



CHRYSALIS STEINER SCHOOL

educating the whole child

Safe and Supportive Environment Policy

Chrysalis will implement measures designed to promote the safety and well being of students and staff in line the National Safe Schools Framework.

Security of buildings:

- ❑ Buildings will be secure, well lit, well cleaned and appropriately furnished.
- ❑ A regular maintenance schedule will be undertaken to ensure that buildings are safe for use

Facilities including river access:

- ❑ Will be safe and accessible for play and use.
- ❑ Facilities and river access will be maintained to ensure that they are safe for use.

Evacuation procedures:

- ❑ A separate evacuation procedure is in this manual.
- ❑ A separate critical incident procedure is in this manual.
- ❑ Practice of evacuation procedures will be carried out during the cooler months

Complaints and Grievances:

- ❑ Chrysalis School has a comprehensive grievance policy (communication pathways) .

Pastoral care:

- ❑ Personnel are clearly identified for provision of pastoral care. Chrysalis School has arrangements in place with an outside counselor.

Communication with Parents:

- ❑ A weekly communication will take place via the school newsletter and Termly School Magazine. The School's website allows formal mechanisms for stakeholders interested in student welfare.
- ❑ Class Meetings occur up to 4 times a year and offer the forum for stakeholders (parents in particular) to raise issues for discussion and collaboration.

Child Protection:

Chrysalis School has in place policies and procedures to ensure that it meets its legislative obligations in relation to child protection

The following Acts relate to child protection in New South Wales and Chrysalis School complies with these requirements:

- the *Ombudsman Amendment (Child Protection and Community Services) Act 1998* which added Part 3A to the *Ombudsman Act 1974* <www.ombo.nsw.gov.au>
- the *Commission for Children and Young People Act 1998* which established the Commission for Young People and made the Commission responsible for employment screening for people in child-related employment (until such time as the provisions of the *Child Protection (Working with Children) Act 2012* are commenced, at which time the latter provisions are to apply instead)
- the *Children and Young Persons (Care and Protection) Act 1998* which sets out the responsibilities of Community Services with regard to child protection <www.community.nsw.gov.au>.

Implementation: See Child Protection Attachment

Safe Environment

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

Supportive Environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment can be described as one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the school community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- consultation takes place on matters relating to students' education and welfare.

Student Welfare

Student welfare encompasses the mental, physical and emotional wellbeing of the student. Provisions for student attendance are integral to providing for student welfare. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development.

Student welfare could include programs that the school provides to meet the personal, social and learning needs of the students. For example:

- ▣ effective discipline
- ▣ monitoring student attendance and strategies for improving unsatisfactory attendance
- ▣ early intervention programs for students at risk
- ▣ student, family and community support networks
- ▣ the school provides opportunities for students to enjoy success and recognition and make a useful contribution to the life of the school

Support.

The School wishes to promote a learning environment where teachers and pupils are mutually supportive. Students and teachers respect each other and do not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethos of the School. The School encourages consultation between all members of the School community in matters which affect them.

Security.

The School implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:

- (a) appropriate levels of supervision including on-site and off-site activities;
- (b) security of buildings;
- (c) procedures in case of fire critical incidents ie. evacuation/lock down;
- (d) use of grounds and facilities;
- (e) travel on School-related activities;

The implementation of these requirements and procedures is monitored for compliance from time to time.

Supervision

Appropriate measures are taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

Conduct

The School has in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct includes such matters as:

- (a) the rights and responsibilities of students and staff within the School community including the rights and responsibilities of students and staff as members of the community;
- (b) behaviour management;
- (c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
- (d) the management and reporting of serious incidents.
- (e) the School has established and implemented appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.

Complaints and Grievances

The School has in place processes for dealing with complaints and grievances raised by staff, students, and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

Pastoral Care

- (a) students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling with the School.
- (b) the School takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

- (c) students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication

- (a) the School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; Education Manager; representative or an appropriate government, welfare, health or other authority.
- (b) all of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

Policy Name: Safe and Supportive Environment Policy	Date of Origin: 2005 updated 3 March, 2014
Responsible: Business Manager and Education Manager	Review Date: Every 5 years or as legislature dictates
Location: Z Drive/Governance/ Policies 2014 Policies 2014 Updated final/Safe and Supportive Environment/Safe & Supportive Environment/Safe & Supportive Child Protection Policy Hardcopy: Administration Office	Attachments: Child Protection Policy and Procedures, Accident Procedures & Forms, Early Childhood Campus Guidelines, Grievance Pathways Parents Procedures, Grievance Parent Forms for Resolution, Inclement Weather Procedures, Master Incident Report, Parent Code of Conduct, Playground Duty Teacher Responsibilities, Playground Supervision Policy, School Parent Communication Intentions, Supervision of Children, Health Procedures, Procedures, Staff Grievance Form, Staff Grievance Procedures
Last Updated: 3 March, 2014	By Whom: Stephen Klipin, Business Manager and Kelley McGlashan, Education Manager