be collected at the end of the school day, unless there is a suspicion that they contain inappropriate or illegal material. The devices must not be opened or viewed by staff. Depending on the circumstances, they will be passed on to parents/carers or the Police. For more information, refer to our [Student Use of Mobile Phones Policy](#).
- Dangerous items such as cigarette lighters, e-cigarettes, tobacco products or alcohol will be returned to a student's parent/carer as soon as practicable. For more information, refer to our [Student Use of Alcohol](#) and [Student Smoking, Vaping and e-Cigarettes](#) policies.
- With the exception of weapons, illicit substances and IT devices that are suspected to contain illegal material, parents/carers may collect other confiscated student items from the College at any time during school hours.
- IT devices that are suspected to contain illegal material, weapons and illicit substances will be passed on to the Police. For more information, refer to our [Student Use of Illicit Drugs Policy](#).

The student or parent/carer to whom the returned contraband was returned must sign for it.

The College is not responsible for the return of any property that is given to the Police.

Confiscation of Student Property - What Not to Do

Staff must not:

	<ul style="list-style-type: none"> • confiscate any contraband from a student unless another staff member is present • remove contraband by force unless the contraband poses a serious and imminent risk of harm to the safety or wellbeing of students, staff or visitors • forcefully or inappropriately touch a student for the purpose of searching for or removing contraband • search a student’s person, including outer clothing and pockets • remove any parts of a student’s clothing for the purpose of searching for contraband.
<p>Expectations of Students</p>	<p>Students are expected to conduct themselves in a manner sensitive to the needs of others. They may not bring items to school that are in breach of the College’s rules or this Policy.</p> <p>Students who fail to follow the reasonable request of a teacher to hand over contraband, in line with this Policy, will be subject to further disciplinary action.</p> <p>For more serious or repeated offences, disciplinary action can include the suspension or cancellation of enrolment.</p>
<p>Staff Responsibilities</p>	<p>All staff must:</p> <ul style="list-style-type: none"> • inform the Principal, Deputy Principal or other senior staff members if they suspect that a student is in possession of tobacco or smoking-related products, alcohol, inappropriate or illegal material on a mobile phone or other IT device, illicit substances or weapons • follow the procedures set out in this Policy when confiscating contraband items from a student • follow the procedures set out in this Policy in relation to the holding and return of contraband items
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p>

	<ul style="list-style-type: none">• staff training• student education• effective monitoring and supervision of students• effective communication and incident notification procedures• effective record keeping procedures• initiation of corrective actions where necessary.
Discipline for Breach of Policy	Where a staff member breaches this Policy Mount Alvernia College may take disciplinary action.

Searching School Bags & Lockers

Supplementary Policy - Mount Alvernia College

This policy is supplementary to the College's Confiscation of Student Property policy and is to be read in conjunction with it.

Students can be asked to empty out the contents of their school bags and school lockers. Staff must never open or put their hands into a student's bag or locker unless there are very extenuating circumstances, such as to retrieve an asthma puffer or EpiPen during a health emergency.

Students must always be asked if they would be prepared to open their bags or locker and remove the contents. If the student refuses, the bag or locker must not be touched. Bags must be kept in full view of the student (with the student sat near the bag) whilst the parents or authorities are then called to conduct the search. Lockers must remain locked and the student to remain with the staff member whilst the parents or authorities are then called to conduct the search.

Students may be asked to empty out the contents of their pockets, however staff must not search a student's person, including their outer clothing and pockets.

Student Smoking, Vaping and e-Cigarettes

The Hazard	Tobacco smoke is a health hazard and has been directly linked to a range of serious diseases including lung cancer and heart disease.
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The smoking of tobacco products (such as cigarettes) is not only a health hazard to the smoker but also to any person who is exposed to passive smoking through the breathing of air contaminated by tobacco smoke. Nicotine in tobacco is highly addictive and can harm adolescent brain development.

The hazards associated with electronic cigarettes (e-cigarettes) or any vaping device that heats a liquid to produce a vapour that users inhale, may include the presence of the following hazardous substances:

- nicotine
- in e-cigarette liquids and in the aerosol produced by e-cigarettes:
 - formaldehyde
 - acetaldehyde
 - acrolein, which are known cancer-causing agents
- flavourings that have been linked to lung disease
- heavy metals such as nickel, tin, and lead that can cause acute and chronic toxic effects on body organs
- some chemicals in e-cigarette aerosols that can also cause DNA damage

It may also be difficult to assess the safety of specific e-cigarettes and liquids because:

- there are a wide variety of devices and liquids sold
- their labels are often incomplete or incorrect
- users can change the liquid that they use in their e-cigarette and how the device operates.

The health effects of e-cigarettes and vaping are subject to ongoing research.

Definitions

Smoking is the use or consumption of smoking products.

Smoking products includes all tobacco products (e.g. cigarettes and all smokeless tobacco products), electronic cigarettes, non-

	<p>tobacco smoking products and shishas.</p> <p>Electronic cigarettes (also known as e-cigarettes) or other vaping devices include devices that heat a liquid to produce a vapour that users inhale.</p> <p>For the purposes of this Policy, references to e-cigarettes include electronic nicotine delivery systems (ENDS), electronic non-nicotine delivery systems (ENNDS), alternative nicotine delivery systems (ANDS), personal vaporisers, e-hookahs, vape pens and vapes</p> <p>The use of e-cigarettes is commonly known as “vaping”.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe environment for all our students, workers and visitors.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• the purchase, possession, supply or use of smoking or e-cigarette products by students is strictly prohibited on College premises, at College functions, excursions and camps, when representing the College, when wearing College uniform and in transit to or from the College• the prohibition on smoking includes the use of e-cigarettes (vaping) whether or not the e-cigarette contains nicotine• we will confiscate all smoking products brought onto College premises by students• we will confiscate cigarette lighters, matches and other smoking-related products brought onto College premises by students• a student who is found to be supplying smoking products whether for payment or without payment to other students, may be referred to Police where this breaches legislation relating to the supply to students under the age of 18 years• we will provide information to parents/carers on the health risks of vaping and seek their support in reinforcing this

	<p>policy including in relation to the confiscation of smoking products</p> <ul style="list-style-type: none">• all students will receive age-appropriate health education to enable and support them to make informed choices, and to minimise the harm associated with smoking• referrals to counselling and support groups may be provided to students with smoking-related problems <p>The College reserves the right in keeping with its Student Code of Conduct to suspend (or in serious and/or repeated cases) to cancel the enrolment of students in breach of this policy.</p>
The Legislation	<p>In addition to the College’s prohibition on smoking and vaping, all Australian states and territories have legislation with restrictions and sanctions in relation to smoking, including fines for selling of smoking products to persons under the aged of 18. For more information, refer to our Smoking (Staff) Policy.</p> <p>A prescription will be required to legally access nicotine-containing e-cigarette products for any purpose. This includes importing these products from overseas.</p>
Identifying E-Cigarette Devices and Their Effects	<p>Some e-cigarette devices are designed to look like cigarettes or cigars, however, as some state or territory laws ban the sale of cigar or cigarette ‘look alike’ products, many e-cigarette versions look like memory sticks or pens.</p> <p>Most e-cigarettes consist of four different components, including:</p> <ul style="list-style-type: none">• a cartridge, reservoir or pod, which holds a liquid solution (<i>e-liquid or e-juice</i>) containing varying amounts of nicotine, flavourings, and other chemicals• a heating element (atomizer)• a power source (usually a battery)• a mouthpiece that the person uses to inhale.

	<p>In many e-cigarettes, puffing activates the battery-powered heating device, which vaporises the liquid in the cartridge. The person then inhales the resulting aerosol or vapour.</p> <p>Visual representation of e-cigarette and vaping products can be found here.</p> <p>Vaping does not cause the user to ‘smell like cigarette smoke’, as the smell dissipates quickly in the air. Younger children prefer sweet-flavoured e-juice, so this smell may linger on their breath or clothing.</p> <p>Tobacco smoking and e-cigarettes which contain high levels of nicotine or similar alkaloids may leave the users with symptoms such as nausea, trembling and dizziness.</p>
Dealing With a Student Who Breaches this Policy	<p>If a staff member suspects that a student has breached this Policy, through either the identification of smoking or e-cigarette products held by the student, or identification of symptoms associated with the student’s use of these products, they must:</p> <ul style="list-style-type: none">• confiscate and/or isolate any smoking products• in the presence of another teacher, request a student to empty their pockets or bags where the staff member suspects that they contain tobacco or e-cigarette products. A student’s consent will be required to proceed with the search. For more information, refer to our Confiscation of Student Property policy.• contact the Principal or other appropriate senior member of staff to inform them of the situation. <p>Actions by the Principal or other senior member of staff will include:</p> <ul style="list-style-type: none">• considering the welfare of the student suspected of purchasing, possessing, supplying or using smoking products• considering the welfare of the student population

	<ul style="list-style-type: none">• contacting the student’s parents/carers to inform them of the incident. <p>The Principal or other senior member of staff may also consider:</p> <ul style="list-style-type: none">• contacting counselling and support services for further referral in relation to the student• disciplinary consequences, according to our policy• contacting the Police where tobacco or e-cigarette products have been supplied by an identified individual to students under the age of 18 years.
Staff Responsibilities	<p>All staff must:</p> <ul style="list-style-type: none">• regularly check areas of the campus where this type of behaviour could occur• follow the guidelines set out in this Policy when dealing with a student that they believe may have breached this Policy• inform the Principal or other senior member of staff if staff have reasonable grounds to suspect that a student has breached this Policy.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none">• staff training in the identification of vaping and e-cigarette products• staff training on identifying students who have been affected by vaping or e-cigarette products• informing and regularly reminding the College community (including students, staff and parents/carers) about the guidelines set out in this Policy• student education via ongoing age-appropriate smoking education programs integrated into classroom learning• parent/carer education regarding the identification of smoking or e-cigarette products and their effects on students• effective staff supervision of areas where smoking may (or is known to) occur

- effective incident notification procedures
- initiation of corrective actions where necessary
- effective record keeping procedures.

Student Use of Illicit Drugs

Student Use of Illicit Drugs	<p>Illegal drug use by students (including the misuse of prescription medication) increases the risk of injury to the students themselves and to others, as well as impairing the ability of students to respond appropriately in an emergency.</p> <p>If the drug use by the student involves alcohol, please refer to Student Use of Alcohol.</p> <p>For more information, also refer to our Student Smoking, Vaping and e-Cigarettes policy.</p>
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe environment for all our students, staff and visitors.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• the use, possession and supply of illicit drugs and/or drug paraphernalia (such as vapes, pipes or 'bongs') by students is strictly prohibited• while on College property, or representing the College in any way, students are not permitted to be under the influence of illicit drugs• all students will receive age-appropriate health and drug education to enable and support them to make informed choices, and to minimise the harm associated with drug use• referrals to counselling and support groups will be provided to students with drug related problems, where appropriate• the Police will be consulted, as required, in relation to all suspected incidents of illicit drug use, possession or supply which occur on College grounds.

Dealing with a Student Affected by Drugs	<p>Where a student exhibits obvious signs of drug use a staff member must:</p> <ul style="list-style-type: none">• isolate the student from their peers in a calm and controlled manner, if possible• if this is not possible and an impaired student refuses to cooperate and/or becomes agitated, ensure that any other students within the immediate vicinity are removed from harm and attempt to calm the student until other staff members are able to provide assistance• ask the student to accompany them to the College Main Reception• contact the Principal to inform them of the situation.
Responsibilities of the Principal	<p>The Principal must make an assessment of the student's condition and take appropriate action based on the facts.</p> <p>In all cases, the welfare and safety of both the student with suspected drug use, possession or supply and the welfare of the student population must be considered.</p> <p>Actions by the Principal must include:</p> <ul style="list-style-type: none">• consulting with the Police to see if use, possession or supply of drugs criminal law offences apply• confiscating and/or isolating any remaining illicit drugs• contacting the student's parents/guardians to inform them of the incident• meeting with student and parents prior to student's return to College to set expectations. <p>The Principal may consider:</p> <ul style="list-style-type: none">• requesting that the student's parents/carers remove them from the College grounds• contacting drug diversionary or counselling services for further referral• suspension or expulsion, according to our policy.

Staff Responsibilities	<p>All staff must ensure that:</p> <ul style="list-style-type: none">• they follow the guidelines set out in this policy when dealing with a student that they believe may be under the influence of illicit drugs• all reasonable steps are taken to ensure the safety and welfare of students from both known and reasonably foreseeable illicit drug related risks of harm and/or injury• the Principal or other senior staff members are informed if they have reasonable grounds to suspect that a student is involved in illicit drug related behaviour• prescription drugs are not supplied or administered to students unless following the directions set out in our <u>Medication Administration</u> policy• students are asked to display their possessions or contents of their bag in the presence of another teacher, where there are reasonable grounds for suspicion that they have illicit drugs in their possession.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none">• staff education and supervision• student education via ongoing age-appropriate drug education programs integrated into classroom learning• development of a drug-safe culture by promoting student awareness of drug abuse• effective incident notification procedures• effective communication procedures• effective record keeping procedures• initiation of corrective actions where necessary.

Harassment (Student Against Student) Policy

Harassment	<p>Harassment is unwelcome behaviour that intimidates, offends, or humiliates a student because of a particular personal characteristic.</p>
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	<p>Harassment is similar to bullying because someone hurts another person through cruel, offensive and insulting behaviours. Harassment is different from bullying in that it is a form of discrimination and is unlawful where the basis for harassment relates to a personal characteristic which is protected by law, such as:</p> <ul style="list-style-type: none">• sex and gender identity or sexuality and sexual orientation• race, religion, ethnic background• disability.
Mount Alvernia College's Policy	<p>Mount Alvernia College is committed to providing a safe College learning and working environment that is based on mutual respect and is free from harassment. Harassment is not acceptable in any circumstances and will not be tolerated.</p> <p>The College is responsible for ensuring that students are treated fairly and with respect, and is committed to ensuring that all staff will:</p> <ul style="list-style-type: none">• model appropriate standards of behaviour• educate and make students aware of their obligations under this Policy and the law• intervene quickly and appropriately when inappropriate behaviour is identified• act fairly to resolve issues and enforce the College's behavioural standards, making sure relevant parties are heard• help students resolve complaints informally• ensure students who raise an issue or make a complaint are not victimised. <p>The College will investigate formal complaints about breaches of this Policy and take appropriate prompt remedial action, including counselling, education, mediation and disciplinary action up to and including expulsion.</p>
Sexual Harassment	

Sexual harassment occurs when a student is subjected to unwelcome and uninvited sexual conduct by another student which could be expected to make a student feel offended, humiliated, or intimidated.

Sexual harassment can also result when a sexually intimidating or offensive environment is created.

Sexual harassment can be physical, verbal, written or pictorial, and can range from relatively mild sexual banter to actual physical violence.

It is important to remember that it is the way the victim perceives the behaviour that is important in determining whether or not harassment has taken place, not the intent of a particular individual.

Mutual attraction or consenting friendships do not constitute sexual harassment.

Examples of sexual harassment include, but are not limited to:

- unwanted physical contact, touching, brushing against another student, hugging
- persistent jokes or innuendos of a sexual nature
- repeated requests to go out
- offensive gestures
- persistent or intrusive enquiries into another student's private life, sexuality, or physical appearance
- sexual propositions
- sexually offensive phone calls, messages on email, voicemail or in writing
- displaying offensive screen savers, photos, calendars or objects
- sexually explicit emails, text messages, or posts on social networking sites (refer to our [Cyber Safety](#) policy)
- stalking
- sexual assault.

<p>Racial Harassment</p>	<p>Racial harassment is also found in many forms. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • abusive, threatening or insulting words and behaviour • deliberate exclusion from conversations • displaying abusive writing and pictures • insensitive jokes related to race • pranks.
<p>Disability Harassment</p>	<p>Examples of disability harassment include:</p> <ul style="list-style-type: none"> • humiliating comments or insults about a student's disability • disparaging remarks to students who have received learning adjustments • comments or actions which create a hostile environment for a student with a disability • deliberately excluding a student where the disability is not an issue. <p>For more information, refer to our Disability Discrimination policy.</p>
<p>Victimisation</p>	<p>Action will be taken against anyone who victimises a student who makes a complaint of harassment in good faith.</p>
<p>Student Responsibility</p>	<p>All students are required to:</p> <ul style="list-style-type: none"> • treat all students, staff and any other person at the College professionally and with respect • avoid behaviour that could be interpreted as harassing and act to prevent other students from engaging in harassment, where this is reasonably practicable • where students have witnessed harassment at the College they are encouraged to report this to a staff member.
<p>Harassment Response Procedures</p>	<p>A key part of the College's harassment prevention and intervention strategy is to encourage reporting of harassment incidents as well as providing assurance to students (and parents/carers) who experience harassment that harassment is not tolerated within the College.</p>

	<p>Students who believe that they are being harassed should make it known that the comments, contact or behaviour is unwelcome and offensive.</p> <p>If the student does not feel comfortable in talking directly to the perpetrators or if they seek advice on how to proceed, they should contact any of the following:</p> <p>* The Principal, or</p> <ul style="list-style-type: none"> • The Deputy Principal, or • The College's counsellors. <p>The College will then apply its <u>Bullying Prevention and Intervention</u> policy and associated procedures.</p>
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff education and supervision • effective incident reporting and recording procedures • initiation of corrective actions where necessary.
<p>Discipline for Breach of Policy</p>	<p>Depending upon the nature and seriousness of the breach of this Policy Mount Alvernia College may take disciplinary action, including in the case of serious breaches, suspension or expulsion.</p> <p>Engaging in unlawful harassment may result in legal action being taken against the perpetrator and Mount Alvernia College.</p>

Restraint of Students Policy

<p>Definition of Restraint</p>	<p>In this policy, restraint is defined to mean the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being restrained.</p>
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	<p>In some limited circumstances, restraint may also include restraining a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.</p> <p>Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, (i.e. it is not locked).</p> <p>Prone restraint involves holding a student face down and is not permitted at the College.</p> <p>Supine restraint involves holding a student face up and is not permitted at the College.</p>
Our Policy	<p>It is the College's policy that:</p> <ul style="list-style-type: none">• restraint and seclusion must only be used as a last resort in an emergency where there is an imminent threat of physical harm or danger to the student or others• every instance of restraint or seclusion is reported and recorded through our Safety Incident Form• in every instance of restraint, the breathing of the student should be visually monitored• in every instance of seclusion the student must be visually monitored throughout the incident by a staff member to ensure that the seclusion is justified, time limited and that the student, and other students and staff are safe• restraint or seclusion is not used except in situations where:<ul style="list-style-type: none">• the student's behaviour poses an imminent threat of physical harm or danger to self or others• where such action would be considered reasonable in all the circumstances

	<ul style="list-style-type: none"> • where there is no less restrictive means of responding in the circumstances • restraint or seclusion should be discontinued as soon as the imminent danger has dissipated.
<p>When Restraint Should Not Be Used</p>	<p>Restraint and seclusion should not be used as part of a behaviour support plan for a student, or used as a routine behaviour management technique, to punish or discipline a student or to respond to:</p> <ul style="list-style-type: none"> • a student’s refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person • a student leaving the classroom/College without permission, unless that conduct causes an imminent risk to the safety of the student or another person • verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted • property destruction caused by the students unless that destruction is placing any person at immediate risk of harm. <p>Mechanical restraints should never be used unless the device is for a therapeutic purpose with written evidence of the prescription or recommendation of use, or if the restraint is required for safe travel in a vehicle.</p>
<p>When Restraint May Be Used</p>	<p>Staff may only use restraint or seclusion of a student when there is an imminent threat of physical harm or danger to the student or others, and where such action would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.</p> <p>It should only be used as a last resort and the decision about whether to use restraint or seclusion should be made in accordance with the staff member’s own professional judgment.</p> <p>When applying restraint, staff:</p>

	<ul style="list-style-type: none"> • must use the minimum force required to avoid the dangerous behaviour or risk of harm to others and only restrain the student for the minimum duration required and stop restraining the student once the danger has passed • should continue to engage with the student in a calm and measured way and explain why the restraint is being applied and that it will cease once the student is no longer a danger to themselves or others. <p>The type of restraint used must be consistent with a student’s individual needs and circumstances including their age, size, gender, and any physical, mental or psychological conditions or impairments.</p>
Documentation	All instances of restraint or seclusion are recorded using the Safety Incident Form in Assurance by Complispace.
Implementation	The Principal and Leadership Team are responsible for the effective implementation of this Policy.

Information and Communication Technology (ICT)

Information and Communication Technology	<p>Information and Communication Technology (ICT) includes any electronic device or application used to communicate, create, disseminate, store or manage information such as text, images, audio or video. Examples include:</p> <ul style="list-style-type: none"> • personal computers and laptops • mobile devices such as mobile phones, tablets and wearable tech (e.g. smart watches and fitness trackers) • applications such as email and the internet • web-based tools such as social networking sites, chat rooms, blogs, podcasts and instant messaging systems • imaging tools such as video, still or web cameras and related software • audio tools such as audio recording devices and related software • scanning and copying machines.
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	<p>ICT can create potentially hazardous situations in the event it is used inappropriately and/or illegally.</p>
Mount Alvernia College's Policy	<p>Students have the right to learn in a safe environment, including when they have access to ICT to enhance their learning. Mount Alvernia College is committed to the responsible and educational use of ICT and to the protection of students by providing secure access to these services as part of their learning experience.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• the use of ICT be managed through a 'whole-of-College community' approach involving students, staff and parents/carers• ICT education strategies be implemented within the College on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to ensure appropriate use• staff establish positive role models in use of ICT• there is appropriate use of ICT• our ICT policy is reviewed on an annual basis against best practice.
ICT Misuse Prevention Strategies	<p>The College recognises that the implementation of whole-of-College prevention strategies is the most effective way of eliminating, or at least minimising incidents of misuse of ICT within our community.</p> <p>The following initiatives form part of our overall ICT strategy:</p> <ul style="list-style-type: none">• a structured curriculum and peer group support system, that provides age appropriate information and skills relating to ICT use to students over the course of the academic year• education, training and professional development of staff in appropriate ICT use• the regular provision of information to parents/carers to raise awareness of inappropriate use of ICTs as a College

community issue

- the promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers
- all student login details and passwords are to be kept confidential to prevent others accessing their accounts
- access to College networks is provided through a filtered service. The filter is designed to restrict access of inappropriate material as well as providing spam and virus protection.
- approval must be sought before connecting privately owned ICT equipment and devices to College networks to avoid the risk of malware
- prevention of inappropriate usage by students including:
 - participation in non-educational activities such as the purchase and/or sale of products or services
 - illegal activities such as threatening the safety of others or engaging in criminal activity
 - tampering with or damaging computer hardware or software
 - making, installing or downloading copies of software that is not licensed by the College
- any inappropriate internet sites accidentally accessed, incidents where students are offended by another person's use of ICTs and suspected technical security breaches must be immediately reported for investigation
- appropriate copyright clearance is sought, and the source of any information used or published is acknowledged, to avoid plagiarism
- the College reserves the right to monitor, traffic and review all content sent and received on the College systems
- breaches of acceptable usage of ICT will result in disciplinary action
- regular risk assessments of inappropriate ICT use within the College

	<ul style="list-style-type: none"> • records of reported incidents of ICT misuse are maintained and analysed in order to identify persistent offenders and to implement targeted prevention strategies where appropriate • statements supporting appropriate ICT use are included in student communications • posters promoting appropriate ICT use are displayed strategically within the College.
<p>Staff Responsibilities</p>	<p>Staff must:</p> <ul style="list-style-type: none"> • model appropriate behaviour at all times • ensure all students understand they will face disciplinary action in the event they misuse ICT equipment and devices. Refer to our College's Student Diary and the Student Procedures (pages 14-25).. • ensure that students who do not return their ICT Agreements do not use ICT equipment and devices • be vigilant in monitoring students when using ICT equipment and devices • reinforce to students the importance of privacy and safeguarding their login details, personal information and the personal information of others • assist students if they have inadvertently accessed inappropriate material, received inappropriate messages or if they have been offended by another person's use of ICTs • deal with all reported and observed incidents of inappropriate ICT use in accordance with this Policy • ensure that any incident of inappropriate ICT use that they observe or is reported to them, is recorded appropriately.
<p>Implementation</p>	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> • staff training • student and parent/carer education and information • signage promoting appropriate ICT usage • effective student supervision • effective supervision and monitoring of College networks

- regular inspection of ICT equipment
- effective incident reporting procedures
- effective management of incidents of inappropriate ICT usage when reported and/or observed
- regular risk assessments with respect to inappropriate ICT usage
- effective record keeping procedures
- initiation of corrective actions where necessary.

Student Use of Mobile Phones

Mobile Phones	<p>Mobile phones can create a range of hazards when brought to school because:</p> <ul style="list-style-type: none">• they are valuable items that can easily be lost, stolen or damaged in the College environment• using phones inappropriately to bully, intimidate or harass people can have serious consequences including police involvement• mobile phone usage in school disrupts learning for the phone user and for fellow students.
Mount Alvernia College's Policy	<p>Mount Alvernia College acknowledges parents/carers may wish their child to carry a mobile phone for personal safety reasons however, the right of a student to have access to a mobile phone at school must be in accordance with the College's policy.</p> <p>It is our policy that:</p> <ul style="list-style-type: none">• students must sign and return the Information and Communication Technology Use Agreements and Mobile Phone policy before they are permitted to bring their mobile phones to school• mobile phones are brought to school at the owner's own risk. No liability will be accepted by the school in the event of loss, theft or damage of the phone

	<ul style="list-style-type: none">• mobile phones must only be used by students before or after school, or during recess and lunch breaks• mobile phones must be kept on silent mode and kept out of sight during classroom lessons and College activities to minimise distractions• staff should be alerted and exceptions requested if a student has special circumstances requiring the use of their mobile phone during school hours (e.g. health issues)• mobile phones must not be brought into exams or class assessments (even if they are turned off or on silent mode)• mobile phones must not be used inappropriately. Refer to our Bullying Prevention and Intervention, Cyber Safety and Information and Communication Technology policies• students should never photograph or record any person without their express permission• reports of all incidents of misuse of mobile phones will be recorded and retained on the student's file• parents/carers are to be informed that in cases of emergency, the College remains an appropriate point of contact to reach their child quickly.
Staff Responsibilities	<p>All staff must:</p> <ul style="list-style-type: none">• model appropriate behaviour at all times• ensure all students are provided with the Information and Communication Technology Use Agreements and Mobile Phone policy, that they understand them, and that they understand they will face disciplinary action in the event they misuse ICT equipment and devices• be vigilant in monitoring students when using mobile phones• ensure mobile phones are not taken into exams or assessments• deal with all reported and observed incidents of inappropriate mobile phone use in accordance with this

	<p>Policy</p> <ul style="list-style-type: none"> ensure that any incident of inappropriate mobile phone use that they observe or is reported to them, is recorded appropriately.
Implementation	<p>This Policy is implemented through a combination of:</p> <ul style="list-style-type: none"> staff education effective student supervision effective incident notification and management procedures effective communication procedures effective record keeping procedures initiation of corrective actions where necessary.
Discipline for Breach of Policy	<p>Where a staff member breaches this Policy Mount Alvernia College may take disciplinary action.</p>

College Mobile Phone & Electronic Devices Policy

Mobile phones and electronic devices are the responsibility of the student. Students in Years 7 to 12 must place their mobile phones in their lockers on arrival at school:

- Students are not permitted to check their phones during breaks.
- Students must take their phone or electronic devices to class for lessons if it is a request of the teacher, but it must be returned to the locker at the next break.
- Students are not permitted use earphones at any time while walking within the college grounds.
- SMART WATCHES of any kind must be disconnected from connectivity while students are at school.

Excerpt from Student Diary 2021.

Student Use of Social Media

Social Media	<p>Social media refers to online tools which provide individual users and/or organisations with the ability to create and share content in online communities. Social media tools include, but are not limited to, the following:</p>
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	<ul style="list-style-type: none">• Social Networking Sites – such as Facebook, LinkedIn, Instagram, Snapchat, Pinterest, TikTok• Video/Photo Sharing Sites – such as YouTube, Flickr, TikTok, Instagram, Snapchat, Tumblr• Micro-Blogging Sites – such as Twitter, Yammer, Yahoo Buzz, Reddit• Weblogs – corporate, personal or media blogs published through tools such as Wordpress• Forums and Discussion Boards – Whirlpool, Yahoo! Groups, Google Groups• Geo-spatial Tagging – such as Foursquare• Online Multiplayer Gaming Platforms – such as Second Life• Instant Messaging – SMS, WeChat, WhatsApp, Facebook Messenger• Vodcasting and Podcasting• Online Encyclopaedias - such as Wikipedia• Any other websites or devices (including mobile phones) that enable individuals to publish or distribute their own views, blogs, comments, photos, videos etc.
Mount Alvernia College's Policy	<p>Mount Alvernia College recognises the importance of social media tools as a mechanism for both individuals and organisations to engage and share information.</p> <p>Students at the College enjoy the opportunities and rewards that being a member of the College community brings. It is subsequently expected that students will uphold the ethos of the College within and outside of the College and in all social media interactions.</p> <p>It is our policy that students must:</p> <ul style="list-style-type: none">• use social media in a respectful and responsible manner• refrain from acting in such a way that brings the College into disrepute or in a way that harms members of the College community• not insult or present offensive or inappropriate content

	<ul style="list-style-type: none"> • not misrepresent the College or any member of the College community.
<p>Rationale</p>	<p>The purpose of this Policy is to set standards of behaviour for the use of social media that are consistent with the broader values and expectations of the College community.</p>
<p>Social Media Code of Conduct</p>	<p>Students are expected to show respect to others, including members of the College community. Students are also expected to give due respect to the reputation and good name of the College.</p> <p>When using social media, students are expected to ensure that they:</p> <ul style="list-style-type: none"> • respect the rights and confidentiality of others • do not impersonate or falsely represent another person • do not use avatars or other means of hiding or misrepresenting their identity • do not bully, intimidate, abuse, harass or threaten others • do not make defamatory comments • do not use offensive or threatening language or resort to personal abuse towards each other or members of the College community • do not post content that is hateful, threatening, pornographic or incites violence against others • do not harm the reputation and good standing of the College or those within its community • do not film, photograph or record members of the College community without express permission of the College or use film, photographs or recordings without express permission of the other parties. <p>A failure to abide by the above expectations may constitute bullying. For more information, refer to our Bullying Prevention and Intervention policy.</p>
<p>Privacy Risks and Preventative Strategies</p>	<p>New technologies change the way students share personal information. As a result, social media sites present new privacy</p>

risks.

If a social media entity is covered under the Privacy Act 1988 (Cth), the way they collect and use user information must be compliant with their obligations under the Australian Privacy Principles.

In relation to social media use, the following privacy risks arise:

- users may not have control over who sees the personal information they share online
- social media sites permanently archive personal information, even after users deactivate their accounts
- users may have their online posts republished by other users, an act over which they often have little control
- users open themselves up to personal and professional reputational damage as a result of social media over-sharing
- users open themselves up to online identity theft which often leads to serious financial and reputational damage.

To protect their privacy online, students are advised to:

- personally adjust the privacy settings on their social media pages
- only add people that they know and trust as online friends and contacts
- protect their accounts with strong passwords
- not access social media sites by clicking a link provided in an email or on another website
- disable 'geo-tagging' or location information sharing on social media accounts and mobile devices to prevent strangers from knowing their personal home or College locations
- avoid 'checking in' at personal locations, such as their home, the College, other people's homes or while on excursions
- limit the amount of personal information (e.g. date of birth, address, information about your daily routine, holiday plans

	<p>etc.) they provide on social media sites to prevent identity crime.</p>
Identity Crime Risks and Preventative Strategies	<p>Identity crime is another risk of social media use. Identity crime describes the criminal use of another person’s identity to facilitate in the commission of a fraudulent act.</p> <p>Students bear the risk of identity crime when they share personal information on social networking sites. Online identity theft has become more prevalent over the years, particularly as more and more users create online accounts and publicly share personal information.</p> <p>The consequences of identity theft can include:</p> <ul style="list-style-type: none">• personal and professional reputational damage• physical harm• substantial financial loss (e.g. credit card fraud). <p>Students are advised to be cautious of the personal information that they share online. Extreme care should be taken when providing personal details such as date of birth, address, phone contacts or educational details.</p> <p>When in doubt, students are advised to use the most secure privacy setting on their social media pages.</p>
Reputational Risks and Preventative Strategies	<p>Whenever users communicate through social media, their comments and posts are viewable by a large audience. In this way, all online communications will reflect on the user and their reputation. While this digital representation may have negative repercussions on the student, the College may also be vicariously affected.</p> <p>In order to avoid reputational damage, students are advised to:</p> <ul style="list-style-type: none">• remove content that may negatively reflect on them or the College

	<ul style="list-style-type: none"> • think before they post and reflect on the potential harm the post may pose • gain permission from the College before publicly sharing College information • adjust their online security profile to limit the people who can see their personal information.
<p>Sexting</p>	<p>Sexting is the sending or posting of provocative or sexual photos, messages or videos online. Sexting is treated differently under federal and state or territory laws but in general, sexting will constitute criminal conduct when it involves students aged under 18 and when it involves harassment or bullying. The creation and/or distribution of the images may constitute child pornography. Where sexting involves minors, the Police should be notified.</p> <p>For more information, refer to our Cyber Safety and Harassment policies.</p>
<p>Implementation</p>	<p>This Policy is implemented through:</p> <ul style="list-style-type: none"> • staff training • student and parent/carer education and information • effective incident reporting procedures • effective management of bullying incidents when reported • effective record keeping procedures • initiation of corrective actions where necessary • allocation of the overall responsibility for the effective implementation of this policy to the Principal.
<p>Breach of Policy</p>	<p>A breach of this policy may also involve a breach of other College policies, and this policy should be read in conjunction the following policies:</p> <ul style="list-style-type: none"> • Cyber Safety • Information & Communication Technology (ICT) • Student Use of Mobile Phones

- Bullying Prevention and Intervention

A breach of this policy will be considered by the Principal and will be dealt with on a case-by-case basis.

All reports of cyber bullying, hacking and other technology misuses will be investigated fully and may result in a notification to Police.

Sanctions for students may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion from the College.

Students and parents/carers must be aware that in certain circumstances where a crime has been committed, they may be subject to a criminal investigation by Police over which the College will have no control.

Truancy

Truancy

Truancy is the absence from school of a school-aged student, without the consent of parents/carers, during school hours.

Common reasons for truancy include boredom at school, embarrassment and frustration at poor performance, fear of bullying or harassment, drug dependency, family stress or conflict, homelessness and defiance of authority.

Truancy can compound the problems of students who are already behind in class as a result of behavioural, emotional or learning difficulties. They gradually fall further behind in their studies and jeopardise their chances of completing their education.

This increases the risk of students dropping out of school, becoming involved in delinquency and criminal activity and ultimately, reducing their adult employment prospects.

<p>Enrolment & Attendance Policies</p>	<p>In line with our legal obligations, Mount Alvernia College has developed detailed policies and procedures to manage our obligations relating to Enrolment and Attendance of Students.</p> <p>This Policy has been developed specifically to manage issues relating to truancy.</p>
<p>Mount Alvernia College's Policy</p>	<p>Mount Alvernia College is committed to the management of regular school attendance and providing a safe and positive learning environment which promotes engagement and participation.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> • all unauthorised absences from school are unacceptable • high expectations of attendance will be made known to all students and parents/carers • processes for unexplained student absences are implemented to reduce absenteeism and ensure the safety of students • truancy prevention strategies are developed and implemented with the College community considering the needs of students • early intervention strategies and family support programs will be provided.
<p>Management of Non-Attendance - Immediate</p>	<p>College absenteeism is monitored closely to identify students who are truanting.</p> <p>To avoid suspicion, parents/carers are required to contact the College prior to school commencement time to explain their child's absence, late arrival or request for early leave.</p> <p>All teachers are required to take a roll call in every class. Any student absences are recorded by the class teacher.</p> <p>Where a student is absent the College will review absentee notifications to identify any students that are absent where no</p>

	<p>notification of absence has been received from a parent/carer.</p> <p>Where a student is absent without explanation and cannot be located the time between the first roll call and 9:00AM parents/carers are notified.</p>
<p>Management of Non-Attendance - Parental Notifications</p>	<p>Where parents repeatedly fail to notify the College of legitimate absences, the College will write a letter to parents requesting that they comply with the College’s notification procedures.</p> <p>In cases of serious non-compliance, the College may request that the parents/carers attend a meeting with the Principal to discuss the importance of parental notifications in ensuring the safety of all students.</p>
<p>Persistent Non-Attendance</p>	<p>All students found to be truanting will be subject to the consequences as outlined in the College’s College's Student Diary and the Student Procedures (pages 14-25)..</p> <p>Where absences are recurrent the College will investigate the student’s absences having regard to factors such as the day of the week, the class, subject or year level and particular social group that may affect their attendance.</p> <p>Parents/carers will be contacted to discuss issues which may be related to truancy. Where appropriate, the College will work with the parents/carers and the student to develop an Attendance Improvement Plan.</p>
<p>Staff Responsibilities</p>	<p>All staff must ensure:</p> <ul style="list-style-type: none"> • students are made aware of the importance of regular attendance and notification of absences • accurate records of student attendance are maintained • where they have suspicions relating to possible truant behaviour they raise this with their year coordinator or head of house.

Implementation

This Policy is implemented through a combination of:

- staff training
- development and implementation of a whole College strategy to encourage regular attendance and to reduce truancy
- implement strategies to address specific needs of each individual student, according to their reasons for truanting
- development and promotion of positive relationships within the College by implementing programs that develop social and emotional skills, peer tutoring, mentoring and anti-bullying strategies
- establishing positive home/school relationships to assist parents/carers to support their child's attendance at school
- effective incident notification procedures
- effective communication procedures
- effective record keeping procedures
- initiation of corrective actions where necessary.

Uniform Policy

When in school uniform, students are representing Mount Alvernia College. At these times, their behaviour and the manner in which they wear their uniform should comply with general school regulations. While the school cannot always control the behaviour of students in public, those students in uniform who are unable to behave appropriately will be required to accept the consequences of such behaviour.

Formal Uniform

- Regulation day dress (should be knee length or below) or blouse with trousers are to be worn with tie. House, school and name badges should also be worn.
- Black leather lace-up College shoes. Laces must be tied. (Deck shoes, 'ballet' or strap shoes are not acceptable). Plain white crew socks or Mount Alvernia crew socks. Plain white socks are to be of similar length to the Mount Alvernia socks. (Sport ankle socks are not acceptable). Grey or skin tone panty-hose may be worn with the dress. Leggings are not to be worn.
- Formal hat - must be worn to and from school as part of the College uniform.

WE are a HAT school - this means that students must wear hats during breaks, when outdoors for activities and to and from school.

Formal uniforms are to be worn to and from school every day. If students have a sport lesson during the day they are required to wear the formal uniform and change into the sport uniform at the break before the lesson and change back at the next break. The only reason students would be in sports uniform after school is if they are participating in after school sport activities.

Sports Uniform

- Regulation sports uniform Mount Alvernia grey shorts and Mount Alvernia maroon sports shirt
- Sport shoes only should be worn. Skate/surf/volley/'ballet' and canvas types of shoes are NOT acceptable.
- White Mount Alvernia ankle socks or plain white ankle socks
- Either Mount Alvernia bucket hat or Mount Alvernia sports cap.
- The official school track suit or hoodie can be worn during HPE or sport activities or when representing the school at sporting events. It can be worn with sports shirt, skirt or shorts. **THE HOODIE OR TRACK SUIT IS NOT TO BE WORN WITH THE FORMAL SPORT UNIFORM AT ANY TIME.**
- One-piece swimmers must be worn during all College water events. Mount Alvernia College swimmers can be purchased from the Uniform Shop. Sun shirts and bathing caps are compulsory.

Sports Representative Uniform

- Regulation sports uniform Mount Alvernia grey shorts and Mount Alvernia maroon sport shirt must be worn unless provided with a sport specific uniform by the Sports Coordinator (e.g. Open Team Uniform).
- If selected in the Mount Alvernia Swim, Athletics or Cross-Country Team, the Mount Alvernia swimming costume and athletic strip must be worn.
- White Mount Alvernia socks, plain white socks or Mount Alvernia long socks (e.g. soccer/hockey).
- The official school track suit or hoodie can be worn when representing the school at sporting events.
- The hoodie should only be worn with sports uniform.

Winter Uniform

- Mount Alvernia blazer with monogram is a distinct part of the winter uniform and compulsory for Terms 2 & 3 and worn with regulation day dress or blouse & trousers.
- Mount Alvernia regulation v-neck pullover (woollen or synthetic) is an **optional** extra with the regulation day dress or blouse & trousers.
- A Mount Alvernia school scarf may be worn in winter.
- The school hoodie should NOT be worn with any Formal Uniform at any time.

School Bags

- A Mount Alvernia school bag with monogram is available from the School Uniform Shop. Non-regulation school bags are not allowed at any time.
- School bags are not to be defaced with graffiti or in any other manner. A school monogrammed bag must be used when students are in school uniform or representing the school.
- A specific Sports Bag is an optional purchase for carrying sports gear.
- Excursion Bags are compulsory when attending out of school venues/excursions.
- School bags may be taken to San Damiano or S Block classrooms if students exit school via Somerset Road.

Please Note: All articles are to be clearly marked with the owner's name.

Makeup, Jewellery & Hair

- Students with pierced ears may wear one pair of small, simple studs or sleepers in each lower ear lobe. Studs in noticeably different colours or shapes are inappropriate. No other jewellery, rings, necklaces, crucifixes, bracelets, studs (clear or other), facial piercings or ornaments are to be worn. Wrist watches are permitted.
- Students with inappropriate piercing/s, false nails or eye lashes, filled in sculptured eyebrows, eyelash extensions or incorrect hair colour will be sent home and will not be allowed to return to the College until removed or corrected.
- Hair must be tidy and appropriate to school uniform. Hair below collar length is to be neatly tied back (ribbons and scrunchies are available from the Uniform Shop). Students with inappropriate hairstyles, eg. colours not in the natural range, will be required to change them. Only black, white and/or maroon ribbons or scrunchies, small clear or brown clips or combs, may be worn. Plain black, white or maroon head bands are also permitted.

- Makeup and nail polish are not to be worn. Students will be asked to remove offending makeup or nail polish immediately.

Home Room teachers will contact parents if there are repeated uniform infringements.

Student Clothing for Excursions

If the attire for an excursion is day uniform (with blazer in the winter) then the formal hat should be worn. Students who arrive to school in sports uniform will not be permitted to attend. The excursion bag must be used.

Student Clothing for Sports Carnivals

- Students are to wear sports uniform with sports shorts and shoes to and from school.
- All students must wear either a Mount Alvernia sport hap or cap while at the carnival.
- Face paint or body paint, if applied at school, must be removed before going home.
- No crepe streamers are permitted at any swimming pool.

Student Clothing for Onsite Formal School Events

e.g. Parent Teacher Student interviews, subject selection, Awards night, Careers Expo etc, students are to wear formal uniform unless otherwise advised.

Dress Down Days or Free Dress

Students must wear appropriate clothing which does not include bare shoulders, bare stomach or short shorts.

Uniform Policy extracted from Student Planner 2021

Extracurricular Activities

This section of our Student Duty of Care Module includes:

- [Excursions](#)
- [Regular Off Campus Activities](#)
- [Single Day Excursions](#)

- [Overnight Excursions](#)
- [Recreation & Outdoor Educations](#)
- [International Excursions](#)

Excursions Policy

<p>Definition of an Excursion</p>	<p>An excursion is any activity organised by Mount Alvernia College whereby students leave the College grounds for the purpose of engaging in educational activities.</p>
<p>Purpose</p>	<p>A teacher has a duty of care to take reasonable steps to protect students from any injury that the teacher may have reasonably foreseen.</p> <p>Because excursions are conducted off College premises, away from the usual protections of the College environment, they have the potential to present unique risks for Mount Alvernia College, our students, our teachers and others involved.</p> <p>The purpose of this Policy is to manage the risks associated with College excursions and to make excursions as safe as possible. All Work Health and Safety and Student Duty of Care policies and procedures continue to apply on excursions unless it is impractical for them to do so.</p>
<p>Different Types of Excursions</p>	<p>During the course of the school year, the College conducts or students attend, a number of different types of excursions including:</p> <ul style="list-style-type: none"> • Regular Off-Campus Activities • Single Day Excursions • Overnight Excursions • Recreation and Outdoor Activities • International Excursions

General Principles to be Followed	<p>When planning an excursion, the following general principles should be followed:</p> <ul style="list-style-type: none">• excursions should relate to the College's educational program• excursions must be age/stage appropriate• excursions must provide valuable outcomes for students• excursions are inclusive and all students within a specific learning group are to be given the opportunity to participate• excursions should be planned to not interfere with exams• excursions are to be costed in the most cost beneficial way possible
Proposing an Excursion	<p>A teacher who wishes to put forward a proposal for an excursion may do so by completing the **School Events Out of Hours** form or **School Events School Hours** form (available on Policy Connect Quicklinks > Staff Forms) and submitting it to their Learning Area Advisor or Line Manager.</p>
Event Application including Risk Assessment	<p>In the event the proposed excursion receives preliminary approval, a teacher will need to prepare the Event Application including Risk Assessment which will then need to be submitted to the Deputy Principal: Staff and Organisation for final approval.</p> <p>The Event Application including Risk Assessment is a written document which is used to identify risks posed by an excursion, and to assess those risks having regard to mitigation strategies that have been developed.</p> <p>Where similar excursions have been conducted in the past previous Event Application including Risk</p>

	<p>Assessments should be reviewed and if suitable, used as a starting point for planning the new excursion.</p> <p>Copies of previous Event Application including Risk Assessments are available from the Deputy Principal: Staff and Organisation.</p>
Final Approval for Excursions	<p>Final approval for an excursion may only be given by the Deputy Principal: Staff and Organisation upon satisfaction that the risks posed by the excursion have been appropriately identified and appropriate risk mitigation strategies have been developed which will be implemented effectively.</p> <p>Approval is given by the Deputy Principal: Staff and Organisation or their delegate signing and dating a copy of the Event Application including Risk Assessment.</p> <p>The Deputy Principal: Staff and Organisation will notify the event co-ordinator once the excursion has been approved, or alternatively will provide reasons if approval has not been granted.</p>
Standard Risk Management Procedures for Excursions	<p>Whilst the length, nature and activities involved in every excursion will be different there are several standard procedures that the College employs in order to minimise the risk of harm to students, staff and others.</p> <p>These strategies are addressed in the Event Application including Risk Assessment. They include ensuring:</p> <p><u>Consultation</u></p>

- all key stakeholders including students, staff, parents, and where appropriate external providers, are consulted as to the nature of the excursion, and any potential hazards which may be associated with the excursion

Informed Consent

- details of the excursion have been provided to each student and their parents/carers
- all students attending the excursion have received written permission from their parents/carers to attend

Clothing and Equipment

- all students attending the excursion have been provided with details of excursion requirements such as suitable clothing and equipment

Venue Selection

- the appropriate nature and location of the selected venue/s
- consideration of the risk of bushfire in the location of the selected venue/s

Transport Arrangements

- appropriate transportation arrangements
- appropriate drop off and pick up arrangements

Known Medical Issues

- all parents are requested, prior to the excursion, to provide up-to-date details of any medical conditions which, if not known to supervising staff, may present a heightened risk to their child
- where a child is considered at higher risk, because of an existing medical condition,

appropriate mitigation strategies are implemented

Student's Capacity

- that any required skills have been identified and the planned activities are appropriate for the student's capacity
- where a student is identified as not having the necessary capacity, appropriate risk management strategies are implemented for that child

Supervision

- the availability of supervisors with appropriate competencies, skills and experience (including first aid)
- an appropriate supervisor-student ratio having regard to the nature and length of the excursion
- consideration of the supervision requirements for activities undertaken on excursions, having regard to:
 - the nature and risks of the activity, such as swimming and other water-based activities
 - the risks presented by the activity venue and its location, such as bushfires and other environmental hazards
- appropriate care is taken in selecting non-teaching staff to perform a supervisory role during the excursion (including the conduct of Blue Cards)
- all supervisors are briefed on the Event Application including Risk Assessment

External Providers

	<ul style="list-style-type: none"> • due diligence has been conducted on all external providers involved in the excursion to ensure their competency, their compliance with workplace safety laws and other relevant legislation <p><u>Critical Incident (Emergency Situations) Response</u></p> <ul style="list-style-type: none"> • appropriate emergency response procedures are in place <p><u>Communication Strategies</u></p> <ul style="list-style-type: none"> • appropriate communication strategies are in place <p><u>Insurance</u></p> <ul style="list-style-type: none"> • appropriate insurance coverage is in place
<p>Additional Risk Assessments</p>	<p>Because the risks associated with each type of excursion vary, in addition to this Policy which outlines general procedures, Mount Alvernia College may develop specific procedures and risk assessments for particular types of excursions and particular types of activities.</p> <p>These will be listed in the Excursion Documentation section in this Policy.</p> <p>Where the need for additional risk assessments have been identified these must be included in the Event Application including Risk Assessment.</p>
<p>Incident Notification</p>	<p>If during the course of an excursion an incident occurs (e.g. a lost child), whether or not the incident results in injury to a student, the incident must be immediately reported to the Principal, Deputy Principal - Student Development or their delegate.</p>
<p>Excursion Debriefing</p>	<p>At the conclusion of every excursion (including at the</p>

	<p>conclusion of Regular Off Campus Activities), the Teacher in Charge is required to complete the Excursion Debriefing Form which is contained in the Excursion Management Plan, and provide a copy to Deputy Principal - Staff Development & Organisation.</p> <p>PLEASE NOTE:Currently this process is not a formal requirement at Mount Alvernia College. However, all events should be reviewed by the organiser or team at the conclusion of the event and feedback sent to the Deputy Principal - Staff Development & Organisation..</p> <p>Staff debriefings following excursions provide an excellent opportunity to identify successful practice, areas of risk not previously considered, as well as areas for improvement.</p>
Excursion Documentation	<p>The College uses the following Excursion Planning and Management Templates:</p> <p>* [College Events, Excursions and Incursions Application Process] (https://mtaqld.policyconnect.com.au/module/229/page/81265a7e-b37f-4c74-86af-d7e34ec23548.md)</p> <ul style="list-style-type: none">• COVID Safe Event Guidelines• Out of Hours Event Application form• During School Hours Event Application form
Record Keeping	<p>Copies of all records relating to a particular excursion must be maintained for at least seven years from the date of completion of the excursion.</p> <p>Records to be maintained include:</p> <ul style="list-style-type: none">• a copy of the Event Application including Risk Assessment signed by the Deputy Principal: Staff and Organisation and the teacher in charge

	<ul style="list-style-type: none"> • names and contact details of the teacher in charge • names and contact details of all supervisors, including non-teaching staff and parents/carers • names of all students that attended • a copy of child protection declarations for non-teaching staff and parents/carers (where required) who acted in a supervisory capacity during the excursion • a copy of any contracts that Mount Alvernia College may have entered with third party organisations • a copy of any risk assessments • if an incident occurred during the excursion, copies of all reports, documents and or records (including communication records) relating to the incident.
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Regular Off Campus Activities Policy

Introduction	<p>This Policy must be read in conjunction with the Excursions Policy as well as other relevant Work Health and Safety and Student Duty of Care policies.</p> <p>continues to apply on excursions.</p>
Regular Off Campus Activity	<p>A Regular Off Campus Activity is an activity that is conducted regularly throughout the school year and requires students to, either travel between campuses, or to travel from school to an off campus location to attend an event, a lesson or an activity. An example of a Regular Off Campus Activity is where a student is enrolled in TAFE course and is required to travel between the College and the TAFE campus on a weekly basis, or where a student is required to attend training for representative sport.</p>
Excursion Management Plan	<p>A single Excursion Management Plan should be developed for each</p>

	<p>Regular Off Campus Activity at least once a year, or whenever there is a significant change in the nature or location of the Regular Off Campus Activity.</p> <p>Where the Regular Off Campus Activity also involves recreational and outdoor activities, only one Excursion Management Plan needs to be developed which will take into account risks arising both from the Regular Off Campus Activity, as well as from the recreational and outdoor activities.</p>
Teacher in Charge	<p>A Teacher in Charge should be assigned responsibility for managing each Regular Off Campus Activity. It is the Teacher in Charge's responsibility to update the Excursion Management Plan if there is a significant change in the nature or location of the Regular Off Campus Activity.</p>
Parental Consent	<p>Where a student attends a Regular Off Campus Activity only one parental/carer consent reply is required which covers the duration of the activity.</p>
Incident Notification	<p>If during the course of a Regular Off Campus Activity an incident occurs, whether or not the incident results in injury to a student, the incident must be immediately reported to the Insert Position Title of Person Who Should be Notified of Incidents Involving Students on Regular Off Campus Excursions .</p>
Record Keeping	<p>Copies of all records relating to a Regular Off Campus Activity must be maintained in accordance with the <u>Excursions Policy</u>.</p>

Single Day Excursions Policy

Introduction	<p>This Policy must be read in conjunction with the <u>Excursions Policy</u> as well as other relevant Work Health and Safety and Student Duty of Care policies.</p> <p>continues to apply on excursions.</p>
Single Day Excursion	<p>A Single Day Excursion is a one off excursion (as opposed to a <u>Regular Off Campus Activity</u>) that does not involve an overnight stay.</p>

	A single day excursion can range from an excursion which takes a few hours (e.g. a visit to a restaurant) through to a whole day trip.
Excursion Management Plan	An Excursion Management Plan must be developed for each Single Day Excursion. Where the excursion involves recreational and outdoor activities, only one Excursion Management Plan needs to be developed which will take into account risks arising both from the single day excursion, as well as from the recreational and outdoor activities.
Incident Notification	If during the course of a Single Day Excursion an incident occurs (e.g. a child is lost), whether or not the incident results in injury to a student, the incident must be immediately reported to the Insert Position Title of Person Who Should be Notified of Incidents Involving Students on Single Day Excursions .
Record Keeping	Copies of all records relating to a Single Day Excursion must be maintained in accordance with the <u>Excursions Policy</u> .

Overnight Excursions Policy

Introduction	This Policy must be read in conjunction with the <u>Excursions Policy</u> , the <u>Recreation and Outdoor Activities</u> policy, and as well as any other excursion policy that may be relevant. continues to apply on excursions.
Overnight Stay Excursion	An Overnight Excursion is an excursion that involves one or more overnight stays. A Overnight Excursion can range in length from one night to a number of weeks (in the case of <u>International Excursions</u>).
Excursion Management Plan	An Excursion Management Plan must be developed for each Overnight Excursion. Where the excursion involves an overnight stay and recreational and outdoor activities, only one Excursion Management Plan needs to be developed which will take into account risks arising both from overnight stays and from the recreational and outdoor activities.
Incident Notification	If during the course of an Overnight Excursion an incident occurs (e.g. a student is lost), whether or not the incident results in injury to a student, the incident must be immediately reported to the Insert

	Position Title of Person Who Should be Notified of Incidents Involving Students on Overnight Excursions .
Record Keeping	Copies of all records relating to Overnight Excursions must be maintained in accordance with the <u>Excursions Policy</u> .

Recreation & Outdoor Education Policy

Introduction	<p>This Policy must be read in conjunction with the <u>Excursions Policy</u> as well as any other excursion policy that may be relevant.</p> <p>continues to apply on excursions.</p>
Outdoor Education Excursion	<p>An Outdoor Education Excursion may be either a <u>single day excursion</u> (such as a bush walk), or an <u>overnight excursion</u> (such as a College camp), which involves any, but not limited to, the following activities:</p> <ul style="list-style-type: none"> • abseiling and climbing • bushwalking • caving • climbing walls and ropes courses • cycling and cycle touring • horse riding • orienteering, rogaining and cross-country navigation • paddling activities • power boating • sailing and sailboarding • scuba diving • snorkelling • surfboard riding and surf activities • skiing • swimming and water safety programs
Excursion Management Plan	<p>An Excursion Management Plan must be developed for each Recreation or Outdoor Education Excursion taking into account the different types of activities which students will undertake.</p>

	Where the excursion involves an overnight stay and recreational and outdoor activities, only one Excursion Management Plan needs to be developed which will take into account risks arising both from overnight stays and from the recreational and outdoor activities.
Incident Notification	If during the course of an Outdoor Education Excursion an incident occurs (e.g. a student is lost), whether or not the incident results in injury to a student, the incident must be immediately reported to the Insert Position Title of Person Who Should be Notified of Incidents Involving Students on Recreation and Outdoor Education Excursions.
Record Keeping	Copies of all records relating to Recreation or Outdoor Excursion must be maintained in accordance with the Excursions Policy .

International Excursions

Introduction	This Policy must be read in conjunction with the Excursions Policy , the Overnight Stays and the Recreation & Outdoor Education policies as well as any other excursion policy that may be relevant.
DFAT Travel Advisories	<p>Prior to conducting an overseas excursion it is Mount Alvernia College's policy to consult the Department of Foreign Affairs and Trade (DFAT) Smartraveller website and:</p> <ul style="list-style-type: none"> • comply with any travel advisory current for the proposed location • subscribe to receive automatic travel advice updates both prior to the excursion and whilst overseas; and • review our risk assessment if there are any changes to the DFAT travel advice.
DFAT Travel Notification	It is Mount Alvernia College's policy to register any overseas travel plan with DFAT. This ensures that should dangerous or exceptional circumstances arise whilst travelling, DFAT will be able to assist in ensuring the safety and security of staff and students.
Excursion Management Plan	An Excursion Management Plan must be developed for each International Excursion taking into account the different types of activities which students will undertake.

	<p>International Excursions from Australia will always involve overnight stays. Where the excursion also involves recreational and outdoor activities, only one Excursion Management Plan needs to be developed which will take into account risks arising both from the international nature of the excursion, the overnight stays and from the recreational and outdoor activities.</p>
Incident Notification	<p>If during the course of an International Excursion an incident occurs (e.g. a child is lost), whether or not the incident results in injury to a student, the incident must be immediately reported to the Insert Position Title of Person Who Should be Notified of Incidents Involving Students on International Excursions .</p>
Record Keeping	<p>Copies of all records relating to an International Excursion must be maintained in accordance with the <u>Excursions Policy</u>.</p>