



OUR LADY'S ASSUMPTION
SCHOOL

Child Protection Policy and Processes

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Our Lady's Assumption School

The Our Lady's Assumption School (OLA) community seeks to foster a living faith, based on truth, where the potential and dignity of the individual is respected and nurtured in an environment of trust. This school vision statement incorporates the core values of Respect, Integrity, Compassion and Excellence. In order to reflect the life and love of Christ for His people, OLA strives to:

- Foster faith formation through word and example;
- Provide an atmosphere which promotes dignity and respect for all;
- Provide a supportive environment which encourages each child to develop as a confident, independent learner;
- Nurture the spiritual, social, physical, intellectual and emotional needs of the child;
- Promote appreciation of, and respect for, all creation;
- Encourage each member of the school community to approach life with confidence and optimism.

Introduction

Protective practices for staff and students, in their interactions with adults and students, provides clear advice to all members of the school community for the establishment of positive, caring and respectful relationships with children and young people. The main intent of this document, in connection with the CEWA Child Safety Framework and the recommendations (to be incorporated within the school's Curriculum Plan) is to safeguard the emotional and physical wellbeing of children and young people by promoting in adults and students an enhanced understanding of appropriate relationship boundaries. In achieving this, it is hoped that staff and students can feel confident about meeting their responsibilities to students and about providing leadership with co-workers and peers to do the same.



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Each of these desired outcomes will contribute to a safer, more successful school environment for all of the people who learn and work at OLA.

This policy provides guidelines to staff and students about the requirements made of them in their interactions with students and adults. The intent of these guidelines is to encourage staff and students to continue relating to adults and students with warmth, honesty and respect. It is also intended to provide clarity about when, and in what ways, interactions with students can cause harm. All community members are required to abide by the school's 'Code of Conduct' at all times.

Australian schools:

- Ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated;
- Take action to protect children from all forms of abuse and neglect from adults and other children;
- Affirm the right of all school community members to feel safe at school.

The guidelines set out below require a commitment from all staff, students and parents:

- To ensure that student safety and wellbeing are paramount at OLA;
- To contribute to a culture of staff/student safety and wellbeing.



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Key Duty of Care Requirements of Staff and Students in their Relationships with Staff and Students

Duty of Care

In the school context, 'Duty of Care' is a common law concept that refers to the responsibility of school staff to provide students with an adequate level of protection against harm. It is usually expressed as a duty to take reasonable care to protect students from all reasonably foreseeable risk of injury and harm. The question of what constitutes reasonable care in any given case will be determined objectively by a court and will depend on the individual circumstances of each case. The courts have found that the standard of care owed by teachers to students is extremely high.

In their relationships with students, staff are required to ensure that the physical and emotional welfare of students is safeguarded, and that their own behaviour with students is always regulated by this duty of care both within and beyond the school setting. The above also applies to students and parents, in their relationships with students, staff and parents.

All staff employed by Our Lady's Assumption School (OLA), as well as external professionals, such as music tutors and health professionals, are required to submit their Working with Children Check details prior to commencing employment at OLA. A register will be formulated and monitored to ensure all staff, internal and external, are fully registered.

Maintaining Boundaries for Adults and Students

The teaching and care professions are predicated on positive relationships and schools are places where all staff can have significant influence in students' lives. The relationship of an adult staff member and student is characterised by differing roles and an imbalance of power based on a number of factors including age, authority and gender.

In reference to the Teacher-Student Professional Boundaries of the Teachers Registration Board of Western Australia (TRBWA), (<http://www.trb.wa.gov.au/SiteCollectionDocuments/Publication-Teacher-Student-Professional-Boundaries-A-Resource-For-WA-Teachers.pdf>) staff members are responsible for maintaining a professional role with all students. This means establishing clear professional boundaries with students that serve to protect everyone from misunderstandings or a violation of the professional relationship. Through the Child Protective Behaviours Program (Keeping Children Safe Framework), students will be



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taught what is not acceptable and how to report misconduct and inappropriate dealings. This will be reinforced regularly in the classrooms.

The following examples will assist staff, visitors, students and parents in establishing and maintaining appropriate boundaries.

Boundary/Code of Conduct	Example of Violation
Communication	<p>Inappropriate comments about another person's appearance.</p> <p>Inappropriate conversation or enquiries of a sexual nature (e.g. questions about a person's sexuality).</p> <p>Use of inappropriate pet names.</p> <p>Vilification or humiliation.</p> <p>Jokes or innuendo of a sexual nature.</p> <p>Obscene gestures and language.</p> <p>Facilitating access to pornographic or overtly sexual material.</p> <p>Failing to stop sexual harassment or inappropriate actions between parties.</p> <p>Failing to follow through if someone has been inappropriately touched by another.</p> <p>Correspondence of a personal nature including letters, email, phone, SMS text (not including class postcards/bereavement cards, etc.).</p>
Personal Disclosure	<p>Discussing personal details of lifestyle of self or others. It may be appropriate and necessary at times, however, to draw on relevant personal life experiences when teaching.</p> <p>Sharing of personal information about others.</p>
Physical Contact	<p>Unwarranted, unwanted and/or inappropriate touching of another person physically and/or with objects (e.g. pencil or ruler).</p> <p>Initiating or permitting inappropriate physical contact by an adult or child, e.g. massage, tickling games. This includes student to student.</p>
Place (Without School's Authority)	<p>Inviting/allowing/encouraging students home.</p> <p>Attending students' homes or social gatherings for personal reasons (Refer to OLA Code of Conduct Policy)</p>



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	Being alone with a student outside of a staff member's responsibilities. Watching students in a change room when not in a supervisory role. Driving a student unaccompanied.
Targeting Individual Students	Tutoring (outside education sectors' directives). Personal gifts and special favours. Adopting a welfare role that is the responsibility of another staff member e.g. counsellor or doing so without the knowledge of key staff members.

Professional boundary violations by a staff member, visitor or parent, within the school, represents a breach of trust and may be deemed a failure, by the adult, to meet a duty of care to the students. In this instance, CEWA will be notified immediately and appropriate action taken. When a staff member, visitor or parent violates boundaries, they risk:

- Harmful consequences for the staff, visitor or parent;
- Seriously undermining the learning process;
- Seriously undermining the professional reputation of the staff member, visitor and/or the reputation of the parent;
- Disciplinary action.

Staff members may also fail to maintain professional boundaries by operating beyond the responsibilities of their role, and beyond their expertise. Students who raise significant personal problems with a staff member they trust need to be referred, preferably with their knowledge, to a person on staff with specialised skills, for example, a school counsellor, social worker or pastoral care co-ordinator. The staff member can continue to play a supportive role with the student in collaboration with specialist staff.

Staff, Students & Parents

Staff, students and parents must not, under any circumstances, engage in an intimate, overly familiar or sexual relationship with a student. Improper conduct of a sexual nature by a staff member, parent or student, against a student, includes all forms of sexual activity, inappropriate touching and any other form of child abuse, as well as, but not limited to the following:

- Obscene language or gestures of a sexual nature;
- Suggestive remarks or actions;
- Jokes of a sexual nature;



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- Unwarranted and inappropriate touching;
- Undressing in front of students;
- Correspondence (spoken or text) with students in respect of the staff member's/student's/parent's sexual or personal feelings for the student;
- Deliberate exposure of students to sexual behaviour of others, other than in prescribed curriculum, such as the school's Protective Behaviours Program, in which sexual and relationship themes are contextual.

A Critical Incident and Mandatory Report will be completed and submitted to the appropriate authorities if an adult or student violates the Code of Conduct (determined by a member of the Leadership Team after seeking advice from CEWA and/or the Department for Child Protection).

Steps to be undertaken if a Critical Incident and Mandatory Report is submitted:

- Principal, or member of Leadership Team, to be informed of incident;
- Principal, or member of Leadership Team, to notify CEWA of incident;
- Critical Incident and Mandatory Report to be completed and submitted by Principal, or member of Leadership Team.

Responding to Inappropriate/Sexual Behaviour of Staff, Students & Parents Towards Students

School Leaders and teachers are mandated notifiers and are therefore required under the Children's Protection Act to report suspected child abuse. A report must be made irrespective of who is implicated: a colleague, friend, senior staff member, volunteer, parent, visitor or other student. The detail of the notification remains a confidential exchange between the staff member, student, parent and the Principal. In the case of a student behaving inappropriately and against other students, a Critical Incident and Mandatory Report will be completed and submitted to the appropriate authorities.

The staff member must notify the Principal, or a member of the Leadership Team, of their concerns about the colleague, student or parent so that appropriate procedures can be followed within the school. All disclosures are to be taken seriously and will need to be disclosed immediately to the Principal or a member of the Leadership Team. The student's parents will be contacted immediately and advised of the action the school will be taking in relation to the disclosure and incident. The school will not disclose



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confidential information that contravenes the Privacy Act to any parties. Such procedures are designed to ensure that students' wellbeing is safeguarded and that staff members' rights are respected.

If the Principal is the subject of the suspicion, observation or allegation, staff must report to the Principal's CEWA Line Manager - School Improvement Advisor (SIA), employer or appropriate CEWA personnel.

The complexities of these situations are acknowledged. Nevertheless, staff must be supported in managing their sensitivities or discomforts because their duty of care to the student remains their paramount responsibility. Staff are encouraged to discuss these issues and procedures as part of their mandatory notification training.

Staff may also observe behaviours in colleagues and students that they view to be inappropriate rather than abusive or that sit on the border of violating a professional and protective boundary. Staff must ensure, through their Principal, or Leadership Team member, that the adult or student (with their parents present) concerned is made aware of the potential of their actions to impact negatively on students, and on themselves. The Principal, or Leadership Team member, will document what is discussed.

All staff must take immediate action if students disclose information about inappropriate behaviours of adults or students at OLA. It is not acceptable to minimise, ignore or delay responding to such information. For the wellbeing of all members of the school community, the Principal, or a member of the Leadership Team, must be informed as a matter of urgency and action taken.

Any incident, regardless of whom the subject of suspicion is, can be directed to external authorities such as WA Police.

Responding to Inappropriate/Sexual Behaviour of Students Towards Staff

Should a student engage in inappropriate behaviour of a sexual nature then immediate respectful steps must be taken to discourage the student. The matter should be reported and documented promptly with appropriate personnel in the school and a plan of action developed to support the student and relevant staff member. Depending on the age/ability of the student and contextual information, this plan of support may involve:



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- Communication with parents;
- Referral to and liaison with specialist counselling;
- Formalised support within the school;
- Referral to and liaison with appropriate agency with specific expertise.

Inappropriate sexual behaviour towards staff, in younger children, can elicit a suspicion that a child has been sexually abused him/herself. In these situations, staff must:

- Make a mandatory notification to the Principal and the authorities;
- Consider the safety of other students with whom the student has contact;
- Develop and document a plan of action and communication with all relevant parties (including other agencies).

It is recognised that at times students may actively seek a relationship with a staff member that would constitute an inappropriate relationship. In such circumstances, staff members are advised to immediately report the information to the Principal, or a member of The Leadership Team, and seek assistance from a senior staff member, school counsellor, social worker or pastoral care coordinator to actively manage the situation in a way that respects the emotional wellbeing of the student and provides support to the staff member. Examples of behaviours that should be reported and addressed are receiving gifts of an inappropriate nature or at inappropriate times, flirtatious gestures and comments, inappropriate social invitations, and correspondence that suggests or invites an inappropriate relationship. The staff member should document the incident that initially prompted their concern and the plan of action agreed to by the Principal, or a member of the Leadership Team.

Serious sexual harassment or assault of a staff member by a student should be dealt with following normal behaviour management protocols with the involvement of parents, CEWA and police (to be guided by CEWA). Along with this response, consideration must also be given to the most appropriate counselling and support that can be provided to the student and family. It is important to use these incidents as opportunities to organise meaningful interventions that address early sexual offending behaviours.



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Managing Boundaries for Staff and External Specialists in Specialist Roles

In some situations, in performing their professional role with students, staff and external specialists (including medical professionals and music specialists) may be required to work in a one-to-one situation with a student. Examples are counselling, conducting educational/physical assessments, conducting home visits, providing health care, mentoring, coaching or tutoring. All work of this kind must occur as an authorised school activity so that arrangements can be put in place that minimise risk. The main considerations to be made of one-to-one work are location, time and parental consent/knowledge.

- **Location:** The more visible, public and busy the location the better. Where home visiting cannot be avoided, parents should be present, or staff should visit in pairs.
- **Time:** Using normal school hours is preferable to out of school hours. Length of one-to-one contact should not generally exceed an hour.
- **Consent/knowledge:** Other than the areas discussed below, it is essential that parents be informed/consent to activities that involve their son/daughter in one-to-one unsupervised contact with staff.

Counsellors/Pastoral Care Coordinators/Health Providers

Adolescents, in particular, will often seek as much privacy as possible when they access adult advice or intervention. Students reporting harassment or bullying or disclosing serious issues of a personal nature often expect and assume a high level of confidentiality. For these reasons schools need to find a careful balance between, on the one hand respecting the sensitive and private nature of counselling and, on the other hand, the counsellor's duty of care obligations for the safety and wellbeing of the student. Very generally, unlocked rooms, with part-glass doors that are located near staff traffic areas will help minimise risk. Staff in these positions should avoid out of hours contact. While parental consent is not applicable in these situations, good practice for schools is to provide all parents with information about their counselling and pastoral care staff and the service they provide to students.



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Appropriate Physical Contact, Non-Physical Contact, Non-Physical Intervention and Physical Restraint

Appropriate Physical Contact by a Staff Member to Assist or Encourage a Student

At times, staff members will be required to give practical assistance to a student who is hurt or needs particular assistance or encouragement. The following examples of physical contact that are acceptable are:

- Administration of first aid;
- Helping a child who has fallen;
- Assisting with the toileting and personal care needs of a disabled student (NB: An individual plan for students with these needs must have been negotiated with parents/carers);
- Non-intrusive gestures to comfort a student who is experiencing grief and loss;
- Non-intrusive touch, e.g. congratulating a student by shaking hands. Staff should remember the importance of accompanying such touch with positive and encouraging words.

Sound Practice with School Age Children for Staff & Students

- Seeking students' permission to touch (keeping in mind that a highly distressed student may be incapable of expressing their wishes).
- Avoiding touching a student anywhere, whenever possible.
- If possible, avoiding being with a student in a one-on-one, out of sight situation, and never touching a student in such a situation.
- Not presuming that a hug or a touch is acceptable to a particular student. Even non-intrusive touch may be inappropriate regardless of whether a student indicates they do or do not wish to be touched.
- Respecting and responding to signs that a student is uncomfortable with touch.
- Using verbal directions rather than touching, e.g. asking a student to turn this way, rather than physically placing the child in the required position. Using this approach for demonstrations in dance, sport, music and drama. Where touch is essential for safety reasons, e.g. with aquatic or gymnastic instruction, always telling the student that you need to hold them in a particular way and seeking their permission to do so.
- In some circumstances, staff may need to discourage younger children from unnecessary reliance on touching such as holding hands or



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wanting to have hugs or cuddles. This should be done gently and without embarrassment or offence to the child.

- Students to be advised through the Protective Behaviours Program they have every right to tell staff and students they don't want to be touched.

Good Practice with Early Childhood Children

Staff working in Early Childhood environments are often involved in toileting children, changing their clothes and comforting them for a range of distresses normal in the early childhood age group. In providing such care staff should be aware of the following good practice:

- When children indicate they want comfort, ensure that it is provided in a public setting and that it is in keeping with the guidelines provided above.
- Signs of discomfort in children such as stiffening, pulling away or walking away must be respected. In these situations, the child must continue to be observed/monitored until their distress is managed.
- Children must not be left in states of high distress for long periods. Parents need to be contacted under these circumstances.

Using Non-Physical Intervention in a Student Management Situation

Non-physical intervention is the recognised means of managing student conduct. Where a problem with a student becomes apparent, non-physical interventions include:

- Directing other students to move away from the situation;
- Talking with the individual student (asking the student to stop the behaviour, and telling the student what will happen if they do not stop);
- Directing the student to a safe place;
- Directing other students to a safe place;
- Sending for assistance from other staff, or in extreme cases, the police.

Use of verbal directions by staff is always preferred to physical intervention. It is not appropriate to make physical contact with a student (e.g. pushing, grabbing, poking, pulling, blocking etc.) in order to ensure they comply with directions. Under no circumstances should staff engage in any form of conduct which might cause physical or emotional harm to students.



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Using Physical Restraint Where a Student's Safety is Threatened

Physical intervention can involve coming between children, blocking a child's path, leading a child by the hand or arm, shepherding a child away by placing a hand in the centre of the upper back, removing potentially dangerous objects, and in extreme circumstances, using more forceful restraint.

Staff may make legitimate use of physical restraint, if all non-physical interventions have been exhausted and a student is:

- Attacking another student or staff member;
- Posing an immediate danger to themselves or others.

Staff are to use physical interventions only as a last resort. Maintaining good order is never a reasonable justification for using force or restraint.

Physical restraint is not to be used as a response to:

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats;
- Leaving a classroom or the school, unless student safety is clearly threatened.

Appropriate physical force may be permitted to ensure that the employer's duty of care to protect students and staff from foreseeable risks of injury is met. Common law defences such as self-defence, and defence of others remain legitimate reasons for the use of physical contact. Everyone has the right to defend himself/herself against an attack provided they do not use a disproportionate degree of force to do so.

Safe Practice Guidelines When Using Physical Restraint

The use of restraint with a student in situations where the safety of others is threatened is to prevent injury. The restraint must be reasonable in the particular circumstances, and must be in proportion to the circumstances of the incident. It must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the student. For example, if restraining a near-adolescent or adolescent female, care should be taken to avoid contact with breasts.



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It may be a valid decision for a staff member not to use physical force in a situation involving several students, or a physically larger student, where the staff member believes that doing so would increase the likelihood of injury to him/herself. In such cases, the staff member should remove other students who may be at risk and seek help from another staff member, or in extreme cases the police. Parents should also be informed, at enrolment, of this policy.

Do:

- Continue talking with the student throughout the incident.
- Make clear that physical restraint will stop when it ceases to be necessary to protect the student or others.
- Grip clothing rather than the body, whenever possible.
- Document incidents promptly and keep these records with the Principal or member of the Leadership Team. The record should include:
 1. The name of child/children involved;
 2. Location of incident;
 3. Name of witnesses (staff and/or children);
 4. Incident outline (including child's behaviour, what was said, steps taken, degree of force applied, and how applied);
 5. Child's response and outcome;
 6. Details of any injury or damage to property.
- Inform parents promptly and fully of any incident involving the physical restraint of their child and provide them with opportunity to discuss the matter at the time they are informed.
- Ensure sector specific guidelines regarding other forms of documentation are followed, for example Critical Incident forms.
- Provide/offer confidential debriefing, counselling support and Occupational Health and Safety (OHS) documentation to all staff and students involved in incidents of restraint or inappropriate handling.

Don't:

Use restraint that involves:

- Force applied to the head or neck;
- Restrictions to breathing;
- Punching;
- Kicking;
- Holding by the hair or ear;
- Confining a student in a locked room or limited space without access to staff.



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Working with Students with Special Needs

All sections of this document require careful interpretation when applied to students with special needs. For example, students with intellectual disabilities may engage in a much wider range of physical and overtly sexual behaviours towards staff and other students as a result of their disability. Similarly, staff will need to engage more often in physical contact and touch with these students as a means of meeting their duty of care to them. In fact, touch itself may be an agreed form of communication between a student, their parent and staff members where the student has a communication disability. Students with disorders causing violent and unpredictable behaviours are likely to have formalised restraint procedures agreed to by staff and parents/carers. Toileting assistance or processes for changing clothes will be necessities for some students.

Because of these differences staff need to be more vigilant and thoughtful in their physical interactions with students with special needs. Children and young people with disabilities are over represented in the child protection system. Their vulnerabilities mean they have an increased reliance on the adults providing their care to protect them from harm. Immediately reporting any inappropriate behaviour towards students from other adults is a critical obligation of staff and one that must not be delayed, minimised or delegated. See section - 'Responding to Inappropriate/Sexual Behaviour of Staff and Students Towards Students'.

Staff support students with disabilities through various forms of individual student plans. The common features of these plans are that they involve all people who deal with the student on a regular basis, including other service providers, and they document the agreed strategies that are to be used in supporting the student. These plans are particularly important when challenging behaviours, personal care and hygiene and special physical considerations are an issue at the early childhood centres (e.g. toileting, transport within and beyond the school environment, situations where physical restraint is occasionally required etc.). The possibility of restraint and the nature of that restraint for students with special needs should be addressed in the Individual Educational Plan (IEP) as should alternative strategies for preventing harm to others. The plan process should involve the student as much as possible.

It is appropriate that different approaches are likely to be needed from staff in their interactions with students with special needs. However, the basic principles outlined elsewhere in this document remain applicable to all staff



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and students. Staff have a duty of care to protect students from physical and emotional harm and while the ways of meeting the duty may differ for different groups, the duty itself remains unqualified. Staff are expected to meet this duty in a manner that respects the dignity of all children and young people as well as their vulnerabilities.

Cultural Considerations

Different cultures have different attitudes and traditions surrounding the concept of appropriate touch. Staff have a responsibility to become as familiar as possible with the values of the various cultural groups within the school. Many culturally based community organisations are very keen to address staff about the values of their culture so as to establish optimum understanding and respect between parents, their children and staff. It is critical that staff appreciate culturally specific expectations regarding touch so that embarrassment or offence can be avoided for everyone, and particularly for students.

Many children and young people attending our schools have recently arrived in Australia. Some have backgrounds of severe trauma, ranging from the observation of extreme physical violence and abuse to being victims of such violence and abuse themselves. The needs of these children and their families are acute and the issue of establishing what will be received as appropriate, helpful touch is therefore all the more essential. Staff need to employ considerable diplomacy, care and effort in their early interactions with the children and families that are known or suspected to have escaped traumatic circumstances.

Educating the Students about Protective Behaviours & the Disclosing/Reporting Process

OLA is committed to ensuring that a Protective Behaviours Program is being taught in the classrooms. The school has implemented the Keeping Children Safe Framework since 2018, with all teaching staff now accredited to teach the program or in the process of being accredited. Through the program, and at the student's level of understanding, the staff will educate the students about their safety and inappropriate touching. Staff will advise the parents of the topics that will be covered during the term.

During the program, the staff will regularly remind the students about what is and isn't acceptable behaviour by adults and students. Students will also be reminded about reporting inappropriate behaviour by staff and students.



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The following process will take place if a child reports an incident:

1. The staff member, in the presence of another staff member, is to document/record what the child has disclosed.
2. The staff member is to immediately advise the Principal, or a Leadership Team Member, and submit the disclosure.
3. Principal, or Leadership Team Member, is to use discretion and contact the appropriate authorities immediately to seek advice. In most cases it will be CEWA and/or the Department Child Protection.
4. Once advice has been given, a Critical Incident and/or Mandatory Report will be completed and submitted to the appropriate authorities. These submissions will not be shared nor disclosed to any person.
5. Principal, or Leadership Team Member, is to immediately contact the parents of the student who has made the disclosure and disclose what the student has stated.
6. Principal, or Leadership Team Member, will contact the parents of the accused and advise them what action has been/will be taken.
7. If a Mandatory Report has been made, the authorities will confidentially deal with the report and will make a decision as to how the situation is to be handled. Any findings or actions taken are not disclosed to any member of the school by the agency and are confidential.
8. If a Mandatory Report has been submitted to the appropriate authorities, this too will remain confidential and details of the report will not be disclosed to any person (Privacy Act).
9. A staff meeting is to be called immediately and staff are to be advised of the incident. Steps will then be taken to ensure the students are safe. To protect all parties, the students' names will not be disclosed at any time. The people in authority will deal with the report and act accordingly.
10. Parents have every right to contact police and make a statement. The police then are obligated to investigate the situation.
11. Counselling/support is to be offered to the victim and accused.

Managing Student's Whereabouts by Staff During the School Day

1. Staff are to be assigned playground duties to areas where they have the 'Line of Sight' of all students at all times.
2. Staff are to be vigilant at all times when on duty, at excursions/school events (such as carnivals) and in the classrooms.
3. Staff are to record, when a child leaves the classroom for whatever reason. The time they leave is to be written alongside the child's



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name. If a child is absent for more than 5 minutes, the staff member is required to locate the student immediately and determine why it took the student longer than 5 minutes to return. Discretion will be used by the staff during their investigation.

4. All staff members are on duty from 8.30am – 3.30pm. A staff member will be on playground duty from 8.15am – 8.40am, and on the Chester Drive Gate from 3.05pm – 3.30pm, to supervise the students as they depart.

Risk Management

1. All staff are to complete and submit to the Leadership Team, for review, a Risk Management plan prior to attending any excursions, outings, incursions and/or camps to ensure the safety and wellbeing of all students. The Leadership Team Member(s) will review the document, highlight any concerns he/she may have and report back to the staff.
2. A Risk Management plan (accused specific) should be implemented.
3. In reference to whole school events, such as carnivals, performing arts festivals, etc., the specialist teachers will complete the Risk Management plan and submit the document to a member of the Leadership Team for review. The Leadership Team Member(s) will review the document, highlight any concerns he/she may have and report back to the staff.
4. A Leadership Team member will complete a Risk Management plan for all other events/occasions.

Conclusion

Throughout this policy, the school has endeavoured to address every possible issue that may occur at OLA. Like every organisation, things may occur that have not been addressed in this policy. With this in mind, every effort will be made, by the Leadership Team, to deal with the situation immediately if something occurs at OLA and is not covered within this policy. If this occurs, the Leadership Team will address the issue immediately, update the policy immediately and notify the parents of the amendments made. Consultation and advice will be sought from CEWA personnel on this policy and actions to be taken if something occurs and it's not covered by this policy.

This policy will also be reviewed annually.