

Student Wellbeing Policy

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Sydney Distance Education High School



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1. Introduction

Sydney Distance Education High School provides quality individualised education for all students, taking into account their backgrounds, abilities and interests. We are committed to providing effective learning and teaching within safe and secure environments in partnership with parents, carers and the wider school community.

Sydney Distance Education High School has a planned approach to Wellbeing that incorporates the elements of the Wellbeing Framework.

2. Student Wellbeing Team

The Student Wellbeing Team includes the following.

- Deputy Principals
- Head Teachers Welfare
- Head Teacher Secondary Studies Years 7–9
- Head Teacher Teaching and Learning (Support)
- School Counsellors
- Year Advisers
- Girls Coordinator
- Pregnant Girls & Young Parents Coordinator
- Boys Coordinator
- Transition Coordinators
- Student Support Officer
- LGBTQIA+ Coordinator
- SLG Coordinator
- Volunteering Coordinator
- Out of Home Care Coordinator

In addition, the Aboriginal Education Coordinator, who is responsible to one of the Deputy Principals, liaises with the Student Wellbeing Team and also attends the meetings when appropriate.

The team is led by the Head Teachers Welfare and meets fortnightly. When appropriate, the Principal also attends meetings.

All members of the Student Wellbeing Team have access to Student Wellbeing Team folder and the school *Year Advisers' Handbook*.

Head Teacher's Welfare 7-10 have a 0.5 allowance, Head Teacher Welfare 11-12 have a 0.4 allowance, Year Advisers have a 0.3 allowance, the Girls Coordinator, the Pregnant Girls & Young Parents Coordinator and the Boys Coordinator each have a 0.1 allowance and the Transition Coordinators each have a 0.3 allowance. In addition, Year Advisers and the Coordinator of Girls receive a Department of Education (DoE) financial allowance. Every two years, Expressions of Interest are called for these positions.

When a member of the Student Wellbeing Team takes leave, or relieves in a higher position, professional learning opportunities are provided for other members of staff to relieve in the position.

A member of the Student Wellbeing Team has responsibility, also, for the students in statutory Out of Home Care (OOHC) with a 0.1 allowance.

3. Related NSW Department of Education Policies and Procedures

SDEHS is guided by the NSW Department of Education's Wellbeing framework for schools to ensure that every student is engaged and learns to their fullest capability and to ensure all students, teachers and staff are safe in school. This includes.

- Inclusive Education Policy for students with disability
- Student Behaviour Policy and Procedures

NSW Department of Education (DoE) student welfare policies and procedures are found on the Department's Intranet and Internet.

Other important implementation documents

- Student Discipline in Government Schools – Support Materials
- Protecting and Supporting Children and Young People Procedures
- Suspension and Expulsion of School Students – Procedures
- Bullying – Preventing and Responding to Student Bullying in Schools Policy
- The Student Behaviour Strategy and Wellbeing Framework.

Related Information

- Student Welfare Policy
- Core Rules for Students in NSW Government Schools
- Student Attendance in Government Schools: Procedures
- Workplace Health and Safety Policy
- Anti-racism Policy
- Drugs in Schools Policy
- The government interagency initiative, *Keep Them Safe*, aims to improve the safety, welfare and wellbeing of children and young people. It includes an online system which assists mandatory reporters assess whether a child is at risk, and to alert the appropriate agencies and personnel. There is a direct link to this on the school's intranet home page.

4. School Policies and Procedures

References in this policy to 'DELTA' are references to, the school's Filemaker Pro database system, 'Distance Education Learning and Teaching Administration'.

4.1 Behaviour Codes for Students

Students are welcome to use all student spaces including the reception area, courtyard and classrooms with teacher supervision (eg learning hubs, theatrette, General Learning Space 1, practical learning spaces in the cottage, the library, including the technology space and seminar rooms, the COLA and the kitchen), where appropriate. Please note students may only be in a staff work area when invited by a teacher.

Direction and guidance on supporting and managing safe, responsible and respectful student behaviour in NSW Public Schools is contained in the Department's [Student Behaviour Policy](#).

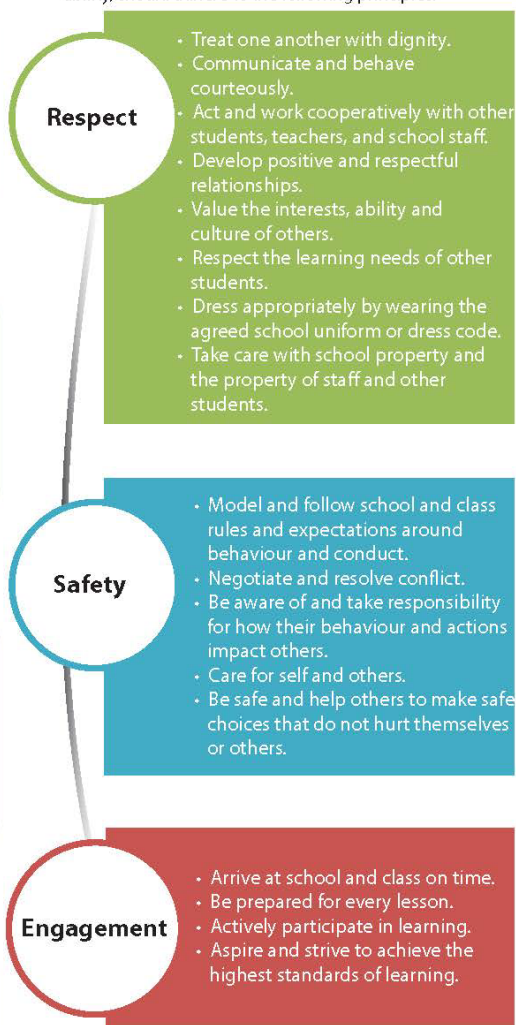
Behaviour code for students SDEHS



Revised 27.11.23

Behaviour code for students NSW public schools

All students in NSW public schools, to the best of their ability, should adhere to the following principles.



T:\Office\DECD\DATA\Principal\School Policies\Code of Behaviour

4.2 Sydney Distance Education High School Behaviour Support and Management Plan

Sydney Distance Education High School (SDEHS) provides quality individualised education for all students, considering their backgrounds, abilities, and interests. The Department of Education's Student Wellbeing Framework, Behaviour Code for Students, Inclusive Education for Students with Disability, and Bullying Response and Prevention are incorporated into SDEHS behaviour and wellbeing practices.

Clear expectations for student behaviour are established and documented in the SDEHS Behaviour Code for Students and communicated to students, parents, carers, and supervisors through the Schools' Student Wellbeing Policy, Learning Hubs Handbook for Students and Supervisors, Enrolment Application Form Years 7-12 and the Launchpad Student Induction Program. All students are expected to exhibit positive behaviour that contributes to the safety and wellbeing of themselves and others. Any actions that could potentially cause harm, threaten safety, or impede learning and wellbeing are not tolerated.

Our Student Wellbeing, Learning and Support, Learning Hub, Student Induction, Careers, and Aboriginal Education teams lead a range of proactive whole school prevention, early intervention, and targeted individual interventions and strategies to support positive student behaviour. This collaborative approach ensures that diversity is championed, equity is maintained, and a safe and adaptable learning environment is provided, empowering students to achieve their full potential.

The full version of the Sydney Distance Education High School Behaviour Support and Management Plan (Attachment 1).

4.3 Student dress code

Students must wear clothes that are neat and clean. Clothing that is too revealing or brief is not suitable to wear at school. Singlet tops and/or thin strapped tops are unacceptable. All tops must completely cover the torso. Shorts and skirts must be no shorter than mid-thigh. Closed-in shoes must be worn at all times.

4.4 Students enrolled with a history of violence, behaviour or safety issues

1. In line with the Department's Enhanced Enrolment Procedures, a Risk Assessment and Risk Management Plan accompanies the application to enrol for any students with a history of violence, behaviour issues or safety concerns. This Risk Assessment is reviewed by the Head Teacher (Enrolments), the Deputy Principal responsible for the year and the Principal and if there is a safety risk to staff or other students, a no hub/no school/no home visit alert will be issued.
 - Deputy Principal reviews risk assessment in consultation with Rural and Distance Education Special Programs Coordinator.
 - Deputy Principal liaises with Learning Support in preparing the movement form.
 - A letter is sent to the supervisor if there is a no hub/no school/no home alert put in place, advising that they can contact the Year Adviser for clarification if required.
 - Deputy Principal convenes a Coordinated Support Meeting with the student's teachers and faculty Head Teachers relevant, Head Teacher Welfare and Head Teacher Secondary Studies.
 - Head Teacher Welfare and Head Teacher Secondary Studies and Deputy Principal monitor student's wellbeing and academic progress.
 - Any concerns to be reported immediately to Head Teacher Welfare or directly to the Deputy Principal.
2. It is the responsibility of teachers not to invite students for face to face lessons if they have a no hub/no school/no home visit alert recorded on their record card in the Student Management System.
3. It is the responsibility of staff at Centres to ensure that no student with a 'No School/No Hub' alert visits SDEHS.

4. It is the responsibility of staff at Centres to supervise all Centre students at all times while at SDEHS.
5. Transition Coordinators and other members of the Student Wellbeing Team may consider visiting a student with a no hub/no school/no home visit alert, after consultation with the relevant Head Teacher Welfare and approval from the Deputy Principal so that risk minimisation strategies can be developed where needed.
6. In the case where there has been a request or recommendation that a no hub/no school/no home alert be lifted and only a behaviour flag remain the following will occur prior to the no hub/no school/no home alert being removed.
 - The request or recommendation will be considered by the Head Teacher Welfare and Deputy Principal after reviewing the student's Risk Management Plan.
 - Conditions to be put in place during this review period will be stipulated, recorded as an alert on the Student Management System and will be communicated to the supervisor. A coordinated support meeting may occur where appropriate.
 - After the review period the Deputy Principal in consultation with the Head Teacher Welfare and Principal or Hub Coordinator where appropriate will make a decision on whether to remove the no hub/no school/no home visit alert.
 - A new risk management plan will be organised by Head Teacher Welfare in consultation with Deputy Principal. A Care and Safety Plan (Appendix 9) may also be developed.
 - If the no hub/no school/no home visit alert is removed the Head Teacher Welfare and Hub Coordinator will monitor the student's behaviour and refer to the Deputy Principal if the alert needs to be reinstated.
 - For Centre/Single Course students enrolled with a no school/no hub/no home visits alert, any changes to this should be managed by the Head Teacher Secondary Studies in consultation with the Deputy Principal.

4.5 Student Attendance

Sydney Distance Education High School Student Attendance

[Distance education](#) is governed by the same policies as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools, parents and carers share responsibility for promoting regular attendance.

The NSW Department of Education [School Attendance Policy](#) requires that Principals of NSW government schools ensure:

- when frequent absences are explained as being due to illness that:
 - consultation occurs with parents or carers regarding the health care needs of the student
 - medical certificates are sought for the absences
 - where there are ongoing concerns, approval is sought from parents or carers to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs
 - strategies are developed to ensure regular attendance at school.

The [Education Act 1990, Section 21B and 22](#) and the [Student Attendance in NSW Public Schools Procedures](#) include that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full time, paid work (average 25 hours a week) or
- in a combination of approved education or training and paid work.

Sydney Distance Education High School primarily measures attendance by the return of course work in each course, every week. On enrolment, students are expected to complete the Launchpad Program (Student Induction), as preparation for learning at SDEHS.

Attendance is measured and monitored in a number of ways primarily in the return of course work in each course, every week, and also through records of student engagement in learning activities, student reviews, and regular contact between students and course teachers. All students enrolled in distance education must meet standards of engagement and participation set by the distance education school to satisfy the compulsory attendance requirements of the *Education Act 1990*.

Examples of engagement that may indicate satisfactory attendance include, but are not limited to:

- the return of course work in each course, every week
- engagement in synchronous remote teaching sessions such as phone lessons and web lessons
- engagement in synchronous in person teaching sessions such as study days, lessons and work at learning hubs
- asynchronous remote teaching practices such as email, elearning messages and authenticated online learning
- field services such as workshops, home visits and excursions.

For students younger than 17 who are not meeting satisfactory attendance requirements, a Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

- a Years 7–10 part program ie a student does some of the required courses in a year
- a Years 11–12 Pathways program ie a student completes Stage 6 over more than 2 years
- increased communication from class teachers eg phone calls, emails, web lessons
- referral to Year Advisers, Faculty Head Teachers, a Head Teacher Welfare or Head Teacher Secondary Studies for follow up
- referral to the [Home School Liaison Program](#).

Refer also to [Enrolment of Students in NSW Government Schools](#), [Child Protection: Responding to and reporting students at risk of harm](#), [Disability Discrimination Act 1992](#) and [Disability Standards for Education 2005](#)

<https://schools.nsw.gov.au/sites/SASSTeamSDEHS/DEC/DECData/Principal/School Policies/Student Attendance 14.11.23.docx>

a) School based strategies to be implemented for students with poor attendance and engagement at Sydney Distance Education High School

For students under 17 years, whose attendance is identified as being less than 50% (Years 7-10) and less than 75% (Years 11 and 12) the Head Teacher Welfare will ensure that a broad range of interventions are put in place to support the student.

These may include.

- Ongoing communication from class teachers eg phone, emails.
- Referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare or Head Teacher Secondary Studies for follow up.
- Warning Letters (Years 10–12) sent where necessary, phone calls made by teachers regarding the Warning letters.
- Non contactable/disengagement letters sent.
- Meeting with the student and parent/carer.
- Advice and involvement sought by Local Area Office - Delivery Support Team.
- Referral to the Learning and Support Team or other wellbeing team members, including School Counsellor.
- Development of a school-based Attendance Improvement Plan with parents and student to address attendance issues.
- Requesting and sharing information and working collaboratively with other support services.
- Use of interpreters and translated materials to support parent understanding.
- Seeking advice about culturally appropriate responses from relevant services.
- Support and liaise with agencies that are involved with the family.
- Liaise with agencies that are involved with the family to increase support.
- Adjustment of study programs to meet students' needs.
- Implementation of Part/Pathways Programs.
- Head Teacher Welfare order a Police Welfare Check for students who are not able to be contacted.
- Transition Coordinator visit or follow up.

b) Coordinated Support for Years 7-10 students requiring Coordinated Adjustment Programs

1. Student falling significantly behind across all/or a number of courses is identified by Head Teacher Welfare/Year Adviser.
2. Head Teacher Welfare/Year Adviser invites course teachers, a Learning and Support teacher and Head Teacher Secondary Studies to a Coordinated Support Meeting for student. Faculty Head Teachers are cc'd in email and can attend if they want to.
3. Learning adjustments are agreed on, taking into consideration the student's Personalised Learning and Support Plan (PLSP) if they have one.
 - In most cases students should complete or participate in one learning activity each week in each course eg. phone lesson/hub lesson/ FSV/attempt at written work or individual web lesson.
 - In some extreme circumstances the Coordinated Support Team may agree on work being completed every second week for a stipulated short, fixed period of time.
4. The supervisor is consulted about the adjustment after the meeting by the Head Teacher Welfare/Year Adviser.
 - If the student has a PLSP, a Learning and Support teacher updates the PLSP if required.
 - If the student does not have a PLSP, the Head Teacher Welfare emails the supervisor details of the adjustment and requests a return email confirming that they support the adjustment.

5. Faculty Head Teachers are informed about the adjustment.
6. Head Teacher Welfare/Year Adviser records adjustments on DELTA roll call card and adds a student contact as:
 - *Adjustments (reduced)* – John to complete some/half/ designated questions in the weekly work to demonstrate outcomes.
 - *Adjustments (delivery)* – John to complete a phone lesson/individual web lesson/hub lesson/school lesson each week to demonstrate outcomes.
7. Head Teacher Welfare notes student's name and adjustment on centrally located spreadsheet.
8. Teacher records completed weekly adjusted work on course card with a mark out of 10 based on the quality, depth and number of outcomes met.
9. Head Teacher Welfare and Head Teacher Secondary Studies review the student in the next review period.

c) Referral to the Home School Liaison Program

As outlined in the *Student Attendance in Government Schools Procedures* (2015), "if a range of school based interventions has been unsuccessful in resolving attendance difficulties the principal should request support by making an application to the Home School Liaison Program and submitting the application to their local Student Support and Specialist Programs Directorate Team for consideration."

At Sydney Distance Education High School, consideration of HSLO involvement should occur no later than the student being disengaged for one term. There is an expectation that school based strategies have been implemented during this time.

This involves the following.

1. Head Teacher Welfare will determine if a HSLO application is in the student's best interest, taking into consideration the student's age. If the Head Teacher Welfare believes that an alternative training pathway is more appropriate, the student and supervisor should be supported with this.
2. Head Teacher Welfare completes the HSLO application.
3. HSLO application is reviewed and signed by the Principal.
4. Parents are advised about the application to the HSLO Program using the example letter in the *Student Attendance in Government Schools Procedures* (2015).
5. Head Teacher Welfare liaises with HSLO and Delivery Support Team.

4.6 Exemption from School Procedures

Sydney Distance Education High School follows the NSW Department of Education [Exemption from school procedures](#).

A parent, carer or supervisor may apply for an exemption from attendance for their child for short periods of time if the Minister or delegate is satisfied that conditions exist that make it necessary or desirable that a certificate should be granted. A Certificate of Exemption may only be given subject to conditions and is limited to a period specified in the certificate.

A Certificate of Exemption must only be granted when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term. Alternatives to exemption should have been fully explored.

Requests for exemption must be forwarded to the Year Adviser who will then collate all supporting documentation, discuss with a Head Teacher Welfare and Senior Executive prior to seeking approval from the Minister or delegate.

Delegates for Exemption from Attendance include the Principal (for up to 99 days), or the Executive Director Public Schools (100 days or more). The delegate for Exemption from Enrolment is Executive Director Public Schools.

4.7 Roles and Responsibilities

a) Head Teacher Welfare

There are three Head Teachers Welfare who have the following roles and responsibilities.

School

- Lead the Student Wellbeing Team
- Make reports in relation to Child Protection to the Child Wellbeing Unit (CWU) and Family and Community Services, as the Principal's delegate, in accordance with the Mandatory Reporting Guidelines (MRG)
- Monitor students enrolled under categories to conduct periodic reviews and ensure that review timelines and processes are met, review dates are entered on school database, and the Learning and Wellbeing Coordinator from the local Educational Services team is consulted as required
- Review and refine the Student Wellbeing Policy
- Oversee whole school welfare and support programs including individual student health care plans, ASCIA plans (for anaphylaxis), cyber safety, social justice, building resilience and Student Leadership
- Build network of support for students in the school, including with Year Advisers, School Counsellor and various Wellbeing Coordinators
- Build network of family and community support including parents, carers, supervisors, medical personnel, state and regional student support services and community organisations and where appropriate refer students and families to appropriate personnel and agencies
- Identify students at risk of disengagement; implement support, case management and review processes including individual learning plans in liaison with relevant personnel
- Work with families in supporting their child to engage in their studies, conducting parental interviews where necessary
- Identify professional learning needs for Student Wellbeing Team members in consultation with the Deputy Principal and the Professional Learning Team
- Review of students under 2.9 Transition each year and coordinate Support Mentoring with Educational Services
- Review of students under 2.10 Extraordinary Circumstances each year by liaising with the Network Specialist Coordinator and Deputy Principal
- Development of Behaviour Support and/or Risk management Plans in consultation with Deputy Principal
- Other duties as negotiated with the executive

Head Teacher Welfare (Years 7–9)

- Oversee student achievement including promotion and organisation of student merit system including maintaining records and issuing merit awards
- Organise recognition Morning Tea and oversee the students Years 7–11
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 7-9 with Middle School Years 7-10) and implement interventions as necessary, eg Home School Liaison Officer (HSLO)
- Supervise LGBTQIA+ Coordinator

Head Teacher Welfare (Year 10)

- Supervise Student Leadership Coordinator (SLG) and Pregnant Girls & Young Parents Coordinator
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Year 10) and implement interventions as necessary, eg HSLO
- Responsibility for students requesting Part Programs in consultation with Head Teacher Secondary Studies (Year 10) and Deputy Principal for Year 10
- Oversee whole school individual health care plans / ASCIA Action plans and emergency care / response plans

Head Teacher Welfare (Years 11–12)

- Supervise Transition Coordinators, Girls Coordinator and Boys Coordinator, Student Support Officer
- Follow up referrals from Student Wellbeing Team and HT Secondary Studies (Years 11-12) and implement interventions as necessary
- Responsibility for students requesting pathways programs
- Refer student who are leaving school to the Support Teacher Transition for Post School Options

b) Year Adviser

Year Advisers, as members of the Student Wellbeing Team, have an overall support role for students and supervisors, including the following.

- Record student welfare information on Roll Call card on the school database (DELTA), as appropriate
- Identify students of welfare concern, for flagging on DELTA
- Assist Head Teachers, teachers and Learning Support Team to review appropriate curriculum patterns (including Individual Education Plans and Personalised Learning Plans) and support strategies for each student
- Complete a welfare review of their students each term
- Provide advice and/or refer students to relevant person regarding course selection and NESA requirements
- Participate in Learning Support Team meetings as required
- Organise and/or participate in coordinated support meetings as required
- Liaise with teachers and Head Teachers to develop welfare support strategies to foster increased engagement for students of concern
- Create Movement Forms and Student Contacts in DELTA to inform relevant staff of specific issues and student needs
- Organise and/or participate in coordinated support meetings at school level to support the welfare and engagement of students
- Communicate student welfare and engagement concerns to students' supervisors, Head Teachers Welfare, School Counsellor, and Department personnel
- Liaise with Head Teachers regarding student awards and present them at Presentation Day
- Respond to Centrelink requests from parents/supervisors in consultation with the Head Teacher Welfare
- Liaise and communicate with parents/supervisors in regard to their child's learning and wellbeing needs
- Refer curriculum matters to all Head Teachers of courses for follow up
- Other duties as negotiated with the executive

The following positions (c – i) are appointed through consultation with the Head Teacher Welfare and the Senior Executive.

c) Girls Coordinator

- Responsible for supporting the school executive on issues regarding girls
- Identify girls who are disengaged, through referrals from teachers, Student Wellbeing Team, Learning Support Team and student reviews. Maintain a record of interventions in the Student Welfare Folder. Record information, where necessary, on the Roll Call 'cards' or Student Contacts in DELTA and communicate information to all relevant stakeholders
- Conduct regular Field Service Visits to support the girls and their families
- Organise Make up course with Careers
- Alert girls in the school to activities and other relevant matters
- Organise girls to attend leadership courses
- Attend Student Wellbeing Team meetings
- Take part in organising Harmony Day and Diversity Day
- Build on community support and networks to encourage girls to collaborate with staff, parents, carers and the community in the development of various programs and events
- Provide a record each term for Head Teachers Welfare and senior executive of activities, achievements and interventions with girls
- Other duties as negotiated with the executive

Note: This position includes a 0.1 allowance (40 days) and a DoE financial allowance. It is expected that a minimum of 20 of the days will be used for field service visits to support girls' engagement.

d) Boys Coordinator

- Responsible for supporting the school executive on issues regarding boys
- Identify boys who are disengaged, through referrals from teachers Student Wellbeing Team, Learning Support Team and student reviews. Maintain a record of interventions in the Student Welfare Folder. Record information, where necessary, on Roll Call 'cards' and/or in Student Contacts on DELTA and communicate information to all relevant stakeholders
- Conduct regular Field Service Visits to support the boys and their families
- Organise Waves for Wellness
- Alert boys in the school to activities and other relevant matters
- Organise boys to attend leadership courses
- Attend Student Wellbeing Team meetings
- Take part in organising Harmony Day and Diversity Day
- Build on community support and networks to encourage boys to collaborate with staff, parents, carers and the community in the development of various programs and events
- Provide a record of activities, achievements and interventions with students each term for Head Teachers Welfare and senior executive
- Other duties as negotiated with the executive

Note: This position includes a 0.1 allowance (40 days). It is expected that a minimum of 20 of the days will be used for field service visits to support boys' engagement.

e) Transition Coordinator

- Liaise with Year Advisers, Head Teachers Welfare, Head Teacher Administration (Enrolments) and the Learning Support Team to identify newly enrolled and/or targeted students who need support to engage with Sydney Distance Education High School
- Conduct field service visits for these students to explain school processes and procedures to the students and their supervisors
- Explain expectations of studying via distance, demonstrate use of elearning, MS Teams meetings and set up school email account
- Keep a written record of all interventions and save all information in the online Welfare folder. Enter all relevant information on Roll Call 'cards' on the school's database DELTA
- Work closely with the Transition/Careers Advisers to support the transition of students to post school options including TAFE, private providers and employment
- Evaluate the program at the end of each year
- Transition Checklist, Appendix 7 outlines the types of support provided to students through the Transition Coordinator

f) Pregnant Girls & Young Parents Coordinator

- Support the school executive on issues relating to pregnant girls & young parents
- Identify pregnant girls & young parents who are disengaged through referrals and through communication with the faculties
- Keep in contact with student and conduct regular field service visits to girls to increase engagement and support them in their learning
- Record all interventions on DELTA and communicate information to all relevant stakeholders
- Attend student Wellbeing Meetings
- Refer pregnant girls & young parents to community agencies for further support and intervention
- Implement Personalised Learning and Support Plan for all pregnant girls & young parents and conduct coordinated support meetings with staff in relation to strategies implemented
- Use community resources to create opportunities to further support identified students and their families
- Liaise closely with family and relevant welfare team members to organise leave for identified student and support them upon return ensuring continuity of their education
- Support students in transitioning to post school options including TAFE, private providers and employment

g) Aboriginal Education Coordinator

- Engage with all Aboriginal and Torres Strait Islander (ATSI) home students during the Launchpad Program (Student Induction) to develop authentic Personalised Learning Plans (PLPs)
- Lead and collaborate with the Aboriginal Education Team, which includes DP (Years 11–12), and Aboriginal tutors
- Maintain a record of the Private and Secondary Employment approval form each tutor with start and finish dates to ensure tutoring is only completed by staff with Principal approval
- Participate in the Parent Partnerships Team
- Liaise with community organisations, parents, carers and staff to create effective networks to improve educational outcomes for ATSI students
- Raise awareness of professional development to increase awareness of Aboriginal histories, cultures and perspectives across the school community
- Support the writing of a report on impacts for the students with Aboriginal background for the annual report

- Oversee the Aboriginal tutoring program
- Coordinate the publication of the newsletter for Aboriginal students each term
- Coordinate NAIDOC week celebrations
- Connect Aboriginal students and families to DoE Aboriginal Education teams
- Establish a trusted school contact for each home Aboriginal and Torres Strait Islander student and their supervisor
- Notify Year Adviser to organise a co-ordinated Support Meeting once PLP is finalised and present PLP goals at the meeting
- Review PLPs every two terms
- Facilitate celebration of PLP goals achievements
- Advise teachers on how to use PLPs to support students learning

h) Out of Home Care Coordinator

In accordance with DoE policy, all SDEHS students in statutory Out of Home Care must have an education plan developed for them within 30 school days of enrolment or of being identified by the school as being in out of home care.

The Out of Home Care Coordinator liaises with the relevant DoE personnel and external Out of Home Care organisations to develop the Out of Home Care Education Plan for the student. Ongoing monitoring of the student is conducted by the Year Advisers and the education plan is reviewed annually.

Teachers of students in residential Out of Home Care placements should speak with the Year Adviser and school Out of Home Care Coordinator before going on a Field Service Visit to the residential placement. Alternatively, teachers can arrange with the supervisors for the visit to take place at the Out of Home Care offices. Students in Out of Home Care have an 'indicator' on their DELTA record to alert staff as required.

i) LGBTQIA+ Coordinator

- Responsible for supporting the school executive on issues regarding LGBTQIA+ students
- Support the engagement and wellbeing of home students who openly identify as LGBTQIA+ through referrals from teachers, the Student Wellbeing Team, Learning Support Team, students reviews and on enrolment. Maintain a record of interventions in the Student Welfare Folder Record information, where necessary, on Roll Call cards and/or in Student Contacts on DELTA and communicate information to all relevant stakeholders
- Provide and promote a learning environment where LGBTQIA+ students feel safe and supported
- Provide information and support to the school community on best practice for supporting LGBTQIA+ students at school
- Provide information to students and/or parents and carers about community events and external services specialising in LGBTQIA+ youth supports (eg throughout the school newsletter)
- Take part in organising Harmony and Diversity Day and Wear It Purple Morning Tea
- Refer name change requests to Deputy Principal of the appropriate Stage level
- Attend Student Wellbeing Meetings
- Support inclusivity of LGBTQIA+ students in all school activities

j) Student Support Officer

Primary purpose of the role

The Student Support Officer at SDEHS reports directly to Head Teacher Welfare (11-12) in consultation with DP (11-12) and works with targeted students (and groups) as identified and referred by the SDEHS Wellbeing and the Learning and Support Teams.

The Student Support Officer has a pivotal role in working collaboratively with SDEHS staff, students, families and external agencies to enhance student wellbeing and learning outcomes. This may be through creating referral pathways for students and families to child and family support agencies as part of a coordinated approach by the Wellbeing and Learning and Support Teams.

Specific Roles & Responsibilities at SDEHS

- Work collaboratively with and take direction from the Head Teachers Welfare and other members of the Wellbeing and Learning and Support Teams
- Organise Youth week event at each learning hub
- Work closely with those students and their families, offering wellbeing support, referring to community services and ensuring all interventions are recorded and communicated to the relevant Head Teacher Welfare. This may be facilitated by phone calls, home visits, school/hub meetings. Interventions/communication with staff members may be through TEAMS group
- Take part in organising NAIDOC week event in each learning hub
- Attend field service visits in a support role with other staff members where the need is identified
- Take part in organising Harmony and Diversity Day
- Work collaboratively with the School Counsellor and the Aboriginal Student Coordinator and support/mentor/offer intervention to identified students requiring support
- Work with students at the Learning Hubs and implement strategies to increase school engagement
- Provide and gather information to support students and their families to enhance wellbeing within best practice guidelines
- Organise R U OK Day event at each learning hub
- Work in consultation with Head Teachers Welfare to ensure the school's implementation of the Department's Mandatory Reporting Guidelines
- Be in attendance at hubs:

Wednesdays	Woolloomooloo
Mondays	Miranda
Every alternate Tuesday	Ingleburn
Every alternate Thursday	Glenbrook
- Run lunchtime activities at school and online
- Facilitate webinar with Black Dog Institute and Kids Helpline

4.8 Awards and Recognition

The school is active in encouraging and supporting students' efforts and recognising their achievements.

Teachers may do this in a number of ways including providing feedback to students for the coursework they submit, putting stickers on the work, and through the school's Student Award and Recognition process.

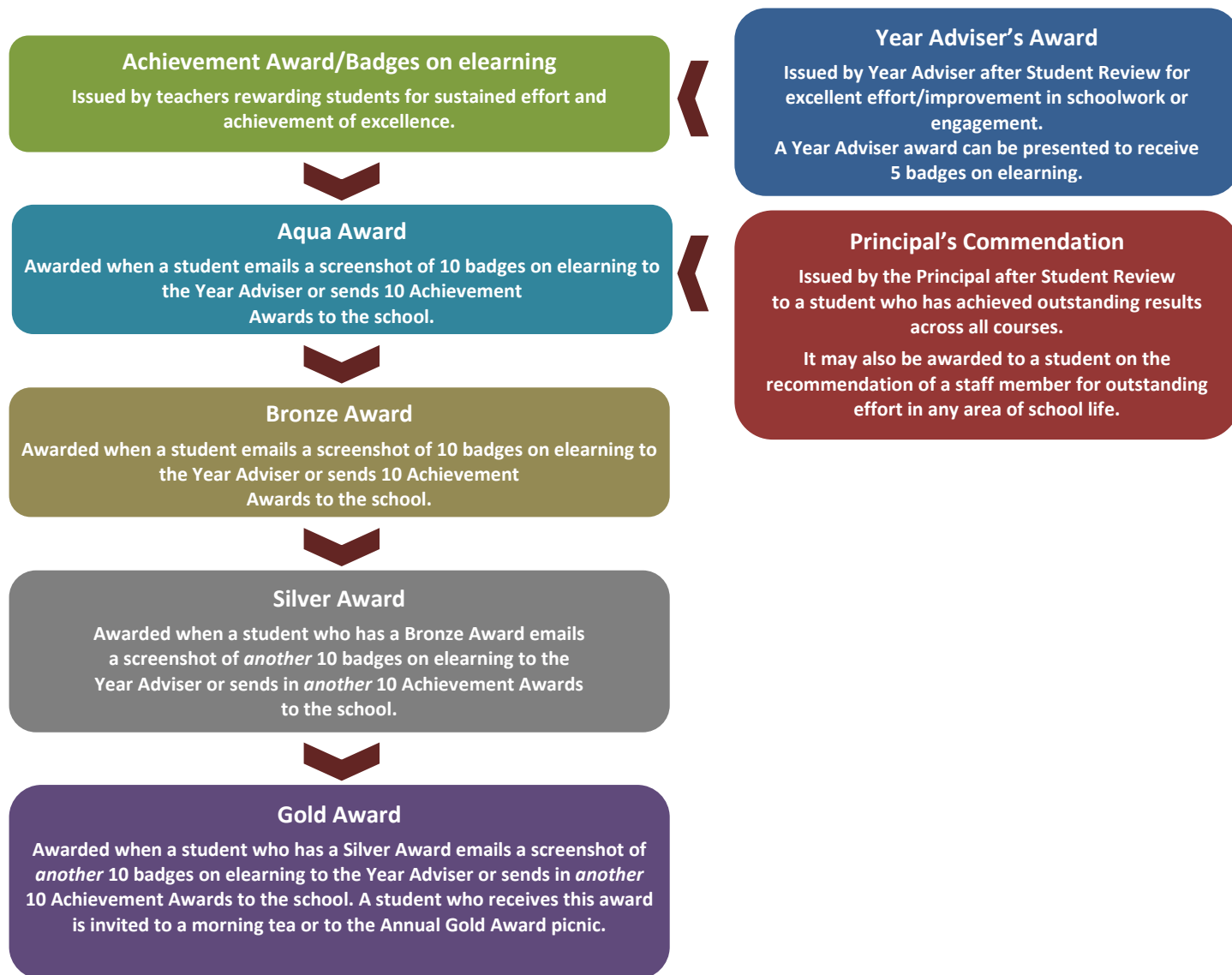
Achievement Award Scheme/Badges on elearning

The Student Award and Recognition process seeks to identify and reward students who make significant and positive efforts in academic performance, service and leadership, and participation and representation at SDEHS.

The school is committed to

- Reward students for sustained effort and achievement of excellence
- Encourage all students to do their best.

The Student Award and Recognition process has five levels.



The awards are not cumulative and expire at the end of any year. All students receive a personal chart on which they can record their progress.

National and state awards

At our annual Presentation Days, held in Term 4, a number of external awards are presented, including the Caltex All-rounder Award and the Long Tan Award. In addition, students are acknowledged individually where they have received national awards, including in the national mathematics, science and English competitions, and state awards including for the Premier's Volunteer Recognition Program, as well as some VET (Vocational Education and Training) Awards.

Other school based awards (eg additional recognition for student volunteers, community service, some school based VET Awards, and those for participation in school activities) are not acknowledged individually but are placed in students' award folders which they receive at the Presentation Day.

4.9 Referring On – a Quick Guide for Teachers

Sydney Distance Education High School

REFERRING ON A Quick Guide for Teachers

1. **For CENTRE students**, request that the Centre sends an email to Head Teacher Secondary Studies (Stage 5 or Stage 6)
2. **For SINGLE COURSE students**, refer to the Faculty Head Teacher (who will refer on to Head Teacher with responsibility for Single Course as required)
3. **For HOME students**, see below

	Issue	Refer to	cc
MANDATORY	Disclosure of Child Protection issue: Physical, sexual, or psychological abuse Significant risk of harm to self or others Alcohol or drug abuse Has left home/is homeless Educational neglect by parent/carer	SAME DAY Principal's delegate ie Head Teacher Welfare (HTW) – Years 7-9; Year 10; Years 11-12 Where no executive / senior executive staff member is available, complete the Mandatory Reporter Guide (MRG) accessed on school intranet and, if MRG advice is to report to the Child Wellbeing Unit (CWU), then ring CWU on phone 9269 9400, and inform HTW asap CONFIDENTIAL – DO NOT NOTE ON DELTA	Head Teacher Welfare
	Change of address/supervisor/telephone number	Complete admin request form on SharePoint Record on Roll Call card Create student contact on DELTA	Year Adviser
NUTS & BOLTS	Student requires organisational support	Transition Coordinator	Year Adviser
	Student wants to attend Learning Hub	Refer student to SDEHS website for information	Learning Hub Coordinators
	Student is leaving/enrolling in another school	Year Adviser	
TECHNOLOGY	Student cannot log on to Department email or elearning	Educational Management Utility (EMU) on Department Portal Faculty Technology support representative	
	Supervisor cannot log on to elearning	Faculty Technology support representative elearning Faculty	
CURRICULUM	Student is working/wants to go to work/TAFE	Year Adviser / Careers Team	
	Student wants Pathways Program (Years 11-12)	Year Adviser / Head Teacher Welfare Stage 6	
	Student wants to drop/change courses	Year Adviser / Careers Team	
	Partial disengagement – one or 2 courses	Faculty Head Teacher	
	Student is having a lot of difficulty with particular course	Faculty Head Teacher	
	Student has a disability or learning difficulty not already noted	Learning and Support Faculty (referral form)	
	Languages – studied through NSW School of Languages	Head Teacher Secondary Studies (Year 10)	
	Requires disability provisions for HSC/Preliminary exams and assessments eg reader, writer, computer use, more time	Head Teacher Learning and Support	
	Student behaviour concern in a web lesson	Follow Web Lesson Behaviour Policy (Web Lesson Procedures PDF) and refer to Faculty Head Teacher	
WELFARE	Student is now pregnant (after enrolling here under another category)	Supervisor of Pregnant Girls / Young Parents	Year Adviser
	Student is going away/hospitalised/very sick/death in family (unable to complete work)	Year Adviser – for Approved Leave or Exemption from Attendance where required	Head Teacher Welfare
	Student is uncontactable	Try ALL phone numbers including emergency contact Also try DIFFERENT times of day After 3 attempts with no success, refer to Year Adviser	
	Student is disengaged in all courses	Year Adviser	Head Teacher Welfare
	Student requires personal support	Year Adviser Head Teacher Welfare	HTW refer to School Counsellor (referral form)
	Parent discloses personal problem/needs support	Head Teacher Welfare	School Counsellor (referral form)
OTHER	Aboriginal student requests support	Aboriginal Student Coordinator	Year Adviser
	Student with LGTBQI+ specific support requested	Year Adviser	LGBTQI+ Coordinator
	No School / No Hub review requested by parent	Stage Deputy Principal	Head Teacher Welfare

Refer to Internal Contacts (SDEHS Intranet)

Ref 1, Wellbeing Policy | 2. Teacher R&R | 3. SDEHS Website
Revised 26.02.25

[https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School_Policies/Referring on guide for teachers.docx](https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School_Policies/Referring%20on%20guide%20for%20teachers.docx)

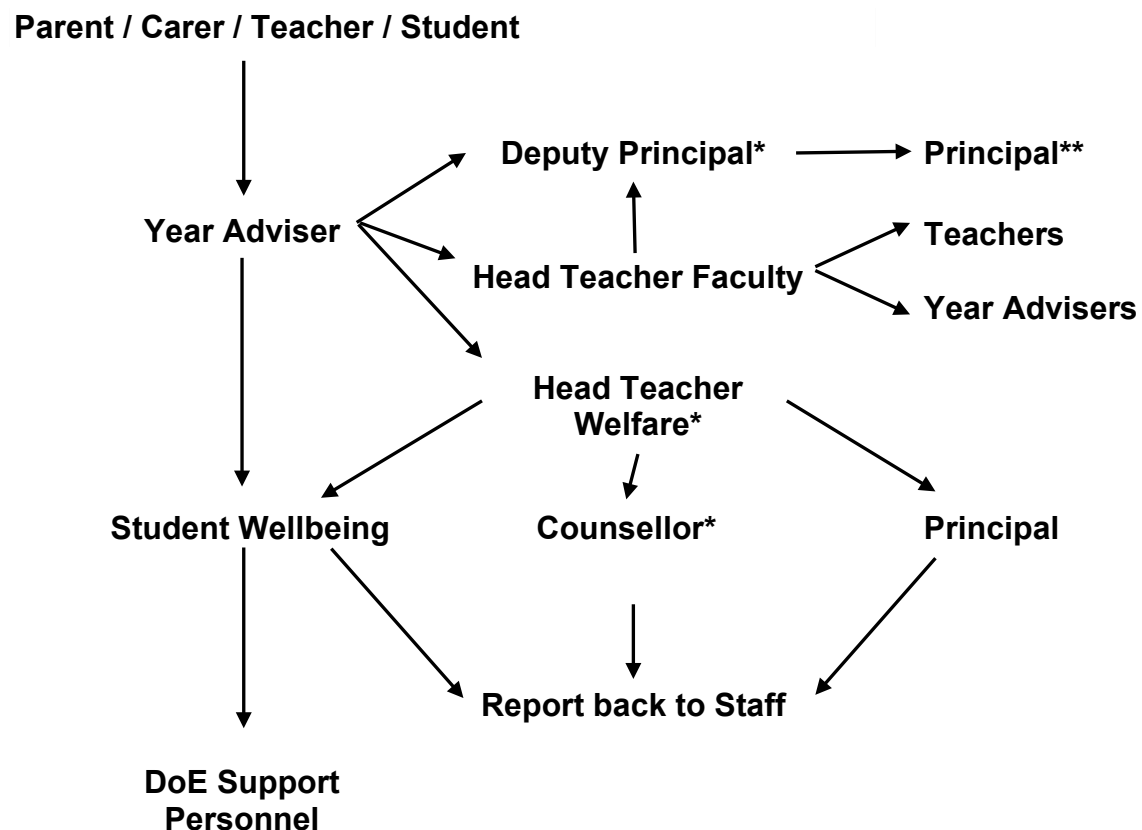
4.10 Leadership Opportunities

Sydney Distance Education High School provides opportunities for all students to engage in leadership activities, which not only increase their skills, knowledge and confidence but also enhance their learning and support them in achieving their goals.

Students are encouraged to engage in leadership opportunities including attendance, leadership conventions, Harmony Day, Presentation Days and involvement in the Student Leadership Group (SLG) and student leadership meetings.

4.11 Student Welfare Referral Process

where there is a concern*



Note:

1. When consulting the Mandatory Reporter Guide, print off the final decision page and place a copy in the Student File and give a copy to the Principal.
2. * *Keep Them Safe* reports are made where required.
3. All reports to Department of Communities and Justice (DCJ) or to the Child Wellbeing Unit (CWU) must be communicated on the day they are made by email to the Principal.
4. All documentation related to communication with DCJ or CWU must be collated in order of date with the *Reporting to Department of Communities and Justice (DCJ) or Child Wellbeing Unit (CWU) Information Summary* (Attachment 7) and the CWU green reporting form stapled to the front of the documentation. The documentation is given to the Principal as soon as possible within two days of being finalised. When not finalised within two weeks, all documentation is provided to the Principal at the end of the two weeks, with a minimum of fortnightly written updates until finalised.
5. ** Where appropriate the Principal communicates with senior officers in DoE and other appropriate agencies.
6. See *Legal Issues Bulletin 59 – Interim* (Attachment 9).

4.12 Supporting Student Health

4.12.1 Individual Health Care Plans and Emergency Care/Response Plans for students with health conditions including allergies and anaphylaxis

The health and wellbeing of students in this school is a priority. Students may have a range of health care needs and these may change over time.

Parents and carers are asked to provide information about their children's health both on enrolment and on an ongoing basis.

Parents and carers communicate with the school to develop an Individual Health Care Plan if their child has an allergy or health condition and must provide an *ASCIA Action Plan for Anaphylaxis*, provided by the student's doctor if the student is at risk of anaphylaxis.

Individual health care plans should be developed for the following.

- Severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- Any student who is diagnosed as being at risk of any emergency
- Any student who requires the administration of specific health care procedures.

Emergency Care/Response Plans may be developed. This is developed by the Head Teacher Welfare in consultation with the parent/carer.

Sydney Distance Education High School seeks updated student health information from parents/carers annually or when the school is notified that a child's health needs have changed. All students with individual health care plans, which include advice and procedures for response, are tagged on the school's database and hard copies of the plans are displayed in reception and the library. ASCIA Action Plans for students at risk of anaphylaxis and Emergency Response Plans for other health conditions are also displayed.

Students enrolled at Centre Schools and Single Course Students will provide our Sydney Distance Education High School with Health Care Plans created by their ERN school for our records.

4.12.2 Mandatory training requirements for anaphylaxis training

Anaphylaxis training is mandated for all permanent, temporary and casual employees who work in schools. SDEHS provides specialist anaphylaxis face to face training developed by NSW Health and ASCIA, delivered by a nurse educator every two years. The following information is provided by the Department of Education.

- Step 1:** All staff must undertake the ASCIA anaphylaxis e-training. It is essential that this course is completed in conjunction with practice using adrenaline autoinjector (EpiPen) trainer devices. Go to <https://etraining.allergy.org.au> to complete the course. This will take you to the ASCIA anaphylaxis e-training website.
- Step 2:** Submit a copy of certificate on arrival at school. This will be entered on the school's mandatory training register and the school's database. The certificate is valid for two years.
- Step 3:** Complete the face-to-face Anaphylaxis Training. Training sessions are organised annually at the school by qualified trainers.

EpiPens are located in a number of designated areas in the school. These locations are indicated on a chart clearly displayed around the school.

4.12.3 Mandatory training requirements for administration of prescribed medications at school

Administration of prescribed medication training (e-APMAS) is mandated for all permanent, temporary and casual employees who volunteer to administer prescribed medication to students at school.

At SDEHS, this training is accessed online. e-APMAS has been added to My PL@Edu as a developed course, DV02112. The following information is provided by the Department of Education.

- The administration of prescribed medication at school course consists of information regarding Departmental policy and a range of related resources. Also included are the procedures to be followed within schools that facilitate the safe administration of prescribed medication to students, including asthma treatments and anaphylaxis procedures.
 - Step 1:** Employees who are responsible for administration of prescribed medication at school go to the (MyPL) Administration of medication in schools course available from the Department's intranet.
 - Step 2:** Complete the course and print the certificate.
 - Step 3:** Submit a copy of the certificate to the school office. This will be entered on the school's mandatory training register and the school's database. The certificate is valid for three years.

A compliance register with names of staff currently training in CPR, Prescribed Medication or as First Aid Officer is held in SCOUT. This should be checked for currency when teachers preparing for excursions.

4.12.4 Mandatory training requirements for emergency care

Emergency care training is mandated for all permanent temporary and casual employees who work in schools. At SDEHS, this training is accessed online. The following information is provided by the Department of Education.

- The online e-Emergency care course consists of three parts, each of which must be successfully undertaken to print the certificate of completion. The online e-Emergency care course can be accessed through My Applications on the DoE portal as follows.
 - Step 1:** e-Emergency Care course available from the Department's intranet (MyPL).
 - Step 2:** Complete the course and print the certificate.
 - Step 3:** Submit a copy of certificate on arrival at school. This will be entered on the school's mandatory training register and the school's database. The DoE course must be completed at least once every three years.

4.12.5 Checklist for a student identified as having an allergy, including a risk of anaphylaxis

Please note: references to Appendices below refer to those in Anaphylaxis Procedures for Schools 2012, copied in Attachment 2 of this document.

Actions	Response
A copy of the form Students with allergies, Appendix 1 has been provided to the parent	SASS to post
Parent has been provided with Information for Parents and Carers of students at risk of anaphylaxis, Appendix 2	SASS to post
Parent has provided school with completed: <ul style="list-style-type: none"> • Authorisation to contact doctor form, Appendix 3 • Severe Allergies – Information from the doctor form, Appendices 4 	SASS to post
Contact with parent made to discuss arrangements for supporting their child at school	HT Welfare
Risk minimisation strategies developed and documented	HT Welfare
Individual health care plan and emergency care/response plan (when required) developed and documented	HT Welfare
Parent has provided school with an ASCIA Action Plan for Anaphylaxis, completed and signed by the doctor	Parent/carers
Communication strategy developed and implemented	HT Welfare (Year 10)
Training needs of staff addressed	Professional Learning Team
School has system in place for review of the student's Individual Health Care Plan, at least annually	HT Welfare (Year 10)
School has system in place for keeping records in relation to anaphylaxis and support for the student.	DP (10)

4.12.6 Processes for students who are sick at school or at a Learning Hub

Sydney Distance Education High School assist students who have health support needs at school by means that include the provision of first aid (including emergency care), the provision of temporary care when students become unwell at school, the administration of prescribed medications and health care procedures, and the development of individual health care plans if required. Students who become unwell at Sydney Distance Education High School or at a Sydney Distance Education Learning Hub are best transferred to the care of parent/carer. The aim of care given at Sydney Distance Education High School and our Learning Hub to such students is to make them comfortable in the interim.

At Sydney Distance Education High School, the following processes are used:

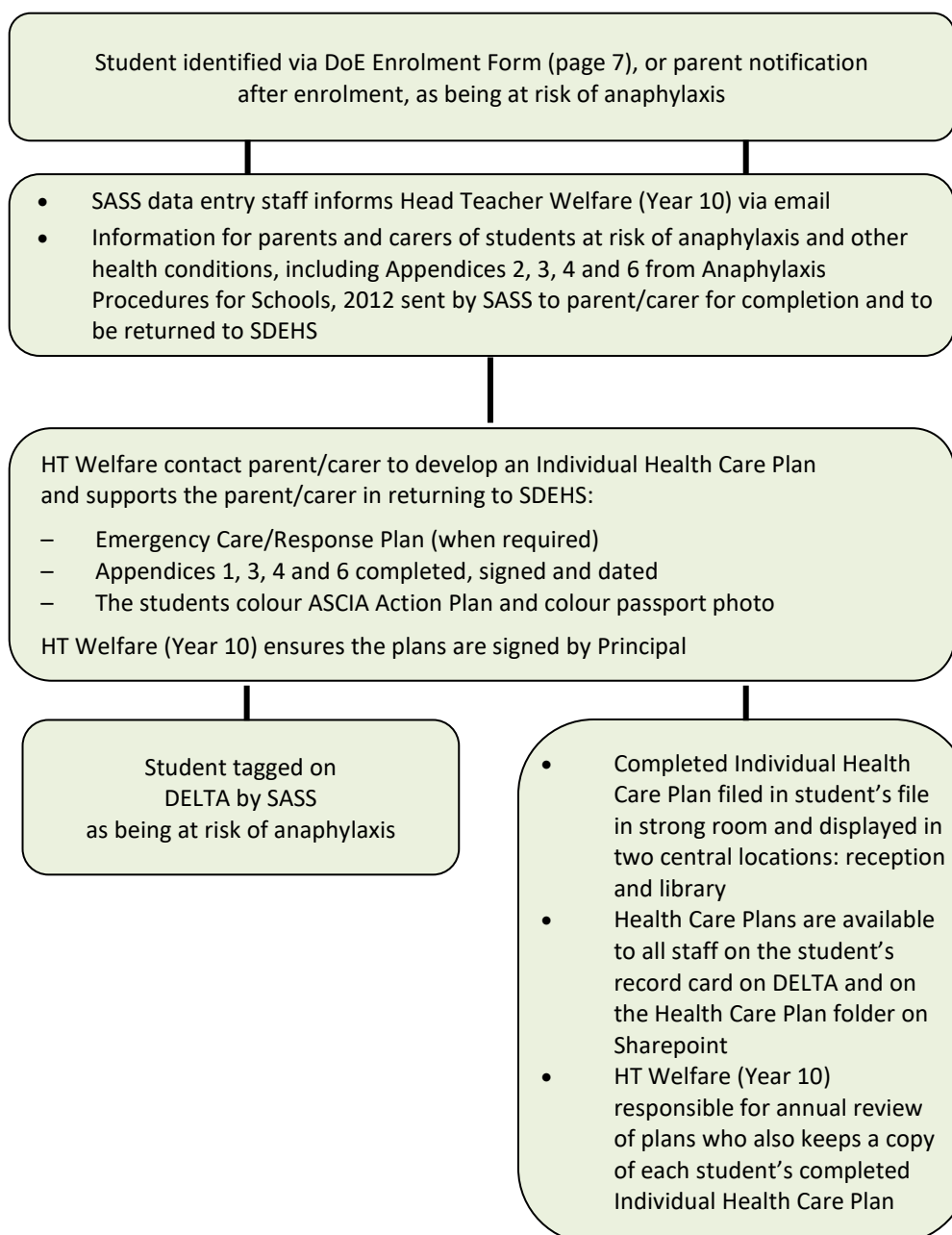
- In all cases where a student is unwell at school, the school's first aid officer is notified so they can assess the student and keep a record of the event and any treatment administered in the First Aid Register. At the off-site Learning Hubs, the teacher performs this role and notifies the Learning Hub Coordinator and front office at school.
- Follow directions as stated in Individual Health Care Plans.
- In a medical emergency, an ambulance is phoned. This includes in the case of anaphylaxis or if stipulated in a student's Individual Health Care Plan.
- Parents/supervisor if contacted and if they are not contactable, the emergency contact is contacted so that the student can be collected from school or Learning Hub.
- Sick bay officer monitors student at school until parent collects. The Learning Hub teacher monitors student until student is collected.
- In the event that the parent/ supervisor or emergency contact is not contactable, teacher is to inform a Deputy Principal or Principal for advice.

4.12.7 Excursions and Study Days

All Individual Health Care Plans and ASCIA Action Plans are kept in a folder specifically for reference on Excursions and Study Days. The organising teacher is required to collect the folder whenever an identified student is attending. The folder must be returned at the end of the activity.

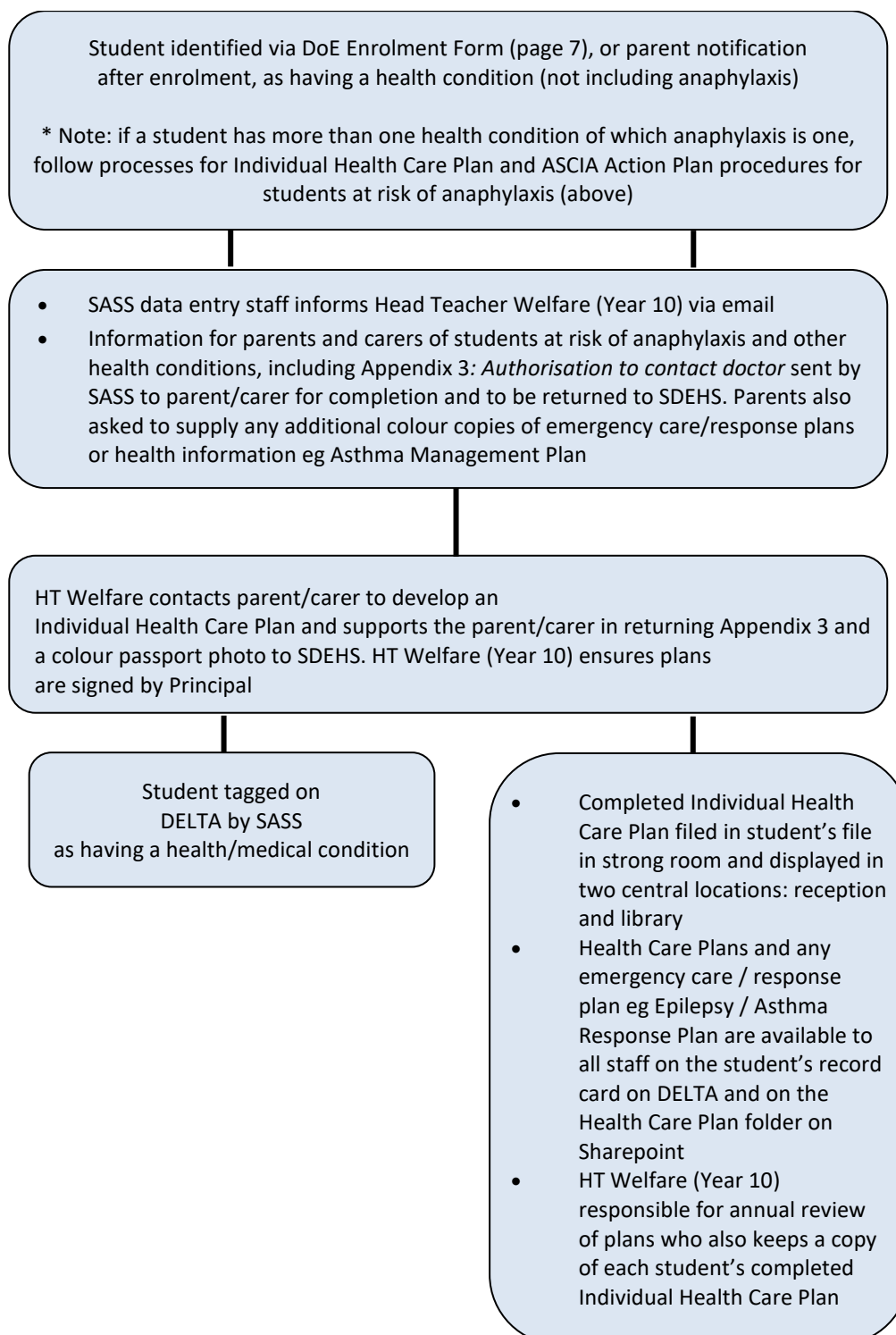
Individual Health Care Plan and ASCIA Action Plan procedures for students at risk of anaphylaxis

Please note: references to Appendices below refer to those in Anaphylaxis Procedures for Schools 2012, copied in Attachments 2 & 3 of this document.

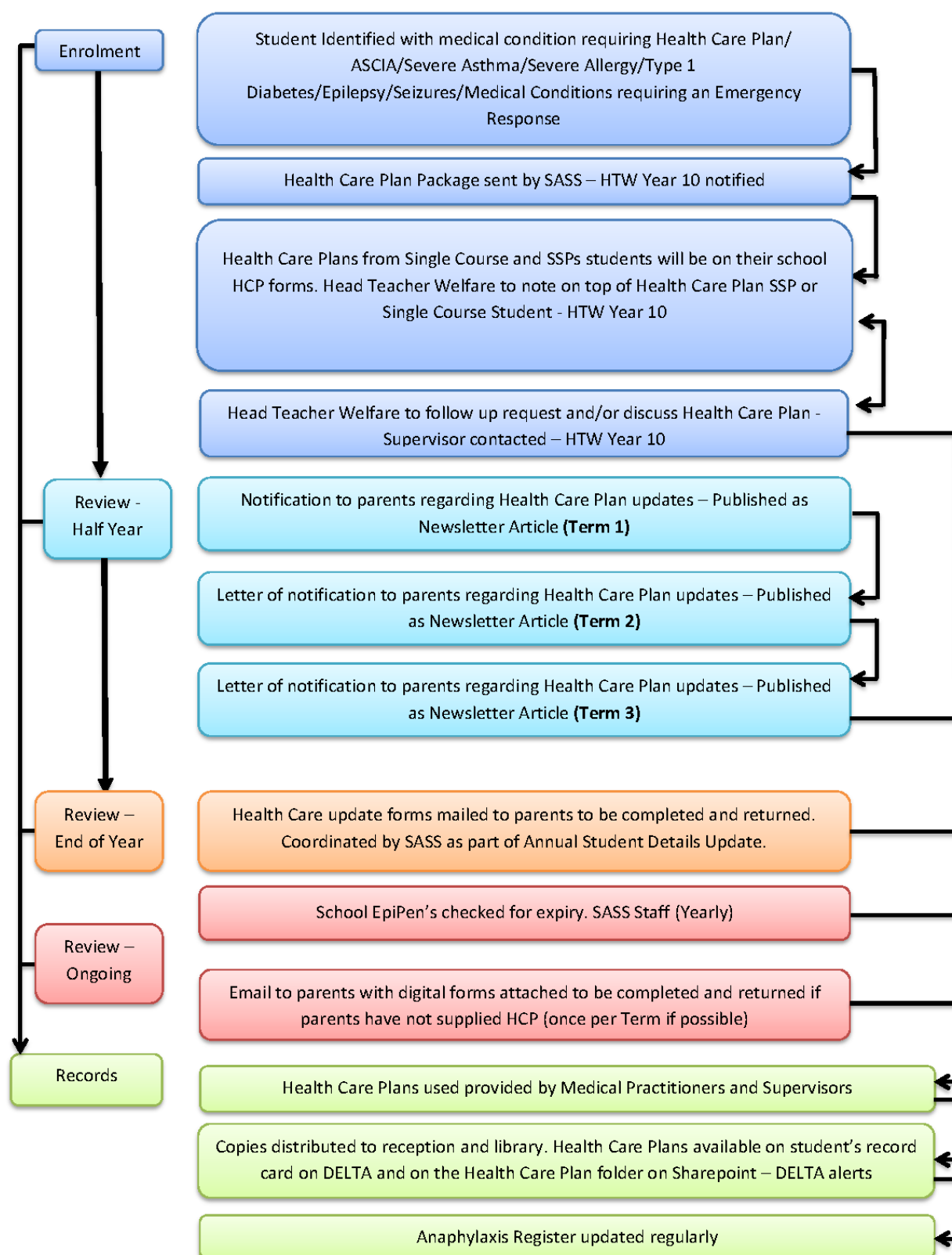


Individual Health Care Plan for students with health conditions (*NOT* including Anaphylaxis)

Please note: references to Appendices below refer to those in Anaphylaxis Procedures for Schools 2012, copied in Attachments 2 & 3 of this document.



Health Care Plans – Procedures



Note: If Health Care Plans and/or ASCIA Action Plans are not provided after a number of requests, a report by the Head Teacher Welfare should be made through the Mandatory Reporters Guide and the Child Wellbeing Unit.

4.13 Anti-bullying Policy

The school's Anti-bullying Plan is published in this SDEHS Student Wellbeing Policy and on our school website.

Support Materials can be accessed at:

- [Code of Conduct](#)
- [Anti-bullying](#)

4.13.1 What is bullying?

Bullying has three main features:

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

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying can have a lasting impact on everyone involved, including those who witness it. That it is important to work together to create safe school communities for everyone.

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved.

Examples include:

- mutual arguments and disagreements (where there is not power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex (LGBTQIA+); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

Bullying behaviour can be:

- **verbal** including name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** including hitting, punching, kicking, scratching, tripping, spitting
- **social** including ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** including spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones
- online (or cyber) bullying can impact on all the above.

The school has a range of policies and practices, which apply to student behaviour generally. The school's Anti-bullying Plan sets out the processes for protecting, preventing, early intervention and responding to student bullying.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

In 2017, the Centre for Education Statistics and Evaluation prepared a literature review on effective anti-bullying interventions in schools (*Anti-bullying interventions in schools - what works*). The literature review provided the evidence base for the department's anti-bullying strategy. Released in 2017, the NSW Anti-bullying Strategy brings together evidence-based resources and information to support schools, parents and carers, and students to prevent and respond to bullying effectively.

Whole school approach

A whole-school approach to preventing bullying behaviour on the playground and other environments.

Anti-bullying strategies for educators

Strategies that promote respect and positive relationships can help prevent bullying in the classroom

Student voice

How to encourage student voice and turn bystanders into upstanders.

Preventing Bullying

Whole-school approaches to preventing bullying focus on a supportive, caring respectful teaching and learning community. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of the whole school community.

School staff members have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan

- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to prevent bullying in schools.

Strategies may include:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

4.13.2 Online (or cyber) bullying

Online bullying is using technology such as the internet or mobile devices to bully someone. It can include:

- sending abusive text messages and emails
- posting hurtful or threatening material on social media like Instagram, Facebook, Twitter and Snapchat, or on gaming networks
- imitating or excluding others online
- tagging inappropriate or unflattering images
- threatening another person to do something such as sending revealing images.

Online bullying is generally covert in nature and kept out of sight from adults. This means that it is identified less often than overt forms of bullying. Signs that someone may be being bullied online include:

- an increased preoccupation with social media or technology
- visible tiredness
- being visibly upset after using the computer or mobile phone
- avoiding the use of technology
- being more vigilant and checking technology constantly
- nervousness while using technology
- being more withdrawn
- a change in engagement or school attendance patterns.

<https://esafety.gov.au/esafety-information>

4.13.3 Anti-bullying Plan

Sydney Distance Education High School is committed to providing a safe and secure environment for all members of the school community. We respect at all times individual differences and the rights of others.

At Sydney Distance Education High School, we believe that every person:

- has the right to learn in a safe environment
- should respect and value others.



ANTI-BULLYING PLAN 2024

Sydney Distance Education High School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Sydney Distance Education High School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student and community communication

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
T1	Newsletter: Behaviour codes for students
T2	Newsletter: What is bullying including online (or cyber) bullying?
T3	Newsletter: Shared responsibilities for preventing and responding to bullying behaviours
T4	Newsletter: e-Safety issues and how to report
Various	Bullying issues may be discussed at school events such as Big Day In (open day) and at Harmony and Diversity Day
Various	Information communicated at learning hubs
Ongoing	Kids Helpline and Parent Line contact information published in every newsletter
On enrolment	All students sign the Department and school Behaviour Codes for Students and Anti-bullying action flowchart which are referred to during the Launchpad Student Induction Program

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

1

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and identify, discourage, prevent, and respond effectively to student bullying behaviour.

Dates	Communication topics and professional learning
Various	Teaching and reinforcing respectful relationships
Various	Anti-bullying action flowchart in the school's Student Wellbeing Policy
Various	Professional learning through staff meetings and the school's New Teacher Induction Program
Various	Collaboration at Coordinated Support Meetings and with Student Wellbeing Team members

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

1. Information is provided in the new teacher induction package and induction workshops for teachers when new staff enter on duty at the school
2. School website and school intranet
3. Anti-bullying plan in Student Wellbeing Policy
4. Professional development activities

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information for parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods
Terms 1-3	Virtual Assemblies
Terms 1-4	Parent online forums
Ongoing	Communication with parents, carers, supervisors and students
Ongoing	School website and school newsletters
Ongoing	Communication at the learning hubs as appropriate

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Enrolment package includes information for supervisors and students
- Habits of Mind included in the Student Induction Launchpad Program
- Positive behaviours promoted at our learning hubs
- Student Leadership Group
- Big Day In
- Harmony and Diversity Day
- Newsletters
- Presentation days
- School clubs
- Developing risk management and behaviour support plans and strategies where required
- Supporting individual students to manage bullying behaviour where required

Completed by: Lisa Keating, Julie Kennedy, Anna Hampouris, Timothy Higginbotham and Jinsy Jacob

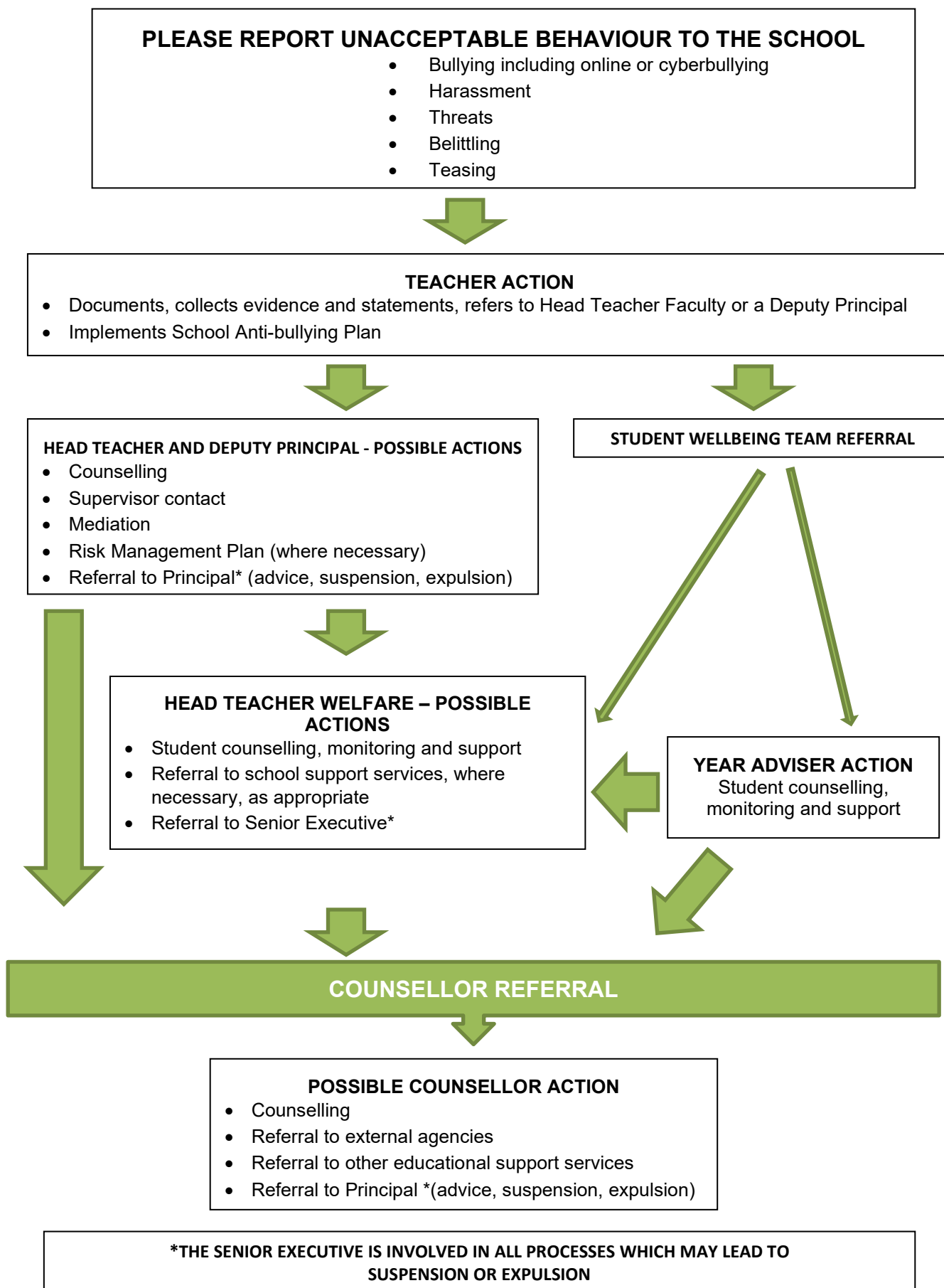
Position: Co Principal, Deputy Principal, Head Teachers Welfare

Signature:  Date: 24 November 2023

Principal name: Mark Piddington

Signature:  Date: 24 November 2023

4.13.4 Anti-bullying action flowchart



4.14 Responsible Use of Technology

4.14.1 Email messaging

At Sydney Distance Education High School, the following procedures are followed in relation to email messaging.

Within elearning The elearning Team conducts weekly reviews of all message logs.

Any incident of inappropriate use is reported to the Head Teacher, Teaching and Learning (elearning), who responds as below.

On a forum or wiki

Note: This is a faculty responsibility.

Forums and wikis should be monitored by teachers as part of their regular teaching practice. Any incident of inappropriate use is reported to the Head Teacher (HT) Faculty.

Response

The Head Teacher to whom the matter is referred then responds as follows.

- Analyses all message logs or forum posts of each student involved
- Contacts the student who received the inappropriate email and their supervisor and informs them the matter is being investigated and addressed
- Contacts the student and their supervisor by phone and follow up letter and informs them of the inappropriate behaviour
- Refers perpetrator and 'victim' to School Counsellor for follow up
- Delivers an ultimatum:
 - If the student who sent the inappropriate email agrees in writing to behave appropriately and with respect in the future then they keep their messaging and forum rights
 - If the student does not respond to HT contact, or they send more inappropriate messages, then their messaging and forum rights are taken away, whereby the student and supervisor is contacted again by the HT.

All action is documented and kept in the students' file and recorded on DELTA, the school database.

4.14.2 Student Use of Digital Devices and Online Services Procedures

Rationale and objectives

Sydney Distance Education High School supports the restrictions of mobile phones in accordance with the NSW Department of Education Students' Use of Mobile Phones in Schools policy. Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interaction, while reducing the potential for online bullying. We promote safe learning environments which support and enhance each child's social and emotional health through our wellbeing and learning support teams.

Our school has elected to use the following approach.

All mobile phones will be 'off and away' when attending a learning hub or a school event such as a study day or excursion, including during recess and lunch. This means that students will have a responsibility to turn off their phones and store them safely in their school bags. Students will still be able to carry their phones while travelling to and from school. This is an approved NSW Department of Education option and will limit unnecessary distractions and complement our ongoing approach to ensure that every student maximises their learning and social growth in a safe and supportive environment.

Contacting students

Sydney Distance Education High School understands there may be emergencies when parents need to contact students or students may need to contact their parents or carers during the school day. To avoid disturbing the students' learning we encourage this to be kept to a minimum. Parents and carers can contact the school through the school office by phone on (02) 9383 0200 or [learning hub](#) mobile phone. Students will also be able to contact parents or carers if they seek permission from the supervising teacher.

Inappropriate use of Mobile Phones

School procedures to be followed in case of a student's inappropriate use of a mobile phone at a learning hub or school event (such as a study day or excursion) are as follows.

The supervising teacher will tell the student to stop using the phone, turn the phone off and put the phone in their bag ('off and away'). The teacher will give a maximum of two warnings.

On the third warning the teacher will phone the student's supervisor and ask them to collect the student from the learning hub or school event (if possible).

A teacher will phone the student and supervisor to re-negotiate a commitment that the mobile phone protocols will be adhered to by the student at future school activities.

Where there is repeated misuse of the mobile phone teachers will liaise with a Deputy Principal regarding further consequences. For example, the student will be required to hand in their phone to a supervising teacher for safe keeping while the student is at school.

Refer to the following policies and procedures:

- [Student Wellbeing Policy](#)
- [Learning Hubs Handbook for Students and Supervisors](#)

Exemptions

Sydney Distance Education High School understands that some students may have exceptional medical, wellbeing or learning needs which will require them to access a mobile phone when attending a learning hub or school event.

If you have concerns about your child not having access to a mobile phone when attending the learning hubs or school events, you may contact the Deputy Principal of the year group by phone on (02) 9383 0200.

The parent/carer and supervisor wishing to apply for an exemption will need to send an email to the school account (E: sydneyh-d.school@det.nsw.edu.au) with the following information.

- The student's name and year.
- The health or wellbeing reason for the exemption.
- The requested adjustments to school-based practices and procedures.
- Supporting medical certificate.

Each application for an exemption will be considered by a Deputy Principal and the Learning and Support Team and the parent/carer/supervisor will be informed of the agreed outcome. Teachers of the student will be informed of the exemption.

Using mobile phones for an educational purpose during a lesson or at a school excursion

There may be situations where students are required to use their phones during a lesson or on a school excursion. In these situations, the staff member will need to monitor students' use of the phones to ensure that they are used for the designated purpose, and once the lesson/activity is completed, ensure that students comply with managing their phone in line with the school's procedures.

4.15 Anti-racism Policy

The Department of Education *Anti-racism Policy Statement* is as follows and is implemented as this school's Anti-Racism Policy in the context of our school.

- The NSW Department of Education rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible
- No student, employee, parent, caregiver or community member should experience racism within the learning or working environments of the Department
- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of the Department of Education
- All teaching and non-teaching staff members contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours
- Schools and workplaces have trained Anti-Racism Contact Officers and provide timely and professional responses to complaints regarding racism

The school has an Anti-racism Contact Officer (ARCO) who responds to complaints about racism, as appropriate. Initially, concerns about racism should be raised with a Deputy Principal, who will refer the concern to the ARCO.

4.16 Procedures for managing drug related incidents at SDEHS

Sydney Distance Education High School plays an important role in helping to prevent drug use problems amongst young people. Our curriculum and student welfare strategies help to strengthen protective factors and minimise risk factors known to be associated with drug misuse by young people. This policy covers the possession and use of alcohol, tobacco, vaping, Misuse of inhalants/solvents, illegal drugs and the misuse of over-the-counter and prescribed medications, including the supply of restricted substances, on school premises by students.

Protective factors

- a sense of belonging to SDEHS
- having at least one close relationship with a parent, teacher, relative or mentor who
- can provide guidance and emotional support
- membership of a peer group that actively discourages drug use
- a sense of self-efficacy and personal responsibility
- well-developed social and interpersonal skills and adequate decision-making skills
- academic success and commitment to schooling.

Risk factors

- school failure and academic difficulties
- a high rate of absenteeism and truancy
- a lack of commitment to schooling
- transitions to a more impersonal, more anonymous and less protected environment.

Positive links with key community agencies

Sydney Distance Education High School maintains strong links with key community agencies to respond to drug related issues and reinforce the notion of community 'ownership' of drug issues. At Sydney Distance Education High School, we aim to establish proactive relationships with relevant community agencies that provide support services to school age community members and their families.

Responding to information about possible drug use

All teachers at Sydney Distance Education High School are to ensure steps are taken to protect children and young people against any risk of harm which is reasonably foreseeable.

Where a teacher reasonably suspects, based on personal observation or knowledge, that a student is involved in drug related behaviours, the teacher must inform the Principal as soon as possible. The purpose of informing the Principal is to ensure that appropriate actions are taken.

Actions include:

- speaking with the student about concerns
- discussing concerns with parents/carers
- monitoring the situation
- referring the student to the school counsellor for assessment of drug use problems
- self-referral by the student to the school counsellor.

Contacting School Safety and Response Hotline

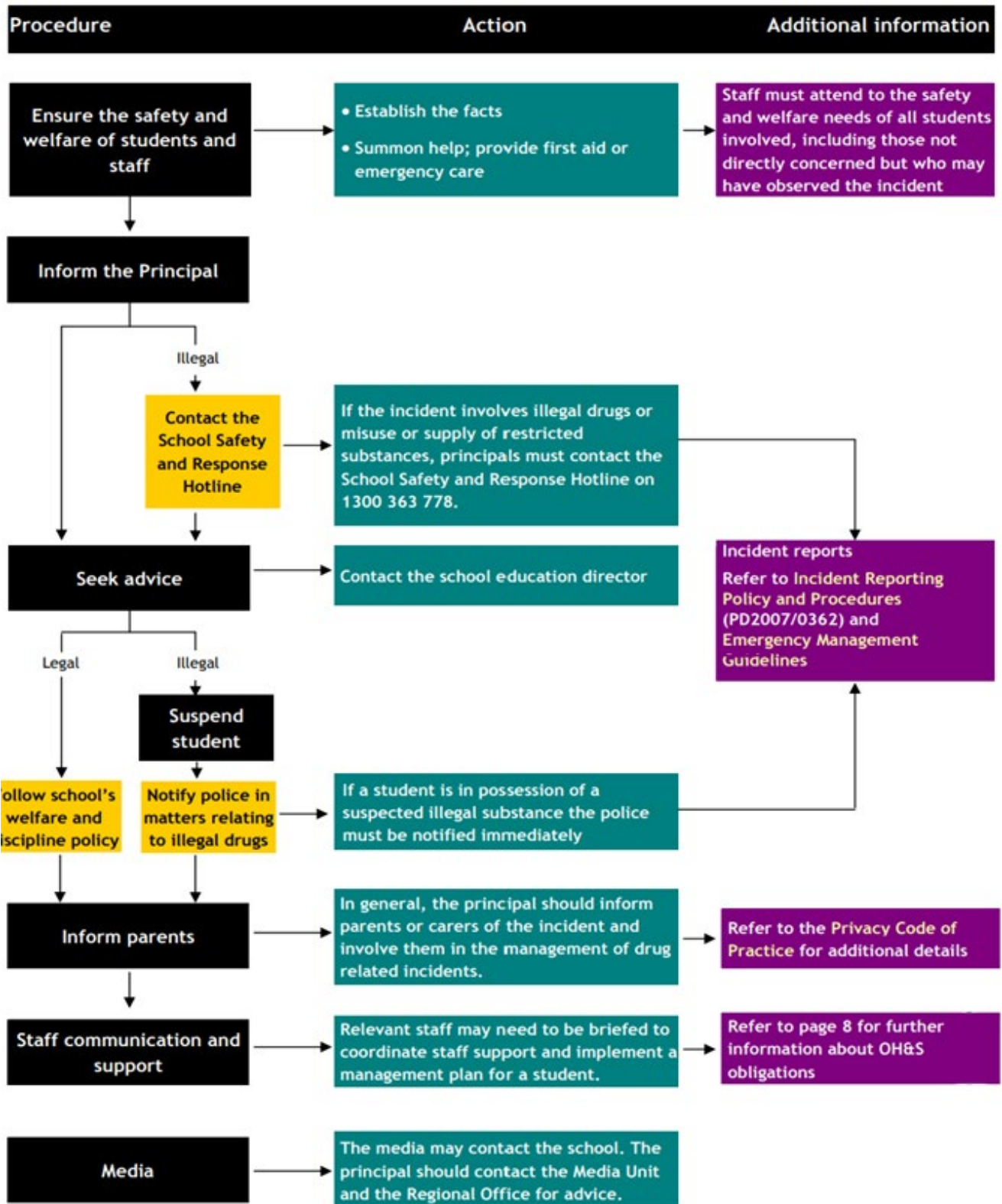
If the incident involves illegal drugs or misuse or supply of restricted substances, The Principal at Sydney Distance Education High School must contact the School Safety and Response Hotline (Intranet only) on 1300 363 778. Details will be taken and advice and support provided.

Notifying police in matters relating to illegal drugs

If a student is in possession of a suspected illegal substance the police must be notified immediately by the Principal at Sydney Distance Education High School.

Note: There is an obligation under the Crimes Act to report the commission of a serious indictable offence or belief that such an offence has been committed. Some offences in relation to drugs are serious indictable offences.

Summary flowchart



4.17 Anti-social and Extremist Behaviour

Sydney Distance Education High School does not tolerate anti-social or extremist behaviour. If teachers become aware of extremist behaviour they should refer this immediately to the relevant Deputy Principal who will then discuss with the Principal. See Attachment 6.

4.18 Student Wellbeing Programs

Program	Responsibilities
• Student Leadership Group	SLG Coordinator
• Book Club	Librarian teacher
• Health Club	PDHPE faculty
• Art Club	Art teachers
• Music Club	Music teachers
• The Singing / Drama Club	Drama Club teachers
• Harmony and Diversity Day	Girls Coordinator, Boys Coordinator, LGBTQIA+ Coordinator, Student Support Officer
• Makeup course	Girls Coordinator, Careers teachers
• Big Day In	Big Day In Committee
• Youth Week	Student Support Officer & School Counsellor
• Wear it Purple Day	LGBTQIA+ Coordinator
• Student Recognition Celebration Years 7-11	Head Teachers Welfare 7-9
• RUOK Day	Student Support Officer
• NAIDOC Week	Student Support Officer & Aboriginal Education Team
• Presentation Days (3)	Presentation Day Committee
• Waves for Wellness	Boys Coordinator
• Hub end of year celebration	Hub teachers
• Year 12 formal	Year 12 Formal Team
• Community Connections webinar eg Black Dog Institute, Kids Helpline	Student Support Officer in consultation with Head Teacher Welfare 11-12
• Mindfulness lunchtime activities & workshops	Student Support Officer and School Counsellor
• STEM Club	Science, TAS and Mathematics Head Teachers

SDEHS Behaviour Support and Management Plan

22 August 2024



Sydney Distance Education High School



SDEHS Behaviour Support and Management Plan

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1. Overview

Sydney Distance Education High School (SDEHS) provides quality individualised education for all students, considering their backgrounds, abilities, and interests. The Department of Education's Student Wellbeing Framework, Behaviour Code for Students, Inclusive Education for Students with Disability, and Bullying Response and Prevention are incorporated into SDEHS behaviour and wellbeing practices.

Clear expectations for student behaviour are established and documented in the SDEHS Behaviour Code for Students and communicated to students, parents, carers, and supervisors through the Schools' Student Wellbeing Policy, Learning Hubs Handbook for Students and Supervisors, Enrolment Application Form Years 7-12 and the Launchpad Student Induction Program. All students are expected to exhibit positive behaviour that contributes to the safety and wellbeing of themselves and others. Any actions that could potentially cause harm, threaten safety, or impede learning and wellbeing are not tolerated.

Our Student Wellbeing, Learning and Support, Learning Hub, Student Induction, Careers, and Aboriginal Education teams lead a range of proactive whole school prevention, early intervention, and targeted individual interventions and strategies to support positive student behaviour. This collaborative approach ensures that diversity is championed, equity is maintained, and a safe and adaptable learning environment is provided, empowering students to achieve their full potential.

1.1 Proactive Whole School Prevention

All students are supported with positive behaviour guidance through the SDEHS Behaviour Code for Students, Student Wellbeing Referral Processes, and access to a multi-disciplinary Student Wellbeing Team. We take a whole-school approach to bullying, and our practices are guided by the school's Anti-Bullying Policy, Anti Bullying Plan, Anti Bullying Action Flowchart, and Anti Racism Policy. Our students in Years 7-10 learn about respectful relationships, conflict resolution, support networks, and the importance of support people in their Personal Development, Health, and Physical Education courses. We also organise school-wide events, such as Big Day In, Harmony, Diversity, and Wear It Purple Days, to promote a culture of inclusion and acceptance of diversity.

1.2 Early Intervention

The Launchpad Student Induction and Learning Hub programs support students' knowledge and understanding of the SDEHS Behaviour Code for Students. To build student resilience and self-care, we collaborate with external community stakeholders such as the Black Dog Institute and Child and Adolescent Mental Health Services to deliver student mental health initiatives, including RUOK Day, Youth Week, Waves for Wellness, and the School Community Connections Program.

1.3 Targeted Individual interventions

At SDEHS, we have comprehensive systems and processes to ensure that personal support, guidance, and planning are developed, implemented, monitored, and reviewed for individual students requiring support around behaviour. These processes are led by the Deputy Principals and Head Teachers Welfare using a Coordinated Support approach. They are supported and implemented by the Student Wellbeing Team, School Counsellor, Student Support Officer, Learning and Support Team, Senior Executive, and teachers in close collaboration with medical and allied health personnel, Delivery Support, Student Wellbeing Directorate, parents, and carers. This includes developing and implementing Personalised Learning and Support Plans, Risk Assessments, Behaviour Support Plans, and Personalised Learning Pathways.

PDF: [SharePoint\Staff Doc\School Policies & Procedures](#)

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<https://schools.nsw.gov.au/SharePoint/Sites/SASSTeam/SDEHS/DECDATA/Principal/School Policies/SDEHS Behaviour Support and Management Plan.docx>

2. Partnership with parents and carers

We are committed to delivering students a safe, secure, and productive learning climate guided by the [School Community Charter](#). We strive to cultivate a caring and respectful school culture with parents, carers, supervisors, and the wider school community.

On enrolment parents, carers and supervisors sign the School digital devices and online services – Student Agreement, Behaviour code for students and the Anti-bullying action flowchart.

The school regularly communicates with parents, carers, and supervisors through phone calls, emails, mail, and meetings regarding individual student support, including developing and updating Personalised Learning and Support Plans, Personalised Learning Pathways, Risk Assessment, and Behaviour Support Plans. The Deputy Principals and Head Teachers liaise with parents and carers where there is a serious behaviour issue. Teachers liaise with parents, carers, supervisors, and students for low-level behaviours.

3. Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

[The Behaviour Code for Students](#) translated into multiple languages is available here: [Behaviour code for students](#)

School-wide expectations and rules

Behaviour code for students SDEHS

Your right is to have the opportunity to learn.
Your responsibility is to allow all students to learn.

Be prepared to learn

Students

- Show a positive attitude
- Engage with their learning
- Do their best at all times

Your right is to be treated with fairness and respect.
Your responsibility is to treat others with fairness and respect.

Respect yourself and others

Students

- Accept responsibility for the choices they make
- Treat all people with respect - use appropriate language and actions, including online and texting
- Follow teachers' instructions at all times

Care for your own and school property

Your right is for your property to be safe and secure.
Your responsibility is to look after school property.

Students

- Are responsible for looking after their own property and school property
- Respect the property of others

Your right is to be safe and happy at school.
Your responsibility is to act in ways which keep yourself and others safe.

Behave safely

Students

- Report to the office, sign in and wear a name tag
- Remain on the school grounds with their supervisor unless they have permission to leave
- Behave in a way that does not put themselves or others at risk, including online and texting
- Follow WHS (Work Health and Safety) procedures at SDEHS
- Act responsibly and access only appropriate sites and materials on the internet

Revised 27.11.23

Behaviour code for students NSW public schools

All students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. Any student who breaches the Behaviour Codes may be required, as a condition of attendance at all future school events (including attendance at Learning Hubs, Study Days, Open Days, Camps and Excursions), to be accompanied by a supervisor for the duration of the event. In some cases, students may be restricted from attending future school events.

T:\Office\DECD\TA\Principal\School Policies\Code of Behaviour

4. School Anti-bullying Plan

Our school rejects all bullying behaviours, including online (or cyber) bullying, and is committed to providing a safe, inclusive, and respectful learning community that promotes student wellbeing.

All school community members actively build a welcoming school culture that values diversity and fosters positive relationships. A vital component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted online and offline.

The school leadership team and staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. Anti-bullying strategies are available on the school website and promoted through the school newsletter. School staff at SDEHS will actively respond to student bullying behaviour.

Please refer to the following documents on our websites:

- [Anti-bullying plan \(154KB\)](#)
- [Student and Supervisor Guide \(PDF 4.5MB\)](#)
- [Student Use of Digital Devices and Online Services Procedures \(PDF 361KB\)](#)
- [Student Wellbeing Policy \(PDF 34.9MB\)](#)

5. Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Student Wellbeing Professional Learning	Staff proactively participate in regular student wellbeing professional learning presented at staff meetings and School Development Days. The school runs regular Mental Health First Aid courses for staff.	All Staff
	Student Behaviour Expectations	Behaviour expectations are explicitly stated in the Guide for Students and Supervisors , Enrolment Application Form Years 7-12 , Learning Hub Handbook for Students and Supervisors , Learning Hub Student Agreement, and the Student Wellbeing Policy . The Behaviour Codes for Students are visible in all teaching classroom spaces.	Whole School
	Anti Bullying Strategies	The school has a whole-school approach to bullying. It includes an Anti Bullying Policy that clearly outlines definitions of bullying and preventative strategies. The Anti Bullying Plan highlights the ongoing communication and partnerships with families and the community to ensure that SDEHS does not tolerate bullying. The Anti Bullying Flowchart clearly articulates school processes in managing any unacceptable behaviour, including bullying, harassment and threats.	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Student Wellbeing Team	The Student Wellbeing Team runs many pastoral care and wellbeing programs to support student resilience, social awareness, and acceptance of diversity. This includes Harmony and Diversity Day, Wear it Purple Day, Student Leadership Group, mentoring programs, Youth Week events, NAIDOC Week events, and the Community Connections Program at the learning hubs.	Students
	The Launchpad Student Induction Program	The Launchpad Student Induction Program explicitly teaches students the school's behaviour expectations on enrolment, as outlined in the SDEHS Student Behaviour Code.	Students
Early intervention	Mental Health and Student Wellbeing Programs	Students engage with evidence-based mental health and wellbeing programs that target identified needs, including the Waves for Wellness Program and RUOK Day activities.	Students
	School Counselling Service	The School Counsellor works closely with the learning support and wellbeing teams to help staff implement best practices for enhancing student mental health. The School Counsellor also liaises with teaching staff, Head Teachers Welfare and Year Advisers, to advise and assist with proactive planning for wellbeing support.	Students
	Learning Hubs	The learning hubs allow students to complete their schoolwork and collaborate with teachers and other students in a safe face to face environment. This supports students' resilience and sometimes the transition back to mainstream high schools.	Home enrolled students
	Web lesson Procedures	The appendix provides teachers with suggested communications and actions for teachers, executive and senior executive when managing student behaviour in group lessons.	All teachers
	Learning Support Team	The school Learning and Support Team plays a crucial role in supporting students with disabilities and additional learning needs. The team supports teachers in identifying and responding to students' additional learning needs through the development of Personalised Learning and Support Plans. It also coordinates planning processes and resourcing for students with disabilities and additional learning and support needs, and designs and implements the support required to build teacher capacity so that all students access quality learning.	Students with disability and additional learning needs
	Transition Strategies	The Transition Coordinator visits students in their homes to help them set up learning	Students

PDF: SharePoint\Staff Doc\School Policies & Procedures

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<https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/SDEHS Behaviour Support and Management Plan.docx>

Care Continuum	Strategy or Program	Details	Audience
		spaces and facilitate communication between school and home.	
	Delivery Support Teams	The school liaises and consults with Delivery Support Teams to provide targeted, individualised support to students with identified learning and wellbeing needs.	Students
Targeted Intervention	Student Support Officer	The Student Support Officer (SSO) provides individual support to students who present with mental health and wellbeing concerns and require low-level counselling support. The SSO supports students in developing social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills, and positive relationships. The SSO supports the establishment of links to external services based on the individual wellbeing and behavioural needs of students.	Individual students
	Coordinated Support Meetings	Members of the Student Wellbeing Team or Deputy Principals convene Coordinated Support Meetings to facilitate communication, plan strategies, and support for students who require targeted support around student behaviour or wellbeing needs.	Individual students
	Learning and Support Team	The Learning and Support Team works with teachers, students and families to support those students who require personalised learning and support.	Individual students
	Student Wellbeing Team	The Student Wellbeing Team works with teachers, students, and families to support individual students requiring mentoring and support with their wellbeing or behaviour. This may include direct support from a Head Teacher Welfare, Deputy Principal, Year Adviser, Student Support Officer, School Counsellor, Transition Teacher, Tutors and the Coordinators for Out of Home Care, Pregnant Students and Young Parents, LGBTQIA+ students, Girls, Boys and Aboriginal students.	Individual students
Individual intervention	Individual Behaviour Support Plans	An Individual Behaviour Support Plan is developed for students with persistent and/or challenging severe behaviour. The plan outlines the required replacement behaviours and provides support to achieve this. The Student Wellbeing Team staff work with the student to identify causes, develop strategies, and monitor the plan's effectiveness. The plan may also involve input from the family and other support services.	Individual students

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<https://schools.nsw.gov.au/sites/SAS/TeamSDEHS/DECDATA/Principal/School Policies/SDEHS Behaviour Support and Management Plan.docx>

6. Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools. Responses to all behaviours of concern apply to student behaviour that occurs at school, on the way to and from school, on school-endorsed activities that are off-site, outside school hours, and off school premises where there is a clear and close connection between the school and students' conduct and when using social media, mobile devices and/or other technology involving another student or staff member.

Responding to serious behaviours of concern requires a thoughtful and comprehensive approach. At SDEHS, Deputy Principals or the Principal will usually manage any serious behaviours of concern. They do this in consultation with the Head Teachers Welfare, Student Wellbeing Team, other relevant Head Teachers, and teachers, liaising with supervisors, parents, carers, and students.

1. **Immediate Response:** Ensure Safety: Priority is to ensure safety, potentially involving emergency protocols or appropriate authorities.
2. **Record Incident Details:** Thoroughly document the incident, including date, time, location, individuals involved, and relevant details.
3. **Notification and Communication:** Notify parents, carers or supervisors of students involved, ensuring transparent communication. Maintain open lines of communication with relevant stakeholders, including school staff.
4. **Gather Information:** Gather additional information through interviews, video footage, and evidence collection to understand the context and severity of the behaviour.
5. **Engage Support Services:** Offer counselling services to any students or staff involved. If needed, engage mental health professionals.
6. **Disciplinary Measures:** Determine the consequences based on the nature of the behaviour. This may include mediation, counselling, no school/learning hub/home visits, or other consequences defined by the school's Code of Conduct and relevant policies.
7. **Legal Considerations:** If the behaviour constitutes a criminal offense, notify the police and Director Educational Leadership immediately. Mandatory reports are made where required. Cooperate fully with any investigations and legal processes.
8. **Individualised Plans:** Develop Individualised Plans, that address students' specific needs, ensuring ongoing support and monitoring. These plans may include Behaviour Support Plans or Risk Assessments, developed before and during enrolment.
9. **Review and Evaluate:** Regularly review and evaluate the effectiveness of the interventions and consequences. Adjust the approach to prevent recurrence.
10. **Communication with the School Community:** Where required, keep the school community informed about the actions taken, ensuring appropriate levels of confidentiality are maintained while addressing concerns and providing reassurance.
11. **Implement Prevention Strategies:** Identify and implement proactive measures to prevent similar incidents in the future. This may include additional training for staff, educational programs for students, and revisiting school policies.
12. **Provide Ongoing Support:** Offer ongoing support for all individuals involved. This may include additional counselling, monitoring, and follow-up meetings to assess progress and address remaining concerns.

7. Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: 13 August 2024

Next review date: 13 August 2025

8. Appendices

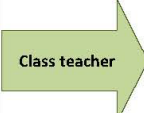

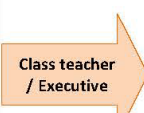
Appendix 1: Behaviour Management Plan

SDEHS Behaviour Management Plan

Student name		Date	
Teacher/Class		Review Date	

See these behaviours

Do this

Desirable/Targeted		Response/Strategies
<ul style="list-style-type: none">		<ul style="list-style-type: none">
Low level/Early warning signs		Response/Strategies
<ul style="list-style-type: none">		<ul style="list-style-type: none">
Medium level/Escalating		Response/Strategies
<ul style="list-style-type: none">		<ul style="list-style-type: none">

Teacher signature _____ Date _____

Executive signature _____ Date _____

Parent signature _____ Date _____

Appendix 2: Student Risk Management Plan

NSW Department of Education

Health, Safety and Staff Wellbeing

Student-tailored risk management plan

School name			Student and year		
Prepared by	<name> <position> <contact>	Date	Signature		
Sign off Authority	<name> <position> <contact>	Date	Signature		
Prepared in consultation with			Plan review date		

Risk focus area:

Relevant history:

(Remove box if not relevant)



education.nsw.gov.au | FORM141

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<https://schools.nsw.gov.au/Forms/Forms.aspx?formid=141>

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Risk Management process
(insert rows as required)

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible
What presents the potential risk to health and/or safety?	What might happen as a result of the behaviour exhibited, how likely is it and what could be the consequence/s?	Apply WHS Risk Matrix	Action/s to be taken to mitigate the risk/s using the Hierarchy of controls ?	Apply WHS Risk Matrix	Who is responsible for putting controls in place and when?

- Further advice and support is available from within the department, including the School Services, [Legal Services](#) and the [Health, Safety and Staff Wellbeing Directorate](#).
- Senior executives should liaise with the [Health, Safety and Staff Wellbeing Directorate](#) if considering [post-incident support](#).
- All incidents that relate to a health and safety risk to be notified to the [Incident Report and Support Hotline](#) (T: 1800 811 523) in line with the department's [Incident Notification and Response Policy and Procedures](#).
- Consider also a debrief for all staff if necessary and provide details for the [Employee Assistance Program \(EAP\)](#).
- Ensure all child protection related [mandatory reporting obligations](#) continue to be followed as required.

Note: Both the 'Risk rating' and the 'Risk rating after controls' are best determined by executive staff at the school, not the Complex Case team. The risk ratings are based on the current controls and the mitigation strategies and take into account the school's knowledge of the student/s, staff, community and physical environment.

Relevant information attached: Yes ☐ Details: _____
 No ☐

Health, Safety and Staff Wellbeing | Student-tailored risk management plan

PDF: SharePoint\Staff Doc\School Policies & Procedures
<https://schools.nsw.gov.au/Forms/Forms.aspx?formid=141>

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Risk matrix and evaluation

Table 1: THE WHS RISK MATRIX

LIKELIHOOD (Probability)		CONSEQUENCE (Severity)				
		Insignificant 1	Minor 2	Moderate 3	Major 4	Critical 5
		No treatment required.	Injury/illness requiring first aid / mental health first aid treatment only.	Physical / psychological condition requiring hospitalisation / ongoing treatment.	Life-threatening injury/illness or multiple hospitalisations.	Death or multiple life-threatening injuries.
Almost certain 5	Expected to occur in most circumstances.	MEDIUM 5	HIGH 10	EXTREME 15	EXTREME 20	EXTREME 25
Likely 4	High probability of occurring in most circumstances.	MEDIUM 4	MEDIUM 8	HIGH 12	EXTREME 16	EXTREME 20
Possible 3	Might occur occasionally.	LOW 3	MEDIUM 6	HIGH 9	HIGH 12	EXTREME 15
Unlikely 2	Could occur at some time, doubtful.	LOW 2	MEDIUM 4	MEDIUM 6	MEDIUM 8	HIGH 10
Rare 1	May occur but only in exceptional circumstances.	LOW 1	LOW 2	LOW 3	MEDIUM 4	MEDIUM 5

Table 2: WHS Risk Evaluation

Risk level	Acceptability	Priority for action to control risk	Sign-off Authority: Schools
Low 1-3	Acceptable	PROCEED while monitoring existing controls. Manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate to sign off.
Medium 4-8	Tolerable	PROCEED only after identifying and implementing any additional controls reasonably practicable. Monitor all controls and manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate to sign off.
High 9-14	Unacceptable	PAUSE Contact the <u>Complex Cases Team</u> in the Health, Safety and Staff Wellbeing Directorate and other directorates as required to ensure all potential hazards and risks have been identified and the most effective control measures that are reasonably practicable have been documented.	School Principal to sign off.
Extreme 15+	Unacceptable	PAUSE Contact the Director, Educational Leadership for review and the <u>Complex Cases Team</u> in the Health, Safety and Staff Wellbeing Directorate to plan a coordinated response, in consultation with key subject matter experts and partner agencies, to reduce the risk so far as reasonably practicable.	School Principal to sign off.

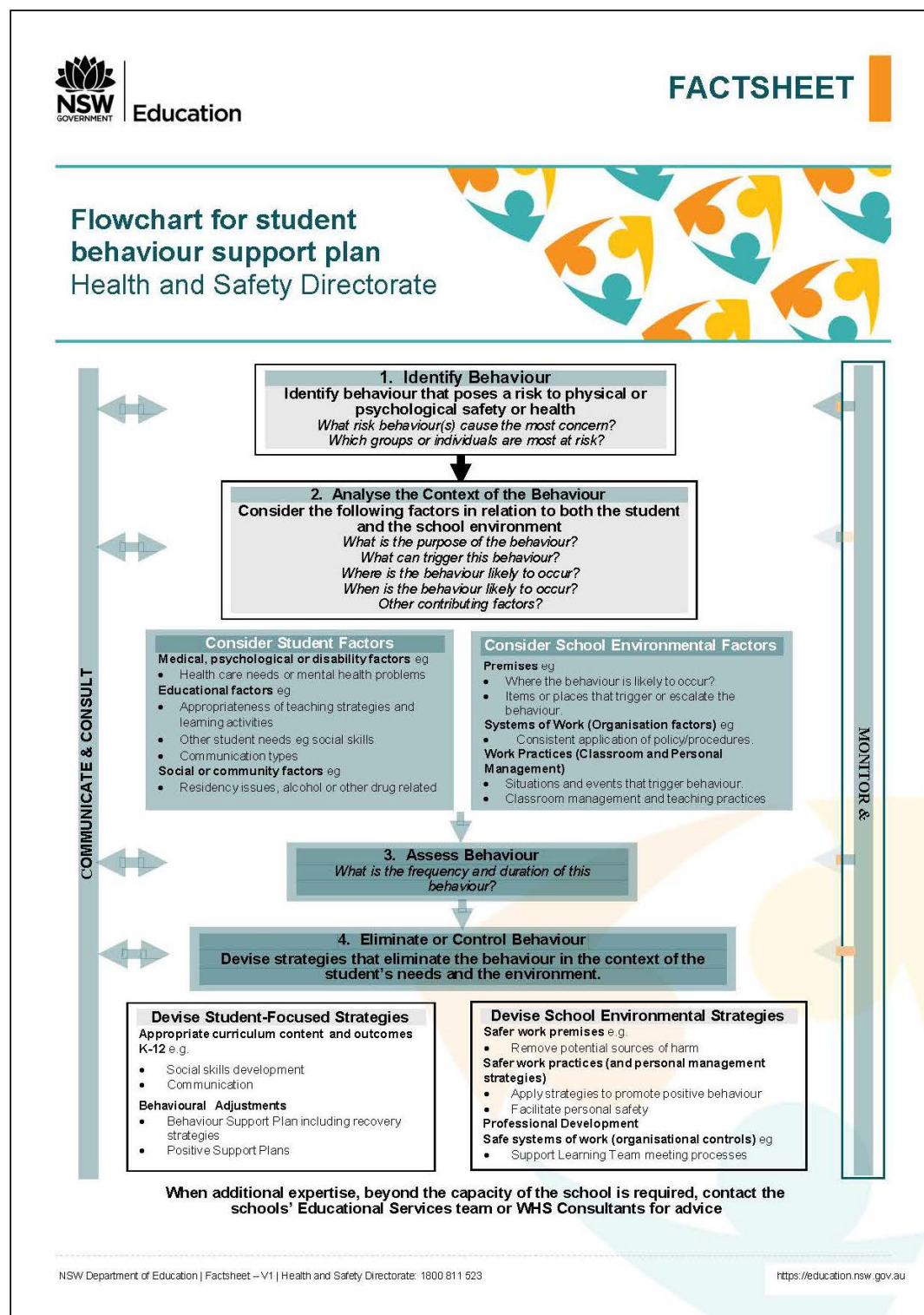
Hierarchy of controls

CONTROL	EFFECTIVENESS	DESCRIPTION	EXAMPLES
ELIMINATION	BEST	Eliminate the hazard entirely.	Eliminating the risk of a further incident by the Police confiscating the weapon.
SUBSTITUTION	VERY GOOD	Substitute the hazard with safer options.	Replacing personal bladed sharpeners with secured sharpeners for each classroom; changing the student's classroom to the ground floor.
ISOLATION	GOOD	Isolate the hazard from causing harm.	Evacuating other students and staff from an area where risk is present.
ENGINEERING	GOOD	Use engineering controls to reduce the risk.	Installing CCTV; erecting perimeter fencing; installing self-locking gates.
ADMINISTRATIVE	POOR	Administrate and document safe work practices.	Providing the student with the details for the school counsellor; logging incidents on SENTRAL; reviewing the emergency management plan; following the mandatory reporting guidelines; arranging post-incident support for staff.
PPE	WORST	Protect workers with personal protective equipment (PPE).	Providing safety glasses and gloves to staff working with students known to spit.

Need help?

Speak to the [Complex Case Team](#) in the Health, Safety and Staff Wellbeing Directorate

Appendix 3: Flowchart for Student Behaviour Support plan



Appendix 4: Group web lesson behaviour management

Appendix 3

Group web lesson behaviour management

Suggested communication and actions for teachers, executive and senior executive when managing student behaviour in **group** web lessons.

It is important to stay calm, be prepared and follow these steps where possible:

Establish a safe environment

Teacher class communication

- Start the lesson or series of lessons with an activity about the behaviour code and/or set class expectations.
- Refer to the [Behaviour code for students](#) at SDEHS.

Teacher actions

- Know your students before the lesson. Refer to student DELTA records or alerts.
- Be proactive in promoting a safe learning environment with students.
- Familiarise yourself with the [SDEHS Student Wellbeing Policy \(PDF 18.9MB\)](#).
- Attend Teams foundation training and practise creating a screenshot, removing a student from a Team meeting and deleting a chat.
- Understand how to set up a Team meeting to block anonymous users entering a room and to the remove offline chat option which can go unmonitored.
- Develop creative and engaging lessons with interactive or collaborative activities.

Mild behaviour (eg off topic, disruptive)

Teacher class communication

- Remind students to keep on topic.
- Use **positive redirection**, like “Let’s all focus on ...”

Teacher actions

- Monitor students and remind them to keep on topic, if needed.
- Conduct a quick follow up session with the student or supervisor about keeping on topic.
- Offer additional help because the student may not understand the work or confused about what to do.
- Record any behaviour concerns on DELTA course card.

Inappropriate language or images (eg swear words)

Teacher class communication

- Explain that this language/image is inappropriate for this lesson.
- Reinforce the importance of maintaining a respectful and safe learning environment.
- If the student is removed explain why.
- Explain to students that you may contact them after the lesson.

Teacher actions

- Take a screen shot of the chat for future reference.
- Remove the student chat post from other students (if possible).
- Monitor the student and remove from the lesson if the language continues.
- Contact the parent/supervisor about the incident.
- Conduct a phone call or 1:1 web lesson with the student to discuss the behaviour, refer to Behaviour code for students and the condition of joining future lessons is dependent on their behaviour.
- Ask the student to email or post that they agree NOT to use inappropriate language in group lessons or activities. Refer to the [Student Agreement on page 19](#) and the [Behaviour code for students](#).
- Raise any concerns about the student's behaviour to your faculty Head Teacher and Year Advisor.
- Record incident and actions on DELTA roll call card, so other teachers are aware.

Faculty Head Teacher actions

- Support the teacher to manage the situation.
- If the student persists with this behaviour in future lessons refer the student to the Head Teacher Welfare. They may have to temporarily block the student from group lessons.

Persistent insults or bullying (directed at a student or teacher)

OR

Racist, homophobic, sexist, bigoted comments or posts

Teacher class communication

- Explain that this behaviour is inappropriate for this lesson.
- Explain that these comments do not meet our school's [Behaviour code for students](#).
- After removing the student, explain to remaining students that the student was removed to maintain a safe and respectful learning environment.
- Explain to students that you may contact them after the lesson to make sure they are OK.
- Invite the students to contact you after the lesson if needed.

Teacher actions

- Remove the student from the lesson immediately.
- Take a screen shot of the chat for future reference.
- Remove the student chat post from other students (if possible).
- Contact your faculty Head Teacher.
- Follow up with any students and/or supervisors that may need additional support. Including referral to the school counsellor if needed.
- Record incident and actions in DELTA roll call card, so other teachers are aware.

Faculty Head Teacher actions

- Contact the Deputy Principal (responsible for student year level) to assess if Head Teacher Welfare intervention is required.
- Contact the student or supervisor to discuss their behaviour. Refer to the [Behaviour code for students](#) and the [Student Agreement on page 19](#). Explain the condition of joining future lessons is dependent on their behaviour.
- Record incident and actions on DELTA roll call card, so other teachers are aware.

Deputy Principal actions

- If required liaise with Head Teacher Welfare regarding behaviour management plan and/or counsellor referral.
- If student is blocked from future lessons, contact Head Teacher elearning and Head Teacher Technology and support.
- Record incident and actions in DELTA roll call card, so other teachers are aware.

Head Teacher Welfare actions

- Create a behaviour management plan if needed.
- Assess if the student is allowed to attend future group lessons. Ongoing monitoring.
- Refer to school counsellor if needed.
- Record incident and actions in DELTA roll call card, so other teachers are aware.

Risk of harm (to self), disclosure of a Child Protection issue or pornography

Teacher communication

- Calmly deescalate the situation by verbally demonstrating care and concern for the student and where possible organise for another teacher to contact the student or supervisors to make sure they are OK.
- Where possible redirect all students to the lesson activities.
- If the risk of self-harm is urgent (eg suicide ideation) explain calmly that you need to pause the lesson (5 – 10 min break).
- If required, explain the importance of student safety and wellbeing.
- Explain that you may follow up with some students after the lesson.
- Invite the students to contact you after the lesson if needed.

Teacher actions

- Assess the situation and minimise the risk to other students without stopping the lesson if possible.
- If you pause the lesson (5 – 10 min break), contact the Deputy Principal (stage), Head Teacher Welfare and/or faculty Head Teacher immediately to follow up with the student and supervisor.
- Return to the lesson and explain that you were dealing with a student safety concern.
- If it is pornography related you may need to remove the student from the lesson.
- Take a screen shot of the chat or other evidence for future reference.
- Run the MRG and follow up if the Head Teacher Welfare or DP is not available.

Head Teacher Welfare actions

- Follow up with the student and supervisor to check on their wellbeing.
- Liaises with the Deputy Principal (responsible for student year level).
- Run and follow up with MRG recommendations.
- Refer to the school counsellor if needed.
- Organise a coordinated support meeting to communicate to teachers and Year Advisor of the student.
- Record incident and actions in the DELTA wellbeing tab.

Deputy Principal actions

- Liaise with Head Teacher Welfare and Co-Principal/Principal regarding MRG and escalating to the Child Wellbeing Unit CWU (02) 9269 9400 or Communities and Justice DCJ 13 21 11.
- If required contact the department Incident Report and Support Hotline (1800 811 523).
- Record incident and actions on DELTA wellbeing tab.

Risk of harm to others (eg weapons, immediate threats of violence)

Teacher class communication

- Explain that these comments do not meet our school's [Behaviour code for students](#) and that immediate action is required for student safety and security.
- Explain to students that the lesson needs to end.
- Explain that students, parents or supervisors will be contacted about the incident and to make sure everyone is OK.

Teacher actions

- Take a screen shot of the chat for future reference.
- Remove the student from the lesson ASAP.
- End the lesson after explaining to students why it is ending and a time to reschedule.
- Remove the student chat post if possible.
- Contact the Co-Principal/ Principal immediately then Deputy Principal (responsible for student year level), Head Teacher Welfare and faculty Head Teacher.
- Record incident and actions on DELTA roll call card.

Co-Principal/Principal or Deputy Principal

- Coordinates the response by senior executive and executive. Including the initial contact to the student and supervisor.
- Contacts the department Incident Report and Support Hotline (1800 811 523) and/or the police.
- Contact Head Teacher eLearning and Head Teacher Technology and support. Block student from future lessons and eLearning communications until a risk assessment is in place.
- Liaises with Head Teacher Welfare regarding wellbeing support for other students.
- Contact the supervisor of the student who exhibited the behaviour regarding the departments behaviour policy and actions if required.
- Liaises with Head Teacher Welfare regarding ongoing assessment to allow/block the student from attending future group web lessons.

Head Teacher Welfare actions

- Contact the student and supervisor who exhibited the behaviour to discuss the behaviour and offer support.
- Follow up with any other students and offer support. Including referral to the school counsellor.
- Organise a coordinated support meeting to communicate to teachers of the students.
- Develops a risk assessment in consultation with the Deputy Principal (responsible for student year level).
- Record incident and actions in the DELTA wellbeing tab.

Important links

Related school policies

- [SDEHS Student Wellbeing Policy \(PDF 18.9MB\)](#) (Sections 4.1 and 4.14.1)
- [Student use of digital devices and online services](#) webpage
- [Student Use of Digital Devices and Online Services Procedures](#) document
- [Anti-bullying plan \(567KB\)](#)
- [Fulltime student and supervisor guide \(PDF 2.8MB\)](#) (Pages 18-19)

Department links

- [Student use of digital devices and online services \(policy\)](#)
- [Digital Citizenship website](#)
- [Behaviour code for students](#)
- [Bullying of Students - Prevention and Response Policy](#)
- [Yammer Cybersafety group](#)
- [Child Wellbeing Unit \(nsw.gov.au\)](#)
- [Reporting to Department of Communities and Justice \(nsw.gov.au\)](#)
- [Incident reporting \(nsw.gov.au\)](#)

External links

- [MRG \(nsw.gov.au\)](#)
- [e-safety Commissioner](#)
- [Kids helpline](#)
- [NSW Police by calling 000](#)

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200



Information for parents and carers of students at risk of anaphylaxis and other health conditions

You have identified your child as being at risk of a severe allergic reaction or other health condition. Thank you for sharing this information. While the main role of the school is to provide education, schools want your child to be safe and happy at school and for you to feel confident that your child is being well looked after at school. The Student Wellbeing Team will work with you to take the necessary steps to give your child appropriate support. In some circumstances the Student Wellbeing Team may need additional support from relevant school authorities to determine the best way for your child's support needs to be met. If you are seeking enrolment for your child there may be a slight delay while support arrangements are worked out.

An Individual Health Care Plan must always be developed for:

- diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or
- diagnosed with a condition that may require an emergency response
- who requires the administration of health care procedures

An *ASCIA Action Plan for Anaphylaxis*, provided and dated by your child's treating doctor, must always be provided to the school for a student who is at risk of anaphylaxis. Please see **Appendix 6**.

Please read the following information carefully and provide the requested information to the school ASAP. The Head Teacher Welfare responsible for Student Health has been advised of your child's risk of a severe allergic reaction or other health condition and will work with you to develop an Individual Health Care Plan.

Anaphylaxis or Severe Allergic Reaction

1. Information requested for a student at risk of anaphylaxis

* Note that all Appendices are from the Department's document: *Anaphylaxis Procedures for Schools*

- a) Complete, sign and send **Appendix 1: Student with Allergies**
- b) Read **Appendix 2: Information for parents and carers of students at risk of anaphylaxis**
- c) Complete, sign, date and return **Appendix 3: Authorisation to contact doctor**
- d) Your child's doctor to complete, date and sign **Appendix 4: Allergies - Information from the doctor** and provide the appropriate *ASCIA Action Plan for Anaphylaxis* **Appendix 6**. Please send a copy of **Appendix 4: Allergies - Information from the health professional** and a copy of your child's **Appendix 6: ASCIA Action Plan** to the school
- e) An *Individual Health Care Plan* for your child will be developed between you and the school. The Head Teacher Welfare responsible for Student Health will contact you to develop this by phone or at a meeting, if required. **Appendix 5: Individual Health Care Plan Cover Sheet** is included with this package. Please send a colour passport size photo to the school.
- f) If your child has a health condition which may require support at school or when involved in school activities, for example, a school excursion, please complete **Appendix 7: Request for support at school of a student's health condition**, on the basis of information provided by your medical practitioner, sign and return it to school. (You may wish to discuss the information

Email: sydneyh-d.school@det.nsw.edu.au

Website: <https://sydneyh-d.schools.nsw.gov.au>



required with the medical practitioner.) The form includes sections where you can request the administration of prescribed medication and/or other assistance.

- g) If your child self-administers their own EpiPen®, Anapen® and/or asthma inhaler please fill in **Appendix 8: Request for student to carry his/her own EpiPen®, Anapen® or asthma reliever medication** and sign.

Other Health Condition

2. Information requested for a student with a health condition (not including anaphylaxis)

- a) If your child is at risk of anaphylaxis first, follow processes in **section 1: Information requested for a student at risk of anaphylaxis**
- b) Complete, sign, date and return to the school **Appendix 3: Authorisation to contact doctor** and **Appendix 4: Allergies - Information from the health professional**
- c) Your child's doctor to complete, date and sign an Action Plan for the specific health condition
- d) An *Individual Health Care Plan* for your child will be developed between you and the school. The Head Teacher Welfare responsible for Student Health will contact you to develop this by phone or at a meeting if required. **Appendix 5: Individual Health Care Plan Cover Sheet** is included in this package. Please send a colour passport size photo to the school.
- e) If your child has a health condition which may require support at school or when involved in school activities, for example, a school excursion, please complete **Appendix 7: Request for support at school of a student's health condition**, on the basis of information provided by your medical practitioner, sign and return it to school. (You may wish to discuss the information required with the medical practitioner.) The form includes sections where you can request the administration of prescribed medication and/or other assistance.
- f) If your child self-administers their own EpiPen®, Anapen® and/or asthma inhaler please fill in **Appendix 8: Request for student to carry his/her own EpiPen®, Anapen® or asthma reliever medication** and sign.

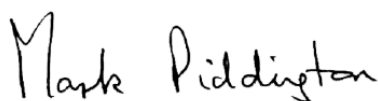
Please Note:

- All plans are required to be in colour, with a colour photograph. Please send all plans into the Head Teacher Welfare responsible for Student Health as soon as possible.
- All Health Care Plans will be review annually and will be required to be updated by your doctor. Please send all updated plans into the Head Teacher Welfare responsible for Student Health as soon as possible.

Thank you for your attention to this matter.

Please advise the school at any time if there are changes in the information about your child's health care needs or if we can assist you.

Yours sincerely



Mark Piddington
Principal

APPENDIX 1

Students with Allergies

This form is to be completed by the parent /carer of a student with an allergy and returned to the principal or delegate. The school will complete the first 3 fields. The purpose of collecting this information is to identify students who are at risk of a severe allergic reaction. Information provided on this form will be used to assist the school in determining what action needs to be taken in relation to a student with an allergy and may be disclosed where required by law (for example if an ambulance is called to the school).

Dear

You have identified as having an allergy/allergies to

Please complete the questions below and return to the principal or delegated executive staff

1. A doctor has diagnosed my child with an allergy to:

- ☐ Insect/sting bite specify
- ☐ Medication specify
- ☐ Latex.....
- ☐ Other, please specify.....
- ☐ Food
 - Peanuts Yes ☐ No ☐
 - Tree Nuts. Please specify: Yes ☐ No ☐
 - Fish Yes ☐ No ☐
 - Shellfish Yes ☐ No ☐
 - Soy Yes ☐ No ☐
 - Sesame Yes ☐ No ☐
 - Wheat Yes ☐ No ☐
 - Milk Yes ☐ No ☐
 - Egg Yes ☐ No ☐
 - Other, please specify Yes ☐ No ☐

2. My child has been prescribed an adrenaline autoinjector (EpiPen® or Anapen®)

Yes ☐ No ☐

3. My child has a red ASCIA Action Plan for Anaphylaxis (please attach this and return the form)

Yes ☐ No ☐

4. My child has a green ASCIA Action Plan for Allergic Reactions (please attach this and return with the form)

Yes ☐ No ☐

5. My child has an ASCIA Action Plan for Drug (medication) Allergy (please attach this and return the form)

Yes ☐ No ☐

Completed by Parent/Carer (please print):

Date: / /

Signature: _____

Each time your child is prescribed a new adrenaline autoinjector the doctor will issue an updated ASCIA Action Plan for Anaphylaxis. It is important that this is the plan provided to the school.

APPENDIX 2

Information for parents and carers of students at risk of anaphylaxis

You have identified your child as being at risk of a severe allergic reaction. Thank you for providing this information. While the main role of the school is to provide education, we want your child to be relaxed, safe and happy at school and for you to feel confident that your child is being well looked after.

The school principal and/ or delegated executive staff will work with you to prepare an individual health care plan for your child. In some circumstances the principal or their delegated executive staff may need additional support from relevant school authorities or your child's doctor to determine the best way for your child's needs to be met. If you are seeking enrolment for your child or if your child is already enrolled there may be a slight delay while arrangements are worked out.

In order to meet your child's needs the school will take the following steps.

STEP 1: Communicate with you and your child's doctor to collect all relevant health information

We will need to gather information that will assist in determining how best to support your child at school. This will help in putting together an individual health care plan. This will include obtaining a current *ASCIA Action Plan for Anaphylaxis* signed and dated by your child's doctor and getting additional information from your child's doctor about:

- known allergens
- medication prescribed
- when and how medication should be administered
- other conditions that may impact on your child's ability to
 - understand the nature of their anaphylaxis
 - understand the risk that it poses
 - participate in strategies to minimise the risk of their being exposed to known allergens
 - advise a teacher promptly of this exposure if it happens at school
- other known health conditions
- any other details your doctor believes are important in managing the severe allergy at school and during activities conducted under the auspices of the school.

The school would like your permission to contact your doctor if necessary. A consent form to obtain information from your doctor is attached (**Appendix 3**) as well as a form for your doctor requesting information that will help in putting together the individual health care plan (**Appendix 4**).

While it would be preferable to obtain your consent to this information being provided please note that if your doctor works in a public health organisation we are able to collect information that relates to the safety, welfare or wellbeing of your child under Chapter 16A of the Children and Young Persons (Care and Protection) Act.

STEP 2: Preparation of an individual health care plan

Your doctor will need to provide information about the nature of the allergy and appropriate emergency treatment, including an *ASCIA Action Plan for Anaphylaxis* so we can develop the individual health care plan.

This plan will include:

- details of your child's severe allergy/allergies.
- a passport sized photograph of your child.
- an ASCIA Action Plan for Anaphylaxis, signed and dated by your child's treating doctor. This sets out the emergency response to be followed if your child has an anaphylactic reaction at school or during a school related activity.
- instructions to your child about what they need to do if they come into contact with an allergen or appear to be experiencing the signs of anaphylaxis.
- changes, modification or support needed to allow your child to participate in school related activities.
- actions the school will take to minimise the risk of contact with known allergens.
- arrangements for school staff to support your child, for example, training in the management of severe allergic reactions.
- arrangements for the supply, storage and replacement of medication, including the adrenaline autoinjector.
- your contact details in case of an emergency and those of another person in the event you are unavailable.
- an arrangement for copies of the ASCIA Action Plan for Anaphylaxis, that includes your child's photograph, to be placed in appropriate places around the school. You will be consulted in relation to this.
- your signature together with that of the principal, to indicate details have been read and that you and your child have been consulted in the development of the plan. If you do not sign the plan it will still be implemented at school.

STEP 3: Documentation and supply of prescribed medication

Any medication required by your child will require a written request to the principal or delegated executive staff, including instructions for administration. You will need to provide the appropriately labelled medication(s) to the school (e.g. EpiPen®, Anapen®, antihistamine). Advise the school also if your child wears a medical alert bracelet or necklace. See **Appendix 7**.

STEP 4: Participate in annual review of the individual health care plan

The school will review your child's individual health care plan annually or at any other time where there are changes in your child's health needs, for example if they have had a severe allergic reaction, they have new medication or medical conditions, or a new ASCIA Action Plan for Anaphylaxis and adrenaline autoinjector is provided. Please let us know if there is ever a change in your child's health needs.

School Principal

Phone number: Date:

APPENDIX 3

Authorisation to contact doctor

This form is to be completed by the parent/carer.

My child (student's name) is currently enrolled or applying for enrolment at.....

I have been advised that:

1. The school may need to discuss the implications of (child's name) medical condition(s) with their treating doctor so that the school can develop and implement an individual health care plan.
2. The information that can be sought by the school includes information about my child's allergy and risk of anaphylaxis and any other condition that might impact on the school providing support for my child during school hours and during activities conducted under the auspices of the school.

I am advised that information provided by the doctor to the school may be used or disclosed by school staff for the purposes of the development or implementation of the individual health care plan. I understand that the Department of Education can contact my child's doctor to seek information to assist it in the management of my child's medical condition at school.

I consent to the health care professional identified below to provide the Department of Education/school with information about my child's allergy, risk of anaphylaxis and any other condition, including a learning disorder, that might impact on the school providing support for my child during school hours and during school-related activities.

Doctor's information:

Name:

Address:

Phone:

Mobile (if known):

Email (if known):

Fax (if known):

Signed (parent/carer): Date:

Name of parent (please print):

APPENDIX 4

Allergies – information from the health professional

This form is to be completed by the doctor. Information provided will be used for the development of the student's individual health care plan at school

Please provide, completed and signed, the appropriate ASCIA Action Plan for Anaphylaxis or ASCIA Action Plan for Allergic Reactions for this patient. The plans can be accessed from the ASCIA website at <http://www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis>.

Please complete all parts of the plan so they can bring it to school for use as the school's emergency response plan. Please include other information or details you believe are important in managing the severe allergy at school and during activities conducted under the auspices of the school. The additional information requested below will further assist the school in the development of the student's individual health care plan.

Name of student/patient:

Does the student/patient have asthma?

Yes ☐ No ☐

Do they have any other health conditions?:

.....
.....

Do they have any other conditions that may impact on their ability to understand the nature of their anaphylaxis and the risk that it poses to them For example, age and stage, developmental delay, language challenges (such as non-verbal, English as another language, specific learning challenges), neurodiversity, behaviour challenges,:

.....
.....

This has been discussed by you with the patients/his or her parents

Yes ☐ No ☐

.....
.....

Please telephone the school on (02) 9383 0200 and speak to the principal if you require further information.

Signed (doctor): Date:

Signed (principal): Date:

Name of principal

APPENDIX 5

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200



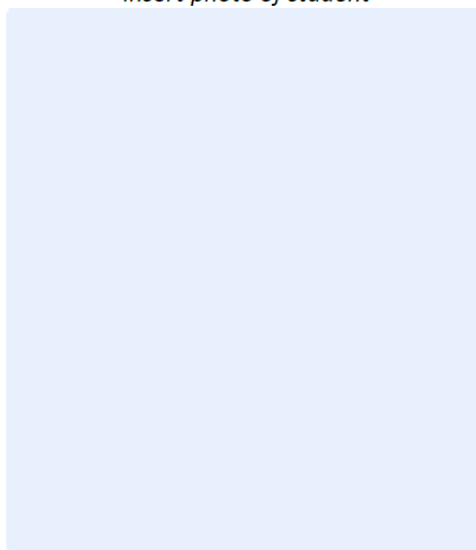
Individual Health Care Plan Cover Sheet

This template forms the cover sheet for an individual health care plan. Additional information and attachments will be relevant to meet the specific health care needs of the student.

The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs.

The individual health care plan is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent.

Insert photo of student



For more information see <http://www.schools.nsw.edu.au/studentsupport/studenthealth/index.php> and for students with anaphylaxis see the Anaphylaxis Procedures for Schools.

The plan will be reviewed on: ____/____/____

NOTE: Individual health care plans should be reviewed at least annually or when the parent notifies the school that the student's health needs have changed. Principals can also instigate a review of the health care plan at other times.

School		Phone	
Principal Network			
Student name		Class	
Date of birth		Medicare number	
ERN/Student number			
Health condition/s			

If anaphylaxis, list the confirmed allergies		
Learning and support needs of the student (including learning difficulties, behaviour difficulties and other disabilities)		
Impact of any of the conditions (as mentioned above) on implementation of this individual health care plan		
Medication/s at school		
Medication supply, storage and replacement. For anaphylaxis this will include the adrenaline autoinjector		
Other support at school		
Parent/Carer contacts	Parent/Carer information (1)	
	First name	
	Surname	
	Relationship to child	
	Address	
	Home phone	
	Work phone	
	Mobile phone	
	Parent/Carer information (2)	
	First name	
	Surname	
	Relationship to child	
	Address	
	Home phone	
	Work phone	
	Mobile phone:	

Emergency contacts (if parent/carer unavailable)	First name	
	Surname	
	Relationship to child	
	Address	
	Home phone	
	Work phone	
	Mobile phone	
Medical practitioner / doctor contact:	First name	
	Surname	
	Address	
	Phone	
	Mobile (if known)	
	Email (if known)	
	Fax (if known)	

Emergency Care Notes

NB: An emergency care/response plan is required if the student is diagnosed at risk of a medical emergency at school.

For students at risk of anaphylaxis the [ASCIA Action Plan for Anaphylaxis](#) is the emergency response plan. This plan is obtained by the parent from the student's doctor and not developed by the school.

Emergency Service Contacts: (eg ambulance, local hospital, medical centre)

1.

2.

3.

In the event an ambulance is called, schools can print an ambulance report from within ERN for the student.

Special medical notes

(Any special medical notes relating to religion, cultural or legal issues, e.g. blood transfusions.)

NB: If the student is transferred to the care of medical personnel, e.g. paramedics this information, will if practicable in the circumstances, be provided to those personnel. It will be a matter for the professional judgment of the medical personnel whether to act on the information.

Documents attached

Please tick which of the following documents are attached as part of the individual health care plan:

- ☐ An emergency care/response plan (for anaphylaxis this is the ASCIA Action Plan for Anaphylaxis)
- ☐ A statement of the agreed responsibilities of different people involved in the student's support
- ☐ A schedule for the administration of prescribed medication
- ☐ A schedule for the administration of health care procedures
- ☐ An authorisation for the doctor to provide health information to the school
- ☐ Other documents – please specify.

Note: For anaphylaxis this should include strategies to minimise the risk of exposure to known allergens and details of communication and staff training strategies. See the Anaphylaxis Procedures for Schools for further information.

Consultation

This individual health care plan has been developed as part of the learning support plan, in consultation with those indicated below and overleaf and with the knowledge and agreement of the student's parent/carer. Information has been provided by:

<input type="checkbox"/> Student	<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> GP	<input type="checkbox"/> Medical specialist
----------------------------------	---------------------------------------	-----------------------------	---------------------------------------------

Department staff involved in plan development

1.	Phone
2.	Phone
3.	Phone
4.	Phone
5.	Phone

Health care personnel involved in managing the student's health at school:
(e.g. Community Nurse, Therapist)

1.	Phone
2.	Phone
3.	Phone
4.	Phone

Signature of Parent/Carer:	Date
-----------------------------------	------

Signature of Principal:	Date
--------------------------------	------

NOTES: Information in this individual health and emergency care plan remains specific to meet the needs of the individual student named and should not be applied to the care of any other student with similar health and emergency care needs. All individual health and emergency care plans must take into account issues of confidentiality and privacy to ensure information about the student is treated appropriately.

The school and the Department are subject to the Health Records and Information Privacy Act 2002. The information on this form is being collected for the primary purpose of ensuring the health and safety of students, staff and visitors to the school. It may be used and disclosed to medical practitioners, health workers including ambulance officers and nurses, government departments or other schools (government and non-government) for this primary purpose or for other related purposes and as required by law. It will be stored securely in the school.

APPENDIX 6

ASCIA Action Plans for Anaphylaxis Emergency response plan

ASCIA Action Plans for Anaphylaxis detail the emergency response for anaphylaxis, including instructions for using the adrenaline autoinjector. A copy should always be stored with the autoinjector.

Students diagnosed at risk of anaphylaxis must have an emergency response plan as a part of their individual health care plan. For anaphylaxis, the emergency response plan is an ASCIA Action Plan for Anaphylaxis (RED) completed and signed by the child's treating medical or nurse practitioner.

There are different versions of the action plan available for each of the different autoinjectors.

ascia ACTION PLAN FOR Anaphylaxis

Name: _____ Date of birth: ____/____/____

Confirmed allergen(s): _____

Family/emergency contact(s):
1. _____ Mobile: _____
2. _____ Mobile: _____

Plan prepared by: _____ (doctor or nurse practitioner who authorises medications to be given, as consented by the parent/guardian, according to this plan.)
Date: ____/____/____

Antihistamine: _____ Dose: _____

This plan does not replace but refers to recommendations by: ____/____/____

How to give EpiPen® adrenaline (epinephrine) injector

1. Pull off black safety shield.
2. Hold against outer mid thigh with or without clothing.
3. Push down hard until a click is heard or felt and hold in place for 3 seconds. REMOVE EpiPen®.

Instructions are also on device label. For video instructions see this QR code.

MILD TO MODERATE ALLERGIC REACTIONS

SIGNS

- Swelling of lips, face, eyes
- Hives or rash
- Itching mouth
- Abdominal pain, vomiting - these are signs of anaphylaxis for insect allergy

ACTIONS

- Stay with person, call for help
- Locate adrenaline injector
- Give antihistamine - see above
- Phone family/emergency contact
- Wait allergy - tick not stop if worse
- Tick allergy - seek medical help or phone 000 and let 0 stop off

Signs of anaphylaxis (SEVERE ALLERGIC REACTIONS)

- Difficulty or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheezing or persistent cough
- Difficult or noisy breathing
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTIONS FOR ANAPHYLAXIS

1. LAY PERSON FLAT - do NOT allow them to stand or walk
- If unconscious or pregnant, place in recovery position - on left side if pregnant
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright

2. GIVE ADRENALINE INJECTOR
3. Phone ambulance - 000 (AU) or 111 (NZ)
4. Phone family/emergency contact
5. Further adrenaline may be given if no response after 5 minutes
6. Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally.

ALWAYS GIVE ADRENALINE INJECTOR FIRST and then without delay puff

If someone with known asthma and allergy to food, insects or medication who may have been exposed to the allergen has SEVERE BREATHING DIFFICULTY (swelling, wheezing, persistent cough or hoarse voice) even if there are no skin symptoms.

© ASCIA 2017 This plan is a medical document that can only be completed and signed by the patient's doctor or nurse practitioner and should be stored with their personal file.

ASCIA Action Plan for Anaphylaxis where student is prescribed EpiPen®

ascia ACTION PLAN FOR Anaphylaxis

Name: _____ Date of birth: ____/____/____

Confirmed allergen(s): _____

Family/emergency contact(s):
1. _____ Mobile: _____
2. _____ Mobile: _____

Plan prepared by: _____ (doctor or nurse practitioner who authorises medications to be given, as consented by the parent/guardian, according to this plan.)
Date: ____/____/____

Antihistamine: _____ Dose: _____

This plan does not replace but refers to recommendations by: ____/____/____

How to give Anapen® adrenaline (epinephrine) injector

1. Pull off black safety shield.
2. Pull off grey safety cap from red button.
3. Place needle end firmly against outer mid thigh at 90 angle with or without clothing.
4. Press red button as in video and hold for 2 seconds. REMOVE Anapen®.

Instructions are also on device label. For video instructions see this QR code.

MILD TO MODERATE ALLERGIC REACTIONS

SIGNS

- Swelling of lips, face, eyes
- Hives or rash
- Itching mouth
- Abdominal pain, vomiting - these are signs of anaphylaxis for insect allergy

ACTIONS

- Stay with person, call for help
- Locate adrenaline injector
- Give antihistamine - see above
- Phone family/emergency contact
- Wait allergy - tick not stop if worse
- Tick allergy - seek medical help or phone 000 and let 0 stop off

Signs of anaphylaxis (SEVERE ALLERGIC REACTIONS)

- Difficulty or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheezing or persistent cough
- Difficult or noisy breathing
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTIONS FOR ANAPHYLAXIS

1. LAY PERSON FLAT - do NOT allow them to stand or walk
- If unconscious or pregnant, place in recovery position - on left side if pregnant
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright

2. GIVE ADRENALINE INJECTOR
3. Phone ambulance - 000 (AU) or 111 (NZ)
4. Phone family/emergency contact
5. Further adrenaline may be given if no response after 5 minutes
6. Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally.

ALWAYS GIVE ADRENALINE INJECTOR FIRST and then without delay puff

If someone with known asthma and allergy to food, insects or medication who may have been exposed to the allergen has SEVERE BREATHING DIFFICULTY (swelling, wheezing, persistent cough or hoarse voice) even if there are no skin symptoms.

© ASCIA 2017 This plan is a medical document that can only be completed and signed by the patient's doctor or nurse practitioner and should be stored with their personal file.

ASCIA Action Plan for Anaphylaxis where student is prescribed Anapen®

It is the role of the parent or carer to provide the school with the ASCIA Action Plan or Anaphylaxis (RED) (EpiPen® or Anapen® as prescribed) completed and signed by their child's treating medical or nurse practitioner. Where the medical practitioner prescribes a new adrenaline autoinjector they will issue an updated ASCIA Action Plan for Anaphylaxis (RED). This is approximately every 12 to 18 months. It is important that parents provide the school with a copy of the most recent action plan, aligned with the adrenaline autoinjector prescribed. It is recommended that plans are provided in colour.

The plan should be posted in suitable locations for easy reference as discussed with the parent and, where appropriate, the student. The original signed document, prepared by the medical practitioner, should be photocopied and kept on the student's file and not altered in any way.

A students ASCIA Action Plans for Anaphylaxis should be posted in suitable locations for easy reference, in case of an emergency, in consultation with the parent and where appropriate, the student. If copies are required then the original signed copy, prepared by the doctor, should be photocopied and not altered in any way.

Schools should note that ASCIA review the action plans annually and update them as necessary. The latest versions of the ASCIA Action Plans for Anaphylaxis are available from the Australasian Society of Clinical Immunology and Allergy (ASCIA) website.

APPENDIX 7

Request for support at school of a student's health condition

This request form includes 4 sections:

1. Student details (page 2)
2. Request for administering prescribed medication (page 3)
3. Request for other support (page 5)
4. Parent and emergency contact details (page 5)

Please remember to sign and date the form on page 6 before returning it to the school.

1. Student details

First name: Last name:

Date of Birth:

Enrolled at this school: Yes ☐ No ☐ Class, if currently enrolled:

Current school if not enrolled:

Health/medical condition:.....

.....

Could your child experience an emergency reaction in relation to this condition? (please tick)

Yes ☐

No ☐

Doctor's name/medical centre:.....

Doctor's address:

Doctor's phone number:

Please provide the name, address and phone number of any other doctor or medical specialist who may currently be treating your child.

Allergy/medical condition	Doctor's name	Address	Telephone

If your child has a documented plan to support any health or medical needs from a previous school or organisation (e.g. preschool, occasional care, etc) please provide it to the school as an attachment to this form.

2. Request for administering prescribed medication to the student

Note: if your child is to take more than one prescribed medication, please attach a separate request for each medication.

Name of prescribed medication:

Prescribed for (name of medical condition):

Prescribed dosage:
.....

What are you requesting the school to do?

.....

.....

Expiry date of the medication:

Note: if you can't provide this information now we will need to know the expiry date when the medication is given to the school.

Special storage requirements if any e.g. in refrigerator:

.....

Special instructions for administering the prescribed medication/s e.g. must be taken with food or with a glass of water:

.....

Through information you have obtained from your doctor or got yourself, are you aware of any likely side effects from the prescribed medication?

Yes ☐

No ☐

If Yes, please provide more information:

.....

If your child administers his or her own medication at home, do you request that he or she self administers this medication at school?

Yes ☐

No ☐

Note: the Principal needs to approve a decision for a student to self administer.

If yes, please describe what support your child needs to administer the medication in a non emergency situation at school. You may like to include information about how you support your child at home to administer their medication.

.....

Note: Where possible, the medication should be provided to the school in its original pharmacy packaging.

Secure delivery of prescribed medication is important for the safety of your child as well as for the safety of other students in the school.

Please name the person who will carry the medication to school:

.....

Note: if you are unable to deliver the medication to school, it is advisable that you nominate a responsible person, who is not a school staff member, to transport the medication to the school.

For some medications and some students it can be appropriate for them to carry their own medication to and at school. For example, asthma reliever medication and pancreatic enzymes for cystic fibrosis. If your child is to carry their own medication we want to be able to support this and request some information so that we are well informed.

Note: The school may still need you to provide an additional supply of the medication for storage in central location/s within the school and for use if your child needs the school's help.

Would you like the principal to consider a request for your child to carry their medication?

Yes ☐

No ☐

Note: The Principal needs to approve a decision for a student to carry their own medication at school.

If yes, please describe where and how your child will carry this medication, for example, my child will carry it on their person in a medical pouch or bum bag.

.....

.....

.....

Note: Your child's medication should be clearly labelled with their name.

3. Request for other support

Please provide details of any other health care support needs of your child while they are at school and involved in school activities.

.....

.....

.....

.....

.....

.....

.....

.....

4. Parent contact details

Name:

Relationship to child:

Address:

Home phone: Work phone:

Mobile phone:

Email:

Parent or carer signature: Date:

Privacy notice

The information requested on the form is essential for assisting the school to plan for the support of your child's health needs. It will be used by the NSW Department of Education and Communities for the development of arrangements with you to support your child's health needs. Provision of this information is voluntary. If you do not provide all or any of this information, the school's capacity to support your child's health needs could be impaired. This information will be stored securely. You may correct any personal information provided at any time by contacting the Principal.

APPENDIX 8

Request for student to carry his/her own EpiPen®, Anapen® or asthma reliever medication

This form **is not** a substitute for the ASCIA Action Plan for Anaphylaxis or the Asthma Action Plan signed by the student's doctor.

For some medications and some students it can be appropriate for them to carry their own medication to school and at school, for example, EpiPen® or Anapen® for anaphylaxis and asthma reliever medication for asthma.

For asthma and anaphylaxis it is important for students to have immediate access to their medication.

Please consider whether your child should carry their own EpiPen®, Anapen® or asthma reliever medication to school and while they are at school.

On receiving this completed request form, the school will confirm the arrangements for how and where your child will carry their own medication.

You will still need to provide the school with at least one other EpiPen®, Anapen® and/or asthma reliever medication for storage in a central location/s within the school and for access by staff in case of an emergency.

If you would like the school to consider your request for your child to carry their medication, please complete the following information and return to:

Name of contact person:

Name of principal:

Date:(dd/mm/yyyy)

Student details

First name: Last name:

Date of birth: Class:

Q1. My child has been diagnosed with (please select):

- ☐ Asthma
- ☐ Severe allergies (anaphylaxis)

Q2. I am requesting my child carry the following medication with them to school and at school (please select):

- ☐ EpiPen®
- ☐ Anapen®
- ☐ Asthma reliever medication

Write the name of the asthma reliever medication:

Q3. Describe where and how your child will carry this medication, for example, my child will carry it on their person in a medical pouch or bum bag.

Note: The exact location of the medication should be easily identifiable by school staff. Hazards such as identical school bags should be avoided.

.....

.....

.....

.....

.....

.....

.....

.....

Note:

- Your child's medication should be clearly labelled with their name.
- Where the EpiPen® or Anapen® is carried by your child they will need to carry with it a copy of their ASCIA Action Plan for Anaphylaxis: www.allergy.org.au/health-professionals/anaphylaxis-resources/ascia-action-plan-for-anaphylaxis
- For asthma reliever medication your child should carry with it a copy of their Asthma Action Plan: www.health.gov.au/internet/main/publishing.nsf/Content/asthma-plan

Parent/carer details

First name:..... Last name:

Relationship to student:

Street number/street name:

Suburb: Postcode:

Home phone number: Work phone number:.....

Mobile number:.....

Email:


Parent or carer signature: Date:

Privacy notice: *the information requested on the form is essential for assisting the school to plan for the support of your child's health needs. It will be used by the NSW Department of Education and Communities for the development of arrangements with you to support your child's health needs. Provision of this information is voluntary. If you do not provide all or any of this information, the school's capacity to support your child's health needs could be impaired. This information will be stored securely. You may correct any personal information provided at any time by contacting the Principal.*

APPENDIX 9

ASCIA Action Plans for Anaphylaxis


General emergency response plan



australian society of clinical immunology and allergy
www.allergy.org.au

ACTION PLAN FOR

Anaphylaxis



Name: Date of birth: / /

Confirmed allergen(s):

Family/emergency contact(s):

1. Mobile:

2. Mobile:

Plan prepared by: (doctor or nurse practitioner) who authorises medications to be given, as consented by the parent/guardian, according to this plan.


Signed: Date: / /

Antihistamine: Dose:

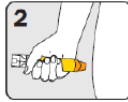
This plan does not expire but review is recommended by: / /

How to give adrenaline (epinephrine) injectors

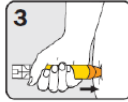
EpiPen®



1 Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE




2 Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)




3 PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds REMOVE EpiPen®

EpiPen® is prescribed as follows:
EpiPen® Jr (150 mcg) for children 7.5-20kg
EpiPen® (300 mcg) for children over 20kg and adults


Anapen®




1 PULL OFF BLACK NEEDLE SHIELD



2 PULL OFF GREY SAFETY CAP from red button



3 PLACE NEEDLE END FIRMLY against outer mid-thigh at 90° angle (with or without clothing)



4 PRESS RED BUTTON so it clicks and hold for 3 seconds. REMOVE Anapen®

Anapen® is prescribed as follows:
Anapen® 150 Junior for children 7.5-20kg
Anapen® 300 for children over 20kg and adults
Anapen® 500 for children and adults over 50kg

MILD TO MODERATE ALLERGIC REACTIONS

SIGNS:

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTIONS:

- Stay with person, call for help
- Locate adrenaline injector
- Give antihistamine - see above**
- Phone family/emergency contact
- Insect allergy - flick out sting if visible
- Tick allergy - seek medical help or freeze tick and let it drop off

SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTIONS)

Watch for ANY ONE of the following signs:

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough

- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTIONS FOR ANAPHYLAXIS

1 LAY PERSON FLAT - do NOT allow them to stand or walk

- If unconscious or pregnant, place in recovery position - on left side if pregnant
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright

2 GIVE ADRENALINE INJECTOR

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Further adrenaline may be given if no response after 5 minutes

6 Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE INJECTOR FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication (who may have been exposed to the allergen) has **SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms.

If adrenaline is accidentally injected, phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

© ASCIA 2023 This plan is a medical document that can only be completed and signed by the patient's doctor or nurse practitioner and cannot be altered without their permission.

20 of 20

[https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Originals/Enrol Forms/Letter_student_risk_&_form-\(health_care\) 18.5.23.docx](https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Originals/Enrol Forms/Letter_student_risk_&_form-(health_care) 18.5.23.docx)

PDF1: SharePoint\Staff Doc\School Policies PDF2: School website

80

Student Wellbeing Policy
Sydney Distance Education High School

Attachment 3

Locations for ASCIA Plans, Individual Health Care Plans/EpiPens/Ventolin

Locations	ASCIA/ Health Care Plans	EpiPens*	Ventolin*
1 Strong Room (3 Excursion kits)	✓	✓ ✓	✓ ✓
2 Reception	✓	✓	✓
3 Middle School		✓	✓
4 TAS		✓	✓
5 Library	✓	✓	✓
6 Common Room		✓	✓
7 English		✓	✓
8 PE (wall near sink)		✓	✓
9 E Cottage		✓	✓
10 F Cottage		✓	✓
11 First Aid Officers		✓	✓
12 Hub – Glenbrook (Lower Blue Mountains) (2 EpiPens / Ventolins)		✓ ✓	✓ ✓
13 Hub – Granville (Cumberland) (2 EpiPens / Ventolins)		✓ ✓	✓ ✓
14 Hub – Miranda (Sutherland) (2 EpiPens / Ventolins)		✓ ✓	✓ ✓
15 Hub – Tuggerah (Central Coast) (2 EpiPens / Ventolins)		✓ ✓	✓ ✓
16 HT Welfare (Year 10) HCP Coordinator		—	—

* EpiPen / Ventolin are located in bags attached to walls.

Health Care Plan, ASCIA Action Plans are updated regularly and easily accessible to all staff in the school management system (DELTA) and on School Sharepoint - Intranet.

* Junior EpiPen held at Plunkett Street Primary School.

Revised 28-August 2024

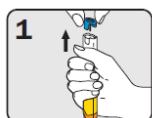
Attachment 4

FIRST AID PLAN FOR Anaphylaxis

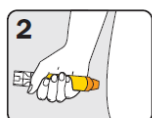
Anaphylaxis is the most severe type of allergic reaction and should always be treated as a medical emergency. Anaphylaxis requires immediate treatment with adrenaline (epinephrine), which is injected into the outer mid-thigh muscle. If treatment with adrenaline is delayed, this can result in fatal anaphylaxis.

How to give adrenaline (epinephrine) injectors

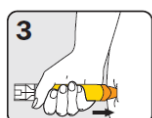
EpiPen®



Form fist around EpiPen® and PULL OFF **BLUE** SAFETY RELEASE



Hold leg still and PLACE **ORANGE** END against outer mid-thigh (with or without clothing)



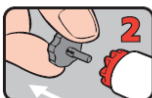
PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds REMOVE EpiPen®

EpiPen® doses are:
EpiPen® Jr (150 mcg) for children 7.5-20kg
EpiPen® (300 mcg) for children over 20kg and adults

Anapen®



PULL OFF **BLACK** NEEDLE SHIELD



PULL OFF **GREY** SAFETY CAP from red button



PLACE NEEDLE END FIRMLY against outer mid-thigh at 90° angle (with or without clothing)



PRESS **RED** BUTTON so it clicks and hold for 3 seconds. REMOVE Anapen®

Anapen® doses are:
Anapen® 150 Junior for children 7.5-20kg
Anapen® 300 for children over 20kg and adults
Anapen® 500 for children and adults over 50kg

MILD TO MODERATE ALLERGIC REACTIONS

SIGNS

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTIONS

- Stay with person, call for help
- Locate adrenaline injector
- Phone family/emergency contact
- Insect allergy - flick out sting if visible
- Tick allergy - seek medical help or freeze tick and let it drop off

Mild to moderate allergic reactions may not always occur before anaphylaxis

SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTIONS)

Watch for **ANY ONE** of the following signs:

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough
- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTIONS FOR ANAPHYLAXIS

1 LAY PERSON FLAT - do NOT allow them to stand or walk

- If unconscious or pregnant, place in recovery position - on left side if pregnant
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright



2 GIVE ADRENALINE INJECTOR

- 3 Phone ambulance - 000 (AU) or 111 (NZ)
- 4 Phone family/emergency contact
- 5 Further adrenaline may be given if no response after 5 minutes
- 6 Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline injector **FIRST** if someone has **SEVERE AND SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice), even if there are no skin symptoms. **THEN SEEK MEDICAL HELP.**

If adrenaline is accidentally injected, phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

Attachment 5

28 July 2015

DEPUTY SECRETARY (SCHOOL OPERATIONS & PERFORMANCE) MEMO TO PRINCIPALS

The Department of Education and NSW Police Force have recently agreed to reinforce and strengthen their joint protocols around anti-social behaviour particularly as they relate to the area of extremist behaviours.

Our NSW Police Force defines extremist behaviour as a "willingness to use violence or support the use of violence by others to promote a political, ideological or religious goal". This may be expressed in the espousing of extremist views.

If schools become aware of extremist behaviours the agreed protocol between NSW Police Force and the NSW Department of Education is for the Principal to:

1. Report their concerns immediately to the Safety and Security Directorate on the dedicated hotline 1300 363 778.

The Department's Safety and Security Directorate has seconded police officers who work closely with the NSW Police Force for the provision of appropriate advice and support for our schools. All reported incidents will be investigated by the NSW Police Force to determine an appropriate response.

2. Report this notification to your Director, Public Schools NSW.
3. As always, call Triple Zero (000) in situations where a life is in danger, a crime is taking place or the situation requires an immediate police response.

The NSW Government has established the website Secure NSW accessed at www.secure.nsw.gov.au to provide information on countering terrorism. This resource may also prove helpful in matters of extremist behaviours.

The Department has good working relationships with the NSW Police Force. This partnership ensures that schools remain one of the safest places in the community.

regards

Gregory Prior
DEPUTY SECRETARY
SCHOOL OPERATIONS & PERFORMANCE

Catherine Burn
DEPUTY COMMISSIONER
NSW POLICE FORCE



Attachment 6

Transition Checklist

Name of Student _____ Date of Visit _____

The 'TO DO' list	Tick/Cross
On student's computer, Save SDEHS website onto their favourites bar	
Using Links on RHS of SDEHS website ('SDEHS Online')	
• Access email (DET Portal) — change email password if necessary	
• Access elearning — change password if necessary (lost password): Show students how to navigate	
• Show them the calendar of events, free software, library link, enrolments info	
• Show Free Software : They can get MS Office, Adobe Photoshop and lots more	
• Show MS Teams navigation and elearning navigation	
Complete the ' Student's record of work ' sheet	
Provide the student with a list of their courses, teachers names and numbers (screen print from DELTA)	
Look at the students learning space (if there is one) and organise if necessary	
Supply Student with a Term by Term Calendar where they can put in Assessment Tasks , upcoming events, appointments etc	
Learning Difficulties — Ask supervisor if student has any diagnosed LDs	
Refer to Boys/Girls Coordinator or Year Advisor or HT Welfare or Counsellor or if leaving, refer to careers	
Inform parent of AIC Benefit — Supervisors Handbook ('confirmation of enrolment letter' from SDEHS and Specialist Doc report needed SY099 and SY040). Advise may have to pay back if student disengages. Need to have at least 5 TPs in all courses and be UP-TO-DATE before we will give them a confirmation of enrolment letter if appropriate	
Hand out organisation folder for letters, handbooks etc	

Transition Notes

General Notes: Include information about their favourite courses, pets, social life, interests anything you think that teachers may find relevant to help the student engage and stay engaged. Any diagnosed Learning difficulties?

EMAIL/elearning/MS Teams: Get the student to log in to both email and elearning. (Sometimes they think that elearning is email). Ask if they would be interested in MS Teams. If so, then show them how to 'get in' and navigate. Provide headphones if needed. State what sort of computer they will use. Eg Apple or PC— Click 'Interested' on DELTA

Referrals: Do they need a referral to Y/A. HT Welfare, Learning Support, School Counsellor, Girls or Boys Coordinator, careers

Other: Advised of AIC benefit. Must be put on to DELTA that you have also advised and understands that money will need to be repaid if student disengages.

Attachment 7

Sydney Distance Education High School

Reporting to Department of Communities and Justice (DCJ) or Child Wellbeing Unit (CWU) Information Summary

Report made to:	<input type="checkbox"/> Child Wellbeing Unit
	<input type="checkbox"/> Department of Communities and Justice
Student's given name:	<input type="text"/>
Student's family name:	<input type="text"/>
Date of birth:	<input type="text"/>
Start date:	<input type="text"/>
Finalised date:	<input type="text"/>
Staff name:	<input type="text"/>

Form: SharePoint\Staff Forms\Referrals (Revised 8 Apr 2024)

Attachment 8



SYDNEY DISTANCE EDUCATION HIGH SCHOOL

CARE AND SAFETY PLAN

Name _____ Year _____ Date _____

1) My school support people are:

Name _____	Phone _____
Name _____	Phone _____
Name _____	Phone _____
Name _____	Phone _____

2) School and Learning Hub visits

I will visit SDEHS on <input type="checkbox"/> M / <input type="checkbox"/> Tu / <input type="checkbox"/> W / <input type="checkbox"/> Th / <input type="checkbox"/> F at these times:	I will visit a Learning Hub on <input type="checkbox"/> M / <input type="checkbox"/> Tu / <input type="checkbox"/> W / <input type="checkbox"/> Th / <input type="checkbox"/> F at these times: Name of Learning Hub:
I will sign in and report to Teacher's name:	I will sign in and report to Teacher's name:

3) My main goals at school and/or the Learning Hub are:

- i) _____
- ii) _____

4) My strategies include:

Be aware of getting upset *eg hot / annoyed / thoughts racing / agitation*

Identify triggers *eg school work / tiredness / feeling overwhelmed*

Understand what makes things worse *eg being told 'no' / deadlines / people watching me*

Understand what makes things easier *eg time alone / drinking water / doing an activity I like*

Know people at school who can help me feel better by *eg people who can ask what I need*

Know safe, calming places I can go at school or the Learning Hub if needed *eg library / playground / private room*

- 5) If my school support people become worried about me, we have agreed that they will contact the following people so I can get more support *eg parents, counsellor, doctor, mental health worker*

Name _____ Who is this? _____ Phone _____
Name _____ Who is this? _____ Phone _____
Name _____ Who is this? _____ Phone _____
Name _____ Who is this? _____ Phone _____

- 6) My health professionals

Name	Contact	Role	OK to contact?

- 7) Who should have a copy of my plan?

Name	Contact	Role	OK to contact?

- 8) This plan will be reviewed regularly so it will remain helpful.

Next review date _____

Student signature _____ Date _____

Parent signature _____ Date _____

Support person's signature _____ Date _____

School personnel signature
(if required) _____ Date _____

Attachment 9

13/10/2023, 16:01

Child abuse - our duty to report and to protect children from

NSW Department of Education

Child abuse - our duty to report and to protect children from

Duty to report and duty to protect a child from child abuse, legal issues bulletin 59, LIB59. This advice was last reviewed in April 2018.

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Executive Summary

School and other departmental staff have mandatorily reported child abuse for many years. The Department of Education has also long been legally obliged to take reasonable steps to protect students from foreseeable risk of harm.

The NSW Government has amended the criminal law to strengthen the protection of children in response to recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. Two new offences, reflecting these existing legal duties, have been established:

- failure to protect a child from child abuse in which an adult with the power or responsibility to act, knows there is a serious risk of a child becoming a victim of abuse, and negligently fails to reduce or remove that risk (s43B of the Crimes Act)
- failure to report child abuse in which an adult knows, believes or reasonably ought to know that a child abuse offence has been committed against a child and, without reasonable excuse, does not report that offence to the police (s316A).

The maximum penalty for each of these offences is 2 years' imprisonment.

<https://education.nsw.gov.au/rights-and-accountability/legal-issues-bulletins/child-abuse-our-duty-to-report-and-to-protect-children-from>

1/5

There should be little impact on existing practices in NSW government schools that are complying with the department's existing policies and procedures dealing with:

- mandatory reporting of child protection concerns
- responding to allegations against employees in the area of child protection
- assessing and managing risk and
- incident reporting (which already includes a system reporting to police).

A checklist for staff who know, believe or reasonably ought to know a child abuse offence has been committed is at [attachment A \(PDF 354.4KB\)](#). The checklist should be retained with the student's records as it may be evidence of action taken by a staff member in response to s316A of the Crimes Act.

Key Terms

- Actual bodily harm includes where there is an injury from the assault such as a bruise, swelling or graze
- Adult means a person aged 18 or over and includes school staff, parents, volunteers and other members of the community
- Child means a person under the age of 18
- Child abuse offence is broadly defined and includes very serious offences such as murder, kidnapping or sexual assault. It also includes actual bodily harm, grievous bodily harm and school related offences. The behaviour of one child towards another child may be caught by this provision – but note that that the 'failure to protect' offence only applies to the behaviour of adults. A consolidated list of child abuse offences is at [attachment B \(PDF 129.54KB\)](#).
- Grievous bodily harm is very serious harm of the worst kind often causing permanent injury which will cause the victim serious ongoing problems
- Mandatory report means a report made in accordance with the applicable requirements under Part 2 of Chapter 3 of the Children and Young Persons (Care and Protection) Act 1998
- Negligence could include deliberate acts, or omissions or both
- School related offences applies to a person (including a student):
 - who assaults, stalks, harasses or intimidates any school student or member of staff of a school while they are attending school, although no actual bodily harm is occasioned
 - who assaults a school student or member of staff of a school while the student or member of staff is attending a school and by the assault causes actual bodily harm
 - who wounds or causes grievous bodily harm to a school student or member of staff while they are attending school and, is reckless as to causing actual bodily harm to that student or member of staff
 - who enters a school premises with intent to commit a school related offence
- Worker means an employee, self-employed person such as a contractor, a volunteer, a person undertaking training as part of an educational or vocational course, a minister, priest, rabbi or mufti or similar religious leader or spiritual officer of a religion

The Failure to Protect offence

How is the offence committed?

A person will commit the offence if they know that a worker in the Department of Education poses a serious risk of physically or sexually abusing a child. For the offence to apply, the risk will need to exist at the time that it is apparent to the person.

The person will also need to have the power to reduce or remove the risk, by virtue of their position in the organisation, and be criminally negligent in their failure to reduce or remove the risk. Either deliberate acts or omissions, or both, could amount to a negligent failure to reduce or remove the risk.

The offence is targeted at those in positions of authority and responsibility in organisations working with children who, rather than use their power to protect children, turn a blind eye to a known and serious risk.

Who could be a position holder in the Department of Education?

Depending on the circumstances, a position holder may include:

- a member of the department's executive, such as an Executive Director School Performance, who has the power or responsibility to remove a member of staff from a school in circumstances where they are aware there is a serious

risk that the staff member will commit a child abuse offence and negligently fails to act in response to that risk and

- a principal who is aware there is a serious risk that a volunteer or contractor working in their school will commit a child abuse offence and fails to take reasonable action to prevent that person volunteering or working at a school.

What should a position holder do if they become aware of a potential risk?

Position holders who become aware that there is a potential serious risk that a worker will commit a child abuse offence should deal with it in the same way as they would deal with a matter under the Child Protection: Allegations Against Employees policy. They should also immediately notify their immediate supervisor. For a principal this is the Director Educational Leadership and for an Executive Director, this is the Deputy Secretary.

What is the new Failure to Report Offence?

How is the failure to report offence committed?

An adult commits an offence where he or she:

- knows, believes or reasonably ought to know that a child abuse offence has been committed and
- knows or reasonably ought to know that he or she has information that might be of material assistance in securing the apprehension of the offender or the prosecution or conviction of the offender for that offence and
- fails without reasonable excuse to bring that information to the attention of a member of the NSW Police Force as soon as it is practicable to do so.

Who does the offence apply to?

The offence applies to all adults, not just mandatory reporters.

When will there be a reasonable excuse not to report a matter to the police?

An adult has a reasonable excuse not to report a matter to the police if:

1. her or she believes on reasonable grounds that the information is already known to the police – for example, a teacher is present when the principal contacts the police
2. he or she has made a mandatory report to DCJ or the department's Child Wellbeing Unit
3. he or she believes on reasonable grounds another person has made a mandatory report to the Department of Communities and Justice (DCJ) or the department's Child Wellbeing Unit (CWU) – for example, a school counsellor is present when the principal contacts DCJ or the CWU or, if not present, has been told that the report has been made and has been provided with the DCJ Engagement number
4. he or she has reasonable grounds to fear for the safety of the person or any other person (other than the offender) if the information were reported to the police. While this means a matter doesn't have to be reported to the police, staff must consider whether a mandatory report needs to be made to DCJ or the CWU
5. the information was obtained by a person when he or she was under the age of 18 – this means that a child who has been abused, or is aware other children have been abused, is not required to report the abuse once they have turned 18
6. the alleged victim was an adult at the time the information was obtained and the person believes on reasonable grounds that the alleged victim does not wish the information to be reported to the police.

It is possible that there will be other occasions where an adult will have a reasonable excuse not to bring information to the attention of the police. This can should be determined on a case by case basis and could, depending on the seriousness of the incident concerned, include:

1. situations in which a student with a significant cognitive impairment injures another student
2. situations where one child has injured another and the injury, while not occasioning actual bodily harm, is nevertheless potentially an offence under 60E of the Crimes Act 1900

Do incidents involving the behaviour of children under 10 need to be brought to the attention of the police?

The behaviour of children under 10 does not need to be brought to the attention of the police. Section 5 of the Children (Criminal Proceedings) Act 1987 states that a child under the age of 10 years cannot be guilty of a criminal offence. However, it may be necessary to make a mandatory report or incident report to the department's Health & Safety

directorates in relation to incidents involving the behaviour of children under 10.

What about the behaviour of children aged 10 and over?

Once a child has turned 10 there is a potential their behaviour could constitute a child abuse offence. In the absence of a reasonable excuse, this behaviour should be brought to the attention of the police.

How are matters brought to the attention of the police?

Any adult is able to bring matters to the attention of the police directly. This includes bringing a matter to the attention of a School Liaison Police Officer already working with the school.

A report by a staff member to the department's Incident Support and Reporting Unit, which is staffed by police officers, will also bring the matter to the attention of the police. That unit will notify the Local Area Command if there are reasonable grounds to believe a child aged 10 or over may have committed a child abuse offence.

Have my responsibilities as a mandatory reporter changed?

No. Staff must continue to make a mandatory report to DCJ or the CWU consistent with their obligations under the Children and Young Persons (Care and Protection) Act 1988. Further information about this requirement is found in the department's Protecting Children and Young Persons Policy and Procedure. Staff who make a mandatory report are not required to make a separate report to the police.

Do I still need to notify the department's Incident Support Unit of what has occurred?

Yes. Staff should continue to notify the department's Incident Support Unit of an incident, consistent with the department's Incident Reporting policy and procedures. Staff who notify the Incident Support Unit of an incident will have a reasonable excuse not to also bring the incident to the attention of the police.

What should I do if I am unsure whether an incident potentially constitutes a child abuse offence?

Contact the department's Incident Support Unit or Legal Services for advice as to whether an incident potentially constitutes a child abuse offence.

What should I do if I am asked to provide information or a statement to the police?

Staff should contact Legal Services for advice if asked to provide information or a statement to the police.

Last updated: 08-Jul-2021



This information is current as at "13/10/2023 3:59:47 pm", Australian Eastern Time. For the most up-to-date information, go to <https://education.nsw.gov.au/rights-and-accountability/legal-issues-bulletins/child-abuse-our-duty-to-report-and-to-protect-children-from>

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Checklist for staff

Knowing or believing that a child abuse offence has been committed

1. I know, believe or reasonably ought to know that a child abuse offence has been committed; and have information that might be of material assistance in securing the apprehension, prosecution or conviction of the offender for that offence?

Yes ☐

No ☐

2. **Check all that apply.** Having answered yes to question 1, I must bring this matter to the attention of the police unless:

- a. I believe on reasonable grounds that the information **is already known** to the police – for example I was with another staff member when they rang the police ☐
- b. I **have made a mandatory report** to FACS or the department's Child Wellbeing Unit ☐
- c. I believe on reasonable grounds **someone else has made a mandatory report** to FACS or the Child Wellbeing Unit – for example, I was with the principal when they reported to FACS or the CWU or, although I was not present, I was told the report has been made and provided with the FACS Engagement number ☐
- d. I have reasonable grounds to **fear for the safety of the person or any other person** (other than the offender) if the information were reported to the police. I acknowledge that depending on the circumstances, I may still need to make a mandatory report to FACS or the CWU ☐
- e. I believe I have reasonable grounds not to report the matter to the police and **have contacted Legal Services for advice.** ☐

3. **Select one only.** In bringing this matter to the attention of the police I have:

- a. contacted the Local Area Command ☐
- b. contacted the department's Incident Support Unit ☐
- c. contacted the School Liaison Police Officer ☐
- d. Other (Please provide details) ☐

4. I spoke with _____ on _____

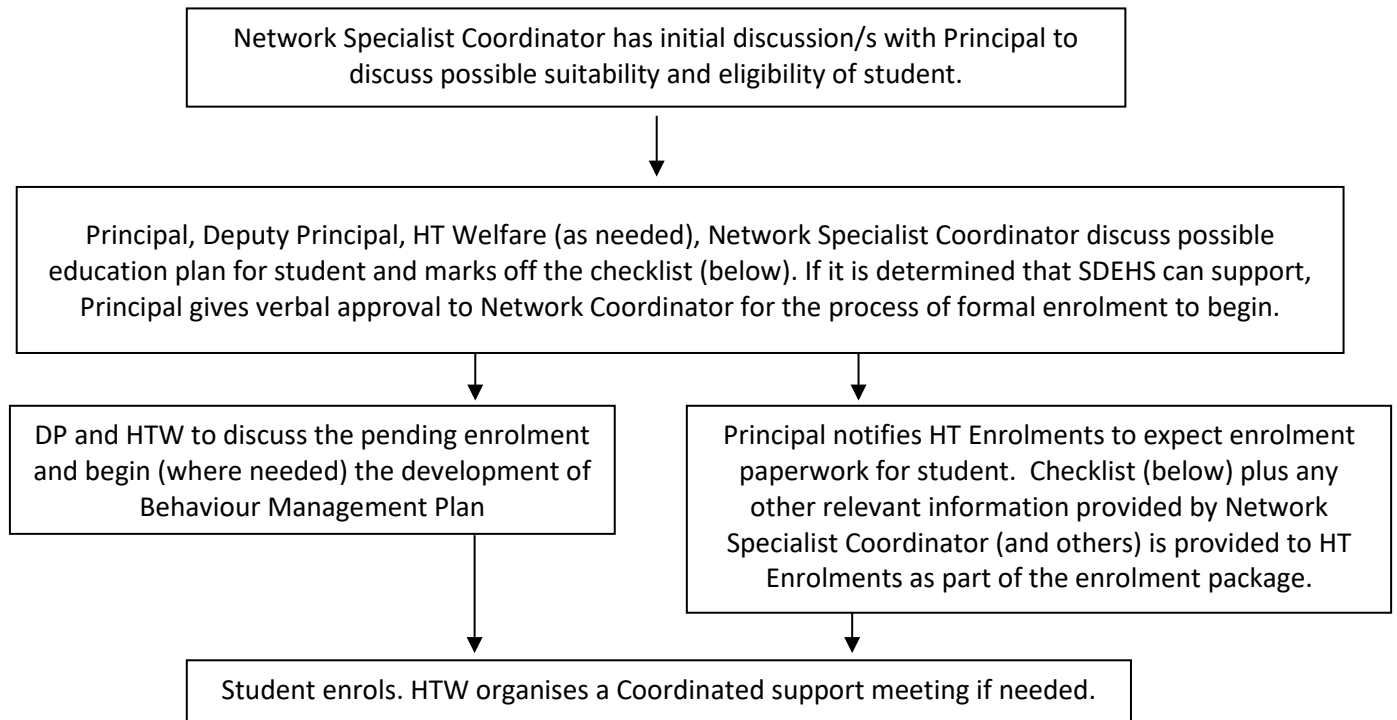
About:

Name: _____

Date: _____

Attachment 10

2.10 enrolment flowchart / 2.8 or 2.9 if needed (use with checklist below)



Checklist

Y <input type="checkbox"/>	N <input type="checkbox"/>	Risk Assessment	Y <input type="checkbox"/>	N <input type="checkbox"/>	Safety Plan	Y <input type="checkbox"/>	N <input type="checkbox"/>	Behaviour Management Plan
<input type="checkbox"/>		No school /No Hub	<input type="checkbox"/>		No home	<input type="checkbox"/>		
<input type="checkbox"/>		Self-paced induction	<input type="checkbox"/>		Selected of teachers	<input type="checkbox"/>		
<input type="checkbox"/>		No department email	<input type="checkbox"/>		Middle School	<input type="checkbox"/>		
		Senior Executive action	<input type="checkbox"/>		Life Skills	<input type="checkbox"/>		
		• Email HT Teaching and Learning (Technology: Systems and Support)	<input type="checkbox"/>		Needs a coordinated support meeting	<input type="checkbox"/>		
<input type="checkbox"/>		No Comms	<input type="checkbox"/>		Others (please specify)	<input type="checkbox"/>		
		Details						
		• No group emails in Delta						
		• No group messaging, announcements or calendar invites in elearning						
		• No group web lessons						

Comments