

# Hamlyn Banks Primary School

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**Hamlyn Banks**  
Primary School

# POLICY HANDBOOK

## PURPOSE

The Hamlyn Banks Primary School Council review this Policy Handbook annually. By providing our entire policy catalogue in a single location, we are both making policy documents simple to access for our community and ensuring regular oversight and revision.

## FEEDBACK

If you have any questions or feedback regarding any policy, please email your inquiry to the school email address and a member of the school's leadership team will get back to you as promptly as possible.

## HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in any of the following policies, contact the school office on 03 5278 3100 or email [hamlyn.banks.ps@education.vic.gov.au](mailto:hamlyn.banks.ps@education.vic.gov.au)

## COMMUNICATION

Unless specifically stated, policies will be communicated to relevant stakeholders in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request
- Discussed in student forums as required

## REVIEW CYCLE

Policy Handbook last reviewed by the Hamlyn Banks School Council:	March 2025
Updated Policy Handbook approved by:	Principal - 13.5.2025 School Council - 13.5.2025
Next scheduled Policy Handbook review date:	May 2026, or as directed by DET.

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# ANAPHYLAXIS POLICY

## PURPOSE

To explain to Hamlyn Banks Primary School parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that Hamlyn Banks Primary School is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

## SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with anaphylaxis or who may require emergency treatment for an anaphylactic reaction and their parents and carers.

## POLICY

### School Statement

Hamlyn Banks Primary School will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education and Training.

### Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medications.

### Symptoms

Sights and symptoms of a mild to moderate allergic reactions can include:

- swelling of the lips, face and eyes
- hives or welts
- tingling in the mouth

Signs and symptoms of anaphylaxis, a severe allergic reaction, can include:

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting

Symptoms usually develop within ten minutes and up to two hours after exposure to an allergen, but can appear within a few minutes.

### Treatment

Adrenaline given as an injection into the muscle of the outer mid-thigh is the first aid treatment for anaphylaxis. Individuals diagnosed as being at risk of anaphylaxis are prescribed an adrenaline autoinjector for use in an emergency. These adrenaline autoinjectors are designed so that anyone can use them in an emergency.

### Individual Anaphylaxis Management Plans

All students at Hamlyn Banks Primary School who are diagnosed as being at risk of suffering from an anaphylactic reaction by a medical practitioner must have an Individual Anaphylaxis Management Plan.

When notified of an anaphylaxis diagnosis, the principal of Hamlyn Banks Primary School is responsible for developing a plan in consultation with the student's parents/carers. Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrolls at Hamlyn Banks Primary School and where possible, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up to date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline autoinjector for the student that is not expired
- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school
- the name of the person(s) responsible for implementing the risk minimisation strategies which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

### ***Review and updates to Individual Anaphylaxis Plans***

A student's Individual Anaphylaxis Plan will be reviewed and updated on an annual basis in consultation with the student's parents/carers. The plan will also be reviewed and, where necessary, updated in the following circumstances:

- as soon as practicable after the student has an anaphylactic reaction at school
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- when the student is participating in an off-site activity, including camps and excursions, or at special events including fetes and concerts.

Our school may also consider updating a student's Individual Anaphylaxis Management Plan if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline autoinjectors

*A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis at the First Aid Room, together with the student's adrenaline autoinjector. Adrenaline autoinjectors must be labelled with the student's name. Adrenaline autoinjectors for general use are available at the First Aid Room, and are labelled "school".*

### **Risk Minimisation Strategies**

To reduce the risk of a student suffering from an anaphylactic reaction at Hamlyn Banks Primary School, we have put in place the following strategies:

- staff and students are regularly reminded to wash their hands after eating
- students are discouraged from sharing food

- garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
- school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination
- year groups will be informed of allergens that must be avoided in advance of class parties, events or birthdays
- a general use EpiPen will be stored at the office for ease of access

Hamlyn Banks Primary School will maintain a supply of adrenaline autoinjector(s) for general use, as a back-up to those provided by parents and carers for specific students, and also for students who may suffer from a first time reaction at school.

Adrenaline autoinjectors for general use will be stored at the First Aid Room and labelled “general use”.

- general use adrenaline auto-injectors to be replaced when used or prior to expiry.
- a sufficient supply of auto-adrenaline injectors for general use in different locations at the school, as well as at camps, excursions and events

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school’s general first aid procedures, emergency response procedures and the student’s Individual Anaphylaxis Management Plan.

A complete and up to date list of students identified as being at risk of anaphylaxis is maintained by the Anaphylaxis Coordinator and stored at the First Aid Room, Staffroom and in Classroom CRT folders. For camps, excursions and special events, a designated staff member will be responsible for maintaining a list of students at risk of anaphylaxis attending the special event, together with their Individual Anaphylaxis Management Plans and adrenaline autoinjectors, where appropriate.

**If a student experiences an anaphylactic reaction at school or during a school activity, school staff must:**

Step	Action
1.	<ul style="list-style-type: none"> <li>● Lay the person flat</li> <li>● Do not allow them to stand or walk</li> <li>● If breathing is difficult, allow them to sit</li> <li>● Be calm and reassuring</li> <li>● Do not leave them alone</li> <li>● Seek assistance from another staff member or reliable student to locate the student’s adrenaline autoinjector or the school’s general use autoinjector, and the student’s Individual Anaphylaxis Management Plan, stored at the First Aid Room.</li> <li>● Call 000.</li> <li>● If the student’s plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5</li> </ul>
2.	<p>Administer an EpiPen or EpiPen Jr (if the student is under 20kg)</p> <ul style="list-style-type: none"> <li>● Remove from plastic container</li> <li>● Form a fist around the EpiPen and pull off the blue safety release (cap)</li> <li>● Place orange end against the student’s outer mid-thigh (with or without clothing)</li> <li>● Push down hard until a click is heard or felt and hold in place for 3 seconds</li> <li>● Remove EpiPen</li> <li>● Note the time the EpiPen is administered</li> <li>● Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration</li> </ul> <p><b>OR</b></p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none"> <li>● Pull off the black needle shield</li> <li>● Pull off grey safety cap (from the red button)</li> <li>● Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing)</li> </ul>

	<ul style="list-style-type: none"> <li>● Press red button so it clicks and hold for 10 seconds</li> <li>● Remove Anapen®</li> <li>● Note the time the Anapen is administered</li> <li>● Retain the used Anapen to be handed to ambulance paramedics along with the time of administration</li> </ul>
3.	Call an ambulance (000)
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.
5.	Contact the student's emergency contacts.

If a student appears to be having a severe allergic reaction but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

Schools can use either the EpiPen® and Anapen® on any student suspected to be experiencing an anaphylactic reaction, regardless of the device prescribed in their ASCIA Action Plan.

Where possible, schools should consider using the correct dose of adrenaline autoinjector depending on the weight of the student. However, in an emergency if there is no other option available, any device should be administered to the student.

### **Communication Plan**

This policy will be available on Hamlyn Banks Primary School's website so that parents and other members of the school community can easily access information about Hamlyn Banks Primary School's anaphylaxis management procedures. The parents and carers of students who are enrolled at Hamlyn Banks Primary School and are identified as being at risk of anaphylaxis will also be provided with a copy of this policy.

The School Anaphylaxis Coordinator is responsible for ensuring that all relevant staff, including casual relief staff and volunteers are aware of this policy and Hamlyn Banks Primary School's procedures for anaphylaxis management. Casual relief staff who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy.

### **Staff training**

Staff at Hamlyn Banks Primary School will receive appropriate training in anaphylaxis management, consistent with the Department's *Anaphylaxis Guidelines*.

Staff who are responsible for conducting classes that students who are at risk of anaphylaxis attend, and any further staff that the principal identifies, must have completed:

- an approved face-to-face anaphylaxis management training course in the last three years, or
- an approved online anaphylaxis management training course in the last two years.

Hamlyn Banks Primary School uses the following training course Australian Pacific Training Solutions ( 22282VIC, 22300VIC, HLTAID001, HLTAID003)

Staff are also required to attend a briefing on anaphylaxis management and this policy at least twice per year, facilitated by a staff member who has successfully completed an anaphylaxis management course within the last 2 years. Each briefing will address:

- this policy
- the causes, symptoms and treatment of anaphylaxis
- the identifies of students with a medical condition that relates to allergy and the potential for anaphylactic reaction, and where their medication is located
- how to use an adrenaline autoinjector, including hands on practice with a trainer adrenaline autoinjector
- the school's general first aid and emergency response procedures

- the location of, and access to, adrenaline autoinjectors that have been provided by parents or purchased by the school for general use.

When a new student enrolls at Hamlyn Banks Primary School who is at risk of anaphylaxis, the principal will develop an interim plan in consultation with the student's parents and ensure that appropriate staff are trained and briefed as soon as possible.

#### **FURTHER INFORMATION AND RESOURCES**

- School Policy and Advisory Library (PAL): [Anaphylaxis](#)
- Allergy & Anaphylaxis Australia: [Risk minimisation strategies](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)
- Health Care Needs.

The Principal will complete the Department's Annual Risk Management Checklist for Anaphylaxis Management to assist with the evaluation and review of this policy and the support provided to students at risk of Anaphylaxis.

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 1 year



# ASTHMA POLICY

## PURPOSE

To ensure that Hamlyn Banks Primary School appropriately supports students diagnosed with asthma.

## OBJECTIVE

To explain to Hamlyn Banks Primary School parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

## SCOPE

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

## POLICY

### Asthma

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

### *Symptoms*

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- breathlessness
- wheezing (a whistling noise from the chest)
- tight feeling in the chest
- persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

### *Triggers*

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- exercise
- smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires)
- house dust mites
- pollens
- chemicals such as household cleaning products
- food chemicals/additives
- colds/flu
- weather changes such as thunderstorms and cold, dry air
- moulds
- animals such as cats and dogs
- deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays)
- certain medications (including aspirin and anti-inflammatories)

### **Asthma management**

If a student diagnosed with asthma enrolls at Hamlyn Banks Primary School:

- Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student's medical practitioner. The plan must outline:
  - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
  - emergency contact details
  - the contact details of the student's medical practitioner
  - the student's known triggers
  - the emergency procedures to be taken in the event of an asthma flare-up or attack.
- Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Action Plan.
- Hamlyn Banks Primary School will keep all Asthma Action Plans in the school First Aid room.
- School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
  - how the school will provide support for the student
  - identify specific strategies
  - allocate staff to assist the student
- If a student diagnosed with asthma is going to attend a school camp or excursion, Hamlyn Banks Primary School parents/carers are required to provide any updated medical information.
- If a student's asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan.
- School staff will work with parents/carers to review Asthma Action Plans (and Student Health Support Plans) once a year .

### Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student's name
- their spacer (if they use one)

Student asthma kits will be stored **in their classroom or school bag**.

### Asthma emergency response plan

If a student is having an asthma attack or difficulty breathing for an unknown cause, even if they are not known to have asthma - school staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero "000" at any time.

Step	Action
1.	<ul style="list-style-type: none"> <li>● Sit the person upright</li> <li>● Be calm and reassuring</li> <li>● Do not leave them alone</li> <li>● Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Action Plan (if available).</li> <li>● If the student's action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.</li> </ul>
2.	Give 4 separate puffs of blue or blue/grey reliever puffer: <ul style="list-style-type: none"> <li>● Shake the puffer</li> <li>● Use a spacer if you have one</li> <li>● Put 1 puff into the spacer</li> <li>● Take 4 breaths from the spacer</li> </ul> <b>Remember – Shake, 1 puff, 4 breaths</b>
3.	<ul style="list-style-type: none"> <li>● Wait 4 minutes</li> <li>● If there is no improvement, give 4 more separate puffs of blue/grey reliever as above</li> <li>● (or give 1 more dose of Bricanyl or Symbicort inhaler)</li> </ul>
4.	<ul style="list-style-type: none"> <li>● If there is still no improvement, call Triple Zero "000" and ask for an ambulance.</li> <li>● Tell the operator the student is having an asthma attack</li> </ul>

	<ul style="list-style-type: none"> <li>Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives</li> <li>(or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)</li> </ul>
5.	<ul style="list-style-type: none"> <li>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student's emergency contact person and record the incident</li> </ul>

**Staff will call Triple Zero “000” immediately if:**

- the person is not breathing
- if the person's asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

**Training for staff**

Hamlyn Banks Primary School will arrange the following asthma management training for staff:

Staff	Completed by	Course	Provider	Cost	Valid for
<b>Group 1 General Staff</b>	School staff with a direct teaching role with students affected by asthma or other school staff directed by the principal after conducting a risk assessment.	Asthma first aid management for education staff (non-accredited) One hour online training.	Asthma Australia	Free to all schools	3 years
<b>Group 2 Specific Staff</b>	Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including nurses, PE/sport teachers, first aid and school staff attending camp)	<i>Course in Management of Asthma Risks and Emergencies in the Workplace 22282VIC</i> (accredited)	Any RTO that has this course in their scope of practice	Paid by Hamlyn Banks Primary School	3 years

Hamlyn Banks Primary School will also conduct an annual briefing for staff on: the procedures outlined in this policy:

- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer
- the location of:
  - the Asthma Emergency Kits
  - asthma medication which has been provided by parents for student use.

Hamlyn Banks Primary School will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the principal decides it is necessary depending on the nature of the work being performed.

**Asthma Emergency Kit**

Hamlyn Banks Primary School will provide and maintain at least two Asthma Emergency Kits. One kit will be kept on school premises at the First Aid Room and one will be a mobile kit for activities such as:

- yard duty
- camps and excursions.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (Hamlyn Banks Primary School will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
  - o how to use the medication and spacer devices
  - o steps to be taken in treating an asthma attack
  - o a record of details of an asthma first aid incident, such as the number of puffs administered will be kept on Compass Sickbay Chronicle.

The designated First Aid Officer will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and replace them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spaces.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

### **Management of confidential medical information**

Confidential medical information provided to Hamlyn Banks Primary School to support a student diagnosed with asthma will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

### **Epidemic Thunderstorm Asthma**

Hamlyn Banks Primary School will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

### **FURTHER INFORMATION AND RESOURCES**

- Asthma Australia: [Resources for schools](#)
- School Policy and Advisory Guide:
  - o [Asthma](#)
  - o [Asthma Attacks: Treatment](#)
  - o [Asthma Emergency Kits](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 1 year

# ATTENDANCE POLICY

## PURPOSE

The purpose of this policy is to:

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Hamlyn Banks Primary School has in place to
  - o support, monitor and maintain student attendance
  - o record, monitor and follow up student absences.

## SCOPE

- This policy applies to all students at Hamlyn Banks Primary School.
- This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines. It does not replace or change the obligations of Hamlyn Banks Primary School, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

## DEFINITION

*Parent* – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the *Family Law Act 1975* (Cth) and any person with whom a child normally or regularly resides.

## POLICY

- Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).
- Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.
- Students are expected to attend Hamlyn Banks Primary School during normal school hours every day of each term unless:
  - o there is an approved exemption from school attendance for the student
  - o the student has a dual enrolment with another school and has only a partial enrolment in Hamlyn Banks Primary School, or
  - o the student is registered for home schooling and has only a partial enrolment in Hamlyn Banks Primary School for particular activities.
- Both schools and parents have an important role to play in supporting students to attend school every day.
- Hamlyn Banks Primary School believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.
- Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.
- Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged to approach a teacher and seek assistance if there are any issues that are affecting their attendance.

- Hamlyn Banks Primary School parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.
- Parents will communicate with the relevant staff at Hamlyn Banks Primary School about any issues affecting their child's attendance and work in partnership with the school to address any concerns.
- Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

### Supporting and promoting attendance

- Hamlyn Banks Primary School's *Student Wellbeing and Engagement Policy* supports student attendance.

### Recording attendance

- Hamlyn Banks Primary School must record student attendance twice per day. This is necessary to:
  - meet legislative requirements
  - discharge Hamlyn Banks Primary School's duty of care for all students
- Attendance will be recorded by the classroom teacher at the start of the school day and after lunch using Compass Software.
- If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

### Recording absences

- For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.
- Parents should notify Hamlyn Banks Primary School of absences by adding an Attendance Note via the Compass App.
- If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Hamlyn Banks Primary School will notify parents by SMS/ or telephone. Hamlyn Banks Primary School will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.
- If contact cannot be made with the parent (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.
- Hamlyn Banks Primary School will keep a record of the reason given for each absence. The principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.
- If Hamlyn Banks Primary School considers that the parent has provided a **reasonable excuse** for their child's absence the absence will be marked as '**excused absence**'.
- If the school determines that no reasonable excuse has been provided, the absence will be marked as '**unexcused absence**'.
- The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:
  - medical and dental appointments, where out of hours appointments are not possible or appropriate
  - bereavement or attendance at the funeral of a relative or friend of the student.
  - school refusal, if a plan is in place with the parent to address causes and support the student's return to school
  - cultural observance if the parent/carer notifies the school in advance
  - family holidays where the parent notifies the school in advance
- If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.
- Parents will be notified if an absence has not been excused.

### **Managing non-attendance and supporting student engagement**

- Attendance Reports will be published on Compass each term.
- Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Hamlyn Banks Primary School will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:
  - establishing an Attendance Student Support Group
  - implementing a Return to School Plan
  - implementing an Individual Education Plan
  - implementing a Student Absence Learning Plan for students who will be absent for an extended period
  - arranging for assistance from relevant student wellbeing staff.
- We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

### **Referral to School Attendance Officer**

- If Hamlyn Banks Primary School decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the Regional Office for further action.
- If, from multiple attempts to contact a family, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if:
  - the student has been absent from school on at least five full days in the previous 12 months where:
    - the parent has not provided a reasonable excuse for these absences; and
    - measures to improve the student's attendance have been undertaken and have been unsuccessful
  - the student's whereabouts are unknown and:
    - the student has been absent for 10 consecutive school days; or
    - no alternative education destination can be found for the student.

### **FURTHER INFORMATION AND RESOURCES**

- [School Attendance Guidelines](#)
- School Policy and Advisory Guide: [Attendance](#)

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# BULLYING PREVENTION POLICY

## PURPOSE

Hamlyn Banks Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated. The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Hamlyn Banks Primary School community
- make clear that no form of bullying at Hamlyn Banks Primary School will be tolerated
- outline the strategies and programs in place at Hamlyn Banks Primary School to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and understands the importance of reporting bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders, witnesses and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Hamlyn Banks Primary School.

When responding to bullying behaviour, Hamlyn Banks Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Hamlyn Banks Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

## SCOPE

This policy addresses how Hamlyn Banks Primary School aims to prevent, address and respond to student bullying behaviour. Hamlyn Banks Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Wellbeing and Engagement Policy and HBPS School Wide Behaviour Support Google Site*.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

## POLICY

### Definitions

#### Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

- *Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*
- *Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)*



- *Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- **Physical** – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- **Verbal/written** – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- **Social** (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- **Cyberbullying** – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](http://education.vic.gov.au) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

### **Other distressing and inappropriate behaviour**

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow our Student Wellbeing and Engagement Policy, School Wide Behaviour Processes and this Bullying Prevention Policy where the behaviour constitutes bullying.

- *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- *Social rejection or dislike* is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- *Single-episode acts* of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Hamlyn Banks Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.
- *Harassment* is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.
- *Discrimination* is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).
- Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour

that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

### **Bullying Prevention**

Hamlyn Banks Primary School has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Hamlyn Banks Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- The Buddy Program encourages positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.
- Students and families sign an ICT Agreement which addresses Cyberbullying.

### **INCIDENT RESPONSE**

#### **Reporting concerns to Hamlyn Banks Primary School**

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Hamlyn Banks Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their Classroom teacher or Yard Duty teachers. However, students are welcome to discuss their concerns with any trusted member of staff including Leadership, teachers, ESS, wellbeing staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Hamlyn Banks Primary School should contact school immediately.

### **Investigations**

When notified of alleged bullying behaviour, school staff are required to:

- record the details of the allegations in Compass, and
- Inform the Principal or Assistant Principal.

Leadership are responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, Leadership or a nominated staff member may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

### **Responses to bullying behaviours**

When the investigator has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Wellbeing Team, teachers, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff etc.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Hamlyn Banks Primary School will consider:

- the age, maturity and individual circumstances of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context

- whether the students engaging in bullying behaviour demonstrate insight or remorse for their behaviour
- the alleged motive of the behaviour.

The Principal or Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to the School Wellbeing Team, SSS.
- Offer counselling support to the students engaging in bullying behaviour, including referral to the Student Wellbeing Team, SSS.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Student Wellbeing Team, SSS.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the target student(s), the student(s) engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan restricting contact between the targeted student and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including Respectful Relationships.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours, for example Peaceful Kids.
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Hamlyn Banks Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

The leadership team are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

## **FURTHER INFORMATION AND RESOURCES**

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Supervision and Yard Duty Policy

Our school also follows Department of Education and Training policy relating to bullying including:

- Bullying Prevention and Response
- Cybersafety and Responsible Use of Digital Technologies

- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

### **Evaluation**

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data to inform this review will be collected through:

- discussion and consultation with students and parent/carers
- regular staff surveys
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- [Parent Opinion Survey](#)

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 year

# CAMPS AND EXCURSIONS POLICY

## PURPOSE

To explain to our school community the processes and procedures Hamlyn Banks Primary School will use when planning and conducting camps, excursions and adventure activities for students.

## SCOPE

- This policy applies to all camps and excursions organised by Hamlyn Banks Primary School. This policy also applies to adventure activities organised by Hamlyn Banks Primary School, regardless of whether or not they take place on or off school grounds, and to school sleep-overs.
- This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Hamlyn Banks Primary School will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.
- This policy does not apply to student workplace learning or intercampus travel.

## DEFINITIONS

- **Excursions:** For the purpose of this policy, excursions are activities organised by the school where the students:
  - are taken out of the school grounds (for example, a camp, day excursion, school sports);
  - undertake adventure activities, regardless of whether or not they occur outside the school grounds;
  - Attend school 'sleep-overs' on school grounds
- **Camps** are excursions involving at least one night's accommodation (including school sleep-overs).
- **Local excursions** are excursions to locations within walking distance of school and do not involve 'Adventure Activities'.
- **Adventure activities** are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's Policy and Advisory Library, at the following link: <https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

## POLICY

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom. Camps and Excursions provide opportunities for:

- Shared class and year level experiences, team building and a sense of group cohesiveness.
- Reinforcing and extending classroom learning.
- Learning skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
- Promoting self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.
- Developing problem solving and life survival skills
- Extending understanding of their physical and cultural environment

For all camps and excursions, including adventure activities, our school will follow the Department's Policy and Advisory Library: [Excursions](#).

## Hamlyn Banks Primary School Camp Program

- Prep students to have an after school play/afternoon tea.
- Year 1/2 students to have an extended school day and dinner.
- Year 3/4 students will participate in a two day, one night camp every 2 years.
- Year 5/6 students will participate in a three day, two night camp every 2 years.

The booking of camps is to be done on a two year cycle and automatically booked by the current Camp

Leader noted in the HBPS Roles and Responsibilities.

### **Planning process for camps and excursions**

- All camps and excursions will comply with Department planning requirements.
- Camps must be approved by the Principal and the School Council. The principal or their nominee will ensure that full records are submitted to Council regarding the camp well in advance of the starting date of the event and that no camp occurs unless all formal record keeping has been completed and approved. Staff wishing to organise a camp must complete a camp proposal form and lodge this with the Principal for approval. All excursions must be approved by the Principal and tabled at School Council. Appropriate excursion event planning must be completed on Compass.
- The Principal in consultation with appropriate staff will consider the educational outcomes of the camp as well as the impact on the school program for the proposed dates. The Principal and Assistant Principal in consultation with organising teachers will ensure that all camps, transport arrangements, emergency procedures and student/staff ratios comply with Department guidelines. The HBPS office will complete the "Notification of School Activity" online at [www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp) 4 weeks prior to the camp departure date.
- Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Hamlyn Banks Primary School's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire or other natural disaster activity in the excursion location. In the event the Bureau of Meteorology forecasts a Catastrophic fire danger rating (FDR) day, excursions or camp activities in affected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.
- Hamlyn Banks Primary School is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.
- In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

### **Supervision**

- Hamlyn Banks Primary School follows the Department's guidelines in relation to supervision of students during excursions and camps.
- All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.
- All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

### **Parent volunteers**

- Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. When deciding which parents/carers will attend, the Organising Teacher will take into account: any valuable skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students.

### **Volunteer and external provider checks**

- Hamlyn Banks Primary School requires all parent or carer camp or excursion volunteers and all external providers working directly with our students to have a current Working with Children Check card.

### **Parent/carer consent**

- For all camps and excursions, other than local excursions, Hamlyn Banks Primary School will provide parents/carers with a specific consent form outlining the details of the proposed activity. Hamlyn Banks

Primary School uses Compass to inform parents about camps and excursions and to seek their consent. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

- For local excursions, Hamlyn Banks Primary School will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Hamlyn Banks Primary School will also provide advance notice to parents/carers of an upcoming local excursion through Compass. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Hamlyn Banks Primary School will notify parents once only prior to the commencement of the recurring event.

### **Parent Payments for camps and excursions**

- Most camps and excursions provided by Hamlyn Banks Primary School enhance and broaden the schooling experience of our students but are not a mandatory component of our curriculum. These activities are provided on a user-pays basis in accordance with the Department's Parent Payments Policy.
- Consent forms will have clearly stated payment amounts and finalisations dates, and families will be given sufficient time to make payments.
- Students who have not finalised payment by the required date for camps and excursions provided on a user pays basis will not be able to attend unless the Principal determines exceptional circumstances apply.
- Where a camp or excursion is provided as part of the standard curriculum requirements, parents may be invited to make a voluntary contribution but all students will be able to attend regardless of whether their parents contribute.

### **Financial Help for Families**

- Hamlyn Banks Primary School will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Business Manager or Principal. The Business Manager or Principal can discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

### **Refunds**

- If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

### **Student health**

- Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. To meet the school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions (to be collected by the organising teacher). Copies of completed permission notes and medical information must be accessible at the camp location by staff at all times.
- It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at



camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

### **Behaviour expectations**

- Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.
- Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Wellbeing and Engagement Policy*. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.
- If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.
- Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy*, *Student Code of Conduct* and *Bullying Prevention Policy*.

### **Electronic Devices**

- Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the Principal. The Principal will only approve students bringing electronic devices to a camp or excursion in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

### **Food**

- Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the Organising Teacher, or included as an item on the clothing and equipment list for that camp or excursion.
- Parents should notify the staff in writing regarding special dietary and medical requirements when returning consent forms.

### **Accident and Ambulance Cover**

- Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).
- Unless otherwise indicated, Hamlyn Banks Primary School and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.

### **FURTHER INFORMATION AND RESOURCES**

The following policies are also relevant to this Camps and Excursions Policy:

- [Excursions](#)
- [Camps, Sports and Excursions Fund](#)
- [Parent Payments Policy](#)
- [Duty of Care](#)
- HBPS Student Wellbeing Policy
- Child Safe Standards Policy

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# CASH HANDLING POLICY

## PURPOSE

Hamlyn Banks Primary School is committed to ensuring that cash handling practices are consistent and transparent across the school.

Hamlyn Banks Primary School will implement the measures outlined below, in accordance with Department guidelines. This policy intends to safeguard and protect the staff involved in the receipting and collection of monies and minimise the risks associated with cash handling.

## SCOPE

This policy applies to all school staff or volunteers involved in handling cash on behalf of Hamlyn Banks Primary School.

## POLICY

### Roles and responsibilities of staff

- At Hamlyn Banks Primary School our Administration and Business Manager are responsible for managing cash at our school.
- Where possible, segregation of duties will be maintained so that no individual will be responsible for more than one of the following:
  - receipting of cash and issuing receipts
  - preparing the banking
  - taking the monies to the bank
  - completion of the bank reconciliation
- If this is not possible due to lack of available staff, the Department's "Segregation of Duties – Cash Checklist" will be implemented and signed off for audit purposes.

### Storage of cash

- Monies are to be kept in either a controlled access safe or cash drawer during the day. If funds are kept on the premises overnight, they must be locked in our school's secured safe.
- No monies are to be kept in classrooms or left at school during holiday periods.
- All monies that are collected in the classroom will be forwarded to the office in the plastic zip lock bags by the classroom teacher as soon as possible after collection.
- Money collected away from the classroom or general office (e.g. the canteen) is to be handed to the office on the day of receipt unless circumstances make this impracticable. Money received away from the office must be double counted at the point of collection and a control receipt issued before it is provided to the office for banking.

### Records and receipting

- All receipts are to be processed in CASES21 as quickly as practicable upon receiving the funds.
- Monies received from the classroom will be entered into CASES21 and receipts returned to the classroom to be handed out to students within 48 hours.
- Where monies are received over the counter at the office they will be entered into CASES21 and an official receipt issued immediately to the payer.
- A CASES21 bank deposit slip will be printed and reconciled with total receipts for the day and with the total of cash/cheques to be banked.
- Funds are to be banked as soon as practical and at different times of the day.
- No receipt is to be altered. Where a mistake is made approval must be sought before reversing the incorrect receipt. Copies of the incorrect receipt should be retained with details of why it was reversed.
- Prior to a receipt batch being updated a receipt can be reprinted if necessary. The word REPRINT appears on the receipt. After the batch has been updated, if a copy of the receipt is requested the Family Statement, Family Matching Transactions Report or the Family Transaction History can be printed.

### **Cheques**

- No personal cheques are to be cashed.
- All cheques received by mail are to be entered in a remittance book, and all cheques, which have not already been crossed “not negotiable”, should be crossed as soon as they are received.

### **Fundraising**

- Two parents or staff members will be designated as ‘Responsible Persons’ for all school fundraising events or other approved events where monies may be collected, for example, the Mothers and Fathers Day Stalls. The forms which will be completed are the Hamlyn Banks Primary School – Fundraising - Collection Form.

### **Reporting concerns**

- Discrepancies that cannot be accounted for must be reported to the Principal.
- All cases of suspected or actual theft of money, fraud, misappropriation or corruption are to be reported to the Executive Director, Audit and Risk Division by email addressed to: [fraud.control@education.vic.gov.au](mailto:fraud.control@education.vic.gov.au)

### **FURTHER INFORMATION AND RESOURCES:**

Finance Manual for Victorian Government Schools

- [Section 3 Risk Management](#)
- [Section 4 Internal Controls](#)
- [Section 10 Receivables Management and Cash Handling](#)

**Consultation Requirement:** Nil

**Approval Requirement:** School Council

**Review Cycle:** 1 year

# CCTV IN SCHOOLS PRIVACY NOTICE

Hamlyn Banks Primary School follows the DET [CCTV in Schools Policy](#).

## Privacy Notice

Hamlyn Banks Primary School has a closed-circuit television (CCTV) system installed at our school. This Privacy Notice outlines how the CCTV system will be used, including the use and disclosure of any footage produced by the CCTV system so as to be consistent with Victorian privacy law.

## Need for CCTV

- Our school has an obligation to ensure the school environment is safe and secure, and fulfil the duty of care to students, staff and visitors. The CCTV system exists to assist our school to fulfil these obligations and to prevent and manage other inappropriate behaviour on school grounds.
- CCTV provides enhanced capability to protect our school's assets against vandalism and theft.

## Use of CCTV

Consistent with our school's obligations set out above, Hamlyn Banks Primary School may use CCTV cameras to:

- prevent and verify incidents involving
  - criminal behaviour – of anyone on school grounds
  - staff misconduct
  - other inappropriate behaviour – including of students, staff, visitors or members of the public.
- verify other incidents – involving students, staff and visitors (e.g. incidents in which a person has sustained injury, loss or damage on school premises)
- to provide the principal with visual coverage during emergencies

In limited circumstances live CCTV footage may also be viewed by our school or Department staff. For more information please refer to the Department's policy: [CCTV in Schools](#)

## CCTV cameras are NOT:

- located in private areas such as toilets, changing rooms, dressing rooms, showers, or other areas where individual privacy is paramount
- used to monitor student or staff work performance
- hidden or covert, except in limited circumstances and in accordance with the Department's [CCTV policy](#).

## Location of CCTV cameras in our school

In our school, CCTV cameras are located around the outside of school buildings, covering the school grounds. A notice is located at the school's entrances, which alerts people to the presence of cameras and this CCTV Privacy Notice.

## Access to CCTV footage

CCTV footage is only accessed for the purposes set out in this policy (see 'Use of CCTV footage') and only by the following people:

- the Principal or nominee, including people explicitly authorised by the Principal
- central and regional Department staff, when required to assist the school for an above purpose
- any other people permitted by law.

## Request to view footage

When using CCTV for the purposes listed in this policy under the heading 'Use of CCTV' and only when appropriate, the principal may show specific footage of an incident to those directly involved, including relevant staff, students and/or their parents, provided:

- the principal considers it appropriate and necessary in order to support parents to understand the specifics of an incident that has taken place so they can provide appropriate support to their child or for a staff member to better understand an incident
- it would not cause a health, wellbeing or safety risk to any other person
- it would not be an unreasonable intrusion into another person's privacy.

Please note, our school cannot provide copies of CCTV footage to staff, students or parents. The Department must be contacted where these requests are made. Please refer to the Department's [CCTV Policy](#).

### **Storage of Footage**

- CCTV footage is stored locally on the school's server.
- CCTV footage is kept for no more than 31 days. If our school has not used CCTV footage in any of the ways set out above, and there has been no request to view or access footage during this period, the footage is deleted.
- Where CCTV footage has been used to verify an incident or where it is required to be retained for legal reasons, our school will manage and securely retain the footage in accordance with the retention requirements set out in the Department's [Records Management Policy](#).

### **What if you have questions?**

For more information on how our school may use the CCTV system and who may access the footage, please see the Department's [CCTV Policy](#).

If you have any questions or concerns regarding the use of the CCTV system in our school, please contact the school office to discuss.

# **CHILD SAFE STANDARDS**

The following policies and documentation refer to Child Safe Standard obligations.

## **CHILD SAFETY AND WELLBEING POLICY**

### **PURPOSE**

The Hamlyn Banks Primary School Child Safety Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

### **SCOPE**

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

### **DEFINITIONS**

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer.

### **STATEMENT OF COMMITMENT TO CHILD SAFETY**

- Hamlyn Banks Primary School is a child safe organisation which welcomes all children, young people and their families.
- We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.
- We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

- We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.
- We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.
- Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.
- Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.
- We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

## **ROLES AND RESPONSIBILITIES**

### **School leadership team**

Our school leadership team is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

### **School staff and volunteers**

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our [Child Safety Code of Conduct](#)
- identify and raise concerns about child safety issues in accordance with our [Child Safety Responding and Reporting Obligations Policy and Procedures](#), including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

### **School council**

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the principal who is bound by this policy.

### **Specific staff child safety responsibilities**

Hamlyn Banks Primary School has two wellbeing staff members who support the principal and assistant principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the wellbeing staff members are outlined at [Guidance for child safety champions](#). Our principal, assistance principal and wellbeing staff members are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Referral Team made up of the executive leadership group. The Referral Team meet regularly and respond to any ongoing matters related to child safety and wellbeing. Our Student Leadership Group provides an opportunity for students to provide input into school strategies. Our Risk Management Committee monitors the Child Safety Risk Register.

### **CHILD SAFETY CODE OF CONDUCT**

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The [Child Safety Code of Conduct](#) also includes processes to report inappropriate behaviour.

### **MANAGING RISKS TO CHILD SAFETY AND WELLBEING**

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

### **ESTABLISHING A CULTURALLY SAFE ENVIRONMENT**



At Hamlyn Banks Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- Regular First Nations Group gatherings.
- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things.
- Celebrate the local Aboriginal community in communications and curriculum.

## **STUDENT EMPOWERMENT**

To support child safety and wellbeing at Hamlyn Banks Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, our student Code of Conduct and our school values.

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at the school office.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

## **FAMILY ENGAGEMENT**

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Hamlyn Banks Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- sharing information via the newsletter, at school council, with student leaders and staff.
- all of our child safety policies and procedures will be available for students and parents on our school website.

- Newsletters will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school.

## **DIVERSITY AND EQUITY**

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on. We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our [Student Wellbeing and Engagement Policy](#) provides more information about the measures we have in place to support diversity and equity.

## **SUITABLE STAFF AND VOLUNTEERS**

At Hamlyn Banks Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

## **STAFF RECRUITMENT**

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

### **When engaging staff to perform child-related work, we:**

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
  - o proof of the person's identity and any professional or other qualifications
  - o the person's history of working with children
  - o references that address suitability for the job and working with children.

## **STAFF INDUCTION**

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

## **ONGOING SUPERVISION AND MANAGEMENT OF STAFF**

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by ongoing Performance and Development Reviews and classroom observations.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

### **SUITABILITY OF VOLUNTEERS**

All volunteers are required to comply with our [Volunteers Policy](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

### **CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS**

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

### **SCHOOL COUNCIL TRAINING AND EDUCATION**

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Hamlyn Banks Primary School child safety and wellbeing policies, procedures, codes and practices

### **COMPLAINTS AND REPORTING PROCESSES**

Hamlyn Banks Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The [Complaints Policy](#) can be found on our school website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our [Child Safety Responding and Reporting Obligations Policy and Procedures](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

## **COMMUNICATIONS**

Hamlyn Banks Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

## **PRIVACY AND INFORMATION SHARING**

Hamlyn Banks Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

## **RECORDS MANAGEMENT**

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

## **REVIEW OF CHILD SAFETY PRACTICES**

At Hamlyn Banks Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

## **RELATED POLICIES AND PROCEDURES**

This Child Safety Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Inclusion and Diversity Policy

- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

#### **RELATED DEPARTMENT OF EDUCATION AND TRAINING POLICIES**

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

#### **OTHER RELATED DOCUMENTS**

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# CHILD SAFETY CODE OF CONDUCT

## PURPOSE

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Hamlyn Banks Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

## ACCEPTABLE BEHAVIOURS

As Hamlyn Banks Primary School, staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our Hamlyn Banks Primary School commitment to child safety at all times and adhering to our Child Safety Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to the Principal, Assistant Principal or school wellbeing team members.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our [child safety responding and reporting policy and procedures](#) and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

## UNACCEPTABLE BEHAVIOURS

As Hamlyn Banks Primary School, staff, volunteers, contractors and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity

- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

#### **BREACHES TO THE CHILD SAFETY CODE OF CONDUCT**

All Hamlyn Banks Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Hamlyn Banks Primary School Child Safety Code of Conduct must be reported to the principal or assistant principal.

If the breach or suspected breach relates to the principal, contact the Assistant Principal on 52783100.

**Consultation Requirement:** Nil

**Approval Requirement:** School Council - to the extent it applies to School Council members

**Review Cycle:** 1 year

# CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS - POLICY AND PROCEDURES

## PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

## SCOPE

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school (physical and online).

## DEFINITIONS

### Child abuse

Child abuse includes:

- physical violence inflicted on a child
- sexual offences committed against a child
- grooming of a child by an adult
- family violence committed against or in the presence of a child
- serious emotional or psychological harm to a child
- serious neglect of a child.

The definition of child abuse is broad and can include student to student incidents and concerns, as well as behaviour committed by an adult.

### Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic) and is a form of child abuse and sexual misconduct. This offence targets predatory conduct undertaken by an adult to prepare a child under the age of 16 to engage in sexual activity at a later time, either with the groomer or with another adult. Grooming can include communicating (including electronic communications and communicating by conduct) and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer.

### School staff member

For the purpose of this policy a school staff member includes a contractor engaged by the school or school council to perform child-related work.

## POLICY

Hamlyn Banks Primary School understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

### Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Hamlyn Banks Primary School they should start with the Principal, Assistant Principal or Wellbeing Team.

### Identifying child abuse



To ensure we can respond in the best interests of students and children when complaints or concerns relating to child abuse are raised, all staff and relevant volunteers must:

- understand how to identify signs of child abuse and behavioural indicators of perpetrators - for detailed information on identifying child abuse and behavioural indicators of perpetrators refer to [Identify child abuse](#).
- understand their various legal obligations in relation to reporting child abuse to relevant authorities - for detailed information on the various legal obligations refer to Appendix A
- follow the below procedures for responding to complaints or concerns relating to child abuse, which ensure our school acts in the best interests of students and children and complies with both our legal and Department policy obligations.

At Hamlyn Banks Primary School we recognise the diversity of the children, young people, and families at our school and take account of their individual needs and backgrounds when considering and responding to child safety incidents or concerns.

### **Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse**

In responding to a child safety incident, disclosure, allegation or suspicion, Hamlyn Banks Primary School will follow:

- the [Four Critical Actions for Schools](#) for complaints and concerns relating to all forms of child abuse
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending
- our Student Wellbeing and Engagement Policy and Bullying Prevention Policy for complaints and concerns relating to student physical violence or other harmful student behaviours.

### **School staff and volunteer responsibilities**

#### **Immediate action**

If a school staff member or volunteer witnesses an incident of child abuse, or reasonably believes, suspects or receives a disclosure or allegation that a child has been, or is at risk of being abused, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify the principal, assistant principal or a member of the wellbeing team as soon as possible, who will ensure our school follows the steps in these procedures.

#### **NOTE for staff and volunteers:**

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to the principal.
- If the principal is unavailable, the assistant principal will take on this role.
- If the concerns relate to the conduct of the principal, notify the assistant principal, who will then take on responsibility for ensuring our school follows these procedures.
- Refer to Appendix B for guidance on how to respond to a disclosure of child abuse.

### **Reporting to authorities and referring to services**

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the principal **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.

The following steps will ensure our school complies with the four critical actions as well as additional actions required under the Child Safe Standards.

The principal must ensure:

- all relevant information is reported to the Department of Families, Fairness and Housing (DFFH) Child Protection, Victoria Police or relevant services where required

- the incident is reported to the Department's [eduSafe Plus portal](#) or the Incident Support and Operations Centre (1800 126 126) in accordance with the severity rating outlined in the [Managing and Reporting School Incidents Policy](#)
- all [reportable conduct](#) allegations or incidents are reported by the Principal to the Department's Employee Conduct Branch (03 7022 0005) – where a reportable conduct allegation is made against the Principal, the Regional Director must be informed who will then make a report to Employee Conduct Branch

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

### **Contacting parents or carers**

The principal must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community. For further guidance, refer to [PROTECT Contacting parents and carers](#)

### **Ongoing protection and support**

The principal, assistant principal and wellbeing team must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

Appropriate, culturally sensitive and ongoing support must be offered and provided to all affected students. Ongoing support will be based on any available advice from the Department, parents and carers, health practitioners, and other authorities (such as DFFH or Victoria Police) and may include referral to wellbeing professionals, development of a safety plan, student support group meetings, and, for student to student incidents, behaviour management and support measures.

### **Record keeping**

The principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken using the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: template](#) including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in a secure admin folder.

### **For school visitors and school community members**

All community members aged 18 years or over have legal obligations relating to reporting child abuse – refer to Appendix A for detailed information.

Any person can make a report to DFFH Child Protection or Victoria Police if they believe on reasonable grounds that a child is in need of protection. For contact details, refer to the [Four Critical Actions](#).

Members of the community do not have to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, the community member should report this concern to the principal so that appropriate steps to support the student can be taken

### **Additional requirements for all staff**

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students.

Fulfilling the roles and responsibilities in the above procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse. This means that if, after following the actions outlined in the procedure, a staff member reasonably believes that a child remains at risk of abuse, they must take the following steps:

- if they are concerned that the school has not taken reasonable steps to prevent or reduce the risk, raise these concerns with the principal in the first instance, and escalate to the regional office if they remain unsatisfied.
- report the matter to the relevant authorities where they are unable to confirm that the information has been reported by another staff member

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

### **FURTHER INFORMATION AND RESOURCES**

The following Department of Education and Training policies and guidance are relevant to this policy:

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)
- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)
- [Identify and respond to student sexual offending](#)

**The following school policies are also relevant to this policy:**

- Child Safety Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# APPENDIX A - LEGAL OBLIGATIONS RELATING TO REPORTING CHILD ABUSE

The following information outlines the various legal obligations relating to the reporting of child abuse to relevant authorities.

It is important to note that the procedures outlined in the above policy ensure compliance with the below reporting obligations, and also include additional steps to ensure compliance with Department policy and our school's duty of care obligations.

## **MANDATORY REPORTING TO DEPARTMENT OF FAMILIES, FAIRNESS AND HOUSING (DFFH) CHILD PROTECTION**

The following individuals are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic):

- registered teachers and early childhood teachers (including principals and school staff who have been granted permission to teach by the VIT)
- school counsellors including staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare coordinators, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff
- nurses
- registered psychologists
- police officers
- registered medical practitioners
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- people in religious ministry
- midwives

All mandatory reporters must make a report to the Department of Families, Fairness and Housing (DFFH) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse; and
- the child's parents or carers have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Hamlyn Banks Primary School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal or any other mandatory reporter does not share their belief that a report is necessary.

If charged with not making a mandatory report, it may be a defence for the person charged to prove that they honestly and reasonably believed that all of the reasonable grounds for their belief had been the subject of a report to child protection made by another person.

The identity of a person who reports any protective concerns to DFFH Child Protection is protected by law. It is an offence for a person, other than the person who made the report, to disclose the name of the person who made a report or any information that is likely to lead to their identification.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also encourage all other staff to undertake this module, even where they are not mandatory reporters.

The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child is in need of protection to discuss their concerns with the school leadership team and to report their concerns to DFFH and in some circumstances to Victoria Police, or to ensure that all the information relevant to the report has been made by another school staff member.

Any person can make a report to DFFH Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection even if they are not a mandatory reporter listed above.

### **Reporting student wellbeing concerns to Orange Door**

At Hamlyn Banks Primary School we also encourage staff to make a referral to Orange Door when they have significant concern for a child's wellbeing. For more information about making a referral to Orange Door see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

### **REPORTABLE CONDUCT**

The Reportable Conduct Scheme is focussed on worker and volunteer conduct and how organisations investigate and respond to suspected child abuse. The scheme aims to improve organisational responses to suspected child abuse and to facilitate the identification of individuals who pose a risk of harm to children.

There are five types of 'reportable conduct' listed in the *Child Wellbeing and Safety Act 2005*:

- sexual offences against, with or in the presence of, a child
- sexual misconduct (which includes grooming) against, with or in the presence of, a child
- physical violence against, with or in the presence of, a child
- behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

A reportable conduct allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that **may** involve reportable conduct.

If school staff or volunteers become aware of reportable conduct by any current or former employee, contractor or volunteer, they must notify the school principal immediately. If the allegation relates to the principal, they must notify the Regional Director.

The principal or regional director must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former employees of the school (including Department, allied health, casual and school council employees), contractors and volunteers (including parent volunteers).

- Employee Conduct Branch: 03 7022 0005 or [employee.conduct@education.vic.gov.au](mailto:employee.conduct@education.vic.gov.au)

The Department's Secretary, through the Manager, Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

For more information about reportable conduct see the Department's *Policy and Advisory Library*: [Reportable Conduct](#) and the Commission for Children and Young People's [website](#).

### **FAILURE TO DISCLOSE OFFENCE**

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 in Victoria.

Failure to disclose information to Victoria Police (by calling 000, local police station or the Police Assistance Line 131 444) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

**FOR EXAMPLE, A 'REASONABLE BELIEF' MIGHT BE FORMED WHEN:**

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

**"REASONABLE EXCUSE" IS DEFINED BY LAW AND INCLUDES:**

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

**FAILURE TO PROTECT OFFENCE**

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (i.e. persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

**FURTHER INFORMATION**

For more information about the offences and reporting obligations outlined in this fact sheet refer to: [Protecting Children — Reporting and Other Legal Obligations](#).

# APPENDIX B: MANAGING DISCLOSURES OF CHILD ABUSE

## IMPORTANT INFORMATION FOR STAFF

### ***When managing a disclosure relating to child abuse you should:***

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals, and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you")
- Take prompt action in relation to following the procedures outlined below.

### ***When managing a disclosure you should AVOID:***

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making any promises you will keep the information the student provided confidential
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).



# ABORIGINAL LEARNING, WELLBEING AND SAFETY ACTION PLAN

*Note: Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people.*

Hamlyn Banks Primary School embraces the vision of the [Marrung Aboriginal Education Plan](#) and celebrates the culture, knowledge and experiences of First Nations Peoples. We are committed to creating and maintaining a school environment that empowers Koorie students to feel valued, respected and culturally strong.

Our school has a number of measures in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. These measures are outlined below.

## **FAMILY AND COMMUNITY PERSPECTIVES AND FEEDBACK**

We actively seek participation and feedback from Koorie students, families and Community by:

- acknowledging the existing knowledge of Koorie students and their families and seeking their feedback on decisions that affect them, and on how well we are meeting their needs, through initial enrolment meetings, Student Support Groups, during the development of Individual Education Plans and our monthly Koorie Morning Tea.
- working with our regional Koorie Engagement Support Officers (KESOs) for advice on how we can create a culturally inclusive learning environment and to build our capacity to provide support for individual Koorie students attending our school
- partnering with our KESSO Staff to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community.

## **TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF**

To ensure our staff are equipped with the skills and knowledge necessary to create and maintain a positive and inclusive school environment we:

- ensure staff participate in [Community Understanding and Safety Training \(CUST\)](#) training
- provide tailored training and professional development each year to build knowledge for specific staff based on any emerging or current areas of need
- ensure training and professional development equips teaching staff to deliver Aboriginal and Torres Strait Islander perspectives within the classroom curriculum
- support teachers to work in their Professional Learning Teams (PLTs) to map and develop teaching and learning activities within the Victorian Curriculum priorities to enable staff to build their confidence with Aboriginal and Torres Strait Islander content and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms
- ensure training and professional development equips staff with an understanding and appreciation of the strengths of Aboriginal and Torres Strait Islander culture and its importance to the wellbeing and safety of Koorie children and students.

## **CURRICULUM AND LEARNING**

Hamlyn Banks Primary School supports the development of high expectations and individualised learning for Koorie students and creates a learning environment for all students that acknowledges, respects and values Aboriginal and Torres Strait Islander cultures and identities. This includes:

- implementing the Department of Education's [Koorie Education Policy](#)
- ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs.



## **ASSEMBLIES AND OTHER SCHOOL EVENTS AND ACTIVITIES**

We ensure our school events and activities acknowledge and celebrate Aboriginal and Torres Strait Islander culture by:

- acknowledging the Country and Traditional Owners of the land on which our school is located at the start of every school assembly and whole school meeting
- arranging Welcome to Country by local Elders at major school events such as the opening of new buildings or campuses
- arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

## **BUILT AND DIGITAL ENVIRONMENT**

We ensure our built environment and website demonstrates an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture through:

- flying the Aboriginal and Torres Strait Islander flags on school grounds.
- displaying plaques/signs outside our main entrance that Acknowledge Country and Traditional Owners

## **COMMUNITY FEEDBACK**

We recognise that our school's practices must be regularly reviewed and updated in partnership with our families and local communities. We encourage you to contact the school office on 52783100 with any feedback.

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# COMPLAINTS POLICY

## PURPOSE

The purpose of this policy is to:

- provide an outline of the complaints process at Hamlyn Banks Primary School so that parents and members of the community are informed of how they can raise complaints or concerns about issues arising at our school
- ensure that all complaints regarding Hamlyn Banks Primary School are managed in a timely, effective, fair and respectful manner.

## SCOPE

This policy relates to complaints brought by parents, carers, students or members of our school community and applies to all matters relating to our school.

In some limited instances, we may need to refer a complainant to another policy or area if there are different processes in place to manage the issue including:

- Complaints and concerns relating to fraud and corruption will be managed in accordance with the department's [Fraud and Corruption Policy](#)
- Criminal matters will be referred to Victorian Police
- Legal claims will be referred to the Department's Legal Division
- Complaints and concerns relating to child abuse will be managed in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures.

## POLICY

Hamlyn Banks Primary School welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.

When addressing a complaint, it is expected that all parties will:

- actively listen to one another, be considerate of each other's views, and respect each other's role
- be student focussed
- be resolution focused and attempt to preserve working relationships
- act co-operatively and in good faith
- behave with respect and courtesy
- be inclusive, considerate, and respect the cultural safety of all people, including Aboriginal people, and the human rights of all parties including but not limited to disability, age, race, religion, gender identity, sexual orientation, and marital status
- consider communication needs and preferences
- ensure that complainants and students related to complainants are not victimised for making a complaint or asserting their rights
- respect the privacy and confidentiality of those involved unless permitted or required to share information by law
- operate within and seek reasonable resolutions that comply with all applicable legislation and department policies.

## **Complaints and concerns process for students**

Hamlyn Banks Primary School acknowledges that issues or concerns can cause stress or worry for students and impact their wellbeing and learning. Hamlyn Banks Primary School encourages our students to raise issues or concerns as they arise so that we can work together to resolve them.

Students with a concern or complaint can raise them with any trusted adult at school. This person will take your concern or complaint seriously and will explain to you what steps we can take to try to resolve the issue and support you.

You can also ask your parent, carer or another trusted adult outside of the school, to talk to us about the issue instead. Information about our parent/carer complaints and concerns process is outlined further below. The parent/carer process also applies to students who are mature minors, refer to: [Mature Minors and Decision Making](#).

Other ways you can raise a concern or complaint with us include:

- talking to a member of the student representative council about your concern and any suggestions you have for resolving it
- participating in our Attitudes to School Survey (for Grades 4-6)

Further information and resources to support students to raise issues or concerns are available at:

- [Report Racism Hotline](#) (call 1800 722 476) – this hotline enables students to report concerns relating to racism or religious discrimination
- [Reach Out](#)
- [Headspace](#)
- [Kids Helpline](#) (call 1800 55 1800)
- [Victorian Aboriginal Education Association](#) (VAEAI)

## **Complaints and concerns process for parents, carers and community members**

### **Preparation for raising a concern or complaint**

Hamlyn Banks Primary School encourages parents, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues you would like to discuss
- remember you may not have all the facts relating to the issues that you want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the Department and Hamlyn Banks Primary School (see “Further Information and Resources” section below).

### **Support person**

You are welcome to have a support person to assist you in raising a complaint with our school. Please advise us if you wish to have a support person to assist you, and provide their name, contact details, and their relationship to you.

### **Raising a concern**

Hamlyn Banks Primary School is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to classroom teachers. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

### **Making a complaint**

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Principal or Assistant Principal, noting that formal complaints should be directed to a member of the school's leadership team.

If you would like to make a formal complaint, in most cases, depending on the nature of the complaint raised, our school will first seek to understand the issues and will then convene a resolution meeting with the aim of resolving the complaint together. The following process will apply:

1. **Complaint received:** Please either email, telephone or arrange a meeting through the front office with the Assistant Principal or Principal, to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, in person or over the phone.
2. **Information gathering:** Depending on the issues raised in the complaint, the Principal, Assistant Principal or nominee may need to gather further information to properly understand the situation. This process may also involve speaking to school and regional staff to obtain details about the situation or the concerns raised. In some instances, the leadership team may reach out to subject matter experts for expert advice. The school may also reach out to the complainant for further information or to clarify concerns.
3. **Response:** Where possible, a resolution meeting will be arranged with the [Assistant Principal/Principal] to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing. In some instances, the school in consultation with the region may suggest mediation, conciliation or other alternative methods of resolving the complaint based on the complexity and urgency of issues raised in the complaint.
4. **Timelines:** Hamlyn Banks Primary School will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints within 15 school days. Depending on the complexity of the complaint, Hamlyn Banks Primary School may need some time to gather enough information to fully understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, Hamlyn Banks Primary School will consult with you and discuss any interim solutions to the dispute that can be put in place.

**Please note that unreasonable conduct (e.g. vexatious complaints) may need to be managed differently to the procedures in this policy.**

## **Resolution**

Where appropriate, Hamlyn Banks Primary School may seek to resolve a complaint by:

- an apology or expression of regret
- a change of decision
- a change of policy, procedure or practice
- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

In some circumstances, Hamlyn Banks Primary School may also ask you to attend a meeting with an independent third party, or participate in a mediation with an accredited mediator to assist in the resolution of

the dispute. In some instances, the resolution may include actions that must be taken by both the school and the complainant.

### **Escalation**

- If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, you may contact the department by phone on 1800 338 663, via the Enquiries form or by email at [enquiries@education.vic.gov.au](mailto:enquiries@education.vic.gov.au).
- Hamlyn Banks Primary School may also refer a complaint to the South Western Victoria Region if we believe that we have done all we can to address the complaint.
- For more information about the Department's parent complaints process, including the role of the Regional Office, please see: [Raise a complaint or concern about your school](#).

### **Review of complaints**

Hamlyn Banks Primary School will consider whether complaints relating to child safety identify any causes or systemic child safety risks, and take steps to address those risks and continuously improve our child safety practices.

### **Record keeping and other requirements**

To meet department and legal requirements, our school must keep written records of:

- Serious, substantial or unusual complaints
- Complaints relating to the Child Information Sharing Scheme and Family Violence Information Sharing Scheme, to meet regulatory requirements - refer to Child and Family Violence Information Sharing Schemes for further information.

Our school also follows department policy to ensure that record-keeping, reporting, privacy and employment law obligations are met when responding to complaints or concerns.

### **FURTHER INFORMATION AND RESOURCES**

- The Department's Policy and Advisory Library (PAL): [Complaints - Parents](#)
- The department's parents' website: [Make a complaint about your school](#)
- [Report racism or religious discrimination in schools](#)
- [Report sexual abuse if you're a current or former student](#)

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# CURRICULUM FRAMEWORK POLICY

## PURPOSE

The purpose of this framework is to outline Hamlyn Banks Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school curriculum plan, term overviews and unit plans.

## OVERVIEW

Hamlyn Banks Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Hamlyn Banks Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
  - [Physical and Sport Education — Delivery Outcomes](#)
  - [Sexuality and Consent Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Hamlyn Banks Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our highly sequenced and knowledge rich curriculum creates a stimulating learning environment that engages and challenges students to achieve personal success. Our school encourages students to strive for excellence in all of their endeavours. Our curriculum is planned and taught sequentially. It is designed to develop thinking and social skills, foster engagement and develop speaking skills. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources and undertake a range of student assessment and reporting activities.

## IMPLEMENTATION

At Hamlyn Banks Primary School, class time is structured into a weekly timetable, with five hours of learning per day, broken into five 60 minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school curriculum plan.

## Language provision

Hamlyn Banks Primary School will deliver Chinese as a Language, based on LOTE taught at local schools and the availability of curriculum resources.

### **Pedagogy**

The pedagogical approach at Hamlyn Banks Primary School closely aligns with the Victorian Teaching and Learning Model 2.0. We use Explicit Instruction and a Gradual Release of Responsibility model.

### **Assessment**

Hamlyn Banks Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

We have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- We use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- We develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion program, Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

### **Reporting**

Hamlyn Banks Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, we ensure that there is continuous sharing of assessment information formally and informally with parents/carers throughout the year, including through twice-annual formal reporting and Progress Reports.

### **Semester Reports**

- Student achievement and progress against the Victorian Curriculum F-10 will be reported to parents and carers at the end of each Semester.
- Reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- A five point scale (A-E) will rate the student's achievements against the standards.
- Progress will show growth that has occurred in the previous 12 month period.
- An effective Assessment Schedule and teacher moderation will be implemented in order to support teachers to make balanced and evidence based judgements about each student.
- English, Maths, The Arts, Physical Education and Personal and Social Capability will be reported against twice a year.
- The Hamlyn Banks 2 year Curriculum Framework, will guide when reporting.

- From year 3, the school will report against Science at least once a year.
- Semester Reports will be published on Compass.

#### Progress Reports

- Hamlyn Banks Primary School aims to share student achievement and progress continuously, providing an opportunity for regular meaningful feedback to parents, carers and students.
- Progress Reports will be provided to families in Term 1 and Term 3.
- Progress Reports will include a summary of assessment data and an overview of effort and behaviour.

#### Term Overviews

- Term Overviews will be provided to parents each term to provide a high level, written summary of the curriculum that will be covered by each year level that term. This written summary will replace the written curriculum comments on Semester Reports.

#### Parent Teacher Interviews

- In Semester 1, parents and teachers will meet early in the year to discuss previous reports, student learning goals and strategies for the year ahead.
- In Semester 2, students, parents and teachers will have the opportunity to discuss mid-year reports, student learning achievement, progress and future goals in a Student Led Conference.

#### **Review of school curriculum**

Each Term, Teams of teachers with the support of a Learning Specialist, review the taught curriculum plan. Adjustments are made as required. Annually, student learning data is used by the Executive Leadership team to evaluate the effectiveness of the Annual Curriculum Plan.

#### **Review of teaching practice**

Hamlyn Banks Primary School reviews teaching practice via:

- Professional Learning Teams, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

#### **FURTHER INFORMATION AND RESOURCES**

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Languages Education](#)
- [Physical and Sport Education — Delivery Requirements](#)
- [Holocaust Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years










# DIGITAL TECHNOLOGY - ACCEPTABLE USE AGREEMENTS

## Our commitment to the responsible use of digital technology

At Hamlyn Banks Primary School we are committed to building a culture of respect, responsibility and safety. We show this in the way we use technology and interact online. We teach our students about responsible digital behaviours, including how to recognise and respond to online dangers and threats. We support students to develop the digital skills they need to make a positive impact in the world. We are intentional and discerning about our integration of digital tools into the curriculum, ensuring that the use of digital tools is limited to ensure ample offline learning opportunities.






## What we do

- Prep to Year 3 are NOT permitted to bring a device to school.
- In 2025, Year 4 to Year 6 BYOD is OPTIONAL.
- From 2026, the BYOD program will only be available to our Year 5 and Year 6 students.
- We provide a specialist subject, 'Technologies', that focuses on the Digital Technology curriculum.
- We provide enough shared devices for students who do not bring their own device.

	<b>We set clear expectations</b> <ul style="list-style-type: none"><li>• We have clear expectations about appropriate conduct using digital technologies.</li><li>• Our <b>Mobile Phone Policy</b> outlines our school's expectations relating to students handing mobile phones into the school office at the beginning of the school day.</li><li>• We have clear and appropriate consequences when students breach these expectations, in line with our <b>Student Wellbeing and Engagement Policy</b>.</li><li>• <b>Social Media apps with age restrictions are not permitted on student devices.</b> This includes apps like Snapchat, Tik Tok and all other social media apps. Most Social media apps have a minimum age for use of 13+ years. Students will not be permitted to bring their devices to school if they are found to have age restricted social media applications installed.</li></ul>
	<b>We teach appropriate conduct</b> <ul style="list-style-type: none"><li>• We teach our students to be safe, intentional and responsible users of digital technologies, including instruction on important digital issues such as cybersafety and cyberbullying.</li></ul>
	<b>We partner with families</b> <ul style="list-style-type: none"><li>• We work with parents and carers to understand the digital technology-related issues they are facing at home. We support them with information and tools that help.</li><li>• We take the position that it is a family's responsibility, first and foremost to teach their children to be safe users of digital technologies.</li></ul>
	<b>We provide access to technology</b> <ul style="list-style-type: none"><li>• We provide access to educational software for students to use, including Google Classroom.</li><li>• We create student email accounts which are non-identifiable.</li></ul>
	<b>We supervise digital learning</b> <ul style="list-style-type: none"><li>• We supervise students using digital technologies in the classroom, consistent with duty of care.</li><li>• We use clear protocols and procedures to protect students working in online spaces.</li></ul>
	<b>We take appropriate steps to protect students</b> <ul style="list-style-type: none"><li>• We provide a filtered internet service to block inappropriate content. Full protection cannot be guaranteed, however, we have processes to report and act on inappropriate content.</li><li>• We conduct spot-checks, and may access devices to ensure they are being used appropriately.</li></ul>
	<b>We appropriately manage and respond to online incidents</b> <ul style="list-style-type: none"><li>• We work to prevent, respond, and learn from issues or incidents relating to the use of digital technology, including cybersecurity incidents, cyberbullying and risks to child safety.</li><li>• We refer suspected illegal online acts to the police.</li></ul>

## How parents and carers can help

Learning about technology and its impacts doesn't stop at the school gate. Below are our suggestions for ways you can support your children to responsibly use digital technology.

	<b>Establish clear routines</b> <ul style="list-style-type: none"><li>• Talk to your child about expectations including when, where, and how digital devices can be used at home, ensuring these rules are age-appropriate and consistent. These can include:<ul style="list-style-type: none"><li>◦ Requiring devices to be used in a common area, such as a living room or kitchen</li><li>◦ Setting up a specific area for charging devices overnight, away from bedrooms, to promote better sleep.</li></ul></li><li>• Be present when your child is using digital devices, especially for younger children who may not yet understand online risks.</li></ul>
	<b>Restrict inappropriate content</b> <ul style="list-style-type: none"><li>• Use built-in parental controls on devices and apps to help manage their device access and restrict inappropriate content, including apps and websites that are not suitable for their age group.</li><li>• Consider restricting the use of non-educational apps and apps with addictive game mechanics (e.g. rewards, badges, limited exit options).</li></ul>
	<b>Talk about online safety</b> <ul style="list-style-type: none"><li>• Talk with your child about the importance of protecting personal information and recognising online scams.</li><li>• Encourage your child to talk to you or another trusted adult if they feel unsafe online.</li></ul>
	<b>Model responsible and balanced technology use</b> <ul style="list-style-type: none"><li>• Encourage a healthy balance between screen time and offline activities, especially outdoor unstructured play and time with friends and family, face-to-face. *</li><li>• Demonstrate responsible and balanced tech use in your own daily routine to set a good example for your child.</li></ul>
	<b>Work with us</b> <ul style="list-style-type: none"><li>• Let your child's teacher know about concerns you have regarding their technology use</li><li>• Keep informed about what your child is learning at school, so you can help reinforce positive messages at home.</li></ul>

\*Australia's physical activity and sedentary behaviour guidelines include the following recommendations for children between 5-17 years-old regarding sedentary recreational screen time:

- no more than 2 hours of sedentary recreational screen time per day
- avoiding screen time 1 hour before sleep
- keeping screens out of the bedroom.

Source: Australia's physical activity and sedentary behaviour guidelines,

<https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years>.

## Support for parents and carers

To learn more about how to support the safe, intentional and responsible use of digital technologies at home, the eSafety Commissioner provides [resources for parents](#), and outlines available [counselling and support services](#).

## Personal devices at Hamlyn Banks Primary School

Hamlyn Banks Primary School operates a Bring Your Own Device (BYOD) program for students in Year 5 and Year 6.

2025 Year 4 students may bring devices purchased for the 2024 Year 3 BYOD program to school in 2025.

**However, from 2026, our Year 3 and Year 4 students will not be participating in the BYOD program.**

Parents/carers of Year 5 and Year 6 students are invited to purchase or supply a device for their child to bring to school. We have made special arrangements with JB HiFi who offer purchase of devices for students

<https://byod.jbhifi.education/auth?code=HBPS2025>

## Technical specifications for BYOD devices

To ensure smooth and reliable technology **access and student support, ONLY devices listed on the JB Hi Fi portal are permitted as BYOD devices.**

## Behavioural Expectations – Personal devices

**When bringing a personal device to schools, students must ensure that:**

- it is fully charged each morning
- it is carried to school with appropriate care, and remains in the school bag until in the classroom
- it is used only for school tasks.
- any physical device damage is immediately reported and if necessary, repaired
- it is clearly labelled with the student's name and class
- **Any form of Cyber Bullying or deliberate inappropriate use of technology by Hamlyn Banks students will not be tolerated, and will result in a device ban.**

## Safety strategies

By signing this agreement you are giving your unconditional consent:

- for the staff at HBPS to access your child's device,
- for devices to be kept at school while any issues or incidents are being investigated. Devices will be stored securely in the school safe, and
- for staff to monitor devices for inappropriate content and apps and to delete these on the spot.

## Supports and services provided

Hamlyn Banks Primary School will provide the following technical support services for personal devices brought to school:

- Support to access department software
- Connecting devices to the internet
- Providing student log-in credentials to access the schools network, including a school email account

## Insurance

Please note that our school does not have insurance to cover accidental damage to students' devices, and parents/carers are encouraged to consider obtaining their own insurance for their child's device.





## More information

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact the school on 52783100.

## For students

### What we expect

Below are our expectations of students at Hamlyn Banks Primary School when using digital technologies.

<b>Be safe</b> 	<b>At Hamlyn Banks Primary School, we protect personal information and keep safe online.</b> We do this by: <ul style="list-style-type: none"><li>• Not sharing our password or using someone else's username or password.</li><li>• Logging out of our devices when they are not in use.</li><li>• Restricting the personal information we post online, including images and videos.</li></ul>
<b>Be respectful</b> 	<b>At Hamlyn Banks Primary School, we are kind and show respect to others when using technology.</b> We do this by: <ul style="list-style-type: none"><li>• Acting with kindness and never bullying others online.</li><li>• Thinking about how our words might make others feel before we say or write them.</li><li>• Only taking photos or recordings of others when they are aware and have given us permission to do so.</li><li>• Seeking permission before sharing others' information online.</li></ul>
<b>Be responsible</b> 	<b>At Hamlyn Banks Primary School, we are honest, handle technology with care and follow the school rules.</b> We do this by: <ul style="list-style-type: none"><li>• Handling devices with care.</li><li>• Not interfering with devices, school systems, or other students' work.</li><li>• Not downloading or using inappropriate programs like games.</li><li>• Not using technology to cheat or steal, and always acknowledging when we use information sourced from others.</li><li>• Turning off and handing in our mobile phones.</li><li>• Ensuring a healthy balance between screen time and offline activities at school.</li></ul>
<b>Ask for help</b> 	<b>At Hamlyn Banks Primary School, we ask for help if we feel unsure or see something inappropriate.</b> We do this by talking to a teacher or a trusted adult if: <ul style="list-style-type: none"><li>• We feel uncomfortable or unsafe.</li><li>• We see others participating in unsafe, inappropriate, or hurtful online behaviour.</li><li>• We notice any damage to school technologies.</li><li>• We need help understanding about a digital tool or how it can be used.</li></ul>

### Support for students:

The e-safety commissioner's [eSafety kids](#) page has helpful information to help you stay safe online.

## My ideas on safe and responsible online behaviour

- Talk with your classmates and/or your parents about what safe and responsible online behaviour means for you.
- Write or draw your response in the boxes below:

**Be safe** - I protect personal information and keep safe online. This means I:

(write or draw...)



**Be respectful** - I am kind and show respect to others when using technology. This means I:

(write or draw...)



**Be responsible** - I am honest, handle technology with care and follow the school rules. This means I:

(write or draw...)



**Ask for help** - I ask for help if I feel unsure or see something inappropriate. This means I:

(write or draw...)



## Instructions

- Students are encouraged to speak with their parents or teachers prior to signing this agreement if they don't understand what it means, or if they have questions they would like to discuss.
- Complete the agreement, including parent/carer acknowledgement and return it to the school office.

## Student Agreement

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(Student name)

I understand and commit to uphold the expectations of me as a student at Hamlyn Banks Primary School when using digital technology.

I will do my best to:

- **be safe** to protect personal information and keep safe online.
- **be respectful** and kind to others when using technology.
- **be responsible** by demonstrating honesty, handling technology with care and following the school rules.
- **ask for help** if I feel unsure or see something inappropriate.

I will continue to learn about how to use digital technology in a safe and responsible way.

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(Student's signature)

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(Date)

## Parent/carers acknowledgement

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(Parent/carers name)

I acknowledge your commitment and will support you to safely use and learn about digital technologies.



**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# DRESS CODE POLICY - STUDENT

## PURPOSE

The purpose of the Student Dress Code is to outline Hamlyn Banks Primary School's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes. This dress code has been reviewed by Hamlyn Banks Primary School's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community.

The Student Dress Code aims to:

- promote a sense of identity and pride, cohesion and good order in the school
- allow all students to feel equal
- prevent bullying and competition on the basis of clothing
- ensure students' appearance reflects the expectations of their school community
- enhance the profile and identity of the school and its students within the wider community
- ensure all students are dressed safely and appropriately for school activities

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

## SCOPE

Students are expected to comply with this Student Dress Code while travelling to and from school, during school hours and when attending school activities.

## UNIFORM AND APPEARANCE

Students can wear any uniform item regardless of gender.

### General uniform

Your preferred combination of the following items:

- Gold or navy polo shirt – long or short sleeve
- Gold or navy skivvy
- Navy windcheater (logo optional), Rugby Jumpers (logo), puffer jackets (logo) or puffer vest (logo)
- Dress – navy and white gingham (gold trim on collar optional)
- Unisex shorts - navy (If shorts are worn under school dress/skirts, these must be navy. Basketball shorts and cargo shorts are not acceptable. Skins under school shorts are not permitted)
- Tracksuit pants - plain navy (leggings are only to be worn underneath the uniform, not as pants)
- Navy blue broad brimmed hats or bucket hats are compulsory **from the beginning of September until the end of April** (as per SunSmart Policy) (Baseball caps are not permitted).
- Shoes - school shoes or runners (flexible soled, preference of black, white or navy)
- Socks - plain white or navy (no logos), navy tights
- School bags (navy) are available from uniform provider, but are not compulsory. School bags being purchased should meet the guidelines issued by the Chiropractors' Association of Australia.
- House themed t-shirts can be worn on designated specialist days and sporting events.
- Hair ties, school beanies, scarves and accessories are to be in school colors (navy and gold).
- For safety reasons, the only jewellery permitted is a watch and plain pierced sleepers and studs (in the ear lobe only)
- Additional ornamentation on items of school uniform (i.e. embellishments, ribbons, lace, large commercial logos etc.) are not permitted.
- Items pertaining to cultural or religious background should be in school colors (navy or gold).

### Optional Items

- Kilt
- Sunglasses – plain, dark frames (recommend that these meet the Anti-Cancer Council standards.)

- Sleeveless vest (navy)
- Bomber jacket (navy)
- Blue/checked skorts
- Plain navy beanies (no logos), Terms 2 and 3

#### **Year 6 only**

- Optional Year 6 rugby top - navy hoodie
- Optional Year 6 polo top (navy or gold)

#### **General appearance**

While at school, travelling to or from school or participating in school activities, Hamlyn Banks Primary School students must comply with the following:

- Uniforms must be clean and in good repair
- Uniforms must be clearly marked with the owner's name (Unclaimed clothing will be added to lost property and removed regularly)
- Additional layers of clothing may be worn underneath the uniform for added warmth, provided these undergarments are completely hidden.
- The uniform should fit to be safe, comfortable and modest and facilitate free movement.
- For school sporting events, students should wear appropriate t-shirts in house colors only.
- Visible symbols of significance are only to be worn following consultation with school leadership.
- Casual clothes events (non uniform days) may be organised and will be clearly communicated to parents.
- A special sports uniform may be available on loan when students represent the school at District, Zone and State level.

#### **Jewellery and cosmetics**

- Students are not permitted to wear decorative jewellery to school. Stud earrings and sleepers worn in the ears, and watches, are the only acceptable jewellery.
- 'Smart' Watches are not permitted.
- Cosmetics may not be worn at school. Clear nail polish is permitted.

#### **Hair and Sun safety**

- Shoulder length or longer hair is to be tied back to help restrict the spread of nits and lice and for student safety.
- School uniform hats must be worn outside from mid-August to 30 April and on any other day prescribed by the school. School uniform hats may also be worn outside of this time period, by parent or student choice.
- Hats are not to be worn inside.
- Students are permitted to wear sunglasses during outdoor activities. Sunglasses should be close-fitting, wrap-around that meet the Australian Standards 1067 and cover as much of the eye area as possible.

#### **PURCHASE OF UNIFORMS**

Uniform items can be purchased from Bellarine Uniforms, 162 Moorabool Street, Geelong. Permitted non-branded uniform items can also be purchased from department stores. Hamlyn Banks Primary School also operates a second-hand uniform store for parents regularly at School Assembly. Please contact the office for more details.

#### **Support for families experiencing difficulty**

School Council has consulted with the school community and worked to ensure the student uniform is affordable. However, if you are facing difficulty meeting uniform costs the [Help with school costs and fees](#) page provides advice on support offered by the Victorian Government. If your child is starting prep or year 7 and is eligible to receive support via the [Camps, Sports and Excursions Fund](#), you may be eligible to access the Affordable School Uniform program through [State Schools' Relief](#).



Please contact the school office to discuss support that we may be able to provide.

## **IMPLEMENTATION**

- Hamlyn Banks Primary School will ensure that this Student Dress Code is communicated to all families and students through our website. We will assist students who may be experiencing difficulties complying with this policy where possible.
- Students wearing non-compliant uniform items may be asked to change into a compliant item of clothing provided by the school. Students out of school uniform will not be permitted to participate in school excursions or sporting/educational/extracurricular events off school grounds.
- A note of explanation should be given to the class teacher if a student has an out of uniform item of clothing. A one day exemption may be permitted. If a student is out of school uniform or otherwise breaches the Student Dress Code on a recurring basis, a note will be provided to the student and parents by the classroom teacher. If non-compliance with the dress code becomes a continued occurrence, the Principal will be informed and a phone call home may be required. In this event, the school will continue to work with the student and family to support compliance.
- Measures taken by Hamlyn Banks Primary School to address concerns about student non-compliance with the Student Dress Code will also be addressed in accordance with our Student Wellbeing and Engagement Policy.
- If the School Council makes a change to the dress code, students can continue to wear old uniform items until they no longer fit.

## **EXEMPTIONS TO STUDENT DRESS CODE**

We recognise that there may be situations where the application of this dress code may affect students unequally. Students and their parents or carers may apply either in writing or in person to the Principal for an exemption to this Student Dress Code if:

- an aspect of the code:
  - prevents students from being able to attend school or participate in school activities on the same terms as other students because of the [personal characteristics referred to in human rights and anti-discrimination requirements](#)
  - offends a religious belief held by the student or parents/carers
  - prevents students from complying with a requirement of their religious, ethnic or cultural background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or the parents/carers can demonstrate financial hardship that prevents them from complying with the dress code.

When the Principal receives a request for an exemption, they will:

- consider the grounds for the exemption request
- explain the process to the student and/or their parents/carers
- guarantee that issues of a personal nature revealed to substantiate the request will be strictly confidential
- encourage the student and/or their parents/carers to support their application with evidence.

The principal or delegate will then try to negotiate a resolution that is acceptable to all parties, including providing advice about support with meeting uniform costs. If an exemption is not allowed, then written reasons will be provided to the student and/or their parents/carers.

## **CONCERNS ABOUT THIS STUDENT DRESS CODE**

Hamlyn Banks Primary School welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's *Parent Complaint Policy*.

Views on our student dress code have been invited from the whole school community including:

- parent/carers
- teachers and other school staff
- students

The school community consultation invited feedback about uniform cost and affordability. This feedback has been recorded, carefully considered and incorporated into the student dress code policy where appropriate.

#### **FURTHER INFORMATION AND RESOURCES**

- Hamlyn Banks Primary School Sunsmart Policy
- Hamlyn Banks Primary School Parent Complaint Policy
- Hamlyn Banks Primary School Student Wellbeing and Engagement Policy
- Department of Education and Training [Student Dress Code](#)
- Department of Education and Training [Student Engagement policies and guidelines](#).

**Consultation Requirement:** School Community

**Approval Requirement:** School Council

**Review Cycle:** 4 years

# DUTY OF CARE POLICY

## PURPOSE

The purpose of this policy is to explain to our school community the duty of care obligations that all staff at Hamlyn Banks Primary School owe to our students and members of the school community who visit and use the school premises.

## POLICY

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Yard duty and Supervision
- Bullying Prevention
- Camps and Excursions
- First Aid
- Grounds Maintenance
- Student Private Property
- Child Safe Standards
- External Providers (including RTOS delivering VET/VCAL)
- Emergency Management
- Volunteers and Visitors
- Working with Children and Suitability Checks
- Mandatory Reporting
- Occupational Health and Safety

Our school acknowledges we are required to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises. School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.

## External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers.

## FURTHER INFORMATION AND RESOURCES

- Department’s Policy and Advisory Library (PAL): [Duty of Care](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# ELECTRONIC FUNDS MANAGEMENT POLICY

## PURPOSE

The purpose of this policy is to set out how our school will manage electronic funds in accordance with applicable Department of Education and Training policy and law.

## SCOPE

This policy applies to:

- all staff/responsible persons involved in management of funds transacted electronically
- all transactions carried out by Hamlyn Banks Primary School via the methods set out in this policy

## POLICY

Hamlyn Banks Primary School has developed this policy consistently with the [Schools Electronic Funds Management Guidelines](#) and [Section 4 Internal Controls](#) of the Finance Manual for Victorian Government schools.

## IMPLEMENTATION

- Hamlyn Banks Primary School School Council requires that all actions related to internet banking are consistent with The Department's [Schools Electronic Funds Management Guidelines](#).
- Hamlyn Banks Primary School School Council approves the use of Combiz as the approved software for all internet banking activities as individual authority and security tokens are required.
- All payments through internet banking software must be consistent with Department requirements and must be authorised by the Principal and one other member of School Council nominated by the School Council.
- Hamlyn Banks Primary School School Council will determine how refunds will be processed and any refunds processed through the EFTPOS terminal will be recorded in a refund register.
- Hamlyn Banks Primary School will undertake maintenance and upgrading of hardware and software as required.
- Hamlyn Banks Primary School will ensure proper retention/disposal of all transaction records relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings and relevant CASES21 reports.

## EFTPOS

- The Principal of Hamlyn Banks Primary School, will ensure all staff operating the merchant facility are aware of security requirements. At our school, this includes: a secure password to operate the machine.
- School Council minutes must record which staff are authorised to process transactions.
- No "Cash Out" will be permitted on any school EFTPOS facility.
- Hamlyn Banks Primary School will accept EFTPOS transactions via telephone.
- Hamlyn Banks Primary School School Council has approved a minimum refund amount of \$10 and a maximum refund amount of \$200.

## Direct Debit

- All direct debit agreements must be approved and signed by School Council prior to implementation.
- The School Council requires all suppliers to provide tax invoices/statements to the school prior to direct debiting any funds from the school's account
- A direct debit facility allows an external source to a pre-arranged amount of funds from the school's official account on a pre-arranged date. Any such payments will be authorised as appropriate and required.
- Hamlyn Banks Primary School will ensure adequate funds are available in the Official Account for the "sweep" of funds to the supplier.

## Direct Deposit

- Hamlyn Banks Primary School utilises a “two user authorisation of payments” banking package, as it contains a greater degree of security and access controls.
- Creditor details will be kept up to date and the treatment of GST for creditors will be monitored.
- Payment transactions will be uploaded as a batch through the CASES21 system.
- All payments made through the internet banking system must be authorised by two authorised officers.
- The various internal controls that need to be considered include:
  - the identification of staff with administrative responsibilities [e.g. Business Manager to access statements and upload batches]
  - the identification of staff with authorisation/signatory responsibilities [e.g. The Principal and School Council delegate for the authorisation of payments]
  - the Business Manager must not have banking authorisation/signatory responsibilities other than for the transferring of funds between school bank accounts
  - the allocation and security of personal identification number (PIN) information or software authorisation tokens
  - the setting up of payee details in CASES21
  - the authorisation of transfer of funds from the official account to payee accounts
  - alternative procedures for processing, using the direct deposit facility, for periods of Business Manager’s and Principal leave of absence.

### **BPay**

Hamlyn Banks Primary School School Council will approve in writing the School Council’s decision for the utilisation of BPAY. Payments made by BPay are subject to the same requirements as for all transactions relating to accounts such as:

- purchase orders
- tax invoices/statements
- payment vouchers
- signed screen prints and payee details
- relevant CASES21 reports etc.

This includes a requirement for the Principal to sign and date BPay transaction receipts attached to authorised payment vouchers.

### **Further Information and Resources**

Finance Manual for Victorian Government Schools

- [Section 3 Risk Management](#)
- [Section 4 Internal Controls](#)
- [Section 10 Receivables Management and Cash Handling](#)

Available from: [Finance Manual — Financial Management for Schools](#)

- [Schools Electronic Funds Management Guidelines](#)
- CASES21 Finance Business Process Guide [Section 1: Families](#)
- [School Certification checklist](#)
- [Information Security Policy](#)
- [Public Records Office Victoria](#)
- [Records Management — School Records](#)

**This policy will be communicated to our staff in the following ways:**

- Included in staff induction processes for all staff who are involved in funds management

**Consultation Requirement:** Nil

**Approval Requirement:** School Council

**Review Cycle:** 1 year

# EXPENDITURE POLICY

## PURPOSE

- To ensure that the school's expenditure is in line with the school's annual budget.
- To ensure that adequate monitoring of the school budget occurs and that program budgets should not be overspent.
- To ensure that all expenditure is authorised.

## IMPLEMENTATION

- Program budgets will be prepared to cover all planned expenditure. This preparation will commence during Term Four each year and a draft budget will be submitted to School Council for approval prior to the end of each year.
- The final draft of the Program Budgets will be presented for approval, by School Council at the May meeting, following the annual student enrolment census at the end of February each year.
- The budget will be approved by Council in CASES21 levels 2 and 3 format.
- The budget will be monitored by Finance Committee / School Council in levels 2 and 3 format.
- The program leaders will manage their programs at levels 4 and 5.
- A completed order form signed by the principal or nominated person will precede any purchase.
- No reimbursement for expenditure (where no order form has been completed) can be made without a receipt and the prior approval of the principal or nominated person.
- An order cannot be approved if it takes the program over budget without the approval of the principal class team.
- All goods should be checked off against the invoice and matched with the order form before distribution around the school.
- The program leader must stamp and sign the invoice to enable it to be paid.
- Wherever possible, the program leader should do this checking and sign the order form to indicate that the order has been filled correctly.
- The Finances Sub-committee may wish to view expenditure at CASES21 levels 4 and 5.
- Any variation of expenditure within the program budgets will need to be approved by the Finances sub-committee.
- Any variation to the expenditure between programs will need to be approved by School Council.
- Signatories cannot sign their own cheques.
- Orders requiring reimbursement to the principal require a co- signature by the school council president or treasurer.

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 1 year

# FIRST AID POLICY

## PURPOSE

To ensure the school community understands our school's approach to first aid for students.

## SCOPE

First aid for anaphylaxis and asthma are provided for in our school's:

- *Anaphylaxis Policy*
- *Asthma Policy*

This policy does not include information on first aid requirements for COVID-19. Our school follows the Department's operational guidance for first aid management relating to COVID-19.

## POLICY

From time to time Hamlyn Banks Primary School staff might need to administer first aid to students at school or school activities. Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

### Staffing

The principal will ensure that Hamlyn Banks Primary School has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community. Hamlyn Banks Primary School's trained first aid officers are listed on the schools Training Register and are updated following training.

### First aid kits

Hamlyn Banks Primary School will maintain:

- A major first aid kit which will be stored in the First Aid Room
- Five portable first aid kits which may be used for excursions, camps, or yard duty. The portable first aid kits will be stored in the First Aid Room.

The First Aide Officer will be responsible for maintaining all first aid kits, ensuring they are managed in accordance with the Department's policy and guidance on first aid kits – refer to [First aid kits](#).

### Care for ill students

- Students who are unwell should not attend school.
- If a student becomes unwell during the school day they may be directed to the sick bay and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.
- First aid room/sick bay area - Our school follows the Department's policy and guidance in relation to our first aid room/sick bay area to ensure it is safe, hygienic and appropriately equipped: [First aid rooms and sick bays](#).

### First aid management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero "000" for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, Hamlyn Banks Primary School will notify parents/carers by Compass Notification.

- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practicable.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student Hamlyn Banks Primary School will:
  - record the incident on Compass
  - if care was provided in response to a medical emergency or reportable incident, follow the Department's Reporting and Managing School Incidents Policy, including reporting the incident to the Department's Incident Support and Operations Centre on 1800 126 126 where required to under that policy.
- In accordance with Department of Education and Training policy, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury. For further information refer to the Department's Policy and Advisory Library: Medication

#### **FURTHER INFORMATION AND RESOURCES**

- First aid for Students and Staff
- Health Care Needs
- Infectious Diseases
- Blood Spills and Open Wounds
- Medication
- Syringe Disposals and Injuries

#### ***The following school policies are also relevant to this First Aid Policy:***

- Administration of Medication Policy
- Anaphylaxis Policy
- Asthma Policy
- Duty of Care Policy

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years



# FUNDRAISING POLICY

## PURPOSE

To provide parents/carers and other members of our school community with an overview of Hamlyn Banks Primary School's approach to fundraising.

## POLICY

- Fundraising is an important way for Hamlyn Banks Primary School to raise money so it can provide additional learning opportunities, programs for students, improve school amenities etc.
- School staff, members of the school community or the Parents and Families Association may want to undertake fundraising activities for Hamlyn Banks Primary School.
- Hamlyn Banks Primary School encourages all members of our school community to be involved in fundraising initiatives and School Council welcomes all proposals for fundraising.
- Fundraising is a function of the School Council and Council must approve all school-related fundraising events or activities on behalf of our school.
- At the beginning of each school year, the School Council will approve any school-related fundraising events or activities for the upcoming year. If it is necessary during the year, the School Council may approve additional fundraising events or activities.
- In deciding whether or not to approve particular fundraising events or activities, the School Council will act in accordance with legal requirements, any relevant Department of Education and Training policy or guideline, and the Department's *Finance Manual for Victorian Government Schools*.
- All money raised for the school through fundraising, unless legally otherwise provided for, will be held on trust by the School Council for the general or particular purpose for which it was raised.

## Fundraising for Charitable Causes

Hamlyn Banks Primary School may also decide to fundraise for charitable causes external to the school. In these cases, the Principal is responsible for approving the fundraising activity.

In deciding whether or not to fundraise for a particular charitable cause, the Principal may:

- Consider whether the methods used to raise funds for any specific charitable appeal are appropriate
- Seek written advice from organisations promoting fundraising activities on the percentage of funds raised that are directed to the named charity

## FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library: [Fundraising Activities \(including fetes\)](#)
- [Finance Manual — Financial Management for Schools](#)
- [Fundraising Act 1998](#)

**Consultation Requirement:** Nil

**Approval Requirement:** School Council

**Review Cycle:** 4 years

# **GIFTS, BENEFITS AND HOSPITALITY POLICY**

Hamlyn Banks Primary School follows the DET [Gifts, Benefits and Hospitality Policy](#).

# HEALTH CARE NEEDS POLICY

## PURPOSE

To ensure that Hamlyn Banks Primary School provides appropriate support to students with health care needs.

## OBJECTIVE

To explain to Hamlyn Banks Primary School parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

## SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with a health care need that may require support, monitoring or medication at school.

## POLICY

This policy should be read with Hamlyn Banks Primary School's *First Aid*, *Administration of Medication*, *Anaphylaxis* and *Asthma* policies.

### Student health support planning

In order to provide appropriate support to students at Hamlyn Banks Primary School who may need medical care or assistance, a Student Health Support Plan will be prepared by the Student Wellbeing Coordinator or Assistant Principal, in consultation with the student, their parents, carers and treating medical practitioners.

Student Health Support plans help our school to assist students with:

- routine health care support needs, such as supervision or provision of medication
- personal care support needs, such as assistance with personal hygiene, continence care, eating and drinking, transfers and positioning, and use of health-related equipment
- emergency care needs, such as predictable emergency first aid associated with asthma, seizure or diabetes management.

Students with complex medical care needs, for example, tracheostomy care, seizure management or tube feeding, must have a Student Health Support Plan which provides for appropriate staff to undertake specific training to meet the student's particular needs.

At enrolment or when a health care need is identified, parents/carers should provide accurate information about the student's condition or health care needs, ideally documented by the student's treating medical/health care practitioner on a Medical Advice Form or relevant equivalent.

Hamlyn Banks Primary School may invite parents and carers to attend a Student Support Group meeting to discuss the contents of a student's Health Support Plan and assistance that the student may need at school or during school activities.

Where necessary, Hamlyn Banks Primary School may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate staff understand the student's needs. Consultation with the student's medical practitioner will not occur without parent/carer consent unless required or authorised by law.

### Student Health Support Plans will be reviewed:

- when updated information is received from the student's medical practitioner
- when the school, student or parents and carers have concerns with the support being provided to the student
- if there are changes to the support being provided to the student, or

- on an annual basis.

### **Management of confidential medical information**

Confidential medical information provided to Hamlyn Banks Primary School to support a student will be:

- recorded on the student's file and on Compass Student Chronicle.
- shared with all relevant staff so that they are able to properly support students diagnosed with medical conditions and respond appropriately if necessary.

### **FURTHER INFORMATION AND RESOURCES**

- [Health Care Needs](#)
- [Health Support Planning Forms](#)
- [Complex Medical Care Supports](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Privacy and Information Sharing](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# HOMework POLICY

## PURPOSE

To outline to our school community the Department's and Hamlyn Banks Primary School's policy requirements relating to homework.

## SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Hamlyn Banks Primary School.

## RATIONALE

Hamlyn Banks Primary School has developed this Homework Policy in consultation with the school council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

## DEFINITIONS

**Homework** is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

## POLICY

At Hamlyn Banks Primary School all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

Following are some examples of the types of homework that teachers at Hamlyn Banks Primary School may include. This will be dependent on expectations for different year levels of the school:

- nightly reading
- practising maths goals
- exploring spelling patterns
- practising reading or spelling of common words
- engaging with parents in learning activities such as:
  - playing maths games learnt in class
  - completing Palm Plan activities (if appropriate)
  - planning and cooking food, including following a recipe

## SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at Hamlyn Banks Primary School** are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at Hamlyn Banks Primary School** are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age

- ensure homework tasks are purposeful
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for **students** are:

- discussing homework expectations with their parents/carers
- seeking assistance when difficulties arise

Responsibilities and expectations for **parents/carers** are:

- engaging with their child to support and encourage their learning at home
- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home
- ensuring there is a quiet space for their child to complete homework

### **SUPPORT FOR STUDENTS AND PARENTS/CARERS**

Hamlyn Banks Primary School understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

### **RELATED POLICIES AND RESOURCES**

- [Homework – Department Policy](#)

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# INCLUSION AND DIVERSITY POLICY

(includes Equal Opportunity and Sexual Harassment)

## PURPOSE

The purpose of this policy is to explain Hamlyn Banks Primary School's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Hamlyn Banks Primary School strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and members of our school community. This policy should be read alongside the following Department of Education and Training policies:

- Equal Opportunity and Human Rights - Students
- For staff, the Respectful Workplaces policies (including Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying) as these whole of Department policies apply to all staff at Hamlyn Banks Primary School.

## POLICY

### Definitions

- Personal attribute: a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.  
Direct discrimination: unfavourable treatment because of a person's protected attribute.  
Indirect discrimination: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attributes
- Sexual harassment: unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.
- Disability harassment: an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.
- Vilification: conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.
- Victimisation: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

### Inclusion and diversity

Hamlyn Banks Primary School is committed to creating an environment where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Hamlyn Banks Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Hamlyn Banks Primary School we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Hamlyn Banks Primary School will:

- actively nurture and promote a culture where everyone is treated with respect and dignity.
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts) on the same basis as their peers.
- acknowledge and respond to the diverse needs, identities and strengths of all students.
- encourage empathy and fairness towards others.

- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students.
- respond to complaints and allegations appropriately and ensure that students are not victimised.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed. Hamlyn Banks Primary School will take appropriate measures, consistent with its *Student Wellbeing and Engagement* and *Bullying* policies to respond to discriminatory behaviour or harassment at our school.

### **Reasonable adjustments for students with disabilities**

Hamlyn Banks Primary School also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes and other less formal ways, and in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please refer to our school's *Student Wellbeing and Engagement* policy or contact the school for further information.

### **RELATED POLICIES AND RESOURCES**

*For staff, please see the Department's Equal Opportunity and Anti-Discrimination Policy, Sexual Harassment Policy and Workplace Bullying Policy which apply to all staff working at our school.*

*Other relevant Department policies and resources on the Department's Policy and Advisory Library are:*

- *Equal Opportunity and Human Rights - Students*
- *Students with Disability*
- *Koorie Education*
- *Teaching Aboriginal and Torres Strait Islander Culture*
- *Safe Schools*
- *Supports and Services*
- *Program for Students with Disabilities*

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 4 years



# MEDICATION POLICY

## PURPOSE

To explain to parents/carers, students and staff the processes Hamlyn Banks Primary School will follow to safely manage the provision of medication to students while at school or school activities, including camps and excursions.

## SCOPE

This policy applies to the administration of medication to all students. It does not apply to:

- the provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy
- the provision of medication for asthma which is provided for in our school's Asthma Policy
- specialised procedures or emergency medication which may be required for complex medical care needs.

## POLICY

If a student requires medication, Hamlyn Banks Primary School encourages parents to arrange for the medication to be taken outside of school hours. However, Hamlyn Banks Primary School understands that students may need to take medication at school or school activities. To support students to do so safely, Hamlyn Banks Primary School will follow the procedures set out in this policy.

### Authority to administer

If a student needs to take medication while at school or at a school activity:

- Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:
  - the name of the medication required
  - the dosage amount
  - the time the medication is to be taken
  - how the medication is to be taken
  - the dates the medication is required, or whether it is an ongoing medication
  - how the medication should be stored.
- In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form which a student's treating medical/health practitioner should complete.
- If advice cannot be provided by a student's medical/health practitioner, the principal (or their nominee) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a student's parents/carers.
- The principal may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration (which may also be provided for in a student's Student Health Support Plan).
- Parents/carers can contact the school office for a Medication Authority Form.

### Administering medication

Any medication brought to school by a student needs to be clearly labelled with:

- the student's first and last name
- the dosage required
- the time the medication needs to be administered.
- In a Webster-pak

Parents/carers need to ensure that the medication a student has at school is within its expiry date. If school staff become aware that the medication a student has at school has expired, they will promptly contact the student's parents/carers who will need to arrange for medication within the expiry date to be provided.

If a student needs to take medication at school or a school activity, the principal (or their nominee) will ensure that:

- Medication is administered to the student in accordance with the Medication Authority Form so that:

- the student receives their correct medication
- in the proper dose
- via the correct method (for example, inhaled or orally)
- at the correct time of day.
- A log is kept of medicine administered to a student.
- Where possible, two staff members will supervise the administration of medication.
- The teacher in charge of a student at the time their medication is required:
  - is informed that the student needs to receive their medication
  - if necessary, release the student from class to obtain their medication.

### **Self-administration**

In some cases it may be appropriate for students to self-administer their medication. The principal may consult with parents/carers and consider advice from the student's medical/health practitioner to determine whether to allow a student to self-administer their medication.

If the principal decides to allow a student to self-administer their medication, the principal may require written acknowledgement from the student's medical/health practitioner, or the student's parents/carers that the student will self-administer their medication.

### **Storing medication**

The principal (or their nominee) will put in place arrangements so that medication is stored:

- securely to minimise risk to others
- in a place only accessible by staff who are responsible for administering the medication
- away from a classroom (unless quick access is required)
- away from first aid kits
- according to packet instructions, particularly in relation to temperature.

For most students, Hamlyn Banks Primary School will store student medication at the front office.

The principal may decide, in consultation with parents/carers and/or on the advice of a student's treating medical/health practitioner:

- that the student's medication should be stored securely in the student's classroom if quick access might be required to allow the student to carry their own medication with them, preferably in the original packaging if:
  - the medication does not have special storage requirements, such as refrigeration
  - doing so does not create potentially unsafe access to the medication by other students.

### **Warning**

Hamlyn Banks Primary School will not:

- in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury
- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner
- allow use of medication by anyone other than the prescribed student except in a life threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

### **Medication error**

If a student takes medication incorrectly, staff will endeavour to:

Step	Action
1.	If required, follow first aid procedures outlined in the student's Health Support Plan or other medical management plan.
2.	Ring the Poisons Information Line, 13 11 26 and give details of the incident and the student.
3.	Act immediately upon their advice, such as calling Triple Zero "000" if advised to do so.

4.	Contact the student's parents/carers or emergency contact person to notify them of the medication error and action taken.
5.	Review medication management procedures at the school in light of the incident.

In the case of an emergency, school staff may call Triple Zero "000" for an ambulance at any time.

#### **FURTHER INFORMATION AND RESOURCES**

- *First Aid*
- *Health Care Needs*
- *Medication Authority Form*
- *Medication Administration Log*

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# MOBILE PHONES – STUDENT USE

## PURPOSE

To explain to our school community the Department's and Hamlyn Banks Primary School's policy requirements and expectations relating to students using mobile phones [and other personal mobile devices such as Smartwatches during school hours).

## SCOPE

This policy applies to:

- All students at Hamlyn Banks Primary School and,
- Students' personal mobile phones [and other personal mobile devices such as Smartwatches] brought onto school premises during school hours, including recess and lunchtime.

## DEFINITIONS

**A mobile phone** is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as **smart watches**.

## POLICY

Hamlyn Banks Primary School understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Hamlyn Banks Primary School:

- Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours
- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- When emergencies occur, parents or carers should reach their child by calling the school's office.

### Personal mobile phone use

- In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Hamlyn Banks Primary School during school hours, including lunchtime and recess, unless an exception has been granted.
- Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

### Secure storage

- Mobile phones owned by students at Hamlyn Banks Primary School are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Hamlyn Banks Primary School does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the Hamlyn Banks Primary School's Personal Property Policy AND/OR the Department's Personal Goods policy.]
- Where students bring a mobile phone to school, Hamlyn Banks Primary School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Hamlyn Banks Primary School students are required to hand their phone into the school administration office to be placed in a lockable room.

### Enforcement

- Students who use their personal mobile phones inappropriately at Hamlyn Banks Primary School may be issued with consequences consistent with our school's existing student engagement policies [*Student Wellbeing and Engagement* and/or *Bullying* policies.]

- At Hamlyn Banks Primary School inappropriate use of mobile phones is **any use during school hours**, unless an exception has been granted, and particularly use of a mobile phone:
  - in any way that disrupts the learning of others
  - to send inappropriate, harassing or threatening messages or phone calls
  - to engage in inappropriate social media use including cyber bullying
  - to capture video or images of people, including students, teachers and members of the school community without their permission
  - to capture video or images in the school toilets, changing rooms, swimming pools and gyms
  - during exams and assessments

### Exceptions

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
  - Health and wellbeing-related exceptions; and
  - Exceptions related to managing risk when students are offsite.
- can be granted by the principal, or by the teacher for that class, in accordance with the Department's Mobile Phones Policy.

The categories of exceptions allowed under the Department's Mobile Phones Policy are:

#### 1. Learning-related exceptions

Specific exception	Documentation
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

#### 2. Health and wellbeing-related exceptions

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

Where an exception is granted, the student can only use the mobile phone for the purpose it was granted.

### Camps, excursions and extracurricular activities

Hamlyn Banks Primary School will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

### Exclusions

This policy does not apply to

- Out-of-school-hours events
- Travelling to and from school
- BYOD iPads in years 3-6 (for learning only - ICT Agreement must be signed by parents/carers and students)

### RELATED POLICIES AND RESOURCES

- *Student Wellbeing and Engagement, Bullying*
- Mobile Phones – Department Policy

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# **OCCUPATIONAL HEALTH AND SAFETY**

Hamlyn Banks Primary School follows the DET [Occupational Health and Safety Policy](#).

# **PARENT PAYMENTS**

Hamlyn Banks Primary School follows the DET [Parent Payments Policy](#).

# PERSONAL PROPERTY POLICY

## PURPOSE

To explain Hamlyn Banks Primary School's policy in relation to personal property and to ensure that special or valuable items of personal property are not brought to school.

## SCOPE

This policy applies to all school activities, including camps and excursions.

## POLICY

- Hamlyn Banks Primary School understands that staff and/or students may sometimes like to bring items of personal property to school.
- The Department of Education and Training does not have insurance for personal property of staff, students and visitors. Hamlyn Banks Primary School does not take responsibility for items of personal property that are lost, stolen or damaged at school or during school activities. Damage to personal property brought to school is the responsibility of the owner of that property.
- Hamlyn Banks Primary School encourages staff and students not to bring items of value to school, or to obtain appropriate insurance for such items.
- If students bring items of value to school, they will be confiscated and stored securely at the school office until the end of the day, when the items may be collected by the student and/or parent.
- Families will be informed if this process is used.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

## RELATED POLICIES AND RESOURCES

- the Department's Policy and Advisory Library (PAL): [Claims for Property Damage and Medical Expenses](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# PHOTOGRAPHING, FILMING AND RECORDING STUDENTS POLICY

## PURPOSE

To explain to parents/carers:

- how Hamlyn Banks Primary School collects, uses and discloses photographs, video and recordings of students
- when parent/carer consent is required before photographing, filming and recording students
- how consent can be provided and withdrawn.

## SCOPE

This policy applies to the general collection, use and disclosure of photographs, video and recordings ("images") of students. It does not cover:

- the use of Closed Circuit Television (CCTV). The use of CCTV is covered in our school's CCTV policy
- the use and disclosure of photographs, video and recordings of adults.

## POLICY

- There are many occasions during the school year where Hamlyn Banks Primary School staff photograph, film or record students participating in school activities or events, for example classroom activities, sports events, concerts, excursions, camps etc].
- We do this for many reasons including to celebrate student participation and achievement, showcase learning programs, document a student's learning journey/camps/excursions/sports events, communicate with our parents/carers and school community in newsletters and social media. There may also be occasions where we take images to support student behaviour management or to fulfil legal obligations. Further detail is provided within this policy.
- In addition to the above, there may be situations where a third party requests to take, use or disclose images of students.
- This policy outlines the practices that Hamlyn Banks Primary School has in place for the collection, use and disclosure of images of students to ensure compliance with the *Privacy and Data Protection Act 2014* (Vic). It also explains the circumstances in which we will seek parent/carer consent and how consent can be provided and withdrawn.

## Consent

- The Photographing, Filming and Recording Students Consent Form is provided by Hamlyn Banks Primary School at enrolment. This form applies to standard uses of images for the time your child attends the school. Standard uses are defined in the following sections.
- For non-standard uses, where consent is required, parents/carers will be sent a consent form for that specific situation. Schools will also notify parents when implementing software that may include photos of students, giving parents an opportunity to discuss any concerns or preferences.
- If at any time parents/carers wish to withdraw their consent, they can by contacting the Hamlyn Banks Primary School office. If consent is withdrawn verbally, the school will make a written record of this. However:
  - if the images have already been published and are in the public domain, it may not be possible to remove them
  - the school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).

## Image use within the physical school environment

- Hamlyn Banks Primary School may photograph, film or record students to use within the physical school environment, for display in school classrooms (e.g. in displays of student work, on noticeboards to celebrate achievements).



- A Photographing, Filming and Recording Students Consent Form will be given to parents/carers on enrolment for the standard uses described above. Consent, if given, applies until it is withdrawn or changed. If a parent/carer would like to withdraw or change their consent at any point in time, they must notify the school.

#### **Image use within the school community**

- Hamlyn Banks Primary School may photograph, film or record students to use within the school community. This includes our online communication tools and emails. These can only be accessed by students, parents/carers and school staff with passwords.
- A Photographing, Filming and Recording Students Consent Form will be given to parents/carers on enrolment for the standard uses described above. Consent, if given, applies until it is withdrawn or changed. If a parent/carer would like to withdraw or change their consent at any point in time, they must notify the school.

#### **Image use beyond the school community**

- Photographs, video or recordings of students may also be used in publications that are accessible to the public, including on the school's website, in the school newsletter and on the school's social media accounts.
- A Photographing, Filming and Recording Students Consent Form will be given to parents/carers on enrolment for the standard uses described above. Consent, if given, applies until it is withdrawn or changed. If a parent/carer would like to withdraw or change their consent at any point in time, they must notify the school.
- We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

#### **Media**

- The media, or the Department of Education's media team, may seek to photograph, film or record students for a news story or school event. This may include broadcast media, online or social media or print media, including newspapers and magazine publications.
- When Hamlyn Banks Primary School receives such requests, our school will provide parents/carers with information about the organisation involved and when and for what purposes the photography, filming or recording will occur and seek prior, express parent/carer consent in writing.
- Students will only be photographed, filmed or recorded by the media at school if express consent is provided for that specific media event. Neither the school nor the department own or control any photographs, video or recordings of students taken by the media.

#### **Research**

- On occasion, the school may agree to research projects being conducted at the school. If this occurs, parent/carer consent will be sought for student participation, including any photography or recording of students.

#### **Closed Circuit Television (CCTV)**

- Parent or carer consent is not required for a school to install CCTV. Our school's CCTV system is managed in accordance with the department's [CCTV Installation and Management Policy](#). Further information about how CCTV is managed and operated is available in our CCTV Privacy Notice.

#### **Other external collection, use or disclosure**

- If there is a situation which will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, Hamlyn Banks Primary School will provide parents/carers with information about the event or activity, the organisation involved and when the photography, filming or recording will occur and seek prior, express parent/carer consent in writing.

#### **Official school photographs**

- Each year Hamlyn Banks Primary School will arrange for a professional photographer to take official school photographs of students. This will generally involve both class photos and individual photos being taken.
- Official school photographs may be:
  - purchased by parents/carers
  - stored on CASES21 for educational and administrative purposes
  - used in compass on the students Profile page.
- Hamlyn Banks Primary School will notify parents/carers in advance of the official school photographs being taken to give them an opportunity to decide whether their child will be included in the photographs.
- Parents/carers who choose to opt out of having their child participate in official school photographs must contact the school office before the date photos are scheduled to be taken to advise that their child will not participate. There is no obligation on any parent or carer to purchase any photographs taken. However, the school will need to discuss with these parents/carers alternative arrangements for identifying students in emergencies and for other essential purposes.
- Images to manage student behaviour or fulfil our school's legal obligations, including child safety
- On occasion, it may be necessary for school staff to photograph, film or record students and/or use images to:
  - fulfil legal obligations, including to:
    - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
    - provide a safe and suitable workplace (occupational health and safety law)
    - supporting students' social and emotional wellbeing, and health (duty of care)
    - for identification purposes, when necessary to implement discipline and/or behaviour management policies.
- Hamlyn Banks Primary School does not require or obtain consent from parents/carers or students to photograph, film or record students, or to use these images, for these reasons. However, when Hamlyn Banks Primary School photographs, films or records a student for any of these purposes, staff will only collect and use such images in a way that is necessary, reasonable and appropriate in the circumstances.

### **Child Safe Standards**

Hamlyn Banks Primary School will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and our school's Child Safety and Wellbeing Policy. If at any time a parent/carers or student has a concern about the use of any images they should contact the school office on 52783100.

### **Curriculum-based activities**

Photographs, film and recordings of students may be collected and used for curriculum-based activities (i.e. class work) as part of standard learning and teaching practices. Hamlyn Banks Primary School does not require or obtain consent for this. Access is limited to students and relevant teaching staff. Parents/carers may have access to images of their own child in this context.

### **Professional development**

Occasionally, teachers and classes may be recorded for professional development purposes to improve the delivery of educational services. Hamlyn Banks Primary School does not require or obtain consent for this, however the recordings will only be used internally and for the specific purpose of staff development.

### **Storage of images**

Photographs, video and recordings of students taken by Hamlyn Banks Primary School will be stored in our secure document storage systems with restricted access. Any photographs, videos or recordings made on devices, including non-school issued devices, will be transferred to secure school systems and removed from the devices as soon as reasonably possible.

**Images taken by the school community**

Hamlyn Banks Primary School endeavours to respect the privacy of all members of our school community and requests that parents/carers, students and invited guests do not photograph, film or record school performances, sporting events and other school-approved activities.

Neither the school nor the department own or control any images of students taken by parents/carers, students or their invited guests at school activities.

**FURTHER INFORMATION AND RESOURCES**

- The department's Policy and Advisory Library: [Photographing, Filming and Recording Students](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

## **PRIVACY POLICY**

Hamlyn Banks Primary School follows the DET [Privacy Policy](#).

## **PRIVATE VEHICLE USE POLICY**

Hamlyn Banks Primary School follows the DET [Private Vehicle Policy](#).

## **PROCUREMENT POLICY**

Hamlyn Banks Primary School follows the DET [Procurement Policy](#).

## **RECORDS MANAGEMENT POLICY**

Hamlyn Banks Primary School follows the DET [Records Management Policy](#).

## **RESTRAINT AND SECLUSION POLICY**

Hamlyn Banks Primary School follows the DET [Restraint and Seclusion Policy](#).

# SCHOOL PURCHASING CARD POLICY

## PURPOSE

To provide guidelines and processes to support Hamlyn Banks Primary School School Council when establishing a Purchasing Card Program, whilst ensuring the school's procedures and internal controls are compliant with DET Policy and Guidelines.

## SCOPE

This policy applies to Hamlyn Banks Primary School School Councillors and to any staff who have a role within the Purchasing Card Program as an authoriser, administrator or cardholder.

## POLICY

The current government contract is for a VISA Corporate Card issued by the Westpac Bank. Hamlyn Banks Primary School will ensure the following are present and regularly reviewed and maintained:

- adequate internal controls and security measures
- a cardholder register
- locally determined credit limits
- School Council reporting procedures to implement and monitor the operation of the school purchasing card facility.

### School council

- The Principal and Business Manager are required to complete the Schools Purchasing Card online module available on LearnEd prior to establishing a facility at their school. New cardholders should also complete the module, additional information can be requested by emailing [schoolspurchasingcard@education.vic.gov.au](mailto:schoolspurchasingcard@education.vic.gov.au).
- Hamlyn Banks Primary School School Council will approve the implementation of a Purchasing Card Program, with appropriate card limits. These approvals will be formally minuted.
- School Council is responsible for monitoring spending to ensure that the purchasing cards are being used in accordance with the Expenditure Management guidelines set out in Section 11 of the Finance Manual for Victorian Government Schools.
- Authorisation officer
- Hamlyn Banks Primary School's Principal will be the Authorisation Officer. Where the Principal is the Cardholder, the School Council President must be the Authorisation Officer for that card.

### As the Authorisation Officer, the Principal/School Council President is responsible for:

- ensuring cardholders complete the School Purchasing Card online module
- ensuring they complete an *Undertaking by Cardholder* form
- approving expenditure
- monitoring transactions, statements and reports

The Authorisation Officer must ensure all processes and procedures comply with Department requirements and this policy.

The Authorisation Officer will terminate or deactivate cards when no longer needed.

Where the Principal is the Cardholder, the School Council President must be the Authorisation Officer for that card.

### Cardholder

- Each cardholder must complete an *Undertaking by Cardholder* form agreeing to conditions and limits before a card may be ordered.
- Cardholders should complete the School Purchasing Card online module.
- Cardholders must be Department employees who have been approved by the School Council.

- The card must never be used for payment of personal expenses of any nature or to withdraw a cash advance.
- Cardholders must not allow any unauthorised persons to use the Purchasing Card.
- The Cardholder will be held personally liable for any unauthorised use of the Purchasing Card, unless the unauthorised use is the result of the Purchasing Card being lost or stolen, or the result of fraud on the part of a third party.
- Lost or damaged cards are to be immediately reported to Westpac and the appropriate Authorisation Officer.
- The Cardholder is responsible for providing all receipts, to reconcile a monthly statement.

#### **FURTHER INFORMATION AND RESOURCES**

- On the Department's Policy and Advisory Library: PAL Finance Manual – Financial Management in Schools
  - Section 11 – Expenditure Management, Purchasing Card 11.7 School Purchasing Card resources, located on the Resources tab under the Banking sub-heading
  - PAL Procurement – Schools Policy

**Consultation Requirement:** Nil

**Approval Requirement:** School Council

**Review Cycle:** 1 year

# SEXUAL HARASSMENT - SCHOOL EMPLOYEES POLICY

Hamlyn Banks Primary School follows the DET [Sexual Harassment - Employees Policy](#).

# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

## PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

## POLICY

Hamlyn Banks Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Hamlyn Banks Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website and our staff induction handbook.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.
- display our values in our classrooms

## VISION

- Hamlyn Banks is a dynamic community committed to developing lifelong learners.
- The school community has high expectations and supports students in becoming successful learners.
- We acknowledge and promote a strong partnership between home and school in the learning process.
- We provide the best possible opportunities for our school community to develop socially, emotionally, morally, physically and intellectually.

## VALUES

- Hamlyn Banks Primary School's values are 'Be Respectful, Be Safe, Be a Learner'.
- *We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.*
- *We model and demonstrate safe behaviour for ourselves and for others, in all aspects of school life.*
- *We try to be the best learner we can be, striving to achieve our learning goals.*

## OBJECTIVE

- Our school's objectives are considered as part of the four-yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

## BEHAVIOURAL EXPECTATIONS

Hamlyn Banks Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership



- communicate politely, respectfully and in a timely manner with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely, respectfully and in a timely manner with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely, respectfully and in a timely manner with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect

- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

## **UNREASONABLE BEHAVIOURS**

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

## **FURTHER INFORMATION AND RESOURCES**

- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

### **Hamlyn Banks Primary School policies:**

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy

**Consultation Requirement:** Nil

**Approval Requirement:** School Council

**Review Cycle:** 4 years

# STUDENT WELLBEING AND ENGAGEMENT

## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Hamlyn Banks Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

This policy applies to all school activities, including camps and excursions.

## CONTENTS

- School profile
- School values, philosophy and vision
- Wellbeing and engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations and management
- Engaging with families
- Evaluation

## POLICY

### School profile

- Hamlyn Banks Primary School is located on the Western edge of Geelong in the suburb of Hamlyn Heights. Enrolment has been stable at around 370-380 over the past few years.
- The school offers a comprehensive educational program across all year levels. Our staff are committed to ongoing development and professional growth. Facilities include 16 dedicated classroom spaces, Visual and Performing Arts spaces, STEM, Library and Multi Purpose Rooms. All learning spaces make effective use of Learning Technologies across the curriculum. Outdoor facilities include an oval with football and soccer goals, netball and basketball courts, an undercover sandpit and three areas with playground equipment.
- During recesses our students requiring social support may attend Social Club.
- A school coordinator oversees the PSD / Inclusion program with Education Support Staff (ESS). ESS support in classrooms as well as supervising various recess programs.
- Student Leadership includes four School Captains, House and Vice-captains, Performing Arts/Learning/ICT Captains and Junior School Council. Captains participate in a rigorous selection process.
- A full-time Student Wellbeing Officer supports students and families in many different aspects of student welfare.
- We have a supportive school community with a goal to increase effective levels of parent participation.
- A Learning Launch Program is implemented at the beginning of each year to establish class expectations and reinforce school values.

### School values, philosophy and vision

Hamlyn Banks Primary School follows the Positive Behaviour Support approach – strengthened by Restorative Practices. This is a whole school approach to creating an environment, which encourages effective learning

through the development of a positive, calm and welcoming atmosphere. We encourage positive feedback to students often and endeavour to teach students how to behave appropriately.

We frame our behaviour support around three school-wide expectations. These three expectations are:

### **Be Respectful, Be Safe, Be a Learner**

We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some people need more assistance in some areas and less in others.

We know that all behaviour change is hard work and it is critical that school and home are working together with shared goals. We involve families from the start of any behaviour change effort to ensure we are all on the same page.

Every aspect of what we do at Hamlyn Banks reflects our School Values of “Being Safe, Being Respectful and Being a Learner”. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

### **Wellbeing and engagement strategies**

Hamlyn Banks Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### **Tier 1 Universal Strategies:**

- School Improvement Team (SITs) will monitor Student Engagement AIP and develop strategies to achieve goals.
- Classroom Systems that incorporate research validated practices are adopted to create effective classrooms. Systems include: creating positive relationships, organised physical spaces, active supervision, high and consistent classroom expectations, classroom procedures and routines, encouraging expected behaviour, responding to challenging behaviour and adjusting task difficulty
- high and consistent expectations of all staff, students and parents and carers
- parents/carers are welcomed and responded to as partners in learning
- Using a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data is analysed and responded to.
- Development of a School Matrix to explicitly teach how it will look and feel if ***‘I am safe. I am respectful. I am a learner’***.
- Carefully planned transition programs support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Student attendance is monitored and attendance improvement strategies implemented at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums.
- Students are encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Cross-age connections amongst students through buddies, Student Leadership Programs and music programs are implemented.

- School wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Respectful Relationships Program is implemented in P-6 to promote and model respect, positive attitudes and behaviours and teach children how to build healthy relationships, resilience and confidence.
- Zones of Regulation to support students to manage their own emotions.
- Staff Meeting 'Student Snapshot' to share about students who may need additional support.
- Staff training in First Aid, Anaphylaxis and Asthma.
- Life Education Van (biennial) and Bravehearts (annually)
- Restorative Practice will be the preferred method for dealing with issues.
- Records of Yard Duty and Classroom incidents will be recorded on Compass.
- Students/Parents/Carers in years 3 to 6 to sign a Technology Agreement.

### Targeted

- Professional Learning Teams monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are connected with a Koorie Engagement Support Officer where appropriate.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing staff will undertake skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Zones of Regulation work with targeted students.
- HBPS is engaged with the SALSEL (Speaking and Listening School Early Learning) Program in 2020, targeted to develop Oral Language in Foundation students.
- Language Support Groups under supervision of Network Speech Pathologist.
- Targeted year 6-7 Transition Program for identified students.
- Recess Club for ASD and other students who may need time out from the playground.

### Individual

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- LOOKOUT Centre (children who are in court ordered care)
- Training for staff for children with specialised needs, e.g. haemophilia
- *Medical Plans where required.*

Hamlyn Banks Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services

- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

### **Identifying students in need of support**

Hamlyn Banks Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Student Wellbeing staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Hamlyn Banks Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families

### **Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

### **Student behavioural expectations and management.**

- Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Hamlyn Banks Primary School's Bullying policy.
- *Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy.*
- When a student acts in breach of the behaviour standards of our school community, Hamlyn Banks Primary School will institute a staged response, consistent with the Department's Student Engagement

and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

- Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.
- Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Restorative Continuum (Real Schools)
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices
- behaviour support and intervention meetings
- staff coaching support
- DET SSSO support
- Suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training. The Principal of Hamlyn Banks Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

### **Engaging with families**

Hamlyn Banks Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

### **Evaluation**

Hamlyn Banks Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Hamlyn Banks Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- Suspension process
- Expulsions - Decision

### **FURTHER INFORMATION AND RESOURCES**

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 years



# VISITORS POLICY

## PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Hamlyn Banks Primary School.

## SCOPE

This policy applies to any visitors who may attend school grounds when the school is open for instruction between the hours of 8:30am to 3:30pm, and when the office is staffed to monitor/receive visitors at reception. Outside of these times, our front office is not staffed and the only visitors who are permitted on school grounds are parents/carers or their delegates who are dropping off or picking up students from Outside School Hours Care, school events such as parent teacher interviews, concerts, sport or other school activities.

## DEFINITIONS

*Child-related work:* As defined by the *Working with Children Act 2005* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional contact with children that is incidental to the work.

## POLICY

- Hamlyn Banks Primary School strives to create an open and inclusive school community, and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools and other organisations.
- Hamlyn Banks Primary School is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's *Statement of Values, Child Safe Policy, Statement of Commitment to Child Safety, Child Safe Code of Conduct and Volunteer's Policy*.
- From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:
  - Parents
  - Volunteers – see our school's Volunteers Policy for more information
  - Prospective parents, students and employees
  - Invited speakers, sessional instructors and others addressing learning and development
  - Public officials (eg Members of Parliament, local councillors)
  - Persons conducting business eg: uniform suppliers, booksellers, official school photographers, commercial salespeople
  - Tradespeople
  - Children's services agencies
  - Talent scouts
  - Department of Health and Human Services workers
  - Victoria Police
  - Persons authorised to enter school premises (eg Worksafe inspectors, health officers etc)
  - Other Department of Education and Training staff (including allied health staff) or contractors
  - NDIS therapists or other allied health or health practitioners

## Sign in procedure

All visitors to Hamlyn Banks Primary School are required to report to the school office on arrival (see exceptions below in relation to parents/carers). Visitors must:

- Provide all required information to sign in via the Compass Kiosk.
- Provide proof of identification to office staff upon request.
- Produce their valid Working with Children Check where required by this policy (see below).

- Follow instruction from school staff and abide by all relevant policies relating to appropriate conduct on school grounds including (Child Safety Code of Conduct, Sexual Harassment Policy, Workplace Bullying Policy, Statement of Values etc].
- Produce code received via text message upon request of any member of staff.
- Wear the provided Visitors Pass Lanyard for the duration of their visit.
- Return to the office prior to departure, sign out and return the Visitors Pass Lanyard.
- Hamlyn Banks Primary School will ensure that our school's Child Safety Code of Conduct/Child Safety Statement of Commitment are available and visible to visitors when they sign in.

#### **Requirements for visitors to produce a valid Working with Children Check card**

- For Working with Children Check (WWC Check) and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers Policy.
- All visitors who are engaged in **child-related work** (see definition above) must have a valid WWC Check.
- In some circumstances, visitors to Hamlyn Banks Primary School who are **not** engaged in child-related work will also be required to produce a valid WWC Check depending on the particular circumstances of their visit. For example, Hamlyn Banks Primary School may require a valid WWC Check for:
  - **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties
  - **visitors (e.g. contractors)**, who will regularly be performing work at the school and in circumstances where they will be performing their work in an area where they will be unsupervised and around children.
- Further background checks, including references, may also be requested at the discretion of the principal.
- Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Check.
- Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

#### **Invited speakers and presenters**

- On occasion, Hamlyn Banks Primary School may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Hamlyn Banks Primary School will:
  - ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
  - ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
    - elected government
    - the rule of law
    - equal rights for all before the law
    - freedom of religion, speech and association
    - the values of openness and tolerance
    - respect the range of views held by students and their families.

#### **Parent visitors**

- We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

- If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.
- We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.
- All parents or carers who visit our school during school hours, other than for the purposes of school pick ups and drop offs or for specific school events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at the school office.

**Other visitors**

- All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

**RELATED POLICIES AND RESOURCES**

- *Statement of Values*
- *Volunteers Policy*
- *Statement of Commitment to Child Safety/Child Safety policy*
- *Child Safety Code of Conduct*

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# VOLUNTEERS POLICY

## PURPOSE

To outline the processes that Hamlyn Banks Primary School will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

## SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

## DEFINITIONS

- *Child-connected work*: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.
- *Child-related work*: As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.
- *Closely related family member*: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.
- *Volunteer worker*: A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.
- *School work*: School work means:
  - Carrying out the functions of a school council
  - Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
  - Any activity carried out for the welfare of the school at the request of the principal or school council
  - Providing assistance in the work of any school
  - Attending meetings in relation to government schools convened by any organisation which receives government financial support
- This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (i.e. indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

## POLICY

- Hamlyn Banks Primary School is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Hamlyn Banks Primary School recognises the valuable contribution that volunteers provide to our school community and the work that we do.
- The procedures set out below are designed to ensure that Hamlyn Banks Primary School's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

## Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to :

- Nominate to join School Council.
- Participate in training to become a parent helper in the classroom.
- Look out for requests on Compass to support Working Bees.
- Assist with specific school events such as School Athletics Day, Movie Night etc.

## Suitability checks including Working with Children Checks

### *Working with students*

- Hamlyn Banks Primary School values the many volunteers that assist with our classrooms, sports events, camps, excursions, school concerts and other events and programs. To ensure that we are meeting our legal obligations under the *Working With Children Act 2005* (Vic) and the Child Safe Standards, Hamlyn Banks Primary School is required to undertake suitability checks which may include a Working with Children Check, proof of identity, qualification and work history involving children and/or reference checks.
- Considering our legal obligations, and our commitment to ensuring that Hamlyn Banks Primary School is a child safe environment, we will require volunteers to obtain a WWC Check and produce their valid card to the office for verification in the following circumstances:
  - **Volunteers who are not parent/family members** of any student at the school are required to have a WWC Check if they are engaged in child-related work regardless of whether they are being supervised.
  - **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
  - **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
  - **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not.
  - **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not
- In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

### *Non child-related work*

- At law, volunteers who are not engaged in child-related work (e.g. fete planning and organisation) do not need a WWC Check under the WWC Act. However, the Child Safe Standards require appropriate suitability checks (at the discretion of the school) for any **child-connected** work which is work performed where children are present or reasonably expected to be present. Below are options that you could adopt at your school.
- On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, eg: volunteering on the weekend for gardening, maintenance, working bees, parents and friends club coordination, school council, participating in sub-committees of school council, during which children will not be, or would not reasonably be expected to be, present.
- Volunteers for this type of work are not required to have Working with Children or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Hamlyn Banks Primary School reserves the right to undertake suitability checks, including proof of identity, Working with Children Checks, at its discretion if considered necessary for any particular activities or circumstances.
- School council members and volunteers on any sub-committee of School Council will be asked to provide evidence of a valid WWC Clearance. Whilst we acknowledge that these volunteers will not be engaging in child-related work as part of their role, even when there is a student sitting on the School Council, we believe that it is important that our volunteers who are involved in making important decisions about our school which will have an impact on students do have a valid WWC Clearance.

### *Training and induction*

- Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

- To support us to maintain a child safe environment, before engaging in any work where children are present or reasonably likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.
- Depending on the nature and responsibilities of their role, Hamlyn Banks Primary School may also require volunteers to complete additional child safety training.

### Management and supervision

- Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety Policy / Statement of Commitment to Child Safety, our Child Safety Code of Conduct and our Statement of Values and School Philosophy. Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.
- The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.
- The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Hamlyn Banks Primary School.

### Privacy and information-sharing

- Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the Schools' Privacy Policy and the Department's policy on Privacy and Information Sharing.
- Under these policies, student information can and should be shared with relevant school staff to:
  - support the student's education, wellbeing and health;
  - reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
  - make reasonable adjustments to accommodate the student's disability; or
  - provide a safe and secure workplace.
- Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: *Child Safety Responding and Reporting Obligations Policy and Procedures*.

### Records management

- While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to the school office to ensure they are managed in accordance with the Department's policy: Records Management – Schools.

### COMPENSATION

- **Personal injury** - Volunteer workers are covered by the Department of Education and Training's Workers Compensation Policy if they suffer personal injury in the course of engaging in school work.
- **Property damage** - If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.
- **Public liability insurance** - The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:
  - a claim for bodily injury to a third party

- damage to or the destruction of a third party's property.

#### **RELATED POLICIES AND RESOURCES**

- Equal Opportunity and Anti-Discrimination
- Child Safe Standards
- Privacy and Information Sharing
- Records Management – School Records
- Sexual Harassment
- Volunteers in Schools
- Volunteer OHS Management
- Working with Children and Other Suitability Checks for School Volunteers and Visitors
- Workplace Bullying

**Consultation Requirement:** School Council

**Approval Requirement:** Principal

**Review Cycle:** 2 years

# WORKING WITH CHILDREN CLEARANCE REGISTER PROCEDURE

## PURPOSE

To ensure compliance with the requirements of the Minimum Standards for school registration, including the Child Safe Standards, Hamlyn Banks Primary School maintains a register of all employees, volunteers and visitors (including contractors) Working with Children Clearance (WWCC) details, where they are required to have one under the *Worker Screening Act 2020* or under our school or department policies.

### The register includes each person's:

- Name
- clearance number
- expiry date
- date the check was last verified

This procedure outlines how our school maintains this register. It also outlines the required process for entering WWCC and Victorian Institute of Teaching (VIT) registration information onto eduPay.  
procedure

### VIT registration and WWCC requirements

- All employees of our school employed to undertake teaching duties must be registered with the VIT. This includes Casual Relief Teachers (CRTs). Staff with VIT registration do not also require a WWCC
- All employees of our school, employed as education support staff or in roles that are non-teaching roles must have a current WWCC (unless they have VIT registration).
- Employee VIT registration and WWCC details must be recorded in eduPay. Procedures for staff to enter VIT registration and WWCC details into eduPay are set out in the [Update Victorian Institute of Teaching and Working With Children Check card details](#) quick reference guide.
- All volunteers and visitors (including contractors or staff placed through agencies/third parties) who are engaged in child-related work or are required to have a WWCC under our school's Volunteers or Visitors policies will be required to provide evidence of a current WWCC.
- Volunteer and visitor WWCC details will be recorded in our WWCC Register.
- Any employee, volunteer or visitor who does not have a current satisfactory WWCC or VIT registration where required under this procedure, will be removed from their duties until such time as they provide satisfactory evidence of their clearance.

### WWCC Register

Our school maintains the WWCC Register on a spreadsheet saved on our local network.

### Adding new employees, volunteers and visitors to the WWCC Register

Hamlyn Banks Primary School Business Manager / administrative staff are responsible for sighting, verifying and recording WWCC information for any new employee, volunteer or visitor (where applicable), under the following process:

1. Record the relevant WWC clearance details in the WWCC register
2. Ensure the WWCC card type is correct (Employee or Volunteer)
3. Verify the WWCC;



- If checking the status of multiple WWCCs, copy the last name and card number into the [sample CSV file from the Service Victoria website](#), submit to the online [Working With Children Status Checker](#) and wait for an email with the results of the status check
  - If checking the status of a single WWCC enter the last name and card number into the online [Working With Children Status Checker](#)
  - If checking the status of a Digital Working with Children Check, use the Service Victoria app on a mobile device to scan the QR code on the digital card. Get the Service Victoria app [from Google Play](#) or the [App Store](#)
4. Record the date the WWCC was verified on the WWCC register and copy paste the status check message or expiry date provided by Service Victoria into the WWCC register.
  5. Request that the employee, volunteer (or visitor if engaged to work at the school on a regular basis) access their [MyCheck account](#) to update their details to include the name of the school
  6. Save the WWCC register in [insert wording to describe the location of the WWCC Register at your school eg “our local network file”]
  7. Retain a copy of any documentation sent by the Department of Justice and Community Safety (such as the letter of confirmation for employees and any volunteers or contractors who have listed the school on their WWCC details), and records of any other child safety suitability checks (such as reference checks) in the employee file or relevant file for visitors and volunteers WWCC information.

#### **Ongoing maintenance of the WWCC Register**

- At the beginning of each school year the Business Manager will copy the last name and card numbers of all entries in the WWCC register into the [sample CSV file from the Service Victoria website](#), submit to the online [Working With Children Status Checker](#) and wait for an email with the results of the status check, to check if there have been any changes to a person’s WWCC status
- Where a person’s WWCC status has changed to indicate a concern (eg expired, suspension or revocation of clearance) the business manager will inform the principal immediately and steps will be taken to ensure the person is removed from their duties until such time as they provide satisfactory evidence of their clearance or evidence that they have applied for a check as per the Department’s [Working with Children Checks and other Suitability Checks for School Volunteers and Visitors guidance](#).
- At the same time as running the check the business manager will note where clearances are due to expire during the year
- Where the check is expiring during the year the business manager will contact the WWCC holder to remind them that their WWCC is due to expire and to request updated information once it has been renewed
- When the updated information is provided the information is entered into the school’s WWCC register and validated as per the procedure above for adding new entries.

#### **Employee VIT or WWCC information on eduPay**

Upon engagement of a new employee, the business manager will follow the [eduPay User Guide: School Appointments](#) to ensure they are properly entered into eduPay (regardless of whether they are Department or school council employees) including:

- checking that employees have been entered correctly as either a teacher (if they are performing teaching duties) or education support staff, and that valid and current VIT registration or WWCC information (as applicable) has been entered into eduPay by the staff member
- for employees who have entered WWCC information, checking that the card type is entered as ‘Employee’ and verifying the WWCC details through the process outlined above.

- VIT registration status is verified and monitored through a centralised process between VIT and the Department and our school will be informed by the Department of any change to VIT registration status that requires action.

## **RELATED POLICIES AND RESOURCES**

Hamlyn Banks Primary School policies:

- Visitors Policy
- Volunteers Policy
- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct

## **DEPARTMENT POLICIES:**

- [Child Safe Standards](#)
- [Contractor OHS Management](#)
- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [Visitors in Schools](#)
- [Volunteers in Schools](#)
- [Working with Children Checks and other Suitability Checks for School Volunteers and Visitors](#)

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 4 years

# WORKPLACE BULLYING

Hamlyn Banks Primary School follows the DET [Workplace Bullying Policy](#).

# YARD DUTY AND SUPERVISION POLICY

## PURPOSE

To ensure school staff understand their supervision and yard duty responsibilities.

## SCOPE

This policy applies to all teaching and non-teaching staff at Hamlyn Banks Primary School, including education support staff, casual relief teachers and visiting teachers.

## POLICY

- The Principal is responsible for ensuring that there is a well-organised and responsive system of supervision in place during school hours, before and after school, and on school excursions and camps and other school activities.
- Appropriate supervision is an important strategy to monitor student behaviour and enables staff to identify and respond to possible risks at school as they arise. It also plays a vital role in helping schools to discharge their duty of care to students.
- School staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, times and places. Supervision should be undertaken in a way that identifies and mitigates risks to child safety.

### Before and after school

- Hamlyn Banks Primary School's grounds are supervised by school staff from 8:45am until 3:30pm. Outside of these hours, school staff will not be available to supervise students.
- Parents and carers should not allow their children to attend Hamlyn Banks Primary School outside of these hours. Families are encouraged to contact the Hamlyn Banks Primary School Out of School Hours Care Provider for more information about the before and after school care facilities available to our school community. The Before and After School Care Program at the school between the following hours: 6:30am – 8:55am and 3:15 – 6:00pm. More information can be found on the school website.
- If a student arrives at school before supervision commences at the beginning of the day, the principal or nominee staff member will, as soon as practicable, follow up with the parent/carer to:
  - advise of the supervision arrangements before school
  - request that the parent/ carer make alternate arrangements.
- If a student is not collected before supervision finishes at the end of the day, the principal or nominee staff member will consider whether it is appropriate to:
  - attempt to contact the parents/carers
  - attempt to contact the emergency contacts
  - place the student in an out of school hours care program (if available)
  - contact Victoria Police and/or the Department of Health and Human Services (Child Protection) to arrange for the supervision, care and protection of the student.

### Yard duty

- All staff at Hamlyn Banks Primary School are expected to assist with yard duty supervision and will be included in the weekly roster.
- The Assistant Principal is responsible for preparing and communicating the yard duty roster on a regular basis. At Hamlyn Banks Primary School, school staff will be designated a specific yard duty area to supervise.
- The designated yard duty areas for our school are:

Zone	Area
Zone 1	Oval
Zone 2	Courts and Canteen, Library, including toilets
Zone 3	Devon St, up to Staffroom entrance

## Yard duty equipment

School staff must:

- wear a provided safety/hi-vis vest whilst on yard duty. Each staff member will have a personal safety/hi-vis vests with extras stored in the staffroom for CRTs.
- carry their yard duty first aid bag at all times during supervision.
- be familiar with the yard duty information pack containing student health and safety information stored as tags on each yard duty bag.

## Yard duty responsibilities

- During yard duty, supervising staff must:
  - remain in the designated area until they are replaced by a relieving teacher. methodically move around the designated zone
  - be alert, vigilant and proactive
  - methodically move around the designated zone ensuring active supervision of all students
  - where safe to do so, approach any unknown visitor who is observed on school grounds without a clear legitimate purpose, and ensure they have a visitor pass
  - intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
  - enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures
  - ensure that students who require first aid assistance receive it as soon as practicable
  - log any incidents or near misses as appropriate on Compass
- If being relieved of their yard duty shift by another staff member (for example, where the shift is 'split' into 2 consecutive time periods), ensure that a brief but adequate verbal 'handover' is given to the next staff member in relation to any issues which may have arisen during the first shift.
- If the supervising staff member is unable to conduct yard duty at the designated time, they should contact the Assistant Principal with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.
- If the supervising staff member needs to leave yard duty during the allocated time, they should contact the office to make arrangements but should not leave the designated area until the relieving staff member has arrived in the designated area.
- If a relieving or next staff member does not arrive for yard duty, the staff member currently on duty should send a message to the office and not leave the designated area until a replacement staff member has arrived.
- Should students require assistance during recess or lunchtime, they are encouraged to speak to the supervising yard duty staff member.

## Classroom

- The classroom teacher is responsible for the supervision of all students in their care during class.
- If a teacher needs to leave the classroom unattended at any time during a lesson, they should first contact the front office/Principal/Assistant Principal for assistance. The teacher should then wait until another staff member has arrived at the classroom to supervise the class prior to leaving. At Hamlyn Banks Primary School staff can use the 'Tap Out' process.

## School activities, camps and excursions

- The Principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions, including when external providers are engaged to conduct part or all of the activity. Appropriate supervision will be planned for school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved, and will follow the supervision requirements in the Department of Education and Training [Excursions Policy](#).

### **Digital Devices and Virtual Classroom**

- Hamlyn Banks Primary School follows the Department's Cybersafety and Responsible Use of Technologies Policy with respect to supervision of students using digital devices.
- Hamlyn Banks Primary School will also ensure appropriate supervision of students participating in remote and flexible learning environments while on school site. In these cases, students will be supervised in a common classroom space.
- While parents are responsible for the appropriate supervision of students accessing virtual classrooms from home:
  - student attendance will be monitored
  - any wellbeing or safety concerns for the student will be managed in accordance with our usual processes – refer to our Student Wellbeing and Engagement Policy and our Child Safety Responding and Reporting Policy and Procedures for further information.

### **Students requiring additional supervision support**

- Sometimes students will require additional supervision, such as students with disabilities or other additional needs. In these cases, the Principal or delegate will ensure arrangements are made to roster additional staff as required. This may include on yard duty, in the classroom or during school activities.

### **Supervision of student in emergency operating environments**

- In emergency circumstances our school will follow our Emergency Management Plan, including with respect to supervision.
- In the event of any mandatory period of remote or flexible learning our School will follow the operations guidance issued by the Department.

### **FURTHER INFORMATION AND RESOURCES**

- Supervision
- Duty of Care
- Child Safe Standards
- Visitors in Schools
- Cybersafety and Responsible Use of Technologies
- Excursion

**Consultation Requirement:** Nil

**Approval Requirement:** Principal

**Review Cycle:** 2 years