



DUTY OF CARE FRAMEWORK

24th MAY 2021



FRAMEWORK

Duty of Care

MAY 2021

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1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act.
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

In partnership with families, is entrusted with the care of children and young people in Sandhurst Catholic Schools and work together with families for the wellbeing of all students. CES Limited has legal and pastoral responsibilities for the duty of care to students to take reasonable care to avoid acts or omissions, that are reasonably foreseeable, that would be likely to result in harm or injury to students in Sandhurst Catholic Schools.

As the owner and operator of Sandhurst Catholic Schools, CES Limited seeks to ensure that all schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

The CES Limited Duty of Care Framework provides the key documents and elements of our approach to protecting the children and young people in our care. All Sandhurst Catholic Schools must ensure that policies and procedures implemented at school level are consistent with this CES Limited Duty of Care Framework Policy.

3. Definitions

Anaphylaxis	A severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school-aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, lupin and certain insect stings (particularly bee stings).
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Asthma	A chronic health condition affecting approximately ten per cent of Australian children and teenagers. People with asthma have sensitive airways in their lungs which react to triggers, causing a flare-up. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus.
CES Limited Board	Board of Directors of CES Limited
CES Limited Office	CES Limited Office is the leadership and management arm of CES Limited
CECV	Catholic Education Commission of Victoria
Child	A person who is under the age of 18 years
Child abuse	Child abuse includes: 1) Any act committed against a child involving a) sexual offence or b) an offence under section 49B of the Crimes Act 1958 (grooming) and; 2) The infliction, on a child, of a) physical violence or b) serious emotional or psychological harm and 3) Serious neglect of a child
CYFA	<i>Children, Youth and Families Act 2005</i>
DET	<i>Department of Education and Training (Victoria)</i>
DFFH	<i>Department of Families, Fairness and Housing</i>
Employee	A person of or over the age of 18 years who is: • an employee of the CES Limited, whether or not the person is employed in connection with any work or activities of the CES Limited that relate to children. • engaged by the CES Limited to provide services, including as a volunteer, contractor, officeholder or officer, whether or not the person provides services to children
ETR Act	<i>Education and Training Reform Act 2006</i>

ETR Regulations	<i>Education and Training Reform Regulations 2017 (Vic)</i>
Equal Opportunity Act	<i>Equal Opportunity Act 2010 (Vic)</i>
Executive Director	The person holding the position of Executive Director of Catholic Education in CES Limited
Guidelines	Recommendations and guidance to support the implementation of this Board approved Framework and related Policies, which may be developed and approved by the Principal of a Sandhurst Catholic school for operation in a particular School in accordance with this Framework
OHS	Occupational Health and Safety
The Order	<i>Ministerial Order 870 – Child Safe Standards – Managing the risk of child abuse in schools</i>
Policy	A high-level principles-based directive by the Board that must be complied with by each Sandhurst Catholic school as detailed in this Framework
Procedure	A step by step instruction for the implementation of a CES Limited Framework and related Policies, which may be developed and approved by the Principal of a Sandhurst Catholic school for operation in a particular School in accordance with this Framework
Sandhurst Catholic School	A School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by CES Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life
School community	Existing and prospective Sandhurst Catholic School staff, parents, guardians, carers, students and other stakeholders

School environment	Any physical or virtual place made available or authorised by the CES Limited for the school for use by a child during or outside the school hours, including: • School campuses • Online school environments (including email and intranet systems) • Other locations provided by the school for a child's use (including locations use for camps, sporting events, excursions, competitions, and other events)
School staff	An individual working in a school environment who is: • directly engaged or employed by the CES Limited • a volunteer • a contracted service provider and their employees • a minister of religion
VIT	Victorian Institute of Teaching
VRQA	Victorian Registration and Qualifications Authority

4. Purpose

To document the Catholic Education Sandhurst (CES Limited Limited Duty of Care Framework, Policies and Procedures for all Sandhurst Catholic Schools.

The Duty of Care Framework outlines CES Limited Board approved policies and procedures.

CES Limited Board has a responsibility to ensure that Sandhurst Catholic Schools have a duty of care to provide safe and protected environments for students, adults and young children who use the school site on a daily basis or by casual association.

CES Limited Board owe a duty to take reasonable care that any student (or other person) in Sandhurst Catholic Schools will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises.

As part of their professional obligation, all employees in Sandhurst Catholic Schools, have a legal duty to take steps to protect students in their charge from risks of injury or child abuse that are reasonably foreseeable.

5. Scope

This Framework and associated Policies and Procedures applies to all Sandhurst Catholic Schools, and is applicable to:

- Board of CES Limited
- All employees
- Contractors
- Volunteers
- ministers of religion (clergy) and religious personnel (Brother, Sister, Monk)
- Others, including visitors

6. Policy Statement

The CES Limited Board as the owner and operator of Sandhurst Catholic Schools has a responsibility to ensure the duty of care owed by Sandhurst Catholic Schools to all students including:

- ensuring that the employees of Sandhurst Catholic Schools comply with the seven Child Safe Standards
- provision of suitable and safe school environments to ensure that persons on the premises will not be injured or damaged because of the state of premises, including things done or omitted to be done on the premises
- development of policies to enable school principals to provide adequate systems for supervision of students at all times
- development of policies for the care, safety and welfare of students in Sandhurst Catholic Schools
- managing the recruitment, employment, induction and performance of staff in Sandhurst Catholic Schools
- managing the risks associated with the prevention of child abuse by an individual associated with Sandhurst Catholic Schools or CES Limited.

CES Limited Board recognises that greater measures of care may be required in Sandhurst Catholic Schools in relation to younger students, students with disabilities and possibly students from different ethnic orientations in order to fulfil duty of care obligations.

6.1 Acting within personal competencies

The CES Limited Board, CES Office employees and all staff in Sandhurst Catholic Schools are cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Negligent advice could constitute a breach in duty of care. Advice is to be limited to areas within one's own professional competence and given in situations arising from a role specified for them by the nature of their employment or engagement within CES Limited Board, CES Limited Office or Sandhurst Catholic Schools.

7. Framework

7.1 Legislative requirements

This Framework and incorporated Policies and Procedures reflect the mandatory requirements imposed on Sandhurst Catholic School under the *Education and Training Reform Regulations 2017*.

7.3 School specific procedures and Guidelines

Each Sandhurst Catholic School may develop Procedures and Guidelines in compliance with this Framework and related Policies.

Any Procedure or Guideline approved by the Principal of a Sandhurst Catholic School in accordance with this Framework must be consistent with this Framework.

Any Procedure or Guideline developed under this Framework must be intended to support the application of this Framework and related Policies in a particular Sandhurst Catholic School.

7.4 Application of Framework

All Principals of Sandhurst Catholic School are to ensure application of this Framework and related Policies, Procedures and Guidelines, in compliance with, and within the parameters of, this Framework.

8. Roles and Responsibilities

The Executive Director delegates the legislative requirements associated with the policies within this framework to the Assistant to the Executive Director: People and Culture and the Assistant to the Executive Director: Pastoral Wellbeing respectfully. The specifics of which policy and area these two roles are responsible for will be outlined in the Role Specification for these personnel. The CES Limited Board will be kept informed of compliance and quality assurance in these areas via the CES Limited Child Safety/Audit & Risk Committee, as outlined in the CES Limited Delegations Framework.

8.1 Role of the CES Limited Board

The CES Limited Board will:

- ensure that the CES Limited Duty of Care Framework policies and procedures in all Sandhurst Catholic Schools are developed, endorsed, enacted and reviewed
- receive reports from the Executive Director on implementation and compliance in relation to all areas relating to Duty of Care across all schools and CES Limited Offices.

8.2 Role of the Executive Director

The Executive Director will:

- ensure this Duty of Care Framework is enacted across all schools and work locations.
- provide resources to schools to support review, development, and implementation of the policies within this framework.
- ensure clear expectations and training is provided to principals in complying with the legislative requirements in the area of Duty of Care.
- ensure that CES Limited Office staff are cognisant with the legislative requirements and their application in Sandhurst Catholic Schools
- ensure the CES Limited Office processes and practices are fully aligned with legislative requirements in all Duty of Care areas
- reports to CES Limited Board with details of compliance in relations to all areas of Duty of Care across all schools and CES Limited Offices.

8.3 Role of the School Principal

The School Principal is delegated, as the responsible person, to be the leadership and management arm of CES Limited Office at a local school level.

The Principal will:

- ensure that the school meets ongoing Duty of Care requirements as specified by legislation
- lead the school's participation in the cyclical school review process monitoring Duty of Care processes and practices
- ensure that all staff are cognisant with Duty of Care requirements and CES Limited and CECV Duty of Care resources and related VRQA advice and materials
- ensure all staff undertake training and professional learning relating to all areas of Duty of Care, including the training which is mandatory
- seek advice from CES Limited Office with respect to Duty of Care matters
- advise the CES Limited Board of any significant matters that may have major Duty of Care issues in a timely manner
- keep appropriate notes and correspondence with respect to Duty of Care issues

- provide regular, scheduled reports to the Executive Director on the Duty of Care policy implementation.

8.4 Transparency and Fairness

An up-to-date version of all prescribed Policies and Procedures forming part of this Framework must be maintained on the website of each Sandhurst Catholic School at all times.

A Principal of a Sandhurst Catholic School must ensure transparent, fair and supportive processes in compliance with this Framework.

A Principal of a Sandhurst Catholic School is responsible for ensuring full and accurate reporting and obtaining required approvals in accordance with the requirements under this Framework.

8.5 Record Keeping

A Principal of a Sandhurst Catholic School must ensure that the school complies with this Framework and related Policies in:

- [CES Limited Child Safety Framework](#);
- [CES Limited Student Behaviour Framework](#) and
- customising any Policies and Procedures forming part of this Framework in the manner prescribed in this Framework, including with the branding of the School logo.

Sandhurst Catholic School principals must ensure that the CES Limited Board is adequately informed of all relevant compliance failures under this Framework, by:

- actively promoting the principle that the CES Limited Board encourages and supports a culture of full and frank reporting
- encouraging staff and volunteers at Sandhurst Catholic Schools to respond and report breaches of the law and other incidents of non-compliance, and to see reporting as a positive and non-threatening action
- clearly setting out reporting obligations in all School Procedures and Guidelines and reinforcing these obligations by other methods, and customising any incorporated appendix forming part of this Framework in the manner prescribed in this Framework, including with the branding of the School logo.

Records of all reporting and approvals made and obtained under this Framework are to be kept in a secure manner for a period of 10 years.

8.6 Review

This Framework and the incorporated appendices will be reviewed on a regular basis, at least every three years or when there is a change in relevant legislation, to ensure that they continue to be suitable, adequate and effective to achieve the compliance

obligations of the CES Limited Board and the Principals, staff and volunteers at Sandhurst Catholic Schools. The process of continual improvement will be undertaken in accordance with the following principles:

- the review to be conducted in accordance with good review and audit practices
- the review to be carried out and overseen by competent persons who are free from bias and conflict of interest
- findings and recommendations to be documented and provided to the CES Limited Board for consideration and, if appropriate, implementation.

9. Contents of Framework

- [Appendix 1: School Level Duty of Care Statement](#)
- [Appendix 2: School Level Anaphylaxis Management Policy](#)
- [Appendix 3: School Level Asthma Policy](#)
- [Appendix 4: School Level Bullying Prevention Policy](#)
- [Appendix 5: School Level Emergency Management Policy](#)
- [Appendix 6: School Level Health and First Aid Policy](#)
- [Appendix 7: School Level Internet Use Policy](#)
- [Appendix 8: School Level Occupational Health and Safety Policy](#)
- [Appendix 9: School Level Supervision of Student Policy](#)
- [Appendix 10: School Level Attendance Monitoring Policy](#)
- [Appendix 11: School Level Excursions Policy](#)

Insert
School Logo

APPENDIX 1

School Level DUTY OF CARE STATEMENT

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Purpose

Our School is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

Our School in partnership with parents, guardians and/or carers, who are the primary educators of their children, is entrusted with the holistic education of students in our school. Our staff therefore have a duty of care to students to take reasonable care to avoid acts or omissions that they can reasonably foresee would be likely to result in harm or injury to the student, and to work for the positive wellbeing of each child.

The school owes duty to take reasonable care that any student (or other person) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises.

Indeed, the School has a duty of care to provide a safe and protected environment for all students and adults in the school environment on a daily basis or in casual association.

3. Principles

Our School will:

- protect students, staff members and those in the school environment from foreseeable risks of injury by providing safe and suitable buildings, grounds and equipment
- ensure adequate supervision of students at all times
- take necessary preventative measures so to ensure safety at all times
- ensure reasonable precautions to ensure that any person on the premises will not be injured or suffer loss or damage due to things that are done or omitted by the school
- recognise that greater measures of care may be required in relation to younger students, students with disabilities and possibly students from different ethnic orientations in order to fulfil duty of care obligations
- adhere to all requirements in relation to child safety from any form of negligence or abuse. Ensuring all staff are aware of their legal obligations in relation to Child Safety legislation and policies.

4. Scope

Duty of care applies to all sites under the control of the School and applies to all members of the leadership team, teaching and non-teaching staff members, casual relief teachers, those in religious ministry and parish staff, contractors engaged by the school and volunteers.

Principals and teachers are held to a high standard of care in relation to students. The duty requires the Principal and teachers of this school to take reasonable steps to minimise the risk of reasonably foreseeable harm from injury or child abuse to students by an individual associated with the school whilst the child is under the care, supervision or authority of the school.

5. Duty of Care Statement

Duty of care is a matter for the whole school.

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

School Environment

The school's duty of care is a matter for all school environments and is not just confined to the geographical area of the school. It also applies to school activities that occur outside the school where students are acting on a staff member's instructions.

The school must take reasonable steps to protect students, staff members and anyone that attends the school site from foreseeable risks of injury.

The school must take reasonable precautions to ensure that any person on the premises will not be injured or suffer loss or damage due to things that are done or omitted by the organisation.

School Staff

Principals and teachers are held to a high standard of care in relation to students. The duty requires the Principal and teachers of the School to take reasonable steps to minimise the risk of reasonably foreseeable harm from injury or child abuse to students by an individual associated with the school whilst the child is under the care, supervision or authority of the school.

Whenever a teacher-student relationship exists, teachers have a special duty of care. Generally, teachers are expected to take such measures as are reasonable in the circumstances to protect a student under their charge from reasonably foreseeable risks of injury or child abuse.

The School and its teaching and non-teaching staff members owe a duty of care to students within their care, and, but not limited to, parents, student teachers, volunteers, visitors or contractors who may sustain injury, loss or damage as a result of our conduct.

The duty of care also applies to situations both before and after school where students can be assumed to be under the teacher's care.

Greater consideration must be given to the age and capacity of children in care with greater attention required for younger students or students with disabilities.

All members of staff at the School must adhere to all requirements in relation to child safety from any form of negligence or abuse. All staff must be aware of their legal obligations in relation to child safety legislation laws and policies. The School ensures that policies and codes of conduct regarding child safety are accessible and understood by all members of our school community.

6. Implementation

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

- Attendance monitoring
- Bullying Prevention and Intervention
- Child Safety Policies
- Codes of Conduct
- Communication of policies with the school community
- Emergency Management
- Employment and management of staff policies

- Health and First Aid Policies
- Occupational Health and Safety
- Student Wellbeing and Engagement
- Supervision of Students in the school environment.

The school will address its obligations for a duty of care by:

- providing and maintaining suitable and safe premises
- the provision of safe and secure learning environments
- ensuring adequate system of supervision of students
- implementing programs and strategies to prevent bullying
- ensuring that medical assistance is provided to a sick or injured student
- identifying and mitigating against the risk of child abuse
- monitoring school attendance.

Examples of school personnel failing in duty of care may include:

- arriving late to scheduled timetabled yard duty responsibilities
- leaving students unattended in the classroom
- using and operating damaged equipment or allowing others to do so
- failing to take appropriate action where hazards have been identified
- failing to adequately assess risks associated with activities
- failing to instruct students who are acting inappropriately
- ignoring dangerous play activities
- leaving the school during time release without approval
- providing inadequate supervision on a school excursion
- not acting on a reasonable belief that a child was subject to abuse by reporting to the relevant authorities
- inappropriate engagement and use of online environments.

Insert
School Logo

APPENDIX 2

School Level ANAPHYLAXIS MANAGEMENT POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each particular school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Definitions

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school-aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, lupin and certain insect stings (particularly bee stings).

Autoinjector is a medical device designed to deliver a dose of a particular drug.

Ministerial Order 706 - Anaphylaxis Management in Victorian Schools outlines what is required in schools to manage anaphylaxis and the expectations for information contained in the school's Anaphylaxis Management Policy.

3. Purpose

The School is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, lupin and certain insect stings (particularly bee stings).

The key to prevention of anaphylaxis in schools is knowledge of the student who has been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens. Partnerships between schools and parents, guardians and/or carers are important in helping the student avoid exposure. This policy outlines to the school community the processes and procedures in place to support students diagnosed as being at risk of anaphylaxis.

This school will comply with Ministerial Order 706 and the Guidelines in Anaphylaxis Management in Schools, and with amendments made to these from time to time. The policy will be reviewed annually.

4. Principles

The following principles underpin the school's management and treatment of anaphylaxis:

- students at risk of anaphylaxis should have a safe and supportive environment in which they can participate equally in all aspects of their schooling
- the school community should have an awareness of anaphylaxis and this policy
- parents, guardians and/or carers of students at risk of anaphylaxis should be actively engaged in assessing risks, developing risk minimisation strategies and management strategies for the student
- all staff should have awareness and knowledge about allergies, anaphylaxis and the policy and procedures in responding to an anaphylactic reaction.

5. Scope

This policy applies to:

- All staff, including casual relief staff and volunteers
- All students who have been diagnosed as at risk of anaphylaxis or who may require emergency treatment for an anaphylactic reaction and
- The students' parents, guardians and/or carers.

6. Policy Statement

Individual Anaphylaxis Management Plans

The Principal is responsible for ensuring all students who has been diagnosed by a medical practitioner as being at risk of anaphylaxis have an Individual Anaphylaxis Management Plan (Plan) developed in consultation with the student's parents, guardians and/or carers. These plans will be updated:

- annually
- when the student's medical condition changes
- as soon as possible after a student has an anaphylactic reaction at school
- when a student is to participate in an off-site excursion or special event organised or attended by the school.

The Plan will be in place as soon as practicable after the student is enrolled and where possible before their first day of school. An Interim Management Plan will be put into place for a student who is diagnosed with anaphylaxis after enrolment at the school until the Plan is developed. The Principal will develop the Interim Plan in consultation with parents. Training and a briefing will occur as soon as possible after the interim plan is developed.

The Plan will record:

- student allergies
- locally relevant risk minimisation and prevention strategies
- names of people responsible for implementing risk minimisation and prevention strategies
- storage of medication
- student emergency contact details
- student Australian Society of Clinical Immunology and Allergy (ASCI) action plans

The school will update a student's Plan if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

See Appendix 2: Example of an Individual Anaphylaxis Management Plan

Risk Minimisation and Prevention Strategies

The Anaphylaxis Management Policy must include prevention strategies to be used by the school to minimise the risk of a student suffering an anaphylactic reaction.

The Principal will determine who is responsible for the implementation of risk minimization and prevention strategies. The selected risk minimisation strategies must be specified in the school anaphylaxis management policy.

The school will ensure that risk minimisation prevention strategies will be in place for all on-site and off-site school settings and activities including:

- during classroom activities
- between classes and other breaks
- during recess and lunchtimes
- before and after school
- at special events including incursions, excursions, camps and school organised activities.

A Risk Assessment Checklist is available on CEVN and in Appendix 3.

The Principal or their delegate *[insert person responsible in your school]* will complete an Annual Risk Management Checklist. See Appendix 4.

Parents, guardians and/or carers must assist the school in managing the risk of anaphylaxis by:

- Communicating with the school about their child's allergies and risk of anaphylaxis at the earliest opportunity in writing and preferably at time of enrolment
- Continue to communicate with staff about their child's medical condition and risk factors
- Obtain and provide the school with an ASCIA Action Plan, with current photo, for Anaphylaxis completed by a Medical practitioner
- Immediately inform the school in writing if there is a change in their child's medical condition related to allergy, providing up-to-date information including a new action plan
- Ensure their child has a current, in-date adrenaline autoinjector at school at all times
- Participate in annual reviews of their child's individual Anaphylaxis Management Plan

Register of Students with Anaphylaxis

An up to date register of students with Anaphylaxis will be maintained by *[indicate the position of the nominated staff member]*. This information will be shared with all staff and accessible to all in an emergency.

Location of Plans, Storage and Accessibility of Adrenaline Auto Injectors (EpiPen)

The location of individual Anaphylaxis Management Plans and ASCIA plans during on-site normal school activities and during off-site activities will be known to staff so they are accessible in an emergency.

It is the responsibility of the Principal to purchase adrenaline autoinjectors for the school for general use:

- as a back up to autoinjectors that are provided for individual students by parents, guardians and/or carers
- in case there is a need for an adrenaline autoinjector for another patient who has not previously been diagnosed at risk of anaphylaxis.

the school will hold a minimum of two current Adrenaline Autoinjectors at all times. The Principal determines the number of additional Adrenaline Autoinjectors required. In doing so, the Principal will take into account the following relevant considerations:

- the number of students enrolled at the school who have been diagnosed as being at risk of anaphylaxis; including those with an ASCIA Action Plan for allergic reactions (they are potentially at risk of anaphylaxis)
- the accessibility of Adrenaline Autoinjectors (and the type) that have been provided by parents of students who have been diagnosed as being at risk of anaphylaxis;
- the availability and sufficient supply of Adrenaline Autoinjectors for general use in specified locations at the school including in the school yard, and at excursions, camps and special events conducted, organised or attended by the school; and
- that Adrenaline Autoinjectors for general use have a limited life, and will usually expire within 12-18 months, and will need to be replaced at the school's expense either at the time of use or expiry, whichever is first. *[in the procedures identify the position of the person who will undertake these tasks]*

The Principal determines the type of Adrenaline Autoinjector to purchase for general use. In doing so, it is important to note the following:

- Adrenaline Autoinjectors available in Australia are EpiPen® and EpiPen Jnr®
- Adrenaline Autoinjectors are designed so that anyone can use them in an emergency.

When to use an Adrenaline Autoinjector for General Use

Adrenaline Autoinjectors for General Use will be used when:

- a student's prescribed Adrenaline Autoinjector does not work, is misplaced, out of date or has already been used; or
- when instructed by a medical officer after calling 000.
- First time reaction to be treated with adrenaline before calling 000.

Royal Childrens Hospital's help desk advise that you do not require permission or advice, this only delays the administration of adrenaline – if in doubt, give adrenaline autoinjector as per ASCIA Action Plans.

Emergency Response to Anaphylactic Reaction

- In an emergency anaphylaxis situation, the student's ASCIA Action Plan, the emergency response procedures in this policy and general first aid procedures of the school must

be followed.

- The Principal will ensure that when a student at risk of an anaphylactic reaction is under the care or supervision of the school outside normal class activities, such as in the school yard, on camps or excursions or at special events conducted, organised or attended by the school, there are sufficient staff present who have been trained in accordance with MO 706.
- A complete and up-to-date list of students at risk of anaphylaxis is available to all staff.
- Details of the Individual Anaphylaxis Management Plans and ASCIA Plans and their location within the school, during excursions, camps and special events conducted, organised or attended by the school are known to staff
- Copies of the emergency procedures are prominently displayed in the *[insert the relevant places in your school, e.g. first aid room, classrooms and in/around other school facilities, including the canteen.]*

Emergency Response to Anaphylactic Reaction	
In all situations	1. If safe to do so, lay the person flat, do not allow patient to stand or walk. 2. If breathing is difficult allow patient to sit • Be calm, reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the autoinjector or a general use autoinjector, and the • student's Individual Anaphylaxis Management Plan • If the student appears to be experiencing a first time reaction, continue with steps 2 – 6. 3. Administer prescribed adrenaline autoinjector or EpiPen– note the time given and retain used EpiPen to give ambulance paramedics 4. Phone ambulance 000 5. If there is no improvement or severe symptoms progress, further adrenaline doses may be given every five minutes (if another autoinjector is available) 6. Phone family/emergency contact If in doubt, give adrenaline autoinjector. If the student has not been previously diagnosed with an allergy or at risk of anaphylaxis but appears to be having a severe allergic reaction, follow Steps 2-6 above.

Staff Training

In compliance with Ministerial Order 706, the following staff must have anaphylaxis management training:

- Those who conduct classes attended by students at risk of anaphylaxis
- Other staff that the Principal identifies based a risk assessment of an anaphylactic reaction occurring while a student is under that staff member's care, authority or supervision.

[School name] as a minimum requirement, will ensure that relevant staff identified above undertake face to face anaphylaxis management training or the Australasian Society of Clinical Immunology and Allergy (ASCI) e-training course and have their competency in using an autoinjector tested in person within 30 days of completing the course. Staff at the school are required to complete this training every two years.

All school staff must also participate in the school's twice per calendar year anaphylaxis briefing. The briefing must be conducted by the school's anaphylaxis supervisor or another person nominated by the Principal, who has completed an approved anaphylaxis management training program in the past two years. The first of these briefings must be conducted at the beginning of the school year.

Staff Briefing

All school staff must participate in the school's anaphylaxis briefing.

The twice-yearly anaphylaxis management briefing, with one briefing held at the start of the year, will be conducted by staff who have completed an Anaphylaxis Management Course in the last two years. This briefing will include:

- the school's Anaphylaxis Management Policy
- causes, symptoms and treatment of anaphylaxis
- identities of students at risk of anaphylaxis, details of their medical condition and location of their medication
- how to use an adrenaline auto injector, including practising with a trainer auto injector
- *[School name]* general first aid and emergency responses
- location of and access to adrenaline auto injectors that have been provided by parents or purchased by the school for general use.

It is recommended that all school staff are briefed on a regular basis about anaphylaxis and the school's Anaphylaxis Management Policy.

The school's *[insert position of person responsible]* will maintain a register of staff members compliance with the above training requirements to ensure all staff have completed the required training.

Anaphylaxis Communication Plan

The Principal is responsible for ensuring that a communication plan is developed to provide information to all school staff, students and parents, guardians and/or carers about anaphylaxis and the school's Anaphylaxis Management Policy.

This communication plan must include strategies for advising school staff, students and parents, guardians and/or carers about how to respond to an anaphylaxis reaction of a student in various environments:

- during normal school activities, including in a classroom, in the school yard, in all school buildings and sites
- during off-site or out of school activities such as excursions, camps and special events conducted, organised or attended by the school.

The communication plan must include procedures to inform volunteers and casual relief staff of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction of a student in their care.

Additional Resources

[VRQA School Anaphylaxis Checklist](#)

Appendices

[Appendix 1: School Procedures for Anaphylaxis Management](#)

[Appendix 2: Individual Anaphylaxis Management Plan – sample](#)

[Appendix 3: Checklist for Off-site activities](#)

[Appendix 4: Annual School Risk Management Checklist for principals](#)

Insert
School Logo

Anaphylaxis Management

APPENDIX 1: School Procedures

Outline the procedures in the school to fulfil the requirements of the policy.

Individual Anaphylaxis Management Plans

- Location of these plans
- Role description of the person who will manage the Anaphylaxis Management Plans
- Procedures for camps, excursions

Risk minimisation and prevention strategies

- Identifying students at risk within the school community (e.g. on roll, photos, intranet etc.)
- Classrooms – e.g. food technology, art, science
- Canteens
- Events including camps and excursions

Register of Students with Anaphylaxis

- How this information will be recorded
- Where it is located and
- Role description of the person who will manage the register

Location of Plans and Storage and Accessibility of Adrenaline Auto Injectors (EpiPen)

- Where the plans and EpiPens will be located.
- Procedures for camps, excursions and special activities.

Emergency Response

- Complete and up-to-date list of students identified at risk of anaphylaxis and where this is located
- Details of Individual Anaphylaxis Management Plans and ASCIA action plans and their locations within the school and during off site activities or special events

- Location and storage of autoinjectors, including those for general use
- How appropriate communication with staff, students, parents is to occur

Staff training

- Expectations in the school for training and how this will be done.
- How the records of training will be maintained and by whom (using the person's role)
- A range of training programs are available and schools need to determine their own anaphylaxis training strategy and implement this for their own staff.
- Each school is encouraged to consider whether casual relief teachers and volunteers should also undertake training. Include information about how this is done.

Communication plan

- Methods use to raise awareness with staff, students, parents
- arrangements for twice yearly briefing, regular briefings, induction of new staff, etc.
- Use of fact sheets, posters with messages about anaphylaxis, peer support, etc.
- developing open, cooperative relationships with parents, how information will be shared
- Newsletter, website, information nights, assemblies

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Anaphylaxis Management

APPENDIX 2: Individual Anaphylaxis Management Plan (Template)

This plan is to be completed by the Principal or delegate on the basis of the information from the student's medical practitioner (ASCIA Action Plan for Anaphylaxis) provided by the parent.

It is the responsibility of the parent to provide the school with a copy of the student's ASCIA Action Plan for Anaphylaxis containing the emergency response plan (signed by the medical practitioner) and an up-to-date photo of the student (to be appended to this plan) and to inform the school if the child's medical condition changes.

School		Phone	
Student			
DOB		Year level	
Severely allergic to			
Other health conditions			
Medication at school			
Emergency contact details (Parent/carer)			
Name		Name	
Relationship		Relationship	
Home phone		Home phone	
Work phone		Work phone	
Mobile		Mobile	
Address		Address	
Emergency Contact Details (Alternative)			
Name		Name	
Relationship		Relationship	
Home phone		Home phone	
Work phone		Work phone	
Mobile		Mobile	
Address		Address	
Medical practitioner Name		Phone	
Emergency Care to be provided at school			
Storage location for autoinjector device			

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Anaphylaxis Management

APPENDIX 3: Checklist for Offsite Activities (Template)

Environment				
To be completed by the principal or delegate. Please consider each environment/area (on or off school site) the student will be in for the year, e.g. classrooms, school yards, specialist teaching areas, excursions, camps, etc.				
Name of environment/area:				
Risk Identified	Actions required to minimise the risk	Who is responsible	Completion date?	
Name of environment				
Risk Identified	Actions required to minimise the risk	Who is responsible	Completion date?	
Name of environment				
Risk Identified	Actions required to minimise the risk	Who is responsible	Completion date?	
Name of environment				
Risk Identified	Actions required to minimise the risk	Who is responsible	Completion date?	
Name of environment				
Risk Identified	Actions required to minimise the risk	Who is responsible	Completion date?	
Name of environment				
Risk Identified	Actions required to minimise the risk	Who is responsible	Completion date?	

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Anaphylaxis Management

APPENDIX 4: Annual School Risk Management Checklist

To be completed at the start of each year by Principal or Delegate

School name		
Date of Review		
Completed by	Name	
	Position	
Review given to	Name	
	Position	
Comments		
General information		
How many current students have been diagnosed as being at risk of anaphylaxis and have been prescribed an adrenaline autoinjector?		
How many of these students carry their adrenaline autoinjector with them?		
Have any students ever had an allergic reaction requiring medical intervention at school?	Yes	No
If yes, how many times?		
Have any students every had an anaphylactic reaction at school? If yes, how many students	Yes	No
If yes, how many times		
Has a staff member been required to administer an adrenaline autoinjector to a student? If yes, how many times	Yes	No
Have all school staff who conduct classes with students at risk of anaphylaxis successfully completed an approved anaphylaxis management training course, either:	Yes	No
Online training (ASCIA e training) in the last two years		

An accredited face to face training course in the last three years?		
Does your school conduct twice yearly briefings annually? (Requirement of registration)	Yes	No
Do all staff participate in twice yearly briefings? (Requirement of registration)	Yes	No
If you are intending to use the ASCIA Anaphylaxis e training course: Has your school trained a minimum of two staff (School Anaphylaxis Supervisors) to conduct competency checks of adrenaline autoinjectors/ Are your staff being assessed within 30 days of completion of the ASCIA e training course to demonstrate their competency in using an autoinjector?	Ye s Ye s	No No No No
Individual Anaphylaxis Management Plans		
Does every student diagnosed as at risk of anaphylaxis and prescribed an adrenaline autoinjector have an Individual Anaphylaxis Management Plan which includes an ASCIA Action plan for anaphylaxis and signed by a prescribed medical practitioner?	Yes	No
Are all Individual Anaphylaxis Management Plans reviewed regularly with parents (at least annually)	Yes	No
Do the Individual Anaphylaxis Management Plans set out strategies to minimise the risk of exposure to allergens for the following in-school and out of class settings? During classroom activities, including elective classes In canteen or during lunch or food breaks Before or after school and during breaks in the school yard For special events, such as sports days and extra curricular activities For excursions and camps Other	Yes Yes Yes Yes Yes Yes	No No No No No No
Do all students who carry an adrenaline autoinjector with them have a copy of their ASCIA Action Plan for Anaphylaxis kept at the school (provided by the parent)	Yes	No
Where are the Action Plans kept?		
Does the ASCIA plan include a recent photo of the student	Yes	No
Are individual Anaphylaxis Management Plans reviewed prior to any off-site activities and in consultation with parents?	Yes	No

Storage and accessibility of adrenaline autoinjectors

Where are the student(s) adrenaline autoinjectors stored?	Yes	No
Do all staff know where the school's autoinjectors for general use are stored?	Yes	No
Are the autoinjectors stored at room temperature (not refrigerated) and out of direct light?	Yes	No
Is the storage safe?	Yes	No
Is the storage unlocked and accessible to school staff at all times? Comment	Yes	No
Are the autoinjectors easy to locate? Comment	Yes	No
Is a copy of the student's Individual Anaphylaxis Management Plan kept with their autoinjector?	Yes	No
Are the autoinjectors and Individual Anaphylaxis Management Plans clearly labelled with the students' names?	Yes	No
Has someone been designated to check the autoinjector expiry dates on a regular basis? Who?	Yes	No

Are there autoinjectors which are currently in the possession of the school which have expired?	Yes	No
Has the school signed up to EpiClub (optional free reminder services)?	Yes	No
Do all school staff know where the autoinjectors, ASCIA action plans for Anaphylaxis and the individual Anaphylaxis Management Plans are stored?	Yes	No
Has the school purchased autoinjectors for general use and have they been placed in the school's first aid kits?	Yes	No
Where are these first aid kits located? List		
Do all staff know where they are located?	Yes	No
Is the autoinjector for general use clearly labelled as the General use autoinjector(s)?	Yes	No
Is there a register for signing autoinjectors in and out when taken for excursions, camps, etc?	Yes	No
Section 4 Risk management		
Have you completed a risk assessment to identify potential accidental exposure to allergens for all students who have been diagnosed at risk of anaphylaxis?	Yes	No
Have you implemented any of the risk minimisation strategies in the Anaphylaxis Guidelines?	Yes	No
Are there always sufficient school staff members on yard duty who have current Anaphylaxis management training?	Yes	No

School management and emergency response		
Does the school have procedures for emergency responses to anaphylactic reactions? Are they clearly documented and communicated to staff?	Yes	N
	Yes	o
		N
		o
Do school staff know when their training needs to be renewed?	Yes	No
Have you developed emergency response procedures for when an allergic reaction occurs: In the classroom?	Yes	N
In the school yard?	Yes	o
In all school buildings including gyms, halls,	Yes	N
etc? At school camps and on excursions?	Yes	o
On special event days, such as sports carnivals, conducted, organised or attended by the school?	Yes	N
		o
		N
		o
		N
		o
Does your plan include who will call the ambulance?	Yes	No
Is there a designated person who will be sent to collect the student's adrenaline autoinjector and individual ASCIA plan for anaphylaxis?	Yes	No
Have you checked how long it takes to get an individual's adrenaline autoinjector and individual ASCIA Action Plan for anaphylaxis to the student experiencing an anaphylactic reaction in various school locations including:		
The classroom	Yes	N
The school yard	Yes	o
Sports field	Yes	N
Canteen	Yes	o
		N
		o
		N
		o

On excursions or other off-site events, is there a plan for who is responsible for ensuring the adrenaline autoinjectors and Individual Anaphylaxis Management Plans, including ASCIA Action Plans, and the adrenaline autoinjector(s) for general use are correctly stored and available for use?	Yes	No
Who will make these arrangements during excursions (list role of person)		
Who will make these arrangements during school camps? (list role of person)		
Who will make these arrangements during sporting activities? (list role of person)		
Is there a process in place for post-incident support?	Yes	No
Have all school staff who conduct classes attended by students at risk of anaphylaxis, and any other staff identified by the principal, been briefed by someone familiar with the school and who has completed an approved anaphylaxis management course in the last two years on: The school's anaphylaxis management policy The causes, symptoms and treatment of anaphylaxis The identities of students at risk of anaphylaxis, and who are prescribed an adrenaline autoinjector, including where their medication is located? How to use an adrenaline autoinjector, including hands on practices with a trainer adrenaline autoinjector The school's general first aid and emergency response procedures for all in-school and off-site environments Where the adrenaline autoinjectors for general use are kept Where the adrenaline autoinjectors for individual students are located including if they carry on their person	Yes Yes Yes Yes Yes Yes Yes	No No No No No No No

Communication Plan

Is there a communication plan in place to provide information about anaphylaxis and the school's policies: To school staff To students To parents To volunteers To casual relief staff	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>Yes</td> <td>No</td> </tr> </table>	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No										
Yes	No										
Yes	No										
Yes	No										
Yes	No										
Is there a process for distribution this information to the relevant staff?	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> </table>	Yes	No								
Yes	No										
What is the process?											
How will this information be kept up to date?											
Are there strategies in place to increase awareness about severe allergies among students for all in- school and off-site activities? What are the strategies?	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> </table>	Yes	No								
Yes	No										

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APPENDIX 3

School Level

ASTHMA MANAGEMENT POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

This school is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

CES Limited Board and the schools it governs and operates, strive to be communities of faith, hope and love where the wellbeing and interests of all students is foremost. We have a responsibility to provide a safe, work environment for all members of our school community. We have a particular duty of care for the safety of our students. It is important, therefore to ensure that appropriate first aid procedures and facilities are in place to support students who are diagnosed with asthma.

3. Definitions

Asthma is a chronic health condition affecting approximately ten per cent of Australian children and teenagers. People with asthma have sensitive airways in their lungs which react to triggers, causing a flare-up. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes breathing difficult.

An asthma flare-up can come on slowly or very quickly. A sudden or severe asthma flare-up is sometimes called an **asthma attack**.

Triggers are those things that can set off or start asthma symptoms. For most people with asthma, triggers are only a problem when asthma is not well managed with medication.

4. Purpose

Appropriate first aid facilities, training and resources must be in place in each school or workplace to meet the first aid needs of staff, students and others in the workplace or school or involved in school approved activities, including those activities that take place off site or out of school hours. This policy sets out the expectations for schools when a student enrolled is diagnosed with asthma and how schools will work with students and families to effectively manage episodes of asthma.

5. Principles

Sandhurst Catholic Schools will:

- engage with parents, guardians and/or carers of students with asthma in developing and implementing an Asthma Management Plan
- ensure that the management of student health records complies with the Health Records Act and the Privacy policy
- assist students with the administration of prescribed medication or health care procedures where this support cannot reasonably be undertaken by the students themselves
- will ensure that each staff member has adequate knowledge about asthma, the potential triggers for asthma and the policy and procedures in responding to a student's asthma episode.

6. Scope

This policy provides information about asthma and outlines the responsibilities of the school community members (staff, volunteers, parents, guardians and/or carers and students) to support students diagnosed with asthma and to effectively manage asthma episodes.

The policy is to be read and observed in conjunction with other school policies on First Aid, Student Medical Conditions, Anaphylaxis Management and Emergency Management.

This policy applies to:

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

7. Policy Statement

7.1. Asthma Management

7.1.1 The Principal or the position in the school nominated by the Principal is responsible for the following to aid the effective management of asthma in the school:

- That asthma first aid procedures in line with current national recommendations are implemented in the school and that all staff are aware of the asthma first aid procedure.
- Ensure the adequate provision of asthma emergency kits (containing reliever medication, a spacer device, instructions for the first aid procedure and a record form) are available in the school.
- Ensure that these kits are maintained regularly, medication has not expired and that the spacers are replaced after each use.
- Provide staff with appropriate training about asthma management.
- Facilitate communication between the school and families about the school's asthma management policy and procedures
- Promptly communicate with parents, guardians and/or carers any concerns about the management of a student's asthma.

7.1.2 The parents, guardians and/or carers of students enrolled in Sandhurst Catholic schools who are diagnosed with asthma must inform the school upon enrolment if their child is diagnosed with asthma.

- Parents, guardians and/or carers are required to provide the school with their child's asthma medication for all times the child is attending school, unless the student is carrying the medication for self-management purposes.
- Parents, guardians and/or carers will provide a written Asthma Action Plan signed off by a relevant medical practitioner and provide an update when the student is involved in off-site activities.

- Parents, guardians and/or carers will communicate any changes or concerns about their child's asthma or management plan.

The Asthma Action Plan will include:

- The prescribed medication taken by the student and when it is to be administered, for example, prior to exercise on a regular basis
- Emergency contact details
- Contact details of the student's medical practitioner
- The student's known triggers
- The emergency procedures to be taken in the event of an asthma attack or flare- up
- A recent photograph of the student.

An Asthma Management Plan is recommended for each student diagnosed with asthma. The Asthma Management Plan includes details on how the school will provide support, identify specific strategies and allocate staff to assist the student. (Appendix 2)

7.2 Staff Responsibilities

All staff are required:

- to be aware of the school's Asthma Management Policy and Procedures.
- to be familiar with the students in their care who have asthma, to know where their medication is located and be able to identify and minimise where possible potential triggers of asthma for students.
- to be familiar with how to access asthma management plans and emergency asthma kits.
- To ensure students with asthma can participate safely and to the fullest of their abilities in class activities.

7.3 Staff Training

Staff at the school will as a minimum undertake the following training:

An accredited course in the management of asthma, either Management of Asthma Risks and Emergencies in workplace (22282VIC) or Emergency Asthma Management (10392NAT) every three years to be undertaken by:

- staff working with students with a history of severe asthma
- staff with direct student wellbeing responsibility including school nurses, PE, sport, food technology or staff attending camps.

One hour, face-to-face, **non-accredited** training program in *Asthma first aid management through Asthma Australia* to be undertaken every three years by:

- all staff with a direct teaching role with students affected by asthma
- and other staff, including administrative staff identified by the principal.

An annual briefing for school staff will be conducted to outline:

- the procedures in the school's asthma policy
- the causes, symptoms and treatment of asthma
- the identities of students with asthma
- how to use a puffer and spacer
- the location of Asthma Action Plans and first aid equipment to use to treat asthma.

7.4 Asthma emergency kit

All students diagnosed with asthma are required to have their own prescribed reliever medication (labelled with their name) and spacer with them at school. This medication should be taken on excursions and camps.

Emergency first aid equipment for treating asthma will be available in Sandhurst Catholic Schools. This equipment will also be available for camps and excursions.

7.5 Responding to an Asthma attack

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

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

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms. For most people with asthma, triggers are only a problem when asthma is not well managed with medication.

Common triggers include:

• Exercise • Smoke (cigarette, wood from open fires, burn-offs or bushfires) • House dust mites • Pollens • Chemicals such as household cleaning products • Food chemicals and additives • Deodorants (including perfumes, after shave, hair spray and aerosol deodorant sprays)	• Colds/flu • Weather changes such as thunderstorms and cold, dry air • Moulds • Animals such as cats and dogs • Certain medications (including aspirin or anti-inflammatories) • Laughter, emotions, such as stress
--	---

If a student develops signs of what appears to be an asthma attack, appropriate care must be given immediately using the information in the student's Asthma Action Plan.

Emergency Response to Asthma – 4 step plan Asthma First Aid	
1. Sit person upright	Be calm, reassuring Do not leave the person alone Seek assistance from another staff member or a reliable student to locate the student's asthma medication and Asthma Action Plan or the school's emergency Asthma kit. If no Action Plan is available, use the Asthma First Aid in Steps 2 - 5
2. Give four separate puffs of blue/grey reliever puffer	Shake puffer Put 1 puff into spacer Take 4 breaths from spacer Remember: Shake, 1 puff, 4 breaths
3. Wait 4 minutes	If no improvement, give 4 more separate puffs of blue/grey reliever
4. If still no improvement	Call 000 and ask for ambulance Say that someone is having an asthma attack. Keep giving 4 puffs every 4 minutes until emergency assistance arrives

If asthma is relieved after administering asthma first aid	Stop the treatment and observe the student Notify the student's emergency contact person and Record the incident
Call 000 immediately if: ▪ The person is not breathing ▪ The person's asthma suddenly worsens or is not improving ▪ No asthma reliever is available and the person is having an asthma attack ▪ You are not sure if it is asthma ▪ The person is known to have anaphylaxis. Follow the Anaphylaxis Action Plan and then give asthma first aid.	

7.6 Thunderstorm Asthma

Thunderstorm asthma events are believed to be triggered by an uncommon combination of high grass pollen levels and a certain type of thunderstorm, causing pollen grains from grasses to be swept up in the wind and carried long distances. The *Department of Health* (DOH) provides forecasting information for people who may be at risk of thunderstorm asthma caused by a combination of certain weather conditions and high levels of grass pollen at different times of the year.

Sandhurst Catholic Schools will act on advice and warnings when the risk of thunderstorm asthma activity is forecast as high.

7.7 Communication Plan

This policy will be available on Sandhurst Catholic school websites so that parents, guardians and/or carers and other members of the community can easily access information about our Asthma Management Procedures. Hard copies of the policy will also be available.

8. Appendices

Appendix 1: School Asthma Management Procedures

Appendix 2: Sample Annual Asthma Action Plans for Schools

Appendix 3: Asthma Management Plan (Template)

Insert
School Logo

Asthma Management

APPENDIX 1: School Procedures

Outline the procedures in the school to fulfil the requirements of the policy

Asthma Action Plans and Asthma Management Plans

- The role of the person who is responsible for these
- Where are they located
- What happens for camps, excursions, special events
- When are they reviewed, updated

Register of students with medical conditions

- The role of the person who is responsible for these
- Where is this located
- How are staff, including casual relief staff, informed about students with medical conditions

Medication storage

- Student's own medication
- Emergency first aid
- What happens on camps, excursions, special events
- The role of the person who is responsible for checking/maintaining first aid equipment

Management of confidential medical information

- How is this information managed
- Where is it kept
- Details of who has access to this and how

Emergency Response

- Recording of incidents
- Procedures at camps, excursions, in school yard

Communication Plan

- How will students, staff, parents, guardians and/or carers and other members of the communication be informed?
- Consider the information to be displayed in classrooms, PE areas, school yard etc. and the way this will be displayed

Insert
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Asthma Management

APPENDIX 2: Sample Asthma Action Plans

ASTHMA ACTION PLAN

Take this ASTHMA ACTION PLAN with you when you visit your doctor

NAME _____ DATE _____ NEXT ASTHMA CHECK-UP DUE _____	DOCTOR'S CONTACT DETAILS _____ _____ _____	EMERGENCY CONTACT DETAILS Name _____ Phone _____ Relationship _____
---	--	--

WHEN WELL *Asthma under control (almost no symptoms)*
ALWAYS CARRY YOUR RELIEVER WITH YOU

Your preventer is: _____ (NAME & STRENGTH)

Take _____ puffs/tablets _____ times every day

☐ Use a spacer with your inhaler

Your reliever is: _____ (NAME)

Take _____ puffs _____

When: You have symptoms like wheezing, coughing or shortness of breath

☐ Use a spacer with your inhaler

Peak flow* (if used) above: _____

OTHER INSTRUCTIONS
(e.g. other medicines, trigger avoidance, what to do before exercise)

WHEN NOT WELL *Asthma getting worse (needing more reliever than usual, having more symptoms than usual, waking up with asthma, asthma is interfering with usual activities)*
Peak flow* (if used) between _____ and _____

Keep taking preventer: _____ (NAME & STRENGTH)

Take _____ puffs/tablets _____ times every day

☐ Use a spacer with your inhaler

Your reliever is: _____ (NAME)

Take _____ puffs _____

☐ Use a spacer with your inhaler

OTHER INSTRUCTIONS
(e.g. other medicines, when to stop taking extra medicines)

☐ Contact your doctor

IF SYMPTOMS GET WORSE *Severe asthma flare-up/attack (needing reliever again within 3 hours, increasing difficulty breathing, waking often at night with asthma symptoms)*
Peak flow* (if used) between _____ and _____

Keep taking preventer: _____ (NAME & STRENGTH)

Take _____ puffs/tablets _____ times every day

☐ Use a spacer with your inhaler

Your reliever is: _____ (NAME)

Take _____ puffs _____

☐ Use a spacer with your inhaler

OTHER INSTRUCTIONS
(e.g. other medicines, when to stop taking extra medicines)

☒ Contact your doctor today

Prednisolone/prednisone:

Take _____ each morning for _____ days

DANGER SIGNS *Asthma emergency (severe breathing problems, symptoms get worse very quickly, reliever has little or no effect)*

DIAL 000 FOR
AMBULANCE

Call an ambulance immediately
Say that this is an asthma emergency
Keep taking reliever as often as needed
☐ Use your adrenaline autoinjector (EpiPen or Anapen)

Peak flow (if used) below: _____

National Asthma Council Australia
leading the attack against asthma

nationalasthma.org.au

* Peak flow not recommended for children under 12 years

ASTHMA ACTION PLAN

what to look out for



WHEN WELL



THIS MEANS:

- you have no night-time wheezing, coughing or chest tightness
- you only occasionally have wheezing, coughing or chest tightness during the day
- you need reliever medication only occasionally or before exercise
- you can do your usual activities without getting asthma symptoms

WHEN NOT WELL



THIS MEANS ANY ONE OF THESE:

- you have night-time wheezing, coughing or chest tightness
- you have morning asthma symptoms when you wake up
- you need to take your reliever more than usual
- your asthma is interfering with your usual activities

THIS IS AN ASTHMA FLARE-UP

IF SYMPTOMS GET WORSE



THIS MEANS:

- you have increasing wheezing, cough, chest tightness or shortness of breath
- you are waking often at night with asthma symptoms
- you need to use your reliever again within 3 hours

THIS IS A SEVERE ASTHMA ATTACK (SEVERE FLARE-UP)

DANGER SIGNS



THIS MEANS:

- your symptoms get worse very quickly
- you have severe shortness of breath, can't speak comfortably or lips look blue
- you get little or no relief from your reliever inhaler

**CALL AN AMBULANCE IMMEDIATELY; DIAL 000
SAY THIS IS AN ASTHMA EMERGENCY**

**DIAL 000 FOR
AMBULANCE**

ASTHMA MEDICINES

PREVENTERS

Your preventer medicine reduces inflammation, swelling and mucus in the airways of your lungs. Preventers need to be taken **every day**, even when you are well.

Some preventer inhalers contain 2 medicines to help control your asthma (combination inhalers).

RELIEVERS

Your reliever medicine works quickly to make breathing easier by making the airways wider.

Always carry your reliever with you – it is essential for first aid. Do not use your preventer inhaler for quick relief of asthma symptoms unless your doctor has told you to do this.

To order more Asthma Action Plans visit the National Asthma Council website.
A range of action plans are available on the website – please use the one that best suits your patient.

nationalasthma.org.au

Developed by the National Asthma Council Australia and supported by GSK Australia.

National Asthma Council Australia retained editorial control. © 2015

National Asthma Council Australia
leading the attack against asthma

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Asthma Management

APPENDIX 3:

Asthma Management Plan (Template)

Student ASTHMA MANAGEMENT PLAN		
This Plan outlines how <i>[insert name of school]</i> will support the student's health care needs, based on health advice received from the student's family.		
Student Name _____		
Date of Birth _____		
Year Level _____		
Proposed date for review of this Plan (Yearly) _____		
Parent/Carer Contact Information (1) Name _____ Relationship _____ Home Phone _____ Work Phone _____ Mobile _____ Address _____	Parent/Carer Contact Information (2) Name _____ Relationship _____ Home Phone _____ Work Phone _____ Mobile _____ Address _____	Other Emergency Contacts (if parent/carers not available) Name _____ Relationship _____ Home Phone _____ Work Phone _____ Mobile _____ Address _____
Please acknowledge that you have attached a current Asthma Action Plan that has been signed and dated by a Medical Practitioner: ☐ Asthma Action Plan Attached		
Medical / Health Practitioner Contact Details: _____ _____ Any other health Concerns / Issues: _____ _____		
Circle those who will receive copies of this Asthma Management Plan Student's Family School Other:		

The following Asthma Management Plan has been developed with my knowledge and input:

Name of Parent / Carer: _____

Signature	Date:
-----------	-------

Name of Principal (Or Nominee):

Signature	Date:
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Privacy Statement: <i>[insert name of school]</i> collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 9637 2670

How *[insert name of school]* will support the student's health care needs

Support	Strategy – How <i>[insert name of school]</i> supports the student's health care needs	Role of person responsible for ensuring the support
Overall support	Details of the student's asthma medication (inhaler/spacer) available in the school	Parent to provide student with in-date medication and for the student to carry with them at all times
	Is the student able to self-administer the medication? If no, what is required	Parents to provide asthma action plan
	Who should provide the support? - Teacher - First aid trained staff - Staff that have completed Asthma Australia online training - Staff that have completed asthma emergency course	All staff have a duty of care to students
First aid	All staff will undertake the online training via Asthma Australia website every three years Staff that work with students with a history of severe asthma or in high risk areas, eg PE, on camps, and anyone else deemed necessary to student care in an emergency will complete asthma emergency management training In case of emergency, staff members will follow the Asthma Action Plan provided by the parents and if not available will follow asthma first aid	All staff have a duty of care to students Parents will supply the Asthma Action Plan

Routine supervision for health-related safety	Parents are to ensure their child has in-date asthma medication and that a current Asthma Action plan is provided to the school Principal to ensure that first aid supplies available in the school meet the requirements for students with asthma or who have an asthma attack.	Parents Principal or delegate
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School Logo

APPENDIX 4

School Level Student Bullying and Harassment Prevention Policy



This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

This school is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

3. Purpose

The dignity of the human person is inherent to the ministry of Catholic education and all members of the school community share the responsibility to teach, foster, promote and encourage positive student behaviour.

In Sandhurst Catholic School communities, there are also important expectations on each person to seek to maintain positive relationships with one another and to resolve conflict in a respectful and dignified manner. Bullying, in all forms, disregards the core values of our Catholic faith and is unacceptable.

All Sandhurst Catholic Schools have a shared responsibility for the pastoral care of their students. This policy outlines the framework used to develop the practices and procedures within each school to promote respectful relationships to prevent and address issues of student bullying and cyberbullying.

All students, their families and CES Limited staff have the right to a safe and supportive learning and work environment. There are specific provisions in law for this for each and every member of the school community.

Teaching staff in Sandhurst Catholic Schools have a duty of care for the safety and wellbeing of students while they are at school or involved in school activities. They need to foresee possible harms that may arise and take reasonable preventative measures. A safe environment for students is one where the risk of harm is minimized and students feel safe. This harm relates not only to the dangers in the built environment, but also to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

4. Definitions

Bullying is defined as **an ongoing misuse of power in social relationships (by an individual or group) involving repeated** verbal, physical, or social behaviour that causes physical and/or psychological harm towards one or more persons. Conflicts or fights between equals and single incidents are generally not defined as bullying. Bullying can have long-term effects on those involved, including bystanders.

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

Cyber-bullying is bullying which is enabled, enhanced, or in some way transmitted through digital technologies. It may include:

- a) sending abusive texts or emails
- b) posting negative, inappropriate or private messages or images on social networking sites
- c) assuming the identity of a target online and representing them in a way that may be harmful to them or cause them distress

Cyber-bullying provides more opportunity for covert bullying as it is easier to act anonymously. Additionally, digital information can be:

- a) rapidly duplicated, distributed, and accessed
- b) stored in multiple locations (with varying levels of 'discoverability')
- c) created and communicated automatically
- d) leave a permanent record (e.g. photos posted on the internet)

Harassment – Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; ability or disability.

5. Scope

This policy applies to all students and staff in Sandhurst Catholic schools. It should be read in conjunction with other school policies including those for ICT Usage, Codes of Conduct, Student Behaviour Management and Pastoral Wellbeing.

The Bullying Prevention Policy and school guidelines apply to the behaviour of students either as individuals or collectively, during school hours or at school events. When a Sandhurst Catholic school becomes aware of serious out of school hours bullying and cyberbullying that is outside the scope of this policy, it will report the matter to parents/guardians and/or carers, the Victoria Police or other appropriate authorities, such as Internet service providers.

6. Principles

- a) Bullying in any form is unacceptable behaviour at all Sandhurst Catholic schools
- b) Each person is created in the image and likeness of God and the dignity of every member of the school community is respected.
- c) Sandhurst Catholic school communities promotes inclusivity and reflects a culture of hope, faith and belonging for students and their families.
- d) Wellbeing and learning are enabled in an environment that is safe, inclusive and respectful
- e) Students have an authentic voice and are active agents in their learning and wellbeing
- f) All members of Sandhurst Catholic school communities take personal responsibility for actions and demonstrate respect for self and others by acting with honesty, courtesy and fairness.
- g) A culture of collaboration and partnership is evident within and beyond the school.
- h) Effective record-keeping is a crucial and expected component of a school's response to the issue of bullying.
- i) Where appropriate, Sandhurst Catholic schools will collaborate with outside agencies on matters concerning bullying to the extent necessary and permitted by law to resolve the matter.

7. Policy Statement

Bullying Prevention measures

All Sandhurst Catholic schools ensure that there is ongoing education of students about respectful relationships and the issues associated with bullying, including cyber-bullying, and that students are regularly reminded of the school's anti-bullying procedures.

Bullying intervention strategies

Each Sandhurst Catholic school develops their own school bully prevention guidelines, plans, processes and procedures for implementing practices that build a safe and supportive learning environment that minimises bullying. Students must be regularly reminded of their rights and obligations to seek assistance from a trusted adult without delay if they become aware of, or are involved in, a bullying or cyber-bullying incident, and to follow the school's processes to ensure their safety and that of others.

Documenting Incidents of Bullying

Complaints concerning bullying must be responded to and investigated in a timely manner that respects the dignity and the privacy of those involved, whilst observing due process and procedural fairness. A time frame for responding to the complaint is to be given at the outset. This will be consistent with the CES Limited Complaints Management Framework for managing complaints and grievances. When assessing an appropriate response to potentially criminal acts, or alleged acts, Victoria Police advice may be sought.

Reporting Incidents of Bullying

Each Sandhurst Catholic school is required to have systems to ensure that the appropriate staff are aware of cases of significant bullying, so that students are supported.

Record-keeping

Sandhurst Catholic schools are required to keep records of incidents of bullying and interventions systematically. These incidents will be communicated to relevant staff, maintaining confidentiality as appropriate. School incident data is regularly analysed to identify patterns, known bullies and trends.

8. Appendices

Appendix 1: School procedures

9. External Resources

Bullying No Way	https://bullyingnoway.gov.au/
Kids Helpline	https://kidshelpline.com.au/teens/issues/bullying
Student Wellbeing Hub	https://studentwellbeinghub.edu.au/
eSafety Commissioner	https://www.esafety.gov.au/

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School Logo

BULLYING AND HARASSMENT PREVENTION

APPENDIX 1: School Procedures

Sandhurst Catholic Schools must demonstrate how the requirements of the policy are met in their school.

Indicate the specific programs, strategies, interventions and methods used in the school to educate students and staff and to document incidents that occur.

Education about bullying and its prevention

Education programs for staff and students conducted in your school and how the policy is communicated to parents.

Intervention strategies bullying

Responses to incidents of bullying used in your school. Clear description of approach taken to incidents of bullying, including response to repeated incidents of bullying, action steps taken to address issues for all involved – can include flowcharts

Documenting Incidents of bullying

Methods used to keep records about incidents of bullying in your school and who is responsible for doing this.

Related School Policies

Child Safety policies

ICT Usage policy

Codes of Conduct for students, parents and staff

Data Breach Policy

Complaints Management Policy

Privacy Policy

Social Media Policies

Student Behaviour Management Policy

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APPENDIX 5

School Level EMERGENCY MANAGEMENT POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Purpose

[School name] is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at *[insert website]*.

2. Emergency Management Planning

All Sandhurst Catholic Schools must comply with the Victorian Registration and Qualifications Authority's (VRQA) emergency management minimum requirements and CECV. These include having a documented Emergency Management Plan (EMP). Planning for emergencies in schools guidance is available in CECV Emergency Management Manual. All Sandhurst Catholic Schools must maintain a current Emergency Management Plan (EMP) that addresses site specific hazards and threats which have the potential to result in emergencies and critical incidents which include:

- circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff
- incidents requiring school closure, lockdown, or affecting the school's ability to operate fully
- Provide a copy of the plan to the CEO Office
- inform their school community how they will communicate with parents and carers in an emergency, and of any relocation/closure arrangements (for schools at bushfire risk) contained in their EMP.
- test emergency response procedures by conducting drills at regular intervals, at least quarterly per annum.
- review the EMP at least once per term and/or following an emergency or critical incident.

All EMPs must align with the minimum requirements for emergency planning in accordance with CECV [Emergency Management Plan Template](#). All EMPs developed by outsourced providers to develop EMPs must comply with CECV [Emergency Management Plan Template](#) minimum requirements.

A checklist for confirming compliance with the minimum VRQA and CECV requirements can be established by using the following checklist Provided by CECV, [School Compliance Checklist](#).

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APPENDIX 6

School Level HEALTH & FIRST AID POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

Sandhurst Catholic Schools operate with the consent of the Bishop of Sandhurst and are owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert school website\]](#).

Sandhurst Catholic Schools have a responsibility to provide a safe, work environment for all staff, students, contractors, volunteers and other members of their school communities. They have a particular duty of care for the safety of students. It is important, therefore to identify the first aid arrangements and facilities in place to ensure all injured and ill people get immediate and adequate treatment.

3. Definitions

First Aid is the emergency treatment provided to staff, students, contractors, volunteers and others who suffer injury or illness while at work/school, using the facilities or materials available at the time. In the case of severe injury or illness members of staff are not required to diagnose or treat the condition apart from carrying out the appropriate first aid procedures.

Diagnosis and treatment are the responsibility of the ambulance officer or medical practitioners.

First Aid Officers are staff members who have been trained in first aid and are designated to provide initial care of ill or injured staff, students, contractors, volunteers or others.

School - in addition to being a place for student learning it is also a **workplace** for CES Limited staff, contractors and volunteers.

4. Purpose

Appropriate first aid facilities, training and resources must be in place in each Sandhurst Catholic school to meet the first aid needs of staff, students, contractors, volunteers and others in the workplace or school or involved in school approved activities, including those activities that take place off site or out of school hours.

5. Principles

Sandhurst Catholic Schools will:

- a) engage with parents, guardians and/or carers of students to obtain all relevant information relating to the health needs of students
- b) ensure the care, safety and wellbeing of all students in relation to health and first aid is maintained at all times
- c) ensure that the management of student health records complies with the, *OHS Act 2004 (Vic)*, *Health Records Act* and the *Privacy Act 1988 (Cth)*
- d) assist students with all first aid and health care needs using procedures outlined in this policy, where this support cannot reasonably be undertaken by the students themselves
- e) will ensure that each staff member has adequate knowledge and first aid training
- f) maintain a register of staff, First Aid and Health Management training that is current at all times.

6. Scope

This policy applies to all staff, students, contractors, volunteers and others in all schools and workplaces governed and operated by CES Limited.

7. Policy Statement

First aid facilities to meet the needs of staff, students, contractors, volunteers and others must be in place in schools and for school approved activities, including off site activities such as camps and excursions and out of hours school events.

Sufficient staff must be trained under the provisions of the Occupational Health and Safety Act 2004 to ensure adequate provision of first aid based on the number of students, the activities being undertaken and the environment.

A First aid officer with current first aid qualifications must always be available to respond to and assist an ill or injured person. Additional staff with relevant training must be available depending on the student population, specific staff and student medical conditions, proximity to medical facilities and the nature of activities being undertaken.

Additional training for anaphylaxis management will be undertaken by all staff in schools.

A First Aid Risk assessment will identify the minimum first aid requirements for a school and considers:

- a) the size and layout of the school – buildings, external areas
- b) high risk areas – technology and science laboratories, health and physical education facilities, performing arts facilities, workshops or maintenance areas, chemical storage areas
- c) the number of campuses
- d) the number of staff, students, contractors, volunteers and others in the workplace
- e) known medical conditions of staff and students
- f) previous incidents or trends in illness or injuries
- g) the nature and location of camps, excursions and other off-site activities
- h) school vehicles
- i) proximity to medical facilities and access to emergency services
- j) proximity of hazards in the school or local environment

This Risk Assessment will identify the following:

- a) the number of designated first aid officers
- b) level of first aid training required and in accordance with the type of medical conditions of staff and students
- c) the location of first aid room, if required
- d) the number, location and contents of first aid kits

The risk assessment is to be reviewed regularly to ensure that the first aid resources in the school continue to meet the needs of the school community.

A First Aid Risk Assessment is required to be completed where persons may be exposed to hazards that could result in serious injury or illness that would require immediate medical treatment This includes but is not limited to:

- Workshops/technology rooms
- Kitchens

- vehicles
- camps and excursions

A first aid risk assessment can also be completed specifically for areas or locations of the school where high risk activities are conducted, such as technology rooms, laboratories, and kitchens, by completing the [CECV First Aid Risk Assessment checklist](#).

First Aid Officer Training

It is the responsibility of the Principal or their delegate to ensure that designated first aid officers have completed the recognised training. The first aid risk assessment will determine the level of first aid training to be undertaken and the number of first aid officers required in the school.

The minimum training requirement is HLTAID003 – Provide First Aid. This certificate is to be renewed every three years. In addition, the refresher in Cardiopulmonary Resuscitation (CPR) HLTAID001 must be completed each year.

First Aid training for staff

All staff are to complete the refresher in Cardiopulmonary Resuscitation (CPR) HLTAID001 each year.

All staff are to attend two briefings on anaphylaxis management conducted by their school's Anaphylaxis supervisors. In compliance with Ministerial Order 706, it is recommended that all Victorian school staff undertake the Australasian Society of Clinical Immunology and Allergy (ASCIA) e-training course and have their competency in using an autoinjector tested in person within 30 days of completing the course. Staff are required to complete this training every two years.

Training in the management of asthma should be undertaken annually. Depending on the student population, additional training in other medical conditions, such as diabetes or epilepsy may be recommended following the first aid risk assessment

A register of all first aid training is kept in the school by a person nominated by the principal of each Sandhurst Catholic School. Responsibility for this will be recorded in the relevant person's role description.

Responsibilities of first aid officers

First aid officers provide initial care to injured or ill staff, students, contractors, volunteers or others by delivering first aid treatment in accordance with the level of their training. They are not required to diagnose conditions or to provide ongoing medical assistance. When appropriate, the first aid officer will refer the ill or injured person to additional medical advice or assistance. The first aid risk assessment will determine the appropriate number of staff designated as First aid officers in each school. Principals of Sandhurst Catholic Schools must ensure there are adequate staff trained in first aid to meet the needs of the particular school environment and population.

Location of first aid

Where it is determined that a first aid room is required in a school, the location of this room must be known and easily accessible by the school community and emergency services and readily identifiable with appropriate signage. This room is not to be used for any other purpose and be well lit and ventilated. The first aid facility is to be equipped in accordance with the Worksafe compliance code: First aid in the workplace.

If it is not possible to provide a first aid room, an area must be provided for ill or injured staff, students, contractors, volunteers or others to rest. This area should meet as many requirements as possible of those for first aid rooms.

The first aid room or area must be in a location that can be supervised by a staff member with first aid training at all times. A locked cabinet for the storage of medication must be available in the facility.

The First Aid kits other than those used specifically for students, will be located in accordance with the First Aid Risk assessment and Worksafe compliance code: First aid in the workplace.

Communication with Parents, Guardians and/or Carers

Information about each Sandhurst Catholic School's policy and procedures for first aid, distribution of medication and management of students with medical conditions will be provided to parents, guardians and/or carers. Updates to the policy and procedures will be provided through the school's website, newsletters or online applications.

Sandhurst Catholic Schools will request that parents provide up-to-date and accurate medical information relating to students, including information about conditions such as anaphylaxis, asthma and diabetes. Parents, guardians and/or carers will be requested to provide this information annually, prior to camps and excursions and if the child's medical condition has changed.

An incident report will be completed when first aid is administered. This report will be kept in the school and a copy provided for the parent, guardian and/or carer of the student.

Parents, guardians and/or carers must be notified as soon as possible if required to collect an ill or injured student from the school. When a parent cannot be contacted, the principal will contact the emergency contact nominated by the parent, guardian and/or carer.

8. Resources

CECV Resources First Aid

9. Appendices

Appendix 1: School level procedures

Appendix 2: [CECV First Aid Risk Assessment](#)

Insert
School Logo

HEALTH & FIRST AID

APPENDIX 1: School Procedures

To meet the requirements of the CES Limited First Aid Policy, Sandhurst Catholic Schools must demonstrate the resources available in the school and procedures that will be used to enable the school to meet the policy requirements

Conduct a first aid risk assessment of the school (Appendix 2 – link provided in School Manual)

Identify the best location/s for first aid in the school

- Appropriate signage to be used
- Facilities to be provided
- How supervision of the area will be provided.

Identify the number of first aid trained officers required

- Who are the first aid officers
- What training will they receive
- Determine who will maintain the first aid training register
- Determine procedure for the storage and distribution of medication to students.

Identify the number of first aid kits, their location and contents

- Provide the contents of first aid kits (appendix 4)
- Determine who will maintain the first aid kits
- Determine the procedure for camps and excursions
- Determine the procedure for yard duty and school activities.

Arrangements for ill students

- Supervision of students who require first aid
 - during class time
 - during school breaks

- offsite activities such as camps and excursions
- Students with medical conditions
 - Register of students with medical conditions
 - Maintenance of the register (listing the role of the person responsible)
- Storage and distribution of student medication.

Communication with parents, guardians and/or carers

- Determine where the school's policies and procedures will be made available to the school community
- Determine the procedures for contacting parents, guardians and/or carers after an incident or illness
- Determine the procedures for requesting medical information from parents, guardians and/or carers.

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School Logo

Appendix 7

School Level ICT USAGE POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

Sandhurst Catholic Schools operates with the consent of the Bishop of Sandhurst and are owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

Access to digital technologies, including the internet, is provided to students and staff at Sandhurst Catholic Schools because digital information and communication are important mediums for contemporary learning and teaching and administration.

Sandhurst Catholic Schools owe a duty of care to students and will provide instruction in online personal safety issues including inappropriate sites, stranger danger, cyberbullying and scams. Sandhurst Catholic Schools will prepare staff to deal with these issues.

3. Definitions

Computer is either a desktop or portable laptop device that performs processes, calculations and operations based on instructions provided by a software or hardware program.

Device refers to is a unit of physical hardware or equipment that provides one or more computing functions within a computer system. It can provide input to the computer, accept output or both. Typical hardware includes a computer mouse, speakers, printer and microphone.

Email means the system that enables users to send data over the internet using computers and mobile devices.

Internet means the system of interconnected networks that connects computers for data transmission and storage.

Intranet refers to a local system of computers enabling students and staff to communication and share information within their school community.

Mobile devices refers to (but is not limited to) mobile phones, tablets or portable storage devices

Network services means the facilities and resources located on and delivered via a computer-based network including communication systems, internet and intranet services, mobile devices, electronic mail, web services, printer services, database services, back-up services, file services and network management services.

Parents includes parents, guardians and/or carers.

Social networking means web-based services that allow individuals to create their own online profiles and communicate with each other by voice, chat, instant message, image sharing, video conference and blogs in a virtual community.

4. Purpose

“The digital world is characteristic of the contemporary world...the web and social networks have created a new way to communicate and bond ... Yet to understand this phenomenon as a whole, we need to realise that, like every human reality, it has its share of limitations and deficiencies.” Pope Francis, Christus vivit, 2019.

In using and managing internet and network services, students and staff in Sandhurst Catholic Schools are expected to respect the rights and privacy of all persons. They are called upon to respect the dignity of every human person. CES Limited and school communities, educate students in the use of information and communication technologies to assist them to become responsible users, creators and publishers in the digital environment.

5. Principles

The use of digital technologies within our school by staff and students at Sandhurst Catholic Schools is underpinned by the following principles and understanding:

- that digital technologies provide valuable opportunities for staff and students to collaborate, connect and create with peers, colleagues, experts and the wider community
- that online behaviour will at all times demonstrate respect for the dignity of each person in the community
- users will behave in a manner that is ethical when using the internet and network services (even for personal communication)
- the Catholic beliefs and ethos of the school, and professional expectations and standards required by teachers are demonstrated in the way the technologies are used
- inappropriate online behaviour, including cyberbullying, will not be tolerated from any members of Sandhurst Catholic school communities.

6. Scope

This CES Limited policy applies to members of Sandhurst Catholic school communities in the use of digital technologies. It applies to all computers, devices, internet and network services, information and communication technologies, applications and systems provided, operated and managed by Sandhurst Catholic Schools.

This policy does not apply to curriculum content. The curriculum and teaching practices and pedagogy are outlined in documents related to learning and teaching programs.

7. Policy Statement

All Sandhurst Schools will promote educational excellence and enhance the student learning environment through use of a range of technological and multimedia equipment.

Access to internet and network services is overseen by CES Limited Office to staff and students of Sandhurst Catholic Schools for educational and administrative purposes.

A range of technology platforms, including Google Suite, provide access to a suite of digital technologies. The information, communication and learning technologies used by students in classrooms will be appropriate to the age and development of our students.

These technologies are used to support educational, administrative and professional learning within and between Sandhurst Catholic Schools and others. They also enable effective communication with school communities and enable partnerships with teachers for the education of children.

Access rights assigned to students and staff at Sandhurst Catholic Schools will be determined by the Principal and may vary as educational and administrative purposes change.

Students and staff at Sandhurst Catholic Schools may not use the internet and network services provided for commercial purposes, either offering or acquiring goods or services for personal use. The services cannot be used for political lobbying or for sending unnecessary communications.

8. Expectations of users

All students and staff at Sandhurst Catholic Schools are required to use the internet and network services in accordance with this policy. Any use of devices or services that may be questionable, offensive, and controversial or against the Catholic ethos is unacceptable. This includes personal communication with students on matters not related to curriculum or education. These standards apply whenever CES Limited Office/Sandhurst Catholic Schools equipment or communication lines are used, including use from home or other non-school location and when a private account is used.

All Sandhurst Catholic Schools will communicate the rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules to school communities.

Non-compliance with this policy

Disciplinary action may be undertaken by Sandhurst Catholic Schools against any student or staff member who is found to be inappropriately using the provided internet, network services or mobile device. Principals will determine the disciplinary measures to be undertaken in accordance with other policies and guidelines. These measures are outlined in staff handbooks or the Acceptable User Agreement for students used by Sandhurst Catholic Schools.

Duty of Care

Sandhurst Catholic Schools will provide instruction to students in online personal safety issues including inappropriate sites, stranger danger, cyberbullying and scams. Staff in Sandhurst Catholic Schools are provided with professional learning to assist them to deal with these issues.

Monitoring

Students

Online activities may be monitored or reviewed to assess network efficiency, examine system security and to investigate alleged breaches of this policy.

Staff

An authorised person (e.g. a principal, or other CES Limited staff member) can monitor use of CES Limited ICT resources. Server logs may also be used in an investigation of an alleged breach of this policy.

Security

To minimise risk to CES Limited information and communication networks from viruses and intrusions, current virus screening software is to be activated and where appropriate, passwords are to be used by staff and students of Sandhurst Catholic Schools. Firewalls are to be maintained. The management of system protocols and configurations are the responsibility of the staff authorised by the school or CES Limited. Non-authorised staff and students are not permitted to have access to these levels of system management.

Email

Email service is provided for educational and administrative purposes. Staff and students at Sandhurst Catholic Schools must identify themselves appropriately by using a signature block at the bottom of the email message that includes their name, school phone number and postal address. Sandhurst Catholic Schools advise students and staff that they may be held accountable for the email they create and distribute using the network.

Websites

Sandhurst Catholic Schools may create, or have created, websites with the approval of the Principal in the school. These websites must be established and maintained in accordance with CES Limited policies and guidelines and relevant legislation.

Social networking

Provision of social networking for students must be related to an educational purpose. This is at the discretion of the Principal.

9. Acceptable Use Agreements

Students

Sandhurst Catholic Schools provides students and parents, guardians and/or carers with the following:

- A copy of the school's Acceptable use Agreement
- A copy of this policy
- Code of Conduct for students

The Acceptable Use Agreement is provided in full for consideration by all signatories. The Agreement is to be signed by the student, parent/guardian and school representative before the student is given access to and use of a school's internet, network services and devices.

Staff

Staff are required to use the internet and network services in accordance with this and other policies. Sandhurst Catholic Schools provides staff with the following:

- A copy of this policy
- A copy of the Acceptable User Agreement

- Code of Conduct

Sandhurst Catholic Schools may also develop policies and procedures for their school communities to include information on ownership, use, care and support of devices where appropriate. Schools can also include the sites or processes for software / App access and updates.

10. Related school policies

- Bullying Prevention policy
- Child Safety policies
- Codes of Conduct for students, parents and staff
- Data Breach Policy
- Complaints Management Policies
- Privacy policy
- Social Media Policies
- Student Behaviour Management Policy



APPENDIX 8

School Level OCCUPATIONAL HEALTH & SAFETY POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

Sandhurst Catholic Schools operates with the consent of the Bishop of Sandhurst and are owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

CES Limited holds the care, safety and wellbeing of students in Sandhurst Catholic Schools to be at the core of all we do. The CES Limited Board is resolutely committed to ensuring that all CES Limited staff, including staff, Board members, committee members, contractors, volunteers and clergy, act in a manner that promotes the inherent dignity of each all students in Sandhurst Catholic Schools and their right to be respected and nurtured in a safe school environments.

If a child is at immediate risk or harm, you must ensure their safety by calling triple zero (000).

3. Definitions

CES Limited	Catholic Education Sandhurst Limited
CES Limited Board	Board of Directors of CES Limited

OHS	<i>Occupational Health and Safety Act 2004</i>
Sandhurst Catholic School	A School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by CES Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life

4. Purpose

The CES Limited Board is committed to promoting a healthy and safe environment and recognises its obligations under the *Occupation Health and Safety Act 2004* in all Sandhurst Catholic Schools. The school's OHS policy informs staff, students, visitors and other relevant parties that OHS is an integral part of all Sandhurst Catholic Schools' operations.

5. Principles

- All school staff as well as contractors and visitors have a shared responsibility for contributing to the health and safety of all persons in the workplace and the promotion and maintenance of occupational health and safety,
- the dissemination of occupational health and safety information is primarily the responsibility the Principal, who is delegated this responsibility by the Executive Director
- the Principal, in consultation with employees, has the responsibility for developing, implementing and continually the school's Workplace Safety Program.

CES Limited is committed to:

- Providing safe and healthy workplaces for all staff, students, visitors, contractors and volunteers in accordance with our strategic plan.
- Identifying and maintaining compliance with all relevant Occupational Health and Safety legislation.
- Establishing and maintaining an Occupational Health and Safety Management System (OHSMS) to ensure that our OHS obligations are met.
- Communicating and consulting with staff (and their representatives), managers and other stakeholders on issues and decisions which may impact work health and safety.

6. Scope

This policy and accompanying procedures apply to all school students and staff.

The Principal and staff at this school are committed to providing a safe and healthy workplaces to staff, visitors, contractors and other parties. The Principals, as the Responsible Persons, will follow a systematic approach to OHS Risk Management to ensure that each Sandhurst Catholic School can meet its OHS obligations and provide OHS information, training and supervision to staff and other relevant parties.

The Principal will consult with employees (and their representatives), school leaders and other stakeholders on OHS issues and will work towards resolving any OHS issues by following the school's OHS Issue Resolution procedure. An OHS Committee is established in each school for this purpose.

7. Policy Statement

It is the policy of this school to ensure, as far as practicable, that all employees are safe from injury and risks to health and safety in the workplace. This commitment will be met by ensuring that work practices and procedures adopted throughout the school comply with the acts and regulations governing occupational health, safety and welfare. All persons, including staff, students and visitors to schools, are expected to take all practical measures to ensure a safe and healthy working environment in keeping with the following specifically defined responsibilities.

8. Roles, Responsibilities and Delegations

8.1 Principal Delegations

The Principal of this school delegates responsibility for the management of OHS issues to the OHS Committee in the school to enable them to act on their behalf.

8.2 Responsibilities of Occupational Health & Safety Committee

An Occupational Health & Safety Committee is formed at the school to:

- facilitate co-operation between the school staff in instigating, developing and carry out measures designed to ensure the health and safety at work of the employees
- to formulate and review the standards, rules and procedures relating to health and safety that are to be carried out or complied within
- ensure appropriate records under their control are maintained in accordance with the *[insert school's name]* OHS policy
- meet at least once every three months; and at any other time if required
- attempt to resolve any issue concerning health or safety that arises in the workplace or from the conduct of the undertaking of the employer, in accordance with the provisions of *Part 7, Division 8 of the Act*

8.3 Responsibilities of Employees

In their own interests and as a legal obligation, all staff at this school have a responsibility to ensure that nothing is done to make health and safety provisions less effective. While at work, staff members must:

- fulfil their duties under OHS legislation and acting in a safe manner
- take reasonable care of their own health and safety and that of others affected by their actions or omissions
- follow safe workplace practices consistent with the extent of their knowledge, control or influence over working conditions and methods
- identify and report any unsafe or unhealthy conditions or behaviour
- ensure that the behaviour of all persons in the workplace is safe and without risk to health
- not intentionally or recklessly interfere with or misuse anything provided at the workplace in the interests of health, safety or welfare
- co-operate with CES Limited with respect to any action taken by them to comply with a requirement imposed by or under the *Occupational Health and Safety Act 2004* or the regulations
- ensure that they are not under the influence of drugs or alcohol whilst in the workplace and in such a state as may endanger their own safety at work or the safety of any other person at work
- keep their own work areas tidy and safe

8.4 Responsibilities of Volunteers, contractors and sub-contractors, visitors

All volunteers, visitors, contractors and sub-contractors engaged to perform work in Sandhurst Catholic School premises are required, to comply with the OHS Policy of the school. They must observe directions on health and safety from the staff in the school.

Failure to comply or observe a direction will be considered a breach of contract and sufficient grounds for termination of a contract. Visitors who fail to follow directions may be asked to leave the premises.

9. Appendices

OHS Procedures – School Procedures

10. Related School Policies

Health and First Aid policy and procedures

Essential Safety Register

11. External Resources

- Occupational Health and Safety Act 2004 (Vic)
- Workplace Injury and Rehabilitation and Compensation Act 2013
- Fair Work Act 2009
- Equal Opportunity Act 2010
- Occupational Health and Safety in Schools (WorkSafe) [Link](#)

Insert
School Logo

OCCUPATIONAL HEALTH & SAFETY

APPENDIX 1: School Procedures

Schools must outline the procedures in place to fulfil the requirements of the OHS policy in their school.

Role of the OHS Coordinator and Committee

OHS Committee

- Insert responsibilities

OHS Coordinator

- Insert responsibilities

Insert additional procedure statements as required

Insert requirements

- Insert responsibilities

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School Logo

APPENDIX 9

School Level SUPERVISION OF STUDENT POLICY

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

This school is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by Catholic Education Sandhurst Limited (CES Limited). This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#).

3. Policy Statement

This school and its staff owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. Refer to Student Duty of Care Summary for more detail.

The provision of adequate supervision is fundamental to ensuring that the school meets its duty of care obligations.

This school is committed to providing a safe environment for all our students when they are in the care of the school.

It is our policy that:

Supervision is provided to students having consideration to the degree of care needed for the protection of students and having regard to:

- their age, skill and experience;
- any physical and/or intellectual impairments;
- existing medical conditions;
- known behavioural characteristics;
- the nature of activities being undertaken and hazards

Supervising staff receive first aid training and adequate first aid facilities are available having regard to the nature of the activities being undertaken (refer to Health & First Aid Policy)

Accidents and incidents are promptly dealt with through appropriate treatment and/or intervention

Material accidents and incidents are recorded and corrective action implemented where required (refer to policies relating to reporting of safety hazards and capturing records of student injuries).

The school has developed the following guidelines with respect to supervision.

Classrooms

Teachers are responsible for the supervision of their students in their classrooms and in particular should be vigilant to ensure:

- Adequate age appropriate supervision having regard to the nature of the activities being undertaken
- Proper use of any plant and equipment
- Proper handling of any hazardous substances
- Proper use of relevant protective equipment.

Playground Supervision

Playgrounds are supervised by staff immediately before and after school, during recess and lunch. Refer to our Supervision & Inspection – Playground policy.

Before & After School Supervision

Whilst the school is committed to ensuring student safety it requires and expects parental co-operation in managing safety issues immediately before and immediately after school.

As a general rule the school provides limited supervision for approximately 30 mins before and after school.

Where school activities (such as sport) are arranged before or after school appropriate supervision will be provided for attending students depending on the time and location of the

activity.

Parents are informed of supervision arrangements and are made aware that students who attend school outside established supervision times may not be supervised and may not receive the care that is normal during the school day.

4. Implementation

This policy is implemented through a combination of:

- Staff training
- Effective communication and incident notification procedures
- Effective record keeping procedures
- Initiation of corrective actions where necessary

5. Discipline for Breach of Policy

Where a staff member breaches this policy *[School name]* may take disciplinary action, including in the case of serious breaches, summary dismissal.

6. Related Policies

- Excursions Policy
- Student Duty of Care (Summary)
- Supervision & Inspection – Playground Policy

Insert
School Logo

APPENDIX 10

School Level ATTENDANCE MONITORING POLICY [Template]

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Background

Schedule 4 clause 10 of the Education and Training Reform Regulations 2017 require that schools have policies and procedures to monitor student attendance and to follow up unexplained absences.

CES Limited requires all Sandhurst Catholic Schools to adopt this Attendance Policy that outlines how to record and monitor attendance and absences in order to ensure continuity of learning and meet the duty of care owed to students, as well as the requirements of the *Education and Training Reform Act 2006 (Vic)*.

Attendance monitoring helps to ensure the safety of students while engaged in school activities. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

3. Purpose

The purpose of the document is to outline [\[insert name of school\]](#) policy and procedures in relation to attendance monitoring of students to ensure the safety of students while engaged in school activities.

4. Scope/Application

This school is a Sandhurst Catholic School which operates with the consent of the Bishop of Sandhurst and is owned and operated by CES Limited. This Policy forms part of the Duty of Care Framework which is available at [\[insert website\]](#). This policy applies to students, parent, guardians and/or carers, staff and principal this school. This Policy must be read in conjunction with [CES Limited's Student Behaviour Policy](#) which contains strategies for improving attendance.

5. Policy Statement

- 5.1** In accordance with the Education and Training Reform Act 2006 (Vic), schooling is compulsory for children and young people aged from 6 to 17 years unless an exemption has been granted.
- 5.2** Parents, guardians and/or carers must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction.
- 5.3** Students are expected to attend the school during normal school hours every day of each term, unless:
- there is an approved exemption from school attendance or attendance and enrolment for the student, or
 - the student is registered for home schooling and has only a partial enrolment in a school for particular activities

The Principal may authorise an exemption and provide written approval for student attendance and enrolment to be exempt or reduce to less than full time in accordance with [DET Guidelines](#).

- 5.4** Regular school attendance is vital for all children and young people to succeed in education and missing school days can have a big impact on a child's future. We are committed to working with the school community, parent, guardians and/or carers to encourage and support full school attendance. Parent, guardian and/or carer experiencing attendance issues with a child, must notify the classroom teacher so that we can work together to get your child to school every day.
- 5.5** Protecting the safety and wellbeing of children through the reporting and monitoring of

absenteeism is the responsibility of both parent, guardian and/or carers and the school. Notifying the school of your child's absence either prior to, or on the day that they will be away, helps ensure the safety and wellbeing of children and will fulfil your legal responsibility.

- 5.6 All Victorian schools are required to contact parents, guardians and/or carers as soon as practicable on the same day of an unexplained student absence. If your child is absent on a particular day and you have not contacted the school to explain why, the absence will be marked as unexplained.
- 5.7 The school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parent, guardians and/or carers to improve their attendance through a range of interventions and supports.
- 5.8 Parent, guardians and/or carers must promptly notify the school of student absences and provide a reason for absence on each occasion. The school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the *Education and Training Reform Act 2006 (Vic)*.
- 5.9 The school must check and record the daily attendance of all students. Teaching staff are required to monitor and record attendance of all students **[if Primary school]** twice per day OR **[if Secondary school]** in every class including school excursions and identify and report absences from school or class.
- 5.10 The school must follow up unexplained absences on the day of a student's absence and keep a record of the reason for absence.
- 5.11 The school must maintain current contact details for parents, guardians and/or carers and notify parent, guardians and/or carers of unsatisfactory attendance and accurately record attendance on student files.

6. Procedures

- 6.1 This school's classroom teachers are required to monitor and record attendance of all students **[if Primary school]** at least twice a day and including during school excursions and report absences from school or class.

[if Secondary school] Classroom teachers must monitor and record attendance of all students in every class, including excursions and report absences from school or class to [\[insert procedures to reflect your school's procedures here\]](#).
- 6.2 **[if Primary school]** At this school attendance will be recorded by the classroom teacher during first session of the day (9am) and after lunch (1.30pm) using [\[insert name of the electronic attendance register\]](#). The record of attendance including absences must be sent to the school's [Administration Officer/Business Manager/Principal](#).
- 6.3 If a student is absent on a particular day and the school has not been previously notified

by a parent, guardian and/or carer, or the absence is otherwise unexplained, the school will notify parents by [SMS or Phone](#). *[insert name of the person within the school responsible for following up unexplained absences]* will attempt to contact parent, guardian and/or carer as soon as practicable on the same day of the unexplained absence, allowing time for the parent, guardian and/or carer to respond. If contact cannot be made with the parent, guardian and/or carer (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence. This school will keep a record of the reason given for each absence.

6.4 If the school considers that the parent has provided a **reasonable excuse** for their child's absence, the absence will be marked as 'approved absence'. If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexplained absence' or 'parent choice unauthorised'. Parent, guardian and/or carer will be notified if an absence has not been approved.

6.5 For absences where there is no exemption in place, a parent, guardian and/or carer must provide an explanation on each occasion to the school. Parent, guardian and/or carer should notify the school of absences by:

- Informing the classroom teacher or school Principal in writing of a planned absence
- Contacting reception if it is an unplanned absence by
 - phoning the school on [\[insert phone number\]](#) and leaving a message;
 - emailing the school [\[insert email address\]](#);
 - filling in the [Student Absentee Form](#) on our website;
 - entering the absence on our Parent Portal
- Late arrivals or early departures must be entered via the [\[insert portal used\]](#) at the administration office. If a parent, guardian and/or carer is unable to do so, a note must be provided. If an absence is regularly approved by parent, guardian and/or carer as 'illness/medical' a medical certificate may be required.
- If a student will be having an extended absence i.e. family holiday, a letter will be required from parent, guardian and/or carer.

7. Roles and Responsibilities

7.1 [\[Role of the School Principal\]](#) [\[contextualise to your school setting\]](#)

- a) Implement and review the school's attendance policy as part of their Student Engagement Policy
- b) Document whole-school plan to promote full attendance in accordance with [CES Limited's Student Behaviour Framework](#)
- c) Maintain an up to date attendance register

- d) Maintain current contact details for parents, guardians and/or carers
- e) Maintain accurate attendance records on student files
- f) Ensure that a check and record of daily attendance of all students
- g) Ensure student attendance is recorded **[if Primary school]** twice per day OR **[if Secondary school]** in every class.
- h) Record, in writing, the reason given for each absence
- i) Identify and follow up unexplained absences on the day of a student's absence
- j) Advise parents, guardians and/or carers of unexplained absences, as soon as practicable on the same day of the absence, including for post-compulsory aged students
- k) Identify the person(s) with responsibility for monitoring daily attendance
- l) Ensure staff are provided with training and development opportunities in promoting and recording attendance and following up absences.
- m) Ensure the Policy is made publicly available.
- n) Provide reports to the Executive Director CES Limited on the Policy and its implementation as required.

7.2 Role of the Catholic Education Sandhurst (CES Limited) Board

- a) Receive reports from Executive Director on implementation and compliance across all Sandhurst Catholic Schools
- b) Review and assess reports received by the Executive Director on attendance

8. Policy Approval

8.1 Policy Approval Authority:

CES Limited Board

8.2 Officer Responsible for Policy:

- The Executive Director of CES Limited
- Assistant to the Director: Pastoral Wellbeing

9. Review

This Attendance Policy is scheduled for review every three years, or more frequently if required.

10. Related Documents and Other Resources

- *[insert name of school]* [Student Behaviour Policy](#)
- [CES Limited Student Behaviour Framework](#)
- [Guidelines to the Minimum Standards and Requirements for School Registration](#)
- [CES Limited Enrolment Framework](#)
- CES Limited attendance promotion materials
- CES Limited Non-attendance / School refusal materials
- [CECV School Attendance - Every Day Counts](#)
- [CECV Guidelines to the Minimum Standards and Requirements for School Registration](#)
- [CECV Record of Review - Minimum Standards and Requirements for School Registration](#)
- [DET School Attendance Guidelines](#)
- [Education and Training Reform Act 2006 \(Vic\)](#)

Responsibility for Policy	Executive Director CES Limited Assistant to the Director: Pastoral Wellbeing School Principal
Approval Authority	CES Limited Board
Approval date	October 2020
Date of next review	October 2023

Insert
School Logo

APPENDIX 11

School Level EXCURSIONS POLICY [Template]

This Statement has been approved by the CES Limited Board for application in each Sandhurst Catholic School and must be customised for use in each school in accordance with the instructions outlined in this Framework.

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Background

Schedule 4 clause 12 of the Education and Training Reform Regulations 2017 require registered schools in Victoria to ensure the care, safety and welfare of all students attending the school in accordance with any applicable State and Commonwealth laws and to ensure that staff employed at the school are advised of their obligations under those laws. The Guidelines to Minimum Standards and Requirements for School Registration provides that all schools must have appropriate arrangements for the supervision of students engaged in off- site activities and which include consideration of the risk of bushfire in the activity location.

CES Limited requires all Sandhurst Catholic Schools to adopt this Excursions Policy that outlines how each school will manage the risks associated with school excursions and to ensure that it meets duty of care owed to students, as well as the requirements of the Education and Training Reform Regulations 2017.

An excursion is defined as any activity beyond the school grounds. As excursions are conducted off school premises, away from the usual protections of the school environment these

activities have the potential to present unique risks to [insert name of school]. All staff have a Duty of Care to take reasonable steps to protect students from an injury that the staff may have reasonably foreseen.

3. Purpose

The purpose of this policy is to outline the processes and procedures of the school for managing the risks associated with school excursions and to make excursions as safe as possible for students.

4. Principles

Excursions are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. Excursions may have a cultural, environmental or outdoor emphasis and complement the educational programs offered at the school. When planning an excursion, the following general principles must be followed:

- Excursions should relate to the school's curriculum
- Excursions must be age/stage appropriate
- Excursions must provide valuable outcomes for students
- Excursions are inclusive and schools must make all reasonable attempts to give all students an opportunity to participate
- A teacher has a duty of care to take reasonable steps to protect students from an injury that the teacher may reasonably foreseen
- The school will retain overall responsibility for the supervision and care of students throughout all excursions (including adventure activities), regardless of whether or not external providers are managing the activity
- Acceptable standards of behaviour will be expected during an excursion
- For overnight camps and extended excursions, supervision and accommodation arrangements are such that no staff member or accompanying adult is placed in a position where there is potential for allegation of improper conduct to be made
- Comply with the CES Ltd Excursion Management Plan (see attached) for all excursion/camps which includes hazard identification, risk assessment, control options, risk rating, monitoring and review of all activities to be undertaken

5. Scope

This policy applies to all excursions including overnight camps, recreation and outdoor activities, single day excursions and other regular off campus activities organised by [insert

[name of school](#)]. This policy and procedures must be followed when planning and conducting excursions for students.

6. Proposing an excursion [Contextualise to your school]

When planning for and conducting excursions and any off-site activities the school must conduct a risk assessment of the activity/ies, to ensure that reasonable steps are taken to minimise the risks associated with each proposed excursion. The school's risk assessment must include consideration of arrangements for supervision of students and consideration of the risk of bushfire activity in the excursion location as required under the effected locations will be cancelled or rescheduled in accordance with the School's [Emergency Management Plan](#). Planning will also cover arrangements for cancelling, recalling or altering the excursion for any other reason.

A teacher who wishes to put forward a proposal for an excursion must do so by following the procedures in the CES Ltd Excursion Management Plan and submitting the Initial Application to the [\[Insert position of responsible person i.e. Deputy Principal: Learning and Teaching\]](#). In the event the [\[Deputy Principal: Learning and Teaching\]](#) provides preliminary approval, a teacher will need to prepare an [Excursion Management Plan](#) which will then need to be submitted to the Principal for final approval.

An [Excursion Management Plan](#) is a written document which is used to identify risks posed by a particular excursion, and to assess those risks having regard to mitigation strategies that have been developed.

CES Limited has developed a comprehensive Excursion Management Plan, including forms to assists schools in the process of proposing an excursion, providing documentation to ensure clear purposes, goals and strong rationale is present and the wellbeing and safety of all participants is of primary concern. Where similar excursions have been conducted in the past previous Excursion Management Plans should be reviewed and if suitable, used as a starting point for planning the new excursion.

A link to the Excursion Management Plan Template can be accessed from the Related Documents section at the end of this policy.

Final approval for an excursion may only be given by the Principal upon satisfaction that the risks posed by the particular excursion have been appropriately identified and appropriate risk mitigation strategies have been developed which will be implemented effectively.

Approval is given by the Principal signing and dating a copy of the Excursion Management Plan.

The Principal shall notify the [\[insert position i.e. Unit Leader\]](#) once the excursion has been approved, or alternatively shall provide reasons if approval has not been granted.

The school is committed to ensuring students with additional needs are provided with an inclusive excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in excursion activities.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

In cases where an excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the excursion.

Students and their parents, guardians and/or carers need to be made aware that acceptable standards of behaviour will be expected during an incursion or an excursion. Parents will be notified if a child is in danger of losing their eligibility to participate due to poor behaviour at school. The consultation with the relevant teacher(s).

7. Risk Management Procedures for Excursions

These strategies must be addressed in the Excursion Management Plan:

Consultation

- All key stakeholders including students, staff, parents, guardian and/or carers and where appropriate external providers are consulted as to the nature of the excursion, and any potential hazards which may be associated with the excursion; and
- All families will be given a reasonable time period to return permission forms and full payment for each excursion. This will usually be two weeks from the date the permission form is sent home.

Informed consent

- Full details of the excursion have been provided to each student and their parent, guardians and/or carers
- The permission form for each excursion/incursion will state the date, the cost, the location, the method of transport, supervision arrangements including use of any external service providers, management of known medical/health conditions, any special needs
- All completed permission forms must contain at least one emergency contact and a parent, guardian and/or carer name and signature
- All students attending the excursion have received written permission from their parent, guardian and/or carers to attend.

Clothing & Equipment

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

Venue selection

- The appropriate nature and location of the selected venue/s
- Consideration of bushfire in the location of the selected venue/s Transport arrangements.

Transport Arrangements

- Appropriate transportation arrangements, including use of seat belts; and
- Appropriate pick up and drop off arrangements.

Known medical issues

- All parents, guardians and/or carers are requested, prior to the excursion, to provide up to date details of any medical/health condition
- Students with disabilities and impairments may require additional assistance and every endeavour will be made to facilitate their involvement
- Where a child is considered higher risk because of an existing medical/health condition, appropriate strategies must be put in place.

Student's capacity

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

Supervision

- The development of a supervision strategy
- The availability of supervisors with appropriate competencies, skills and experience (including first aid); and
- An appropriate supervisor to student ratio having regard to the nature and length of the excursion
- Consideration of the supervision requirements for activities at an off-site location undertaken on excursions having regard to:
 - the nature and particular risks of the activity, such as swimming and water based activities; and
 - the risks presented by the activity venue and its location, such as bushfires and other environmental hazards.
- Appropriate care is taken in selecting non-teaching staff/volunteers to perform a supervisory role during the excursion
- Any parent, guardian and/or carer who provides assistance with an excursion must hold a current Working with Children Check and have provided the School with a copy of this check.

All excursion staff including parent, guardian and/or carer volunteers are properly briefed with respect to all aspects of the Excursion Management Plan. They will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each excursion.

External Service Providers

- Where possible external providers are selected from CES Limited Approved Supplier List; and
- Due diligence has been conducted on all external providers involved in the excursion to ensure their competency, their compliance with workplace safety laws and other relevant legislation.

Critical Incident (Emergency Response)

- Appropriate emergency response procedures are put in place
- A mobile telephone and a first aid kit/bag must be taken to all excursions.

Communication Strategies

- Appropriate communication strategies are put in place.

Insurance

- Appropriate insurance coverage is in place.

Where the need for additional risk assessments have been identified these must be included in the Excursion Management Plan.

8. Post excursion [Contextualise to your school]

At the conclusion of an excursion (including at the conclusion of Regular Off Campus Activities), the Organising teacher is required to complete the [Excursion Debriefing Form](#) which is contained in the [Excursion Management Plan](#), and provide a copy to [\[insert relevant person\]](#). Staff debriefings following excursions provide an excellent opportunity to identify successful practice, areas of risk not previously considered, as well as areas for improvement.

9. Record keeping [Contextualise to your school]

Following the excursion, copies of all records relating to a particular excursion must be maintained, archived and marked "not to be destroyed".

Records to be maintained include:

- A copy of the Excursion Management Plan signed by the [Principal and the Organising Teacher](#)
- A copy of the Excursion Debriefing Form

- Name and Contact details of the Organising Teacher
- Names and Contact details of all supervisors, including non-teaching staff and parent helpers
- Names and Contact details of all students attending the excursion
- A Copy of the Child Safety Code of Conduct signed by non-teaching staff and parent helpers who acted in supervisory capacity during the excursion
- A Copy of any contracts the school may have entered into with a third party
- A copy of any additional risk assessments; and
- In the event that an incident occurred during the excursion copies of all reports, documents or records, including any communication records relating to the particular incident.

10. Roles and Responsibilities

10.1 [Role of the School Principal] [contextualise to your school setting]

- Implement and review the school's Excursions Policy as part of the CES Limited's Duty of Care Framework
- Review and approve Excursion Management Plans
- Ensure staff are provided with training and development opportunities in student supervision and duty of care obligations
- Ensure the policy is made publicly available
- Provide reports to the Executive Director CES Limited on the Policy and its implementation, including records of any incidents that occurred during an excursion as required and requested
- Ensure records of excursions are maintained and archived

10.2 [Role of the Organising Teacher]

10.3 Ensure to follow this Policy and Procedures in organising and conducting an excursion, including completion of the Excursion Management Plan and an Excursion Debriefing Form

Role of the Catholic Education Sandhurst (CES Limited) Board

- Receive reports from Executive Director on implementation and compliance across all Sandhurst Catholic Schools
- Review and assess reports received by the Executive Director on excursions

11. Review

This Excursion Policy is scheduled for review every three years, or more frequently if required.

12. Related Documents and Other Resources

- [Excursion Management Plan](#)
- [Excursion Debriefing Form](#)

Responsibility for Policy	Executive Director CES Limited Assistant to the Director: Pastoral Wellbeing School Principal
Approval Authority	CES Limited Board
Approval date	October 2020
Date of next review	October 2023