The Rockhampton Grammar School

Policies Document
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The Rockhampton Grammar School

Document issued by: Mr. Robert Skilling, Secretary to the Board of Trustees

Reviewed: July 2014
Additions:
March 19 2012, Information Technology Policy
March 25 2014, Privacy Policy
March 26 2014, Grievance Procedure Policy ( Removed July 31 2014)
July 31 2014, Family Law Policy
July 31 2014, Communications with Separated Parents
July 31 2014, Staff Grievance Procedure Policy
July 31 2014, RGS Complaints and Appeals Policy
July 31 2014, On-Line Social Networking Policy
Reviewed January 2015

The Secretary to the Board of Trustees administers this document
1.0 AFFIRMATIVE ACTION POLICY

1.1 PURPOSE

The School, in accordance with the Workplace Gender Equality Act 2012, has an Affirmative Action Programme. An Affirmative Action Programme means a programme designed to ensure that “appropriate action is taken to eliminate any employment discrimination against women, and measures are taken to promote equal employment opportunity for women”.

Reverse discrimination against men is not involved. Promotion and other employment decisions will continue to be based on merit. There are no quotas.

1.2 LEGISLATION

The Commonwealth Workplace Gender Equality Act 2012 is overseen by the Workplace Gender Equity Agency (www.wgea.gov.au) and replaces the Affirmative Action (Equal Employment Opportunity for Women) Act 1986, and reaches schools employing 100 people or more. It does not matter how these people are employed as the Act is concerned with all staff, not just teaching staff. All staff and any unions or industrial organisations to which they belong will be consulted throughout the development and implementation of the Affirmative Action Programme.

The Affirmative Action Programme will include a statistical analysis of the current workforce, a review of personnel policies and practices of the areas of recruitment, selection, promotion and reclassification, staff training and staff development and job descriptions.

The School is not required under the Act to lodge an annual report with the Workplace Gender Equity Agency. As a Statutory Authority of the Queensland government, it is exempt from reporting.

1.3 RESPONSIBILITY FOR THE AFFIRMATIVE ACTION PROGRAMME

The Headmaster is responsible for ensuring that the personnel policies and practices that operate within the School are reviewed. The review will identify any practices which are discriminatory or which may be necessary to achieve equal employment opportunity for women. Staff participation is strongly encouraged.
Updated: 31 July 2014

2.0 COMMUNICATION WITH SEPARATED PARENTS

PURPOSE

This protocol is to be read in conjunction with the Rockhampton Grammar School Family Law Policy and the Application for Admission Form.

The Rockhampton Grammar School is committed to taking all reasonable steps to ensure that communication with separated parents is conducted in a sensitive and fair manner, both as a matter of justice and in the interest of the child. In order to facilitate and support this process, the following policy applies.

2.1 PRIMARY AND ALTERNATE CONTACT DETAILS

For practical reasons the School requests that families nominate one parent as the Primary Contact (usually the Parent with whom the child mostly resides) and the other parent will be listed as the Alternate Contact. Where the Application for Admission for the School is only signed by one parent, by default that parent will be treated as the Primary Contact.

The provision of personal student information by the School will be subject to any legal considerations including the wishes of the specific student, family arrangements, the School's Privacy Policy and the Commonwealth Privacy Act.

2.2 GENERAL INFORMATION

Information regarding contact details will initially be drawn from the Application for Admission and thereafter from the Confirmation of Student Details Form, which is updated at the commencement of the academic year. Only the Primary Contact will receive the Confirmation of Student Details Form. Upon request at the beginning of each year, a separate Confirmation of Student Details Form can be sent to the Alternate Contact to confirm information currently on the database regarding communication.

A Notice of Intent (Confirmation of Enrolment Status for the following year) is distributed in June and addressed to the Primary Contact. If there were a change in status of the enrolment, then the Alternate Contact would be contacted. There is an expectation that parents will communicate with each other regarding the enrolment status for the following year.
Both the Primary and the Alternate Contact will be provided with the following:

- School Portal Access;
- Newsletters;
- Parent/Teacher Interviews;
- Student Reports; and
- Parent Information Nights.

For those communications that are delivered to the home by the student (including camp forms and excursion notices), it is the responsibility of the student to inform his parent of such information and it is the responsibility of the parents to share this information with each other. Separate copies will not be distributed. This also applies for School photographs that will be sent home with the student.

Where parental consent is required, the School will accept the signature of either the Primary or the Alternate Contact, if both signatures appear on the Application for Admission. Where only one parent has signed the Application for Admission, consent will only be recognised by the signature of that person.

If communication to parents is via email, those emails will go to both parents in the first instance, but as separate emails. A response to a query from one parent will only receive a response to that parent. It is expected that parents communicate with each other to give a consistent response to the teacher.

2.3 **ILLNESS**

If a student requires medical treatment or needs to be sent home from school due to illness, the designated Primary Contact will be contacted in the first instance. If they are unavailable, the Alternate Contact will be contacted. In the event of a serious illness or injury, it is expected that the parent contacted will communicate with the other parent.

For serious medical conditions, management plans will be sent to the Primary Contact for completion. It is the responsibility of the Primary Contact to share this information with the other parent. Normally these are completed at the beginning of each school year.

2.4 **ABSENCE**

It is the responsibility of parents to contact the School if their child will be absent. In the event of such an explained absence, the School will not notify the other parent and it is expected that parents take responsibility for sharing this information with each other. In the event of an unexplained absence, the designated Primary Contact will be the person contacted.
2.5 DISCIPLINARY MATTERS
In the event of a serious disciplinary matter that may involve suspension or expulsion, both the Primary and the Alternate Contact will be contacted.

2.6 SCHOOL FEES
Payment of School Fees will remain the legal responsibility of all parents/guardians that sign the Application for Admission unless otherwise agreed in writing with the School.

2.7 EXCEPTIONS
If any parent requires specific communication arrangements outside of this policy, a request must be made in writing to the Headmaster detailing the reason behind the request.

2.8 EXPECTATION OF PARENTS
Parents are required to notify the School of the terms of any Court Order, including a Family Court parenting order, that contains residence or specific issues orders that may affect the manner in which the School is to communicate with either or both parents. The School will not act as an intermediary between parents.

Any dispute between parents in relation to matters affecting the educational welfare of their child should be resolved between the parents or by the appropriate Court. The School will endeavour to meet the requirements in its responsibility towards the child as a student of the School.
3.0 FAMILY LAW POLICY

PURPOSE

The purpose of this policy is to outline the Rockhampton Grammar School’s response to matters in relation to family law issues.

Scope: The policy covers parents/carers, students and staff and describes how the school responds to requests by parents/carers who have no contractual arrangements with the school for information about, and access to, their child (ren).

References:

- Child Protection Policy
- Enrolment Application
- Privacy Policy
- Separated Parents Protocol

3.1 LEGISLATION

*Family Law Act 1975 (Cth)*

*Australian Education Act 2013 (Cth)*

*Australian Education Regulation 2013 (Cth)*

3.2 DEFINITIONS

Parental Responsibility: In relation to a child, means all the duties, powers, responsibilities and authority which, by law, parents have in relation to children. Each of the parents of a child who is not eighteen (18) has parental responsibility for the child. This is not affected, for example, by the parents becoming separated or by either or both of them marrying or re-marrying. [*Family Law Act 1975 (Cth)* *s61 (B); s61(C) (1) and (2)]

Parent(s): Usually a child’s parents are the father whose sperm fertilises the mother’s ovum and the mother who conceived and gave birth to the child. These are called the “natural parents”. Other circumstances of parenthood include:

- Adoptive parents
- Step-parents may have a duty to maintain a child but only under a court order [*Family Law Act 1975 (Cth) s66M]*
- Where there has been artificial insemination by a donor
- Where an ovum provided by one woman is fertilised *in vitro* and inserted in another woman
- Where a woman acts as a surrogate and agrees to bear a child for another women
**Persons responsible for students:** The natural parents of a student are legally responsible for the student turns 18 unless a parenting order has been made by the Court removing responsibility from one or both of the natural parents.

### 3.3 POLICY

#### 3.3.1 Rationale

1. Schools have contractual obligations to the person who enrolls the child and who is responsible for payment of the fees.
2. Schools have a duty in tort to take reasonable care for the safety of the child.
3. Schools have no way of knowing as fact who the natural parents of a child are.
4. Schools should not need to determine the current state of orders in a Family Court matter.
5. The Family Court seldom makes and order, which a school is, directed to obey.

#### 3.3.2 Policy

Except in exceptional circumstances outlined below, the school does not become involved in Family Court matters.

It is the policy of The Rockhampton Grammar School to provide information about a child and access to the child to those people whom the school believes are natural parents of the child and to others as per the school’s contractual obligation to enrolling party. Under the *Australian Education Act 2013* and *s59 of the Australian Education Regulation 2013*, the school is required to provide reports to the “persons responsible for students”. The Rockhampton Grammar School will provide school reports to the “person responsible” as per the above definition.

In all other matters, the school will, unless aware of information to contrary, follow the directed course of enrolling party, as per the school’s contractual obligations to the enrolling party. If there is a disagreement between the enrolling party and others who believe they have the right of access to information about or access to the child, it is the responsibility of those parties to reach agreement independently from the school, either through consultation or court action. The school will not become involved as the arbiter in disputes of this kind.
3.3.3 Exceptional Circumstance’

The policy is subject to three qualifications:

1. Where a court orders otherwise and the order binds the school
2. Where it is reasonably foreseeable that the safety of the child could be jeopardised
3. Where the child objects and the school believes it is in the best interests of the child to heed the objection.
4.0 ANTI DISCRIMINATION POLICY

4.1 PURPOSE

Anti-discrimination laws promote equal opportunity by protecting everyone from unlawful discrimination. At The Rockhampton Grammar School an anti-discrimination policy should ensure a learning and living environment free from unlawful discrimination. Anti-discrimination laws cover students, parents and employees of The Rockhampton Grammar School. Unlawful discrimination is likely to undermine the good of the School and will not be tolerated at The Rockhampton Grammar School.

4.2 LEGISLATION AND DEFINITIONS


Under the Anti-Discrimination Act of 1991, people should not be treated unfavourably in any way because of their:-

- sex
- relationship status
- parental status
- pregnancy
- race
- age
- impairment
- political activity or belief
- trade union activity
- lawful sexual activity
- breast feeding
- gender identity
- sexuality
- family responsibilities
- religious belief or activity

Or because they associate with someone of a particular race, religion etc.

Under federal anti-discrimination laws, discrimination because of someone’s criminal record or social origin is also against the law.

In simple terms, unlawful discrimination is when someone is treated unfavourably because of one of their particular characteristics or because they belong to a particular group. Unlawful discrimination can be humiliating because of irrelevant factors and can mean that decisions affecting an employee or
student or parent are made not on the basis of their skill or other relevant factors but on the basis of prejudice.

4.3 RESPONSIBILITIES: HEADMASTER, TRUSTEES OF THE BOARD AND BOARD SECRETARY

The Headmaster is responsible for ensuring that the policy and procedures relating to anti-discrimination are implemented and that appropriate support and information are provided to facilitate their effective implementation.

The implementation of anti-discrimination policy and procedures includes:

- understanding the nature of unlawful discrimination and its effects on the educational and employment environment;
- involvement in the resolution of unlawful discrimination complaints in the School or workplace, as required.

4.4 COMPLAINTS – RESOLUTION

The principal aim of internal procedures is to ensure that the offending behaviour stops. It is desirable that the School using appropriate internal procedures resolves complaints alleging unlawful discrimination.

A student, employee, volunteer or parent may deal with complaints of alleged unlawful discrimination either by way of informal complaint or by way of formal complaint. These internal procedures do not preclude a complainant from pursuing a complaint through the Human Rights Commission or the Queensland Anti-Discrimination Commission.

The procedures are intended to cover the above persons whilst they are engaged in activities on behalf of the School or their employment at the School.

4.4.1 Informal Complaints

These complaints may be oral or in writing and made in accordance with Step 1 of the internal grievance procedure of The Rockhampton Grammar School (as detailed in the Grievance Procedure Policy of the School). In such a case, Step 1 (and if necessary Step 2 of the internal grievance procedure) shall be followed.

4.4.2 Formal Complaints
Where the procedures outlined in Steps 1 and 2 of the of the School fail to resolve the matter to the satisfaction of the complainant, a formal complaint may be lodged in accordance with Step 3 of the internal grievance procedure of The Rockhampton Grammar School (as detailed in the Grievance Procedure Policy of the School). In such a case, Step 3 (and if necessary Step 4 of the internal grievance procedure) shall be followed.

If any person believes that he or she has been unlawfully discriminated against, The Rockhampton Grammar School will take that complaint seriously and investigate it fully and confidentially. Any person making a complaint and any witness to alleged unlawful discrimination shall not to be victimised or unfairly treated in any way as a consequence of making the complaint or offering any evidence.

Separate guidelines exist for complaints concerning sexual harassment as detailed in The Rockhampton Grammar School’s policy and statement on sexual harassment.

4.5 **CURRICULUM**

Unlawful discrimination will be addressed in the School as a curriculum issue. Students at all levels should acquire appropriate knowledge and understanding about unlawful discrimination. All new syllabi require that the issue of unlawful discrimination be addressed. The aim of curriculum inclusion is to create a supportive environment where unlawful discrimination does not occur.
5.0 CHILD PROTECTION POLICY

5.1 PURPOSE
This policy provides written processes about the appropriate conduct of The Rockhampton Grammar School, (the School) staff, volunteers and students that accord with legislation applying in Queensland to ensure the health and safety of all students and eliminate and minimize risk to child safety.

5.2 SCOPE
The Child Protection Policy applies to all students and staff, permanent and casual, volunteers, contractors, vocational placements and work experience staff. It covers information about the reporting of harm and likely sexual abuse.

5.3 RESPONSIBILITY
The Headmaster is responsible for ensuring that the policy and procedures relating to child safety are implemented and that appropriate support and information are provided to facilitate their effective implementation.

5.4 LEGISLATION
Child Protection Act 1999 (Qld)
Working for Children (Risk Management and Screening) Act 2000
Working for Children (Risk Management and Screening) Regulation 2011
Education (General Provisions) Act 2006
Education (General Provisions) Regulations 2006
Education and Training Legislation Act Amendment Act 2011
Education (Queensland College of Teachers) Act, 2005 (Qld)
Education (Accreditation of Non-State Schools) Act 2001 (Qld)
Education (Accreditation of Non-State Schools) Regulation 2001(Qld)
Education Services for Overseas Students (ESOS) Act 2000 (Cth)
Education (Overseas Students) Act 1996 (Qld)
Education (Overseas Students) Regulation 1998 (Qld)
Education (Queensland College of Teachers) Act 2005 (Qld)
Education and Care Services National Law Act 2011(Qld)
Education and Care Services National Regulation 2011(Qld)
The relevant sections of the Education (General Provisions) Act 2006 and the Education (General Provisions) Regulation 2006 are attached as an appendix to this policy.

5.5 DEFINITIONS

Child / Student

- A child is a person under 18 years of age.
- A student is any person, regardless of age, who is enrolled at the School.

Harm

Section 9 of the Child Protection Act 1999

- “Harm” is any detrimental effect of a significant nature on the child’s physical, psychological or emotional well-being.
- It is immaterial how the harm is caused.
- Harm can be caused by:
  - Physical, psychological or emotional abuse or neglect;
  - Sexual abuse or exploitation; or
  - Domestic or family violence.
- Harm can be caused by:
  - A single act, omission or circumstance; or
  - A series of acts, omissions or circumstances

Children in need of protection

Section 10 of the Child Protection Act 1999 - A “child in need of protection”

1. has suffered significant harm, is suffering significant harm or is at unacceptable risk of suffering significant harm, and

2. does not have a parent able and willing to protect the child from harm.

Sexual abuse

Section 364 of the Education General Provisions

A non-exhaustive definition of sexual abuse is where sexual behavior involving a relevant person and another person occurs in the following circumstances:

- The other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
- The relevant person has less power than the other person;
- There is a significant disparity between the relevant person and the other person in intellectual capacity and maturity.
5.6 **USEFUL CONTACTS**

Office of the Public Guardian and 

Public Safety Business Agency (Blue Card System)

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone (07) 3225 8325</td>
</tr>
<tr>
<td></td>
<td>Telephone (07) 3211 6999</td>
</tr>
</tbody>
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5.7 **PRINCIPLES AND GUIDELINES**

5.7.1 **Principles**

The School will uphold the following principles under this Policy:

- Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential;
- The School recognises that people who are subjected to abuse are harmed by it;
- At the School, the welfare and best interests of the child will always be a primary consideration;
- The School expects our students to show respect to our staff and volunteers and to comply with safe practices;
- All employees must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful;
- Sexual acts by an adult employee or volunteer with a student who is a child will always be sexual abuse. A student includes those enrolled in the pre prep program at the School;
- The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student;
- Reprisals against students or others making a complaint will not be tolerated;
- Student management practices will be administered with respect and in a manner which maintains the student’s dignity;
- The School will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct;
- The School will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student;
- Anybody within the School who becomes aware or reasonably suspects that a student is being harmed must report it to the School in accordance with the School’s Procedures for Reporting Harm;
- The School will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others;
- The School will not permit people to work in a position if the School believes on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed;
- The School will cooperate with State authorities in resolving allegations of harm.
5.7.2 Guidelines

In complying with these principles, the School will be guided by the following:

- **Natural Justice**
  The principles of natural justice will apply to decisions to be made under this Policy. The two fundamental principles of natural justice are:
  - That those making a decision are not biased;
  - That nobody should be condemned unless they are given prior notice of the allegations against them and they have a fair opportunity to be heard.

- **Process**
  It is important to make the lodging of a complaint easy.

- **Confidentiality**
  Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. The School is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. State authorities can compel people to give evidence about actions under the Policy and to produce documents.

- **Criminal Law**
  Where there are allegations of criminal misconduct, the allegations should be referred to the police. The Headmaster must refer all allegations of paedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

- **Defamation**
  A person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation.

- **Promptness**
  All steps under the Policy should be carried out promptly. The School will keep the victim and the alleged perpetrator informed of progress.

- **Protection**
  The Headmaster will ensure that the following are undertaken in order to reduce the chance of abuse occurring:
•  Ensure that each staff member understands and fulfills their obligations under this policy;
•  Ensure that an acceptable reference is obtained from the previous employer for each staff member engaged since the commencement of this policy;
•  Ensure that each non-teaching staff member and volunteer who has contact with children has a current positive-suitability notice issued by the Public Safety Business Office
•  Ensure that each teaching staff member is a registered teacher.

•  Support
  The School will provide support for the victim through professional counseling if it is requested, even if any allegation is not yet proved or disproved. The School will support the respondent to a complaint with professional counseling if it is requested until the matter has been resolved.

•  Interviews
  There will be two representatives of the School present at interviews, where practical. In cases of allegations of serious harm, it is best not to interview a student who is a child unless a properly qualified person conducts the interview.

•  Teachers
  If a respondent to an allegation is a registered teacher, the School will give notification to the Queensland College of Teachers (formally the Board of Teacher Registration), if required to do so under the Education (Queensland College of Teachers Act) 2005 and the Education and other Legislation (Student Protection) Amendment Act 2003.


•  Public Relations
  The Headmaster will ensure that the School is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media.

•  Police Action
  It will usually be necessary to wait until the police have decided whether to charge the respondent before taking any internal disciplinary proceedings. If the police do charge the respondent, it will be necessary to wait until charges have been dealt with in the courts before commencing internal enquiries or disciplinary proceedings. This does not preclude the Headmaster from seeking advice from the police regarding the duty of care to existing students, which may involve the standing down of a staff member during an investigation. The police are not required to inform the School about their investigations. Some of their material may be acquired under a Freedom of Information request when their work on the case is finished.
• Insurer
The School will keep its insurer informed about developments.

5.8 PUBLICATION
The Headmaster will ensure that this policy is published and provided to:
• each new staff member on induction;
• staff members, the policy is available on the school website, in staff handbooks;
• by reference to it at all staff professional development days.
• by display on at least one notice board in the School, always; and
• The Headmaster will ensure that a copy of the policy is always available from the School’s administration.

5.9 DEALING WITH ALLEGATIONS OF Sexual Abuse
5.9.1 Obligation to Report
There is an obligation for all staff members to report sexual abuse or suspected sexual abuse or “likely sexual abuse” of a student. The obligation to report exists if the staff member becomes aware of the abuse or suspected abuse or likely abuse in the course of the staff member’s employment at the School.
• “Likely abuse” is to be interpreted as “more probable than not”.
• Persons reporting “likely sexual abuse” are not liable, civilly, criminally or under an administrative process for giving a report of “likely sexual abuse”.
• The obligation to report applies to all staff, teaching and non-teaching irrespective of their employment status or basis. The Report must be given immediately.
• Any report in the first instance should be addressed to the Headmaster or a member of the Board of Trustees (see Procedures for Reporting Sexual abuse.)
• If the first person to become aware of suspected or likely abuse is the Headmaster he must immediately give a written report to a police officer and a copy of that report to a member of the Board of Trustees.
REPORTING SEXUAL ABUSE UNDER EDUCATION (GENERAL PROVISIONS) ACT 2006

- *Section 366 of the Education (General Provisions) Act 2006* states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following has been sexually abused by another person:-

- (a) a student under 18 years attending the school;
- (b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
- (c) a person with a disability who:-
  - (i) under s.420(2) of the *Education (General Provisions) Act 2006* is being provided with special education at the school; and
  - (ii) is not enrolled in the preparatory year at the school;
- then the staff member must give a written report about the abuse or suspected abuse to the principal or to a director of the school’s governing body immediately.

A non-State school’s principal or a director of a non-State school’s governing body must immediately give a copy of a report given to the principal or director under subsection (2) to a police officer.

- *(Under s.366B of the Education (General Provisions) Act 2006, the directors of a school's governing body may delegate the directors' function under s.366 to an appropriately qualified individual (this cannot be the Principal or any other staff member of the school). Directors should ensure they are well briefed about the requirements of s.366B before undertaking a delegation of this function.) The Trustees of the Rockhampton Grammar School have not delegated this function.*

- If the staff member who becomes aware or reasonably suspects sexual abuse is the school’s principal, he must immediately give a written report about the abuse, or suspected abuse to a police officer and must also give a copy of the report to a director of the school’s governing body.
- A report under this section must include the particulars required by s.68 of the *Education (General Provisions) Regulation 2006* which are currently:-
  - (a) the name of the person giving the report (the *first person*);
  - (b) the student’s name and sex;
  - (c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused;
  - (d) details of the abuse or suspected abuse;
  - (e) any of the following information of which the first person is aware:-
    - (i) the student’s age;
    - (ii) the identity of the person who has abused, or is suspected to have abused, the student;
    - (iii) the identity of anyone else who may have information about the abuse or suspected abuse.

REPORTING LIKELY SEXUAL ABUSE UNDER EDUCATION (GENERAL PROVISIONS) ACT 2006

- *Section 366A of the Education (General Provisions) Act 2006* states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following is likely to be sexually abused by another person:-

  - (a) a student under 18 years attending the school;
• (b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
• (c) a person with a disability who:
• (i) under s.420(2) of the Education (General Provisions) Act 2006 is being provided with special education at the school; and
• (ii) is not enrolled in the preparatory year at the school;
• then the staff member must give a written report about the suspicion to the principal or to a director of the school’s governing body immediately.

A non-State school’s principal or a director of a non-State school’s governing body must immediately give a copy of a report given to the principal or director under subsection (2) to a police officer.

(Under s.366B of the Education (General Provisions) Act 2006, the directors of a school’s governing body may delegate the directors’ function under s.366 to an appropriately qualified individual (this cannot be the Principal or any other staff member of the school). Directors should ensure they are well briefed about the requirements of s.366B before undertaking a delegation of this function. The Trustees of the Rockhampton Grammar School have not delegated this function.

• If the staff member who becomes aware or reasonably suspects likely sexual abuse is the school’s principal, he must immediately give a written report about the suspicion to a police officer and must also give a copy of the report to a director of the school’s governing body.

• A report under this section must include the particulars required by s.68 of the Education (General Provisions) Regulation 2006 which are currently:-
• (a) the name of the person giving the report (the first person);
• (b) the student’s name and sex;
• (c) details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;
• (d) any of the following information of which the first person is aware:-
• (i) the student’s age;
• (ii) the identity of the person who is suspected to be likely to abuse the student;
• (iii) the identity of anyone else who may have information about the suspected likelihood of abuse.

5.10 PROCEDURES FOR REPORTING PHYSICAL HARM AND SEXUAL OR LIKELY SEXUAL ABUSE

Mandatory Reporting Requirements

Under Section13E (3) of the Child Protection Act 1999 if a doctor, registered nurse or a teacher forms a “reportable suspicion” about a child in the course of their engagement in their profession they must make a written report.

A reportable suspicion about a child is a reasonable suspicion that the child:

1. has suffered significant harm, is suffering significant harm or is at unacceptable risk of suffering significant harm, and

2. may not have a parent able and willing to protect the child from harm.
The doctor, nurse or teacher must give a written report to the chief executive of the Department of Communities, Child Safety and Disability Services or another department administering the Child Protection Act 1999. They must also give a report to the Headmaster.

A report under this section must include:

- The basis on which the person has formed the reportable suspicion and
- The information prescribed by regulation, to the extent of the persons knowledge.

Staff members at the School are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of the School must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the School. It is irrelevant whether the contact is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant. Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

Where a reference is made to providing a written report in the below procedures, the following matters are to be included in the written report:

- name of the person giving the report;
- name, sex and (if known) age of the child victim;
- details of the basis for the maker of the report becoming aware, or reasonably suspecting that the child has been sexually abused;
- details of the actual or suspected sexual abuse;
- particulars of the identity of the alleged perpetrator of the abuse (if known); and
- particulars of the identity of any other person who may be able to give information about the abuse (if known).

If a staff member is aware or reasonably suspects harm has been caused to a student who, when the harm was caused or is suspected to have been caused, was under 18 years and the harm has not been reported under any other sections of this policy, the staff member must report the harm to the Headmaster.

- If the Headmaster is aware or reasonably suspects the harm has been caused, the Headmaster must report the harm or suspected harm to an authorised officer (e.g. child safety officer) in the Department of Communities (or other department administering the Child Protection Act 1999) or to a police officer.

- Health professionals must report harm or suspected harm under s.191 of the Public Health Act 2005.
5.10.1  PROCEDURES FOR A STUDENT REPORTING INAPPROPRIATE STAFF BEHAVIOUR

A student may report behavior by a staff member that the student considers inappropriate to:

The School Counsellor or
The Nurse Manager

The staff member must, on receiving the report, give that information to the Headmaster.

If the report is that the Headmaster has acted inappropriately the report may be made to a Trustee or to the Secretary to the Board of Trustees.

5.11  PREVENTING HARM TO STUDENTS FROM PEOPLE OUTSIDE OF THE SCHOOL

Over 85% of children are harmed by someone they know and trust – a parent, sibling, other relative, family friend or care provider. Employees should be aware of the physical, emotional and behavioural indicators of risk of student harm, and actual harm. These indicators are more significant if they are severe and/or consistent over time.

5.11.1  Indicators of harm

- Physical abuse and excessive punishment
  - Student presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
  - Students offer explanations for an injury which appear inconsistent with that injury;
  - Student or another person advise that he/she has been subjected to or threatened with physical harm;
  - Reluctance/refusal to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm;
  - Excessive absenteeism.

- Emotional abuse and/or deprivation
  - Poor peer relationships/withdrawn;
  - Inclined to seek adult company and/or students who are older or younger;
  - Avoiding going home on a regular basis;
  - Learning difficulties, including poor concentration;
  - Attention seeking behaviour such as stealing, lying, running away, disrupting classes repeatedly.
• Physical neglect and/or inadequate supervision or care
  o Students appear underweight for age and body type;
  o Inadequate clothing;
  o Asking other students for food or money or not bringing food to School;
  o Excessive absences from school and/or high frequency of illness/infection;
  o Student often arrives at school early and/or leaves late.

• Sexual abuse
  o Bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs;
  o Bruises, scratches or other injuries not consistent with accidental injury;
  o Difficulty walking or sitting;
  o Persistent headaches or recurrent abdominal pain;
  o Unexplained pain in genital area;
  o Torn, stained or bloodied underwear;
  o Itching, soreness, discharge or unexplained bleeding;
  o Painful and recurrent urination;
  o Recurrent urinary tract infections;
  o Signs of sexually transmitted diseases;
  o Pregnancy in adolescents where the identity of the father is vague or secret.

Where an employee has concerns or is unsure whether or not observations should be cause for concern, it is mandatory that they report their concerns to the Headmaster. The Headmaster will contact the The Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) to discuss, in the first instance, the fact there is a concern and to seek advice as to the appropriateness of formally reporting the matter.

If it is deemed, after this discussion, that further investigation is warranted, then the Headmaster, on behalf of the employee who made the original observation, will report the matter to the Queensland Police Service. Reporting to the police is mandatory where harm caused to a child indicates a criminal offence may have taken place, such as a sexual assault. At this time, the employee concerned must be available to give a first-hand account of the situation.

It should be noted that the role of the employee is not an investigative one. Staff must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. Neither the employee nor the Headmaster is obliged to obtain proof, establish the cause of harm or assess its severity.
Once a report has been made, the employee is not required to take further action, beyond the requirement to exercise a duty of care.

5.11.2 Evidence

The investigation of these matters is a complex and sensitive process. In the course of an investigation, officers from the child protection agencies may request permission to interview the student concerned. In most cases, in order to ensure the interests of the child are protected, the student may be interviewed before the matter is discussed with the parent/caregiver.

The responsibility for informing parents/caregivers of notifications and any interviews rests with the investigating child protection agency officers, not with the Headmaster. For this reason, any person making an inquiry or complaint concerning an investigation or an interview must be promptly referred to the Headmaster who will refer the enquirer to the appropriate department, with the explanation that it is the responsibility of that department to answer such inquiries or complaints.

5.11.3 Confidentiality

The identity of the person reporting the matter must not be revealed to any person or officer of any department without that person’s consent.

Child protection agencies operate under strict laws of confidentiality. This means they do not divulge the identity of the person reporting the matter except to others requiring the information to perform duties under the Child Protection Act 1999 and the Child Protection Act 2000 neither do they divulge information about their investigations to the person reporting the matter.

Section 22 of the Child Protection Act 1999 and the Child Protection Act 2000 provides for the protection from civil liability for persons who, acting honestly, notify or give information about suspected harm to a child. It also states that merely because the person gives the notification, the person cannot be held to have breached any code of professional etiquette or ethics, or departed from accepted standards of professional conduct. Furthermore, Section 146B (5) of the Education and Other Legislation (Student Protection) Act 2003 and 2006 provides similar protection with respect to reports of sexual abuse. ([https://www.legislation.qld.gov.au/LEGISLTN/ACTS](https://www.legislation.qld.gov.au/LEGISLTN/ACTS))
5.11.4 **Support for the Student**

The School has a responsibility to offer a long-term, supportive environment for all students. The following are suggested as ways to support a student who may be in need of protection:

- treat the student with respect and dignity;
- be sensitive to the student’s needs, feelings and concerns;
- monitor the situation;
- maintain confidentiality as far as is practicable;
- immediately notify the Headmaster if, after the initial report any further incidents of harm are suspected.
5.12 PREVENTING BULLYING

The School has a responsibility to ensure that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination and harassment. All schools must take reasonable steps to ensure that students learn in a safe, supportive and caring environment without fear of being bullied, discriminated against or harassed.

By definition, bullying is repeated oppression, psychological or physical, of a less powerful person or group by a more powerful person or group of persons. It may be manifested in many ways e.g. harassment (verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism, discrimination.

In any form, bullying is not acceptable behaviour and results in hurt, fear, loss or self-esteem and decreased social effectiveness for the victim. Within the context of The Rockhampton Grammar School, bullying is entirely contrary to the ideals of the School. In accordance with the School’s Mission Statement, therefore, this policy seeks to develop:

- in students, respect and concern for others, of all races and creeds;
- in students, an understanding that they must take responsibility for their own behaviour;
- in students, critical and effective thinking and problem solving skills;
- in students, life skills related to healthy lifestyles; and
- an environment that nurtures and promotes student self-esteem and self-confidence.

5.12.1 Implementation

The following steps are a guide to dealing with reports of bullying.

- If bullying is suspected or reported, the member of staff who has been approached should deal with the incident immediately to ensure the student’s safety. It is never acceptable to turn a blind eye to bullying.
- A clear account of the incident should be recorded and given to the Headmaster or relevant Head of School.
- The Headmaster or relevant Head of School will then work through the School’s Bullying Policy contained in the Student Diary and Parent Handbook.

5.12.2 Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
• offering continuous support; and
• providing encouragement to form and maintain friendships with non-bullying students

Students who have bullied will be helped by:
• discussing what happened;
• discovering why the student became involved;
• establishing the wrong doing and the need to change; and
• enlisting the support of parents/caregivers to help change the behaviour and attitude of the students, where appropriate.

Within the curriculum, the School will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, in an attempt to eradicate such behaviour.

5.13 PREVENTING STUDENTS SELF HARM

During their schooling, some students may be at risk of harming themselves. This harm may occur with or without suicidal intent, or may be symptomatic of, or associated with a known medical condition or intellectual disability.

5.13.1 Self-harm with suicidal intent

Youth suicide rates in Australia are among the highest in the industrialised world. Common risk factors include:
• previous attempts at suicide (most powerful risk predictor);
• depression;
• drugs and alcohol abuse;
• conduct disorder;
• disruptive and unsupportive family background;
• relationship conflicts;
• poor coping skills;
• psychiatric illnesses;
• ready availability of lethal means to commit suicide
• copycat behaviour after an incident of self-harm by another person.
• Other risk factors include:
• recent bereavement;
• chronic physical illness;
• anniversary phenomenon (of past losses or major life events);
• early loss experience;
• school failure;
• perfectionism and overachievement as a result of students having high expectations of themselves.

Threats of self-harm by a student should be taken seriously and reported to the School Counsellor and Headmaster immediately. It is much safer to be cautious and act on the concern, than to do nothing.

An employee who becomes aware of, or suspects a student is experiencing significant psychological distress, should consult the Year Co-ordinator or Head of School for further advice and report the information to the Headmaster.

In the case of an acutely distressed student, the immediate safety of the child is paramount. An employee should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Headmaster. Employees should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report from the Head of School, the School Counsellor will meet with the distressed student, on the day of the report, to conduct an initial assessment and determine an appropriate course of action. In cases of serious concern, the Headmaster, or counsellor under the direction of the Headmaster, will notify the student’s parents and make arrangements for access to professional assistance.

5.13.2 Self-harm without suicidal intent

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high-risk behaviours, such as alcohol/substance abuse, drug taking, unsafe promiscuity, cutting/burning oneself.

All School employees are expected to act to prevent all high-risk behaviours occurring within the School, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the School.

Employees who are aware that a student is engaging in, or is at risk of engaging in high-risk activities should consult with the Head of School for further advice and report their concerns to the Headmaster.

Following a report from the Head of School, the Headmaster will consult with the student counsellor to determine what course of action should occur.

Possible actions include:
• contacting parents;
• arranging professional assistance;
• consulting with the local office of the Department of Families;
• contacting the police, where appropriate.

5.13.3 Self-harm as a symptom of a medical condition or intellectual disability

Where it is known that a student has the propensity to engage in self-harm that is symptomatic or associated with a known medical condition or intellectual disability, the Headmaster in co-operation with other qualified School staff and external treating professionals (where applicable), will devise an individual programme of management to prevent or reduce the likelihood of the student engaging in self-harm at School.

The programme will complement any other management procedures adopted outside the School setting to address the self-harm behaviour.

The programme of management will be monitored on an on-going basis and modified as appropriate to maximise socially adaptive behaviour.
Chapter 12  Good order and management of State educational institutions and non-State schools

Part 10  Reporting of sexual abuse

Section 366A Obligation to report likely sexual abuse of person under 18 years at non-State school

1) Subsection (2) applies if a staff member of a non-State school (the first person) reasonably suspects, in the course of the staff member's employment at the school, that any of the following is likely to be sexually abused by another person—
   (a) a student under 18 years attending the school;
   (b) a pre-preparatory age child registered in a pre-preparatory learning program at the school;
   (c) a person with a disability who—
       (i) under section 420(2), is being provided with special education at the school; and
       (ii) is not enrolled in the preparatory year at the school.

2) The first person must give a written report about the first person's suspicion to the school's principal or a director of the school's governing body—
   (a) immediately; and
   (b) if a regulation is in force under subsection (5), as provided under the regulation.

3) However, if the first person is the school's principal, the principal must give a written report about the suspicion to a police officer—
   (a) immediately; and
   (b) if a regulation is in force under subsection (5), as provided under the regulation.

4) If subsection (3) applies, the principal must also immediately give a copy of the report to a director of the school's governing body.

5) A regulation may prescribe the particulars the report must include.

6) A non-State school's principal or a director of a non-State school's governing body must immediately give a copy of a report given to the principal or director under subsection (2) to a police officer.

7) A person who makes a report under subsection (2) or (3), or gives a copy of a report under subsection (4) or (6), is not liable, civilly, criminally or under an administrative process, for giving the information contained in the report to someone else.

8) Without limiting subsection (7)—
   (a) in a proceeding for defamation, the person has a defence of absolute privilege for publishing the information; and
   (b) if the person would otherwise be required to maintain confidentiality about the given information under an Act, oath, rule of law or practice—the person does not contravene the requirement by giving the information.

9) To remove any doubt, it is declared that a person does not commit an offence against this or another Act only because the person omits to do an act required under this section.
Part 9  Miscellaneous

Section 68A Report about likely sexual abuse—Act, ss 365A(4) and 366A(5)

A report under section 365A(4) or 366A(5) of the Act must include the following particulars—

(a) the name of the person giving the report (the first person);
(b) the student’s name and sex;
(c) details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;
(d) any of the following information of which the first person is aware—
   (i) the student’s age;
   (ii) the identity of the person who is suspected to be likely to abuse the student;
   (iii) the identity of anyone else who may have information about the suspected likelihood of abuse.

Education (Accreditation of Non-State Schools) Regulation 2001

Section 10

Part 2  Accreditation criteria

Division 3  Educational program, and student welfare processes, criteria

Section 10  Health, safety and conduct of staff and students

(1) A school must have written processes about the health and safety of its staff and students, that accord with relevant workplace health and safety legislation.

(2) Also, the school must have written processes about the appropriate conduct of its staff and students, that accord with legislation applying in the State about the care or protection of children.

(3) Without limiting subsection (2), the processes must include—
   (a) a process for the reporting by a student to a stated staff member of behaviour of another staff member that the student considers is inappropriate; and
   (b) a process for how the information reported to the stated staff member must be dealt with by the stated staff member.

(4) For the process mentioned in subsection (3A), there must be stated at least 2 staff members to whom a student may report the behaviour.

(5) Also, without limiting subsection (2), the processes must include the following—
   (a) a process for reporting—
      (i) sexual abuse or suspected sexual abuse in compliance with the Education (General Provisions) Act 2006, section 366; and
      (ii) a suspicion of likely sexual abuse in compliance with the Education (General Provisions) Act 2006, section 366A;
   (b) a process for—
      (i) the reporting by a staff member, to the school’s principal or another person nominated in the process, of harm that—
      (A) the staff member is aware or reasonably suspects has been caused to a student who, when the
harm was caused or is suspected to have been caused, was under 18 years; and
(B) is not harm to which the process mentioned in paragraph (a) applies; and
(ii) the reporting by the principal or other person, to a relevant State authority, of the harm or suspected
harm if the principal or other person also is aware or reasonably suspects the harm has been caused.

(6) The processes must—
(a) be readily accessible by the staff and students; and
(b) provide for how the staff and students are to be made aware of the processes.

(7) The school’s governing body must be able to demonstrate how the school is implementing the processes.

(8) In this section—
relevant State authority means—
(a) the chief executive, or another officer, of the department in which the Child Protection Act 1999 is
administered; or
(b) an authorised officer under the Child Protection Act 1999; or
(c) a police officer.

Education (General Provisions) Act 2006
Section 366B
(Warning: Section as commencing on 29 January 2013 — not an authorised copy or extract)

Chapter 12 Good order and management of State educational institutions and non-State schools
Part 10 Reporting of sexual abuse
Section 366B Delegation of director's reporting function under s 366 or 366A

(1) Subsection (2) applies if a non-State school's governing body has only one director.

(2) The director may delegate, to an appropriately qualified individual, the director's function.

(3) Subsection (4) applies if a non-State school's governing body has more than one director.

(4) All of the directors may, by unanimous resolution, delegate the directors' function to an appropriately qualified
individual.

(4A) However, the director or directors must not delegate the function to the principal or any other staff member of the
non-State school.

(5) If a delegate commits an offence against section 366(4), the delegator also commits the offence.

(6) However, it is a defence for the delegator to prove the delegator took all reasonable steps to ensure the delegate
complied with the section.

(7) In this section—
appropriately qualified, to perform a director's function, means having the qualifications, experience or standing
appropriate to perform the function.

function, of a director of a non-State school's governing body, means the director's function of receiving a report and
giving a copy of the report to a police officer under section 366 or 366A.
## Summary of Reporting Harm

<table>
<thead>
<tr>
<th>Who</th>
<th>What abuse</th>
<th>Test</th>
<th>Report to</th>
<th>Legislation</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Sexual</td>
<td>Awareness or a reasonable suspicion</td>
<td>Principal, through to Police</td>
<td>EGPA, sections 366 and 366A</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sexually abused or likely to be sexually abused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Sexual and physical</td>
<td>Significant harm</td>
<td>Principal, through to Child Safety</td>
<td>CPA, sections 13E and 13 G</td>
<td>New</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent willing and able</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All staff</td>
<td>Physical, psychological, emotional, neglect, exploitation</td>
<td>Significant harm</td>
<td>Principal, through to Child Safety</td>
<td>Accreditation Regulations, section 10</td>
<td>Amended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent willing and able</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Any</td>
<td>Not of a level that is otherwise reportable to Child Safety, refer without consent</td>
<td>Family and Child Connect</td>
<td>CPA, sections 13B and 159M</td>
<td>New</td>
</tr>
<tr>
<td>All staff</td>
<td>Any</td>
<td>Not of a level that is otherwise reportable to Child Safety, refer with consent</td>
<td>Principal, through to Family and Child Connect</td>
<td>CPA, sections 13B and 159M</td>
<td>New</td>
</tr>
<tr>
<td>Any member of the public</td>
<td>Any</td>
<td>Significant harm</td>
<td>Child Safety</td>
<td>CPA, section 13A</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent willing and able</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.0 DISABILITIES POLICY

6.1 PURPOSE


The Queensland Education (Accreditation of Non-State Schools) Act 2001 prescribes ‘the school’s educational programme and student welfare processes’ as accreditation criteria, and makes it mandatory for all schools to have written processes about students with disabilities. Disability Standards for Education 2005.

In particular, schools must have written processes for identifying students with disabilities, and for devising an educational programme, ‘specific to the educational needs of those students with a disability, that complies with relevant anti-discrimination legislation’. In addition, the Australian Government announced, following the recent MCEETYA meeting that it will move unilaterally to implement the Disability Discrimination Act (DDA) Education Standards across Australia in order to eliminate discrimination and ensure successful outcomes for students with disabilities. The date for implementation has not been announced.

6.2 POLICY STATEMENT

The Rockhampton Grammar School values the diversity of all students including those with special educational needs, recognises the right of all students to equitable access to the curriculum, and offers education programmes specific to the educational needs of students with disabilities.

The Rockhampton Grammar School will assist the full participation of students with disabilities by:

- valuing all students as individuals and identifying and responding to their needs;
- consulting with the student and parent to make well-informed decisions about the education programme to be developed for each student with a disability/ies;
- identifying and addressing barriers that limit students’ opportunities, participation and benefits from schooling;
- providing appropriate levels of resources within available funds in order to reasonably accommodate the needs of students with disabilities;
- making reasonable adjustments in modifying, substituting or supplementing curricula, course work requirements, timetables, teaching methods and materials, and assessment procedures to meet the needs of students with disabilities;
- facilitating options and pathways for students with disabilities;
• providing physical environments that are accessible, stimulating, safe and welcoming;
• devising fair and transparent enrolment procedures for all students, including those with disabilities;
• respecting the rights of people with disabilities to privacy and confidentiality;
• fostering and encouraging among staff and students, positive, informed and unprejudiced attitudes towards people with disabilities; and
• supporting and assisting students to make alternative satisfactory educational arrangements when the School is unable to meet their needs.

Who must comply with the policy?
• all employees
• volunteers
• children and young people
• parents and caregivers

6.3 IMPLEMENTING THE POLICY

6.3.1 Responsibility
The Headmaster is responsible for ensuring that the policy and procedures relating to disability issues are implemented and that appropriate support and information are provided to facilitate their effective implementation.

6.3.2 Enrolment
It is important to us that we, as a school, can meet the educational needs of each child. For this reason, all parents are required to complete the questions attached to the School enrolment form which facilitate the enrolment process and enable us to determine the resources required to meet each individual student’s needs.

Obtain permission from parents to collect further data. For example, if a child has special education needs, parents/caregivers are asked to sign a permission form, which allows the School to collect information from specialist personnel who may have information to assist in meeting the needs of their child. Specialist personnel may include the child’s previous school, disability agencies, medical and allied health professionals and ascertainment personnel.

The collection, use and disclosure of information about a child are protected by the provisions of the School’s Privacy Policy, a copy of which can be obtained from The Rockhampton Grammar School.
6.3.3 Identification

The level of specialist educational support required by students with disabilities is identified through the Student Support Plan (or similar) process. This includes the collection of information from parents or caregivers at interview, completion of a questionnaire, consultation with specialist personnel, including the School’s support teacher, and formal ascertainment procedures, if appropriate.

The collation of this information will help ascertain the student’s need for:
- physical access- equipment, building modification;
- personal care;
- health care management –medication, emergency procedures;
- communication;
- specific teaching strategies.

Based on the information gathered, the Headmaster or delegated staff member will make a preliminary assessment of the student’s curriculum support needs, and the School’s ability to meet those needs.

At this time the Headmaster, or delegated staff member, will meet with parents/caregivers to discuss the outcomes of the information-gathering process and to present the educational programme the School can offer. This discussion may involve:
- the student, if appropriate;
- special education advisers from The Association of Independent Schools of Queensland;
- agency representatives;
- therapists, counsellors, other professionals;
- an advocate;
- an interpreter.

6.3.4 Education Programme

On confirmation of enrolment, parents will receive, in writing; an outline of the support the School can offer the student in order for them to access the curriculum successfully.

The Student Support Plan will include such matters as:
- The basis for the comprehensive collection of the information about the needs of students with disabilities, a list of the information collected and the significance of the information to the formation of the Support Plan. This information may also be the basis for a school deciding not to accept the students’ enrolment.
• The documentation of curriculum/assessment modifications and issues related to behaviour management, liaison with parents and outside agencies, as appropriate. It will outline resource requirements, including facilities and equipment, evacuation and emergency procedures, reporting requirements, and training requirements for staff or others who work with the student.

• The development of Health Care Plans for students with health support needs.

The Student Support Plan will be reviewed at the end of each semester and at this time parents will be requested to meet with the Headmaster, or delegated representative, in order to discuss the progress of their child.
6.4 FLOW CHART

(Taken from: Students with Disabilities: Enrolment Guidelines for Independent Schools, SA Independent Schools Targeted Programmes Authority Inc., Adelaide: Hyde Park Press)

Initial parent/caregiver enquiry

Interview parent and student according to the school's enrolment policy criteria.

Does the student have a disability?

Written permission from parents to the school to investigate the student's educational needs.

Parents and school collect information to determine the student's educational needs regarding:
- physical access, equipment
- building modifications
- health issues
- personal care needs
- communication needs
- curriculum access
- specialist agencies
- emergency procedures

Summary of information by school personnel.
Consideration of how the school can meet the student's needs.

Principal meets with parents and other relevant professionals to discuss the education program the school can offer.

Enrolment proceeds

Letter to parents stating what the school can offer and accepting the enrolment: parent to sign Complete Student Support Plan
Transition orientation program proceeds if required and as outlined in the SSP
Enrolment is reviewed regularly to ensure school continues to meet student's educational needs

Enrolment does not proceed

This may occur because parents choose not to continue with the enrolment if they believe the school is unable to adequately meet their child's needs OR
The school can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school.
7.0 INFORMATION TECHNOLOGY ACCEPTABLE USE AND MONITORING POLICY

7.1 PURPOSE
This policy addresses the provision of Information Technology equipment and services by The Rockhampton Grammar School and the associated responsibility of authorised users when accessing Information Technology resources.

7.2 DEFINITIONS
Information Technology: Includes, but is not limited to The Rockhampton Grammar School’s computer systems (including desktops, laptops, servers and networks), software licensed to The Rockhampton Grammar School, access to the Internet, remote access, electronic mail, telephony, voicemail, faxes, mobile phones, Smartphone’s, tablets, PDA’s (whether owned by The Rockhampton Grammar School or not), electronic information held by The Rockhampton Grammar School or by third party agents (including security systems) and related services.

Authorised User: Any person who has been authorised by The Rockhampton Grammar School to access any Information Technology.

This policy applies to all employees, contractors, consultants and other workers who use Information Technology supplied by The Rockhampton Grammar School. The policy applies if equipment or services are used or accessed remotely.

7.3 POLICY
The policy is based on the following principles, which must be adhered to by all authorised users:

- the Information Technology resources of The Rockhampton Grammar School are provided to support school and business operations;
- authorised users are granted access to Information Technology and data on the basis that their use of IT resources shall be reasonable, responsible, ethical and lawful at all times;
- authorised users are required to observe The Rockhampton Grammar School policy and any relevant laws which may apply;
- data and information relating to persons and other confidential matters acquired for business purposes shall be protected;
- The Rockhampton Grammar School information shall be protected from unauthorised and/or accidental disclosure; and
• The Rockhampton Grammar School Information Technology must not under any circumstances be used to humiliate, intimidate, offend or vilify others on the basis of their race, gender, or any other attribute prescribed under anti-discrimination legislation.

7.4 RESPONSIBILITY

7.4.1 Authorised User Responsibilities

This section clarifies the standards of behaviour that are expected of authorised users of The Rockhampton Grammar School Information Technology. It gives guidance in areas where staffs need to make personal, professional and ethical decisions.

Personal Usage – While The Rockhampton Grammar School’s Information Technology is provided to support school and business operations reasonable and limited personal usage of the Information Technology is permitted.

Content – Each authorised user is responsible for content that they create, store, link-to or distribute using Information Technology. Authorised users should ensure that this content is appropriate for our workplace environment and:

• is not illegal or contrary to any law;
• is not offensive, obscene, pornographic, profane or likely to cause distress;
• does not harass or discriminate on sex, race, religion or any other basis; and
• does not violate any intellectual property or copyright.

Any data, files or emails produced remain the property of The Rockhampton Grammar School unless otherwise agreed with the Headmaster.

Passwords are provided to authorised users to access The Rockhampton Grammar School’s Information Technology and must not be shared. RGS staff will only ask you for your password under exceptional circumstances and you will be asked to change it immediately.

Personal information about an individual must not be disclosed without consent of the individual concerned. However, privacy legislation does provide for the release of personal information without consent in certain circumstances e.g. where the information is requested by the police or where The Rockhampton Grammar School has reason to suspect that unlawful activity has been, or is being engaged in.
7.5 UNACCEPTABLE USAGE OR BEHAVIOUR

No authorised user should undertake any activity that may jeopardise the security, integrity, performance or reliability of The Rockhampton Grammar School’s Information Technology.

The following activities are not allowed and are considered in breach of the policy:

- undertaking any unauthorised access to Information Technology or circumventing any authentication or security mechanisms;
- undertaking any activities that result in copyright or intellectual property infringement;
- monitoring, interception or forging of messages or network traffic;
- changing the hardware or software configuration of systems without RGS approval;
- probing for security weaknesses in The Rockhampton Grammar School’s Information Technology;
- bulk e-Mail messaging or the production of SPAM;
- undertaking any activity that may impact on the performance, security, confidentiality or availability of The Rockhampton Grammar School’s Information Technology;
- connect any unauthorised equipment or install any unauthorised software onto The Rockhampton Grammar School’s Information Technology; and
- attempt to hide their identity or tamper with any audit trails or logging.

This is not an exhaustive list and other usage may be deemed unacceptable in certain circumstances.

7.6 CONFIDENTIAL INFORMATION

Authorised users have a duty to keep confidential:

- all The Rockhampton Grammar School information unless the information has been approved for external publication; and
- information provided in confidence to The Rockhampton Grammar School by other entities.

Each staff member has a duty not to disclose The Rockhampton Grammar School business information unless authorised to do so.

7.7 CONSEQUENCES OF NON-COMPLIANCE

Misuse of Information Technology and any non-compliance with this policy is considered by The Rockhampton Grammar School to be a serious matter. All users are required to immediately report any misuse of information or IT assets and other breaches of this policy to the Director of IT or the Board Secretary.
Misuse, non-compliance or undertaking of prohibited activities may be regarded as serious misconduct and disciplinary action may follow. Depending on the nature of the misconduct, it may result in removal of a user’s access, a disciplinary action, formal warning/s, or termination of employment, contract or enrolment by The Rockhampton Grammar School.

If you are in doubt regarding anything contained in this policy, please seek clarification from the Director of IT or the Board Secretary.

7.8 MONITORING

The Rockhampton Grammar School carries out continuous and ongoing monitoring of its Information Technology for operational, maintenance, compliance, auditing, security and investigative purposes. By using The Rockhampton Grammar School’s Information Technology, authorised users consent to The Rockhampton Grammar School accessing, tracking, monitoring and reading all information created and all communications that are sent, received, downloaded, accessed, created or otherwise dealt with in relation to the use by the authorised user of The Rockhampton Grammar School’s Information Technology. In particular, The Rockhampton Grammar School may:

- monitor the authorised user’s access to files;
- keep records of calls made from The Rockhampton Grammar School’s telephones by the authorised user;
- keep a log of and monitor the authorised user’s access to internet web sites;
- block access to certain internet sites or services which are considered inappropriate or unnecessary for business use, or which adversely affect The Rockhampton Grammar School’s network or use of bandwidth;
- utilise anti-virus and anti-spam software and similar programs to block or attempt to block, viruses, spam and other damaging code;
- utilise e-Mail filters to block large attachments that may adversely impact the performance of The Rockhampton Grammar School’s email system; and
- obtain information from its security provider in respect of the authorised user’s movements in and out of The Rockhampton Grammar School’s premises.

Electronic communications may also be subject to discovery in litigation and criminal investigations, e-Mail messages may be retrieved from e-Mail servers or back-up systems in other organisations.

7.9 OPERATION OF THIS POLICY

The Rockhampton Grammar School Director of Information Technology administers this policy. This policy may be amended, varied, deleted or changed at the sole discretion of The Rockhampton Grammar School at any time and without prior notice.
7.10 RELATED POLICIES
Social Media Policy

7.11 RELEASE DETAILS
Date of Policy: February 2012
Approved by Board: March 2012
Review Date: Annually, in consultation the Board Secretary and the Director of IT

Updated: 31 July 2014
8.0  **STAFF GRIEVANCE PROCEDURE POLICY**

8.1  **PURPOSE**

The purpose of the Grievance Procedure is to provide an employee with the opportunity to have a complaint dealt with through the correct channels speedily and flexibly.

The objectives of the procedure are to promote the prompt resolution of grievances by consultation, co-operation and discussion, to reduce the level of disputation and promote efficiency, effectiveness and equity in the School.

The process of the Grievance Procedure is confidential and any complaints are a matter between the parties concerned and those directly involved in the procedure.

Definition: “Business day” means any day other than a Saturday, Sunday or public holiday.

8.2  **STEPS**

There are four (4) basic steps and a matter should be pursued through the steps in an effort to resolve the grievance. It may be resolved at any of the four (4) steps. Formal complaints of sexual harassment or unlawful discrimination will be dealt with through Steps 3 and 4 of this procedure.

*Step 1*

Staff who wish to present a matter under the procedure should advise, preferably in writing, their immediate supervisor or a member of the Senior Staff (if the supervisor is the source of the grievance) that they are notifying a grievance under the Grievance Procedure.

The person to whom the grievance is notified shall attempt to resolve the grievance by negotiation between the parties concerned. Discussions are to begin within one (1) business day of referral and shall take no more than five (5) business days unless it is agreed otherwise between the parties to the grievance/complaint.

*Step 2*

If the matter remains unresolved, staff (teaching, resident staff and teacher support) can refer it to the Headmaster, staff (non-teaching) can refer it to the Board Secretary.

The person to whom the grievance is referred shall consult with the parties and shall attempt to resolve the grievance by negotiation. Discussions are to begin within one (1) business day of referral and shall take no more than five (5) business days unless it is agreed otherwise between the parties to the grievance/complaint.
Step 3

If the matter still remains unresolved, or in the case of a formal complaint of alleged sexual harassment or a complaint of unlawful discrimination, the person notifying the grievance or complaint shall refer the complaint to an independent conciliator.

The complaint shall be confirmed in writing identifying the person aggrieved, all other parties to the complaint and give details of the grievance or complaint. The aggrieved person or the complainant must sign such written notification.

The Conciliator shall consult with the aggrieved person, the Headmaster or Board Secretary and any other person involved in the grievance/complaint in an attempt to resolve same by initiating and facilitating negotiation between the parties to the grievance/complaint or if thought desirable, the Board of Trustees shall brief the conciliator with all facts in its possession relating to the grievance/complaint.

In the case where a serious grievance, or unlawful discrimination or sexual harassment is found to have occurred, School will take disciplinary action against the perpetrator of the grievance, discrimination or harassment. The disciplinary action may vary depending upon the circumstances.

Discussions under this step of the Grievance Procedure are to begin within two (2) business days of referral and shall take no more than ten (10) business days unless it is agreed otherwise between the parties to the grievance/complaint.

Step 4

If the matter still remains unresolved after undertaking the procedures in Step 3, then the individuals concerned, or (in the case where a union is involved) the Union, or the School may refer the matter to a relevant referral body such as Anti-Discrimination Commission, Fair Work Commission, Human Rights Commission or Community Justice Programme, (Dispute Resolution Centre Ph. 4938 4249).

The Fair Work Commission guide to anti-workplace bullying can be found at: https://www.fwc.gov.au

8.3 GENERAL GUIDELINES

General

- The Community Justice Programme provides a free mediation service to assist parties to a dispute to examine possible solutions (Phone 07 4938 4036).
- The Headmaster/Board Secretary may appoint a Grievance Liaison Officer to guide persons wishing to pursue a matter under the procedure and to assist impartially.
- Any complaints will be put to other parties to the dispute and any document likely to be detrimental to another employee (including the notice of grievance) will have to be shown to the person/s concerned. Apart from this, however the process is confidential.
- It is important to clarify the problem and what is being sought.
- Any person against whom a complaint has been made has a right to know who has made the complaint and to defend themselves (preferably in writing).
- Materials relating to the procedure will be on file in the office of the Headmaster/Board Secretary.

**Staff**

- During discussions, an individual can consult with their union. If the matter goes beyond Step 1, their union can represent individuals.
- While the Grievance Procedure is being followed, normal work is to continue. Exceptions are in cases of genuine safety disputes.
- It is preferable to put the concern in writing. For both parties it is useful to make diary notes of dates and discussions.
- During discussions, staff can have a support person present.

**Headmaster/Board Secretary**

- Discussions should be initiated within 24 hours of notification.
- Diary notes should be kept of dates and discussions to ensure that the time frame is adhered to.
- During discussions, the Headmaster/Board Secretary may choose to have a professional colleague present.
- If the issue cannot be resolved, a process needs to be established for addressing the particular concern. If it will take more than seven (7) days, the person notifying the grievance must agree to the extended time frame.
- If it is not within the power of the Headmaster or Board Secretary to resolve the issue, the person notifying the grievance must be advised so that they may take the process to the next stage.
- The Headmaster or Board Secretary should advise the direct parties concerned, in writing, of:
  - the outcome of the request;
  - reasons for the decision made;
  - what and when follow up action, if any is to be taken.
**Conciliator**

- The aggrieved person or their union/association representative has the opportunity to present all aspects of the grievance.
- The grievance shall be investigated in a thorough, fair and impartial manner.
- The Board may appoint another person to investigate the grievance. The appointed investigating officer should be more senior than all the immediate parties to the grievance and may be drawn from outside the School.
- If the matter is notified to the union/association, the investigating officer shall consult with the union/association during the course of the investigation.
- The person involved, and union/association, if consulted, shall be advised of the determinations made as a result of the investigation of the grievance.

The procedure is to be completed in accordance with the time frames mentioned above unless the parties agree otherwise.
9.0 ROCKHAMPTON GRAMMAR SCHOOL COMPLAINTS AND APPEALS POLICY

A copy of this policy will be provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed and again within 7 days of the commencement of student attendance of the enrolled course.

9.1 PURPOSE

- The purpose of Rockhampton Grammar School’s Complaints and Appeals Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.
- The internal complaints and appeal processes and conciliatory and non-legal.

9.2 COMPLAINTS AGAINST OTHER STUDENTS

Grievances brought by a student against another student will be dealt with under the school’s Behaviour Policy/Code of Conduct.

9.3 INFORMAL COMPLAINTS RESOLUTION

- In the first instance, Rockhampton Grammar School requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.
- Students should contact the Directors of Boarding or Heads of Year in the first instance to attempt mediation/informal resolution of the complaint.
- If the matter cannot be resolved through mediation, the matter will be referred to the Headmaster and Rockhampton Grammar School’s internal formal complaints and appeal handling procedure will be followed. Particular complaints may be referred to or through particular area supervisors e.g. boarding issues to the Directors of Boarding, academic issues to the Heads of Departments.

9.4 FORMAL COMPLAINTS HANDLING PROCEDURE

- The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.
- The student must notify the school in writing of the nature and details of the complaint or appeal.
- Written complaints or appeals are to be lodged with the Headmaster.
Each complainant has the opportunity to present his/her case to the Headmaster.

Students and/or the school may be accompanied and assisted by a support person at all relevant meetings.

The formal grievance process will commence within 10 working days of the lodgement of the complaint or appeal with the Headmaster.

Once the Headmaster has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome, and a copy will be retained on the student’s file.

If the grievance procedure finds in favour of the student, Rockhampton Grammar School will immediately implement the decision and any corrective and preventative action required, and advise the student of the outcome.

Rockhampton Grammar School undertakes to finalise all grievance procedures within 10 working days.

For the duration of the appeals process, the student’s enrolment and attendance must be maintained.

9.5 OTHER LEGAL REDRESS

Nothing in the school’s complaints and appeals policy negates the right of a parent/student to pursue other legal remedies.

9.6 DEFINITIONS

- Working Day: and day other than a Saturday, Sunday or public holiday during term time
- Student: a student enrolled at Rockhampton Grammar School or the parent(s)/legal guardian of a student where that student is under 18 years of age
- Support Person: for example, a friend, teacher, relative not involved in the grievance.
10.0 **OCCUPATIONAL HEALTH AND SAFETY POLICY**

10.1 **INTRODUCTION**

The Rockhampton Grammar School is committed to the provision and maintenance of a working and learning environment which is safe and healthy and where the well-being of all employees, students and other users of The Rockhampton Grammar School facilities is ensured.

The purpose of this policy is to establish practices and procedures for protecting the health and safety of employees while they are at work, as well as students and members of the public.

10.2 **LEGISLATION**

The *Workplace Health and Safety Act 1995* sets a standard of conduct and clearly describes the health and safety rights and responsibilities of everyone at the workplace.


By focusing on the management of health and safety at work, the *Workplace Health and Safety Act 1995* requires employers, employees and others to take responsibility to ensure that healthy and safe work practices are established. The legislation emphasises self-regulation.

Under the *Workplace Health and Safety Act 1995* the Board of Trustees, the Headmaster and the Board Secretary are accountable for workplace health and safety. However, all persons who have control of or access to the schools and who fail to ensure that the school is safe, commits an offence against the *Workplace Health and Safety Act of 1995*.

All employees and non-employees also have an obligation to ensure the health and safety of themselves and others. Accountability rests with every person to perform their duties in a manner, which ensures a safe and healthy environment for all.

10.3 **RESPONSIBILITIES OF THE HEADMASTER AND BOARD SECRETARY**

The Headmaster and the Board Secretary have an obligation for the provision and maintenance of a safe and healthy working and learning environment.

This objective will be achieved by providing:

- a properly maintained school that is safe and healthy;
- safe systems of work;
- safe equipment and machinery;
- information, instruction, training and supervision for health and safety;
• safe instruction in the use, handling, storage and transport of hazardous substances;
• adequate amenities for the health and safety of employees, students and others;
• adequate and appropriate supervision arrangements for students; and
• protective clothing and equipment where it is not practicable to eliminate hazards in schools and workplaces in other ways.

The Board of Trustees, the Headmaster and the Board Secretary are also responsible for implementing the Health and Safety Policy and Procedures at the School by:
• ensuring all supervisors are conversant and comply with all statutory and The Rockhampton Grammar School health and safety requirements;
• ensuring that safe work practices are implemented and maintained;
• providing easily understood information, instruction, training and supervision necessary to enable employees to perform their work in a manner that is healthy and safe;
• ensuring that accidents and incidents are investigated promptly and to the necessary standards to allow corrective action to be initiated.
• ensuring that contractors undertake their obligations in a safe manner to themselves, to The Rockhampton Grammar School employees, students and members of the public, thereby complying with the legislation;
• ensuring that in planning new operations, changing present operations or introducing new plant or equipment, consultation occurs in the consideration of health and safety aspects and all practicable health and safety measures required are taken before the change over or the new plant is commissioned;
• ensuring that appropriate health and safety information is made available to visitors and member of the public using School facilities;
• ensuring special needs groups (e.g. people with disabilities and persons from non-English speaking backgrounds) are considered in regard to occupational health and safety issues;
• providing adequate and appropriate supervision arrangements for students; and
• establishing an adult programme to improve the occupational health and safety environment by school inspections and strategies for identifying and controlling risks.

10.4 RESPONSIBILITIES OF EMPLOYEES

All employees, including permanent, part-time and casual employees, have an individual responsibility to take all reasonably practicable steps to avoid creating or increasing risks to themselves or others.

This responsibility involves:
• performing work duties in a responsible and safe manner and in accordance with the training and instruction they have received;
• taking proper care to ensure that appropriate use is made of all safeguards, safety devices, personal protective equipment and other appliances provided for the purpose of health and safety in the School; and
• co-operating with all staff and management to ensure health and safety by complying with this policy.

All teachers and supervisors are responsible for the health and safety of students whilst on school premises, and participating in official school activities, or activities over which the school has control.

10.4.1 Risk Management - Academic and Co-Curricular Programmes

Heads of Departments and Co-Curricular Activity Co-ordinators (MICs) are responsible for ensuring that the following strategies are adopted as an integral part of managing risk in their respective areas of responsibility.

• By taking all reasonably practicable steps to ensure the risk of loss, damage or injury is kept to the lowest possible level.
• By complying with all laws and statutory regulations relating to workplace health and safety.
• By providing supervisors, including teachers, student teachers, volunteers and relief teachers, with relevant risk management tools, training, procedures and techniques. This process should be ongoing to ensure that risks are controlled, particularly when new staff, equipment or tasks are introduced.
• By ensuring special needs, groups (e.g. people with disabilities and those from non-English speaking backgrounds) are considered in regards to workplace health and safety issues.
• Furthermore, all supervisors must consider the following factors in the risk management process:
  o the appropriateness of the activity;
  o the supervisor’s qualifications;
  o the physical environment for the activity; and
  o the student teacher ratio.

10.5 RISK MANAGEMENT DOCUMENTATION

Heads of Departments must submit an up-to-date copy of their respective subject department’s Risk Management Policy, signed by each member of the department, to the Director of Teaching prior to the start of each year. Co-Curricular Activity Co-Ordinators must submit an up-to-date copy of their respective activity’s Risk Management Policy, signed by each supervisor involved in the activity, to the Director of Co-Curricular prior to the start of each season.
When conducting a Risk Assessment, organisers must apply the following components of the risk management process:

- identifying hazards (possible sources of injury, harm);
- assessing the risk (likelihood of the hazard resulting in injury, harm);
- controlling the risk (action to remove or reduce the risk);
- reviewing and evaluating control (to ensure continued effectiveness).

For normal, everyday activities, risk management procedures should be documented in the policies above. For more specific occasions such as tours and trips away from school, please refer to the “Excursion” section of the Staff Handbook.

10.6 RESPONSIBILITIES OF VOLUNTEERS AND VISITORS
All voluntary helpers and visitors (other than employees) of The Rockhampton Grammar School facilities must act in a matter that does not endanger the health and safety of any other person. Nor may they willfully and recklessly interfere with anything provided in the interests of health and safety.

At all times non-employees must obey safety directions and comply with the standards in operation at The Rockhampton Grammar School.

10.7 WORKPLACE HEALTH AND SAFETY COMMITTEE
The Rockhampton Grammar School has a Workplace Health and Safety Committee.

The primary function of the Committee is to assist co-operation between School management and employees in developing and carrying out measures to ensure workplace health and safety at the School

10.8 WORKPLACE HEALTH AND SAFETY OFFICER
The Rockhampton Grammar School has a qualified Workplace Health and Safety Officer. The role of this officer is to advise the employer on the overall state of health and safety at the school. The Officer reports to the Committee. The Committee is to have a constitution, which is agreed to between School management and employees.

10.9 ACCIDENTS
In order to understand the extent of hazards and risks to the health and safety of all persons at the School, all accidents, incidents and work-related illness or disease must be recorded and reported.
All serious accidents must be investigated as soon as possible after they occur so that the most accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.

Updated: 31 July 2014
THE ROCKHAMPTON GRAMMAR SCHOOL
Student Incident/Accident Report Form

To be completed by the Staff Member and/or Student

Section 1: Type of Incident
(please √ one)
☐ Personal Injury  ☐ Equipment Damage
☐ Near Miss  ☐ Hazard: anything with the potential to cause harm

Section 2: Student Details (please print)
Surname  Given Name/s  Date of Birth

Residential Address

Suburb  Postcode

☐ Male  ☐ Female  ☐ Day  ☐ Boarder

Section 3: Incident/Accident Details (please print)
Date  Time

Where did the Incident/Accident Occur

How did the Incident/Accident Happen?

Section 4: Nature of Injury/Illness
(please √ one or more box as appropriate)
☐ Sprain/Strain  ☐ Dislocation
☐ Fracture  ☐ Burns/Scald
☐ Abrasion/Scratch  ☐ Electric Shock
☐ Cut/Open wound  ☐ Bruises
☐ Laceration  ☐ Foreign body lodged
☐ Medical Condition  ☐ Other (specify)

[Signature]
Date

The Rockhampton Grammar School
Page 2 of 4
Student Incident/Accident Report Form
Section 5: Bodily Location of Injury/Illness
Please describe

Section 6: Cause of Injury
(please □ one or more box as appropriate)
□ Animal, human & □ Equipment related biological factor
□ Environment related □ Chemicals and chemical products
□ Other (specify)

Section 7: Witness/es Details (if any)
Witness 1
Surname
Given Name
Contact Number
Witness 2
Surname
Given Name
Contact Number

Section 8: Risk Assessment
(refer to risk assessment matrix)
Choose 1 to 5 for: Consequences Likelihood
5 5
Risk Score Total: 10

Section 9: Staff Member’s Report
What action has been taken to prevent a recurrence?

By Whom
Date
/
/

Section 10: Staff Member’s Comment
What do you think was a contribution factor in this incident?

The Rockhampton Grammar School
Page 3 of 4
Student Incident/Accident Report Form
Section 11: Medical Treatment

(please √ one or more box as appropriate)

☐ Nil  ☐ Health Centre/First Aid  ☐ Doctors  ☐ Hospital – admitted/observation

Please provide details of Doctor/Hospital


HEALTH CENTRE USE ONLY

Attending Nurse:  Signature:  Date:

/  /  

Student
Name:  Signature:  Date:

/  /  

Staff Member
Name:  Signature:  Date:

/  /  

Please forward completed report on to:

Original Copy to be given to:

☐ Compliance Officer

Photocopies to be given to:

☐ Relevant Head of School

☐ Director of Boarding (only if Boarding Student)

Board Secretary
Insurance Risk?  ☐ Yes  ☐ No
**THE ROCKHAMPTON GRAMMAR SCHOOL**

Risk Assessment Matrix

For use with the Incident Report

What you need to do:

- Consider what has/can go wrong;
- Determine how bad the outcome was/would be (Consequences)
- Determine how likely it is to happen (Likelihood)
- Calculate the risk level

<table>
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<th>LIKELIHOOD</th>
<th>Catastrophic</th>
<th>Major</th>
<th>Moderate</th>
<th>Minor</th>
<th>Insignificant</th>
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<td>10</td>
<td>9</td>
<td>8</td>
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<td>0</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Risk Score: What should I do?

- 9-10 Extreme Immediate action required by Senior Management
- 7-8 High Senior Management attention needed, action plan required
- 5-6 Moderate Specific monitoring or procedures required, Senior Management responsibility must be specified
- 2-4 Low Manage through routine procedures

Consequences: How severely could it hurt someone/cause damages?

- Catastrophic: Death or large number of serious injuries, environmental disaster, huge cost
- Major: Serious injury, extensive injuries, severe environmental damage, major cost
- Moderate: Medical treatment required, contained environmental impact, high cost
- Minor: First-aid treatment required, some environmental and/or financial impact
- Insignificant: No injuries, low environmental/financial impact

Likelihood: How likely is it to happen?

- Almost Certain: Expected to occur in most circumstances
- Likely: Will probably occur in most circumstances
- Possible: Might possibly occur at some time
- Unlikely: Could occur at some time
- Rare: May occur only in exceptional circumstances
THE ROCKHAMPTON GRAMMAR SCHOOL
Staff Incident/Accident Report Instructions

Step 1 Workplace Incident Report Form

1. This form MUST be completed for all Inj.inclem/Acc:irlem (including near misses) by the person involved and Head of Department/Supervisor. If the person is taken for medical treatment the Head of Department/ Supervisor is to provide as much information as available.

2. For injuries requiring medical attention, the injured person’s Head of Department/ Supervisor must notify the Workplace Rehabilitation Officer, Amy Thomasson, as soon as possible.

   - Injured Employees involved in an incident/arrirlem an to rompletP St< ction’s 1 to 10. HaJ of Department/Superviwr are Lo complete SelLion 11 and 12. Investigations to be completed after receipt of report and to be completed by Compliance Officer.

Step 2 Workplace Incident Investigation Form

1. The Incident/Accident Investigation form is ro he romplererl for all inj.irem. ASAP. Where possible, the Workplace Rehabilitation Officer will be involved in the investigation of all LTI and injuries requiring outside medical real.melll.

2. The investigation is to be completed by the Compliance Officer with the injured person, any witness, and any other parties deemed appropriate.

3. The completed form is to be forwarded to the Workplace Rehabilitation Officer. Copies are to be given to the Compliance Officer and Employee’s personnel file.

4. The Compliance Officer is to allocate responsibility for ensuring all identified corrective actions are implemented within the agreed timeframes.

5. Once all corrective actions have been implemented this is robe acknowlgerl gerl on the Workplace Incident Investigation Form and filed for recording purposes.

6. For any queries regarding this report form, please consult Amy Thomasson (Workplace Rehabilitation Officer) on ext. 673.
THE ROCKHAMPTON GRAMMAR SCHOOL
Staff Incident/Accident Report Form

Type of Incident:

- Work Injury, (see note 3) O
- Work Caused Illness, (see note 2) D
- Dangerous Event, (see note 4) D
- Journey to/from Work, (see note 6) O
- Recess Claim, (see note 7) D
- Near Miss/Incident, (see note 5) O

Please complete sections: 14, 10, 12-15 only

Section 1: Personal Details (please print)
Surname
Given Name(s)
Residential Address

Suburb Postcode

Date of Birth Male Female Mobile Number
D D

Section 2: Relationship to Workplace
Employee O Visitor/Public O Volunteer O Contractor O

Company Name

Section 3: Occupation
Occupation

Section 4: Date and Time of Incident
Date Time

Section 5: Nature of Injury/Illness
(please .: / one or more box as appropriate)
Sprain/Strain D Dislocation D Cut/Open wound O
Fracture O Burns/Scald O Bruises D Laceration D
Abrasions/Scratch O Electric Shock D Medical Condition O

Other (specify)

The Rockhampton Grammar School
Page 2 of 6
Staff Incident/Accident Report Form
Section 6: Bodily Location of Injury/Ilness
Please describe

Section 7: Medical Treatment
D Doctor D Hospital - admitted/observation
D Health Centre/First Aid

Section 8: Cause of Injury
(please select one or more box as appropriate)
D Animal, human
D Equipment related
D Environment related
D Chemicals and chemical products
D Other (specify)

Section 9: Witnesses Details (if any)
D None

Witness 1
Surname
Given name

Witness 2
Surname
Given name

Section 10: Employee's/Person's brief description of the incident/Accident

Employee's/Person's Signature
Date / /
Section 11: Head of Department/Supervisor’s Statement
Are you satisfied that the incident occurred as stated or described?
☐ Yes  ☐ No (give details)

Section 12: Head of Department/Supervisor’s Corrective Action
What action has been taken to prevent a recurrence?

What do you think was a contributing factor in this incident/Accident?

Supervisor’s Name _______________ Supervisor’s Signature _______________ Date __________

Section 14: Incident/Accident Investigation

Compliance Officer’s Name ________

A. Findings/Possible Causes

B. Recommendations/Corrective Actions

The Rockhampton Grammar School

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Policies Document
### Corrective Action Proposed and/or Taken

<table>
<thead>
<tr>
<th>Action</th>
<th>Proposed</th>
<th>Taken</th>
<th>No Viable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment/machinery modifications</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Equipment/machinery maintenance</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Change to work environment</td>
<td>O</td>
<td>O</td>
<td>D</td>
</tr>
<tr>
<td>Change to work procedures</td>
<td>D</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Other preventative action</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

If not viable, give details

---

### C. Primary Method Adopted

<table>
<thead>
<tr>
<th>Elimination</th>
<th>Substitution</th>
<th>Engineering</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

0 Personal Protective Equipment

Compliance Officer's Signature __________
Date __________________

---

### Section 15: Workcover

1. Has the employee been directed to complete a WorkCover form? 0 Yes 0 No

2. Resulting Injury Treatment:
   - Medical Expenses Injury
   - Lost Time Injury
   - ON/A

Rehabilitation Coordinator's Name ________________
Rehabilitation Coordinator's Signature ________________
Date ________________
Notes

1. "Work Place Accident" means:
   a) An incident resulting in a person suffering a work injury; or
   b) A work caused illness; or
   c) A dangerous event; or
   d) Another matter decided by the WHS/JSupervisor to be a workplace incident.

2. "Work Caused Illness" means:
   a) An illness contracted by a person to whom work, a workplace, a workplace activity or specified high risk plant was a significant contributing factor; or
   b) The recurrence, aggravation, acceleration, exacerbation or deterioration of an illness in a person if:
      i) First aid or medical treatment was required for the injury; and
      ii) Work, a workplace, a workplace activity or specified high risk plant caused the recurrence, aggravation, acceleration, exacerbation or deterioration; or
   c) Any serious bodily injury, if the injury was caused by work, a workplace, a workplace activity or specified high risk plant.

3. "Work Injury" means:
   a) Injury to a person that requires first aid or medical treatment if the injury was caused by work, a workplace, a workplace activity or specified high risk plant; or
   b) The recurrence, aggravation, acceleration, exacerbation or deterioration of an illness in a person if:
      i) First aid or medical treatment was required for the injury; and
      ii) Work, a workplace, a workplace activity or specified high risk plant caused the recurrence, aggravation, acceleration, exacerbation or deterioration; or
   c) Any serious bodily injury, if the injury was caused by work, a workplace, a workplace activity or specified high risk plant.

4. "Dangerous Event" means:
   An event caused by specified high risk plant, or an event at a workplace caused by a workplace activity, if the event involves or could have involved a person's persons risk to their health and safety, because of:
   a) Collapse, overturning, failure of malfunction of or damage to, an item of specified high risk plant; or
   b) Collapse or failure of an excavation or of any shoring/trenching; or
   c) Collapse or partial/collapse of any part of a building or structure; or
   d) Carnage to any load bearing member of, or the failure of any crane, steering device or other control device of, a crane, hoist, conveyor, lift or a calator; or
   e) Implosion, explosion or fire; or
   f) Escape, spillage or leakage of any hazardous material or dangerous goods; or
   g) Failure of release from weight of any plant, substance or object; or
   h) D-mass to "boiler, pressure vessel or refrigeration plant; or
   i) Uncontrolled explosion, fire or escape of glass or steam.

5. "Near Miss" means:
   Any set of circumstances which has the potential to cause or contribute to a personal injury even though an injury did not occur on the occasion being reported.

6. "Journey to/from Work" means:
   Is to travel to or from work
   a) The journey to or from work
   b) Does not include travel where the worker is at work and not involved in a traffic offence e.g. drink driving, dangerous driving etc. or travel to or from work where there has been a substantial delay or interruption to the journey.

7. "Recess Claim"
   When a worker's injured during an approved break in their work schedule e.g. morning tea, lunch.

8. "WHS/J Incident Report Form" means a Workplace Health and Safety , OLD (form30) to be completed and forwarded to the WHS/J in the case if serious body injury (off work for more than 4 days), work caused illness, dangerous event or near miss.
   The WHS/J must give notice - on the approved form within 3 days after the person becomes aware of the Workplace Incident happening.

9. "Medical Treatment Injury" means:
   Medical treatment injury is a work related injury or illness that requires treatment by a medical professional (doctor, dentist etc.) which is beyond the scope of normal first aid including initial treatment given for more serious injuries.

"Lost Time Injury" means:
   Lost time injury is a work related injury or illness that requires a person to be off work for at least 1 week as a result of the injury or illness.

Note: The collection of personal information on this form is authorized under the Public Service Act 1996. Your personal information will not be disclosed to other parties without your consent unless required to do so by law. Use of personal information on this form is restricted to those involved in the administration of the Workplace Incident Reporting process.
11.0 **PRIVACY**

11.1 **YOUR PRIVACY IS IMPORTANT**

This statement outlines the School’s policy on how the School uses and manages personal information provided to or collected by it. The School is bound by the Australian Privacy Principles contained in the *Privacy Act 1988 and Privacy Amendment (Enhancing Privacy Protection) Act 2012*.

The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to School’s operations and practices to make sure it remains appropriate to the changing school environment.

11.2 **WHAT KIND OF PERSONAL INFORMATION DOES THE SCHOOL COLLECT AND HOW IS IT COLLECTED?**

The type of information the School collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- students and parents and/or guardians (‘Parents’) before, during and after the course of a student’s enrolment at the School;
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the School.

11.3 **PERSONAL INFORMATION YOU PROVIDE**

The School will generally collect personal information held about an individual by way of forms filled out by parent or students, face-to-face meetings and interviews, and telephone calls. On occasions people other than parents and students provide personal information.

11.4 **PERSONAL INFORMATION PROVIDED BY OTHER PEOPLE**

In some circumstances the School may be provided with personal information about an individual from a third party, for example, a report provided by a medical professional or a reference from another school.

11.5 **EXCEPTION IN RELATION TO EMPLOYEE RECORDS**

Under the Privacy Act, the Australian Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School’s treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the School and employee.
11.6 HOW WILL THE SCHOOL USE THE PERSONAL INFORMATION YOU PROVIDE?

The School will use personal information it collects from you for the primary purpose of collection, and for such other reasonably expected, or to which you have consented.

11.7 STUDENTS AND PARENTS

In relation to personal information of students and parents, the School’s primary purpose of collection is to enable the School to provide schooling for the student. This includes satisfying both needs of parents and the needs of the student throughout the whole period the student is enrolled at the School.

The purpose for which the School uses personal information of student and parents include:

- to keep parents informed about matters related to their child’s schooling, through correspondence, newsletters and magazines;
- day-to-day administration;
- looking after students’ educational, social and medical well-being;
- seeking donations and marketing for the School;
- to satisfy the School’s legal obligations and allow the School to discharge its duty of care.

In some cases where the School requests personal information about a student or parent, if the information requested is not obtained, the School may not be able to enrol or continue the enrolment of the student.

11.8 JOB APPLICANTS, STAFF MEMBERS AND CONTRACTORS

In relation to personal information of job applicants, staff members and contractors, the School’s primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.

The purpose for which the School uses personal information of job applicants, staff members and contractors include:

- in administering the individual’s employment or contract, as the case may be;
- for insurance purposes;
- seeking funds and marketing for the School;
- to satisfy the School’s legal obligations, for example, in relation to Child Protection legislation.

11.9 VOLUNTEERS
The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as alumni associations, to enable the School and the volunteers to work together.

11.10 MARKETING AND FUND-RAISING
The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to provide a quality learning environment in which both students and staff thrive. Personal information held by the School may be disclosed to an organisation that assists in the School’s fund-raising, for example, the School’s Foundation or alumni organisation.

Parents, staff, contractors and other members of the wider School community may from time to time receive fund-raising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

11.11 TO WHOM MIGHT THE SCHOOL DISCLOSE PERSONAL INFORMATION?
The School may disclose personal information, including sensitive information, held about an individual to:

- another school;
- government departments;
- medical practitioners;
- people providing services to the School, including specialist visiting teachers and sports coaches;
- recipients of School publications, such as newsletters and magazines;
- parents; and
- anyone you authorise the School to disclose information to.

11.12 SENDING INFORMATION OVERSEAS
The School will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases this consent will be implied); or
- otherwise complying with the Australian Privacy Principles.
11.13 HOW DOES THE SCHOOL TREAT SENSITIVE INFORMATION?

In referring to ‘sensitive information’, the School means: information relating to a person’s racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information, and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

11.14 MANAGEMENT AND SECURITY OF PERSONAL INFORMATION

The School’s staff is required to respect the confidentiality of students’ and parents’ personal information and the privacy of individuals.

The School has steps in place to protect the personal information the School holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and pass worded access rights to computerised records.

11.15 UPDATING PERSONAL INFORMATION

The School endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by the School by contacting the Board Secretary of the School at any time.

The Australian Privacy Principles require the School not to store personal information longer than necessary.

11.16 YOU HAVE THE RIGHT TO CHECK WHAT PERSONAL INFORMATION THE SCHOOL HOLDS ABOUT YOU

Under the Privacy Act 1988 and Privacy Amendment (Enhancing Privacy Protection) Act 2012, an individual has the right to obtain access to any personal information, which the School holds, about them and to advise the School of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Students will generally have access to their personal information through their parents, but older students may seek access themselves.

To make a request to access any information the School holds about you or your child, please contact the Headmaster in writing.
The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance.

11.17 CONSENT AND RIGHTS OF ACCESS TO THE PERSONAL INFORMATION OF STUDENTS

The School respects every parent’s right to make decisions concerning their child’s education. Generally, the School will refer any requests for consent and notices in relation to the personal information of a student to the student’s parents. The School will treat consent given by parents as consent given on behalf of the student, and notice to parents will act as notice given to the student.

Parents may seek access to personal information held by the School about them or their child by contacting the Headmaster. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the School’s duty of care to the student.

The School may, at its discretion, on the request of a student grant that student access to information held by the School about them, or allow a student to give consent to the use of their personal information, independently of their parents. This would normally be done only when the maturity of the student and/or the student’s personal circumstances so warranted.

11.18 ENQUIRIES & COMPLAINTS

If you would like further information or to make a complaint about the way the School manages the personal information it holds, please contact the Board Secretary of the School.
12.0  **SEXUAL HARASSMENT POLICY**

12.1  **PURPOSE**

At The Rockhampton Grammar School, sexual harassment is considered an unacceptable form of behaviour and will not be tolerated under any circumstances. It has no place in a school in which equal opportunity for all students and employees is an objective.

The Rockhampton Grammar School has a responsibility to ensure that the rights of its employees, students, voluntary workers and clients are safeguarded. These include the right to a work and learning environment free from discrimination and sexual harassment.

Sexual harassment erodes individuals’ rights, debilitates morale and interferes with the effectiveness of the work and learning environment. The effects of sexual harassment are compounded when it also denigrates a person’s cultural or ethnic background, gender or any impairment.

The *Queensland Anti Discrimination Act, 1991* and the *Federal Sex Discrimination Act, 1984* make sexual harassment unlawful. The Headmaster, Board Secretary, managers and supervisors must ensure that all students and employees, including voluntary workers, are treated equitably and are not subjected to sexual harassment. They must also ensure that people who make complaints of sexual harassment, or who are witnesses, are not victimised in any way.

Any unwelcome behaviour of a sexual nature, which may not be covered by the legal definitions, may still be considered sexual harassment and treated as such by school. Obligations under respective Federal and State Anti-discrimination Legislation must be followed.

12.2  **LEGISLATION AND DEFINITIONS**

Sexual harassment is a civil offence and is unlawful under two pieces of legislation in Queensland (as cited in Section 1.5). Under the *Queensland Anti-Discrimination Act* and the *Federal Sex Discrimination Act*, sexual harassment is against the law.

The Rockhampton Grammar School must ensure that all staff members are treated equitably and are not subject to sexual harassment. Any reports of sexual harassment will be treated seriously and investigated promptly, confidentially and impartially.

Sexual harassment is any form of sexual attention that is unwelcome. It may be unwelcome touching or other physical contact, remarks with sexual connotations, smutty jokes, requests for sexual favours, leering or the display of offensive material.
There is no onus on the person being harassed to say he/she finds the conduct objectionable.

12.3 RESPONSIBILITIES OF HEADMASTER, TRUSTEES OF THE BOARD AND BOARD SECRETARY

The Headmaster, Trustees of the Board and the Board Secretary are responsible for ensuring that the policy and procedures relating to sexual harassment are implemented and that appropriate support and information are provided to facilitate their effective implementation.

The implementation of sexual harassment policy and procedures includes:

- understanding the nature of sexual harassment, and its causes and effects in the educational and employment environment;
- involvement in the resolution of sexual harassment complaints in the school or workplace, as required; and
- reminding all concerned of the need for confidentiality in dealing with complaints of sexual harassment.

The Headmaster/Board Secretary is responsible for dealing with complaints of sexual harassment within a school and for taking all reasonable steps to prevent sexual harassment from occurring in the school.

The Headmaster, Trustee of the Board and the Board Secretary can be held liable in law for the sexually harassing behaviour of those under their supervision unless they can show that they have tried to prevent the sexual harassment from occurring in the first place.

Recommended steps for the Headmaster/Board Secretary to endeavour to prevent sexual harassment include:

- disseminating information to the total school community and workplace about the nature of sexual harassment, and its causes and effects in the working and learning environment;
- providing leadership in making it clear that sexual harassment will not be tolerated in the school or workplace for which they are responsible, through information, interventions, their own behaviour and by taking the issue seriously at all times;
- monitoring the school to ensure that high standards of behaviour are maintained;
- ensuring that procedures for resolving complaints are known to all staff, students and voluntary workers. The procedures must be publicised and must include the names of the Sexual Harassment Referral Officers (S.H.R.Os).
- ensuring that Sexual Harassment Referral Officers participate in training in order to understand relevant issues and develop the required skills;
• ensuring their own awareness and recent professional development in the area;
• taking immediate action on complaints of sexual harassment, in accordance with the procedures set out in this policy;
• responding supportively to any student or staff member who makes a complaint of sexual harassment;
• arranging appropriate in-servicing of staff, students and others; and ensuring that sexual harassment is addressed in the curriculum.

An important responsibility for the Headmaster/Board Secretary and Sexual Harassment Referral Officers is to make complainants aware of the options, both formal and informal, available to them. It is also important to build up their confidence in the mechanisms available, and their confidence that sexual harassment complaints will be taken seriously and handled sensitively.

12.4 CONFIDENTIALITY

Sexual harassment is a serious matter. In the interests of all concerned, complaints must be handled with sensitivity and discretion.

Once a complaint has been made, complainants, Sexual Harassment Referral Officers, other Rockhampton Grammar School staff, staff association representatives and union representatives involved must maintain confidentiality. Details must only be disclosed to those who have a role in verifying claims or resolving complaints. Compliance must be kept with legislation such as the Judicial Review Act, 1991.

12.5 SEXUAL HARASSMENT REFERRAL OFFICERS

Sexual Harassment Referral Officers will be appointed at The Rockhampton Grammar School. These officers will be identified by calling for expressions of interest. Those demonstrating the attributes best suited to the role will be selected and trained.

12.6 COMPLAINTS – PROCEDURES

The Headmaster aim of internal procedures is to ensure that offending behaviour stops. It is desirable that complaints of alleged sexual harassment are resolved by the School using appropriate internal procedures.

The Staff Grievance Procedure Policy and the Complaints and Appeals Policy provide the framework for complaints to be heard.
A student, employee, volunteer or parent may deal with complaints of alleged sexual harassment either by way of informal complaint or by way of formal complaint. These internal procedures do not preclude a complainant from pursuing a complaint through the Human Rights Commission or the Queensland Anti-Discrimination Commission.

The procedures are intended to cover the above persons whilst they are engaged in activities on behalf of the School, or their employment at the School.

12.6.1 Informal Complaints

These complaints may be oral or in writing to the Headmaster, Board Secretary or Sexual Harassment Referral Officer.

The Headmaster, Board Secretary or Sexual Harassment Referral Officer shall:

• arrange for an appropriately qualified person to counsel the complainant;
• with the complainant’s consent, inform the person against whom the informal complaint is made and offer mediation as a means of settlement;
• if mediation is accepted, attempt to seek agreement between the parties to resolve the matter.

Any such action should be initiated within seven (7) days of receipt of the informal complaint and resolution should be attempted as promptly as possible.

12.6.2 Formal Complaints

Where counselling and/or mediation or attempts at mediation as referred to in the Informal Complaints Procedure fail to resolve the matter to the satisfaction of the complainant, a formal complaint may be lodged in accordance with Step 3 of the Internal Grievance Procedure of The Rockhampton Grammar School (as detailed in the Staff Grievance Procedure Policy of the School). In such a case, Step 3 (and if necessary Step 4) of the Grievance Procedure shall be followed.

The Headmaster/Board Secretary and Sexual Harassment Referral Officers must be familiar with these options in order to be able to give sound advice if their support is sought by an employee.

Employees are entitled to contact any agent, e.g. staff association, union or the Queensland Discrimination Commission at any time with regard to sexual harassment matters. This is true both for employees who report sexual harassment and, in the case of a union, for those employees who have complaints made against them. It is not the role of the Headmaster/Board Secretary to contact the union.
12.7 COMPLAINTS – GUIDELINES

If The Rockhampton Grammar School, in the course of investigation, has reasonable grounds for believing that a complaint has not been made in good faith, they have the discretion not to proceed any further. This decision, and the reason for it, must be communicated to the person making the complaint. Experience and research indicate that such cases are rare and exceptional.

Under the Queensland Act, the claimant must show that the harasser had the intention of offending, humiliating or intimidating the victim or, if there was not an actual intention, a reasonable person in the same circumstances would have anticipated the possibility of offence, humiliation or intimidation.
13.0 **SOCIAL JUSTICE POLICY**

13.1 **PURPOSE**

The Rockhampton Grammar School is committed to the provision of equitable educational opportunities to ensure all students have access to, participate in and gain positive outcomes from schooling. Such opportunities, which form the foundation of a quality lifestyle, can be achieved through the use of inclusive curriculum practices.

An inclusive curriculum attempts to meet the learning needs of all students in schools by:

- including and making visible within the curriculum the experiences of all the diverse groups within Australian society; and
- valuing and responding to the learning styles of particular groups of students or of individuals.

In a commitment to inclusive schooling, the School will aim to include and value students through the provision of a range of flexible curriculum options that allow access and participation and which ensure that educational outcomes are maximised.

This policy addresses the following:

- Students with Disabilities;
- Students with Learning Difficulties;
- Students who are Gifted and Talented; and
- Gender Equity.

13.2 **EDUCATIONAL PROVISION FOR STUDENTS WITH DISABILITIES**

13.2.1 **Introduction**

The Rockhampton Grammar School accepts the right of all students to have access to and to participate in an education that enables them to develop to their full potential.

The Rockhampton Grammar School will continue to provide support for students with disabilities from Prep to Year 12 to the best of its ability and in accordance with all legal requirements.

13.2.2 **Roles and Responsibilities**

The role of the School is to provide, within a social justice framework, an organisational structure that supports students with disabilities and considers the needs of all students through:

- participative development and review of school planning and policy;
- deployment of resources to address the needs of all students;
- identification and planning for provision and allocation of resources;
development and review of appropriate curricula that are responsive to the needs of students;
provision of needs-based professional development activities for all staff;
monitoring and supporting effective learning and teaching;
participation and involvement of parents and primary caregivers;
participation and involvement of the community; and
use of ascertainment procedures when required.

13.3 EDUCATIONAL PROVISION FOR STUDENTS WITH LEARNING DIFFICULTIES

13.3.1 Introduction

Many students experience difficulties in learning. These difficulties may have a physical, mental or social cause. The Rockhampton Grammar School accepts its role in providing an education that will enable them to achieve their potential in a supportive environment and through a curriculum, which is inclusive of their needs.

13.3.2 Identification of Students with Learning Difficulties

Identification of students with learning difficulties is an integral part of a school’s strategy for recognising, recording and responding to individual differences. Comprehensive and ongoing identification is required. This will be undertaken on recommendations from teachers and parents and through informal classroom monitoring.

Students should be referred to the Learning Enrichment Centre for testing and/or placement in an appropriate programme. It is important to involve the student, parents, classroom teachers and Year Co-ordinator when negotiating individual learning programmes.

13.4 EDUCATIONAL PROVISION FOR STUDENTS WHO ARE GIFTED AND TALENTED

13.4.1 Introduction

The Rockhampton Grammar School accepts its vital role in nurturing the gifts of each individual student. Gifted students are those who excel, or have the potential to excel, in general or specific ability areas. Gifted students are only adequately provided for when curriculum is inclusive of their needs and when the school environment is supportive.
Giftedness is a disadvantage when members of a community fail to understand, acknowledge or provide appropriate schooling for such students. Factors which can result in gifted students being disadvantaged are:

- sociocultural bias against high ability and high achievement;
- stereotyped assumptions determining which gifts are valued;
- failure to identify students’ exceptional potential (especially when masked by behavioural traits or compounding characteristics such as disabilities, low socio-economic circumstances, isolation, gender, non-English-speaking background and Aboriginal/Torres Strait Islander origins);
- lack of access to appropriately challenging educational experiences.

### 13.4.2 Identification of Gifted and Talented Students

Identification of gifted students is an integral part of a school’s strategy for recognising, recording and responding to individual differences. In a classroom environment which is supporting and stimulating, gifts become highly visible. A climate which allows risk taking has warmth, co-operation, acceptance, flexibility and open-endedness as its characteristics. These are necessary if gifts are to emerge. Such a climate will allow the abilities of the achieving student, as well as those of the hidden gifted, to be identified or to emerge. Giftedness can exist in one or several ability areas.

Gifted students may exhibit exceptional ability at different stages of their development and this is often accompanied by considerable task commitment and creativity. Gifted behaviours are not necessarily manifested in traditional curriculum areas, nor are they always demonstrated in socially acceptable ways.

When gifts have been recognised, complex challenging activities and investigations can be designed to cater more appropriately for these students. Further advanced abilities may then be identified as a result of such provisions.

Opportunities need to be available for extension, enrichment and acceleration, or the appropriate combination of these.

### 13.5 GENDER EQUITY

#### 13.5.1 Introduction

The Rockhampton Grammar School will ensure that all students, regardless of sex, receive a quality education and not be disadvantaged on the basis of gender. In a socially just society, men’s and women’s aspirations, achievements and life choices are not constrained by gender.
In pursuing this goal in education, the needs and interests of both male and female students must be reflected in curriculum content, teaching approaches, classroom and school organisation and practices, and resource allocation.

13.5.2 Implementation

The effective implementation of the Gender Equity Policy requires that key members of the educational community, in particular students as well as parents, teachers, administrators and school support staff, understand and commit themselves to the educational needs of female and male students equally.

The Gender Equity Policy promotes practices which ensure that discrimination does not occur in education. Adherence to the Gender Equity Policy reduces the chances of anyone in the school community taking legal action against schools for:

- not providing equity in resource distribution;
- not providing equal access to and participation in curriculum;
- failing to take appropriate action to protect students from sexual harassment.

13.5.3 Values and Principles

The National Policy for the Education of Girls in Australian Schools outlines the following shared educational values and principles:

- schooling will affirm that gender does not determine the capacity to learn;
- schooling will value female and male students equally in all its aspects;
- schooling will recognise that providing for equality of opportunity and outcomes in education for female and male students may require differential provision;
- schooling will educate female and male students for satisfying, responsible and productive living, including work inside and outside the home;
- schooling will assist students to understand the importance of the relationship between public and private responsibilities, including paid and unpaid work in terms of increased equality between men and women;
- schooling will encourage the development of attitudes and behaviours in female and male students which promote social responsibility, empathy, and sensitive, equal and non-violent relationships;
- schooling will ensure a supportive learning environment which discourages all forms of sexual harassment (verbal and physical);
- schooling will assist students to understand the construction of sex-role stereotypes, and to explore their own attitudes to gender roles and the implications of these attitudes for their adult futures;
schooling will provide a curriculum which, in content, methodology and language, meets the educational needs and entitlements of female, as well as male students, and which recognises the contributions of women, as well as men, to society.

13.5.4 **School Responsibilities**

Professional development will be available to ensure that teachers have the appropriate information and skills for identifying equity issues in school. Adequate and appropriate resources should be provided for both students and staff for reference and as texts.

The Gender Equity Policy must be reflected in all School Policies.

13.5.5 **Curriculum Changes**

Curriculum reform requires more than removing stereotypes from texts, changing information about women in lessons or placing appropriate role models in front of classes.

Curriculum reform requires continuous monitoring of what knowledge is valued in the curriculum and how it is taught. It requires a focus on areas of knowledge which have hitherto been excluded or misinterpreted.

Curriculum must take account of changing family roles. All students, female and male, must be offered courses of study which offer the broadest possible career options.
14.0 **SOCIAL MEDIA POLICY**

The possible intimate, revealing nature of social-media sites such as Facebook, MySpace or YouTube makes them an improper place for personal communication between students and teachers, in all circumstances.

Staff members of The Rockhampton Grammar School who wish to use social media sites for personal reasons are required to ensure that the content is appropriate and private and that access is restricted to people who are not current students of the School. Staff members are advised to use professional discretion before accepting ex-students or parents of current students as friends. In addition, staff members must not discuss students or co-workers, or publicly criticise school policies or personnel on social media sites.

Staff members who wish to use social media sites to communicate professionally with RGS families must first seek approval from the Headmaster. Please note that social media sites, which allow contributions from students or family members, will not be considered.
15.0 **ON-LINE SOCIAL NETWORKING POLICY**

15.1 **PURPOSE**

Social Networking Sites (SNS), Blogs (Web Logs), World Wide Web (WWW) and Personal Web Sites (PWS) must be considered as documents that are published within the public domain. Such sites allow the free sharing of information and opinions. While they have their place in private life, they may cause problems within a school community on several levels.

Information placed on these sites may be useful, entertaining, and providing a medium for friends to share experiences, photographs, messages and generally to stay in touch. On the other hand entries may breach privacy conventions or regulations, may be considered to be "cyber bullying"; they may be defamatory, obscene, libellous or just inappropriate.

Information published on the WWW, including that in SNS and blogs should be considered to be permanently published. It is almost impossible to remove information once it has appeared - even when it seems to have been taken down.

15.2 **STUDENTS**

Student use of SNS whilst at school is forbidden. (The School's ICT resources are provided for teaching and learning and the use of frivolous sites is discouraged.)

Student use of SNS outside school must be considerate of the ramifications of SNS postings within the extended school community.

Information and opinion that refer directly or indirectly to the School, its administration, its students as students or its members of staff as members of staff must not be posted unless officially sanctioned by the Headmaster or Deputy and the individual(s) concerned.

15.2.1 **Cyber Bullying, Peer Pressure, Spam**

Students must not engage in bullying, spamming, illegal behaviour, malicious blogging or similar antisocial behaviours. Students who engage in antisocial behaviours in a social networking or blogging site that have ramifications within the School community (such as bullying a fellow student) will be subject to School regulations regarding such behaviour even though the infringements occurred outside the school.
15.2.2 **Advice to Students**

Students are advised never to offer any personal information including last name, contact information, home address, phone numbers, school’s name, e-mail address, last names of friends or relatives, instant messaging names, age, or birth date.

Students are advised never to post provocative pictures of themselves or anyone else, and be sure any images you provide do not reveal any of the previously mentioned information. Remember to check the background of a picture also.

Students are advised to use blogging provider sites with clearly stated terms of use, and make sure they can protect the actual blogs, not just the user accounts, with password protection. However, it is prudent to presume that anyone can see it.

15.3 **EMPLOYEES OF RGS – TEACHING STAFF**

Teaching staff should never give out personal details such as home or mobile phone numbers or private email addresses. (See: Advice to Students above).

Employees need to be aware that the public nature of blogs and social networking sites means that anyone can read your comments, including your employer, a prospective employer or a person seeking information about your personality, political or religious views.

15.4 **TEACHER-Student RELATIONS**

Teachers hold a particular and special position in society and are expected to uphold moral and ethical codes of behaviour, often to a greater degree than any other profession or vocation.

Teachers should, as a rule, not have external friendships (i.e. personal relationships) with current students beyond that which is normal for the teacher/student relationship. A personal relationship on a SNS would exceed the accepted bounds of a teacher/student relationship and might leave the teacher open to allegations of improper conduct.

Teachers need also to be aware of interaction with the parents of current students in that comments or opinions may be construed in ways not envisaged that may lead to unforeseen social or legal complications (see Legal Liability below).

Friendships (personal relationships) with ex-students are a matter for the individual teacher but it is prudent to consider the ramifications of personal relationships with ex-students who have younger
siblings or friends still at the school, where private or personal information could be passed on to third parties.

### 15.5 YOUR COLLEAGUES AND YOUR POSITION

Be thoughtful and accurate in your posts, and be respectful of how other members of the school community may be affected. All RGS employees can be viewed as representatives of the School, which can add significance to your public reflections on a wide variety of topics.

### 15.6 LEGAL LIABILITY

When individuals choose to go public with opinions via a blog, SNS or a personal web site, they are legally responsible for their commentary. Individuals can be held personally liable for any commentary deemed to be defamatory, obscene, proprietary, or libellous. Employees of RGS should exercise caution with regards to exaggeration, colourful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. The summary position is that you blog (or post on the blogs of others) at your own risk. Outside parties can pursue legal action against you for postings.

### 15.7 PRIVILEGED INFORMATION

It is forbidden for employees to divulge, post or publish any confidential, proprietary, or privileged information pertaining to the School, its staff, its students, its policies, finance or procedures. This information may not appear in a blog, a personal web site or a social networking site.

### 15.8 PERSONAL WEB SITES

If you have a personal web site and the students or members of the wider School community are aware of it, care should be taken to ensure it is suitable for general viewing by students and parents. Ensure that there is no inappropriate content or links to sites that are inappropriate.

If you have, a personal web site that does not conform to the expectations above, you must ensure that it is not publicised within the School community. It might be prudent to ensure no personal identification is available at such a site that might lead back to you and hence the School.
16.0 WORKPLACE BULLYING POLICY

16.1 PURPOSE

At The Rockhampton Grammar School workplace, bullying is considered an unacceptable form of behaviour and will not be tolerated under any circumstances. It has no place in a school in which equal opportunity for all employees is an objective.

The Rockhampton Grammar School has a responsibility to ensure that the rights of its employees are safeguarded. These include the right to a work environment free from workplace bullying. Workplace bullying, when not addressed, can harm a worker’s well-being, become a significant drain on resources, reduce productivity and may have legal consequences for the School.

The purpose of this policy is to establish practices and procedures that protect workers at the School from workplace bullying and encourage workers to come forward and report workplace bullying to School Management.

16.2 LEGISLATION

Legal obligations relevant to the work conduct of organisations and their workers are included in legislation and common law.

Under the Workplace Health and Safety Act 2011 (www.deir.qld.gov.au/workplace/law/whsaws/legislation) the School, as an employer, has an obligation to ensure the health and safety of its workers. Employees have an obligation to comply with instructions given for workplace health and safety reasons by their employer and take all reasonably practicable steps to avoid creating or increasing risk to themselves or others.

Workplace bullying may harm the safety and health of workers and the School has an obligation to ensure workplace bullying is prevented or stopped.

16.3 DEFINITIONS

Workplace bullying is defined as repeated behaviour, other than behaviour that is sexual harassment, that:

• is directed at an individual worker or groups of workers;
• is offensive, intimidating, humiliating or threatening;
• is unwelcome and unsolicited; and
• a reasonable person would consider to be offensive, intimidating, humiliating or threatening for the individual worker or group of workers.
Workplace bullying can take place between:
- a worker and a manager (or supervisor)
- co-workers
- a worker and another person in the workplace e.g. a work experience student.

Workplace bullying may include:
- yelling, screaming, abuse, offensive language, insults, inappropriate comments about a person’s appearance, life or lifestyle, slandering a worker or his/her family;
- belittling opinions or constant criticism;
- isolating workers from normal work interaction, training and development or career opportunities;
- overwork, unnecessary pressure, impossible deadlines;
- under-work, creating a feeling of uselessness;
- undermining work performance, deliberately withholding work-related information or resources, or supplying incorrect information;
- unexplained job changes, meaningless tasks, tasks beyond a person’s skills, failure to give credit where due;
- tampering with a worker’s personal effects or work equipment;
- teasing or regularly being made the brunt of pranks/practical jokes;
- displaying written or pictorial material which degrades or offends a worker or group of workers;
- unreasonable “administrative sanctions” e.g. undue delay in processing applications for training, leave or payment of wages.

Workplace Bullying is not:
- legitimate comment and advice from a supervisor including relative negative comment or constructive criticism of an employee’s work performance;
- approved disciplinary action against an employee;
- appropriate action by a supervisor to manage the poor work performance or inappropriate behaviour of an employee;
- mutual attraction between two employees;
- behaviour that is not unwelcome.
16.4 GRIEVANCE POLICY

The School has a Grievance Policy to provide an employee with the opportunity to have a workplace bullying complaint dealt with through the correct channels, speedily and flexibly.

The objectives of the procedure are to promote the prompt resolution of grievances by consultation, co-operation and discussion and workers are encouraged to use informal processes as a first step to resolve their workplace bullying complaint.

Issues of perceived workplace bullying should be discussed with individual’s immediate supervisor in the first instance. If this is inappropriate or a worker’s manager or supervisor is the source of the workplace bullying complaint, the matter should be discussed with the Headmaster or the Board Secretary.

The School has appointed Referral Officers under the Sexual Harassment Policy and the matter can be referred to these officers.

Where these informal processes fail to resolve the issue, a formal grievance process should be initiated.

16.5 INVESTIGATION OF COMPLAINTS

In cases where the Grievance Procedure is unsuccessful in resolving the complaints or the allegations are so serious that this approach is inappropriate, the Board may appoint an independent body or person to investigate and report on the complaints and allegations.

Possible outcomes of the investigation include:

- dismissal of the complaint where it is not upheld;
- finding that bullying occurred, disciplinary action for the bully, which could include one or a combination of the following:
  - an apology and an undertaking that the bullying behaviour will not occur again;
  - a formal warning;
  - counselling;
  - transferring the bully to another work area away from the complainant or vice versa;
  - a suspension from the workplace;
  - dismissal as a final resort.
16.6 **VICTIMISATION**

The School will not tolerate an employee being victimised as a result of the employee coming forward to report allegations of workplace bullying.

Staffs that resort to such a tactic will be severely disciplined if the victimisation is proven and may be dismissed from the School.

16.7 **DISCRIMINATION OR SEXUAL HARASSMENT**

Where workplace bullying involves acts of discrimination or sexual harassment, a worker may lodge a complaint under the *Queensland Anti-Discrimination Act 1991*.

See separate Sexual Harassment and Anti-Discrimination policies.

16.8 **INDUSTRIAL RELATIONS COMMISSION**

Where a dispute involving workplace bullying is between the School and a worker, a person may lodge a Notice of Industrial Dispute with the Queensland Industrial Relations Commission.

16.9 **WORKCOVER QUEENSLAND ACT 1996**

A worker who suffers an injury or disease as a result of workplace bullying may submit a claim for Workers Compensation under the Act.

16.10 **CRIMINAL CODE**

Where workplace bullying involves assault or threat of assault, the incident becomes a police matter and is dealt with under the Queensland Criminal Code.

16.11 **VEXATIOUS CLAIMS**

The School will not tolerate an employee making a vexatious claim against another employee. Staffs who resort to such claims will be severely disciplined if the claim is found to be vexatious and may be dismissed from the School.

**Updated: 31 July 2014**
STAY AT WORK/RETURN TO WORK POLICY STATEMENT

The Board of Trustees of The Rockhampton Grammar School recognises that there are substantial benefits to be gained from rehabilitation principles and practices and is committed to implementing them in this workplace. We recognise that the *Workers’ Compensation and Rehabilitation Act and Regulation 2003* provide the legislative support for workplace rehabilitation activities.

Experience has shown that workplace rehabilitation assists the healing process and helps restore the worker’s normal function sooner. Workplace rehabilitation includes early provision of timely and adequate services, including suitable duties programs, and aims to:

- maintain injured or ill workers at work; or
- ensure the worker’s earliest possible return to work; or
- maximise the worker’s independent functioning.

The Rockhampton Grammar School is committed to:

- Providing a safe and healthy work environment, but in the event of an injury or an illness, making sure workplace rehabilitation is started as soon as possible in accordance with medical advice.
- Ensuring appropriate suitable duties are made available to injured or ill workers to facilitate their safe and early return to work. These duties must be medically approved and will be time limited.
- Respecting the confidential nature of medical information and ensuring there will be both verbal and written confidentiality.
- Ensuring all workers are aware that, in the event of injury or illness, they will be consulted to ensure a structured and safe return to work that will not disadvantage them.
- Complying with legislative obligations with respect to the standard for rehabilitation.
- Adopting a multidisciplinary approach to rehabilitation as required.
- Reviewing this policy and procedures at least every three years to ensure it continues to meet legislative requirements and the needs of all parties.

Our Rehabilitation Coordinator is Amy Thomasson.

.................................................................  18/08/2012

ROBERT SKILLING
BOARD SECRETARY

To be reviewed by 18/08/2015
17.1 **PURPOSE**

The aim of this policy is to ensure:

- that a culture of acceptance for workplace rehabilitation exists;
- we have a process to support an early safe return of any worker who has an injury/illness;
- the position of the rehabilitation co-ordinator is adequately resourced; and
- adequate storage is provided for rehabilitation files to maintain confidentiality of this information.

17.2 **RESPONSIBILITY**

The Board Secretary is responsible for the implementation of this policy.

17.3 **ROLES**

17.3.1 **The Role of the Injured Worker**

If you are injured at work, you should:

- seek first aid or medical treatment;
- notify your supervisor of the injury and complete an incident report;
- tell your doctor that other (suitable) duties may be available at your workplace even if you aren’t able to do your normal role;
- ask your doctor for a worker’s compensation medical certificate – you need this to make a claim;
- give a copy of the worker’s compensation medical certificate to your rehabilitation co-ordinator and to Workcover – keep a copy for your own records.

You can lodge an application for compensation by:

- calling Workcover Qld on 1300 362 128; or
- faxing your completed application form to 1300 651 387; or
- by applying online at [www.workcoverqld.com.au](http://www.workcoverqld.com.au)

It is your responsibility to:

- attend medical appointments that are organised by Workcover;
- attend medical and other treatment appointments, where possible outside normal work hours;
- actively participate in the development of your suitable duties program;
- provide your employer with a copy of your medical certificates;
- keep the rehabilitation co-ordinator and your supervisor informed of your progress.
You have the right to:

- workers compensation for work-related injuries accepted by Workcover
- choose your own doctor;
- authorise your rehabilitation co-ordinator to contact your doctor for advice on suitable duties;
- the safe keeping of your personal information;
- be provided with suitable duties, where possible, to assist your return to work;
- be involved in developing a suitable duties program;
- union representation, if so desired;
- ask for a Q-COMP review of decisions with which you do not agree with (reviewable decisions are listed under s540 of the Act);
- have access to an impartial grievance mechanism, check with your rehabilitation co-ordinator and Workcover first as they may be able to help out).

Grievance procedure:

- If you are unhappy with a decision made at the workplace regarding your rehabilitation, you can raise the matter with your rehabilitation co-ordinator. If the matter is unresolved, you can ask your supervisor to review the decision. If you remain unhappy with the decision following internal review, you can request that your Workcover case manager becomes involved to resolve the dispute.
- If either you or your employer is unhappy with a decision made by Workcover, the decision may be reviewable with Q-COMP. Strict time frames apply.

17.3.2 **The Role of the Rehabilitation Coordinator**

When an injury occurs at work, your rehabilitation co-ordinator’s role is to:

- help you complete an application for workers’ compensation, if required;
- ask you to sign an authorisation form that gives them permission to contact your doctor for guidance on your return to work;
- develop a suitable duties program;
- remain in regular contact with you and Workcover throughout the rehabilitation process;
- continue to monitor and upgrade your suitable duties program;
- keep your supervisor up to date with your progress;
- keep the details of your rehabilitation file confidential;
- ask for your feedback on the rehabilitation process once your claim has ended.
Rehabilitation co-ordinator’s responsibilities are to:

- ensure an efficient system exists for early notification of the rehabilitation and return injuries to enable early worker contact regarding rehabilitation, to comply with employer’s duty to report the injury to the insurer and to ensure confidentiality of information received;
- assist the employer to comply with their duty to report injury to the insurer within 8 days;
- advise the insurer of the details of all suitable duties programs, including actual hours worked once the program commences;
- maintain confidentiality of information received including appropriate storage and handling of confidentiality;
- develop, coordinate and monitor workplace rehabilitation strategies for injured workers (this may include rehabilitation plans and suitable duties plans)
- obtain treating doctor approval for all plans (not required if sufficient information is available on medical certificate or report);
- educate all workers about the Workplace Rehabilitation Policy and Procedures and what to expect when an injury occurs.
- educate supervisors regarding their role and responsibilities for rehabilitation.
- ensure education is part of the new staff induction process;
- promote the School’s Workplace Rehabilitation Program internally to maintain staffs commitment;
- promote the School’s Workplace Rehabilitation Program to treating doctors so as to build a good working relationship and gain their trust and assistance;
- keep a file for each worker undertaking rehabilitation, including all documents, correspondence, case notes (to be signed and dated) and accounts and to ensure confidentiality of this information;
- maintain relevant statistics regarding workplace rehabilitation;
- ensure currency of the Workplace Rehabilitation Policy and Procedures and their own rehabilitation co-ordinator accreditation;
- provide injured workers with the opportunity to give feedback on the rehabilitation system and to document this feedback.

17.3.3 The Role of Head of Departments and Supervisors

Head of Department and Supervisor’s responsibilities are to:

- actively assist the rehabilitation co-ordinator in identifying and coordinating suitable duties;
- adjust workplace procedures and rosters to enable successful implementation of the program;
• monitor the injured worker’s progress in relation to suitable duties;
• offer support and encouragement to any injured worker.

17.3.4 The Role of Co-workers

Co-workers’ responsibilities are to:
• offer support and encouragement to injured worker.

17.3.5 The Role of the Rehabilitation Service Providers

Rehabilitation Service Providers such as physiotherapists, occupational therapists and psychologists will provide assistance to The Rockhampton Grammar School in cases that are more complicated.

The rehabilitation provider/s will be responsible for:
• providing an initial rehabilitation assessment;
• developing return to work program in consultation with the workplace rehabilitation co-ordinator;
• monitoring and upgrading suitable duties;
• functional capacity assessments;
• managing the progress of the case through liaison with the treating medical practitioner, health professionals, Workcover, the workplace rehabilitation co-ordinator and the injured worker.

17.3.6 The Role of the Treating Doctor

Treating Doctor is responsible for:
• Providing relevant medical certification;
• Provide sufficient information to allow development of suitable duties programs.
### REHABILITATION PROCEDURES

#### STAGE 1 – INITIAL ACTIONS

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commence first aid if required</td>
<td>First aider</td>
</tr>
<tr>
<td>Report the injury immediately to the supervisor</td>
<td>Injured worker</td>
</tr>
<tr>
<td></td>
<td>Co-worker</td>
</tr>
<tr>
<td>Complete incident/accident forms</td>
<td>Injured worker (if possible).</td>
</tr>
<tr>
<td></td>
<td>If injured worker unable to do so, supervisor.</td>
</tr>
<tr>
<td>Report all injuries to the rehabilitation co-ordinator and /or health and safety officer.</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Ensure contact is made with injured worker within 24 hours of accident occurring.</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td>For an injury requiring hospitalisation ensure immediate family is informed and arrange hospital visit without delay</td>
<td></td>
</tr>
<tr>
<td>Paperwork to be submitted to Workcover within (8) business days of accident:</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td>• workers application form;</td>
<td>Injured worker to sign</td>
</tr>
<tr>
<td>• employers report;</td>
<td></td>
</tr>
<tr>
<td>• treating doctor’s medical certificate;</td>
<td></td>
</tr>
<tr>
<td>• employment tax declaration form - if applicable;</td>
<td></td>
</tr>
<tr>
<td>• workers’ file: copies of forms, case notes of interview</td>
<td></td>
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<tr>
<td>and contacts with relevant parties.</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Persons</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Present Rockhampton Grammar School introductory letter and Rockhampton Grammar School work capabilities form to treating medical practitioner.</td>
<td>Injured worker</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td></td>
<td>Treating medical practitioner</td>
</tr>
<tr>
<td>Receive and review the completed Rockhampton Grammar School work capabilities Form and assess the need for prompt rehabilitation intervention. This step is to take place within 2 days of the injury or illness occurring.</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td></td>
<td>Injured worker</td>
</tr>
<tr>
<td></td>
<td>Treating medical practitioner</td>
</tr>
<tr>
<td>Prepare rehabilitation plan with injured worker and treating medical practitioner.</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td></td>
<td>Treating medical practitioner</td>
</tr>
<tr>
<td>Where the injury is likely to cause an absence in excess of five working days, contact an appropriate rehabilitation provider to assist with the return to work process. (See stage 3)</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation provider</td>
</tr>
<tr>
<td>Gain approval from Workcover rehabilitation case manager and treating medical practitioner prior to starting program.</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td></td>
<td>Workcover rehabilitation case manager</td>
</tr>
<tr>
<td></td>
<td>Treating medical practitioner</td>
</tr>
</tbody>
</table>
## STAGE 3 – GETTING ASSISTANCE FROM REHABILITATION

### PROVIDERS

<table>
<thead>
<tr>
<th>When does the Rehabilitation Co-ordinator use a Rehabilitation Providers</th>
<th>Responsible Persons</th>
</tr>
</thead>
</table>
| Where the claim has the potential or is in extended lost time. This will include:  
  - all existing lost time claims (> 5 days);  
  - all employees on prolonged suitable duties (> 3 months);  
  - where the rehabilitation co-ordinator cannot identify appropriate suitable duties;  
  - where the injury is related to an employee’s working method eg: OHS and back injuries;  
  - where the injury is of a complicated nature eg: psychological and degenerative conditions;  
  - where the injured worker has experienced a similar injury or ongoing symptoms. | Injured worker  
Rehabilitation co-ordinator  
Rehabilitation provider  
Insurer |
| Where the rehabilitation co-ordinator wishes to externalise rehabilitation process. This would include situations where:  
  - the rehabilitation process has become part of an Industrial Relations Issue and the co-ordinator is seeking an objective approach;  
  - where the rehabilitation co-ordinator is unable to allocate the appropriate time and resources;  
  - where the injury is so severe that the rehabilitation goal is to redeploy the injured worker within or outside the company;  
  - where the GP, health provider or Insurer is not confident in the availability of suitable duties or the return to work goal. | Injured worker  
Rehabilitation co-ordinator  
Rehabilitation provider  
Insurer |
**STAGE 4 – RETURN TO WORK**

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor suitable duties and ensure all restrictions in plan are being adhered to</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td></td>
<td>Supervisor of section injured worker is placed</td>
</tr>
<tr>
<td>Maintain accurate and up-to-date case notes and rehabilitation register</td>
<td>Rehabilitation co-ordinator</td>
</tr>
<tr>
<td>Report and problems immediately to your supervisor and the rehabilitation co-ordinator</td>
<td>Injured worker</td>
</tr>
</tbody>
</table>

*Updated: 31 July 2014*
18.0 CRITICAL INCIDENT MANAGEMENT POLICY

18.1 PURPOSE

This policy is concerned with the School’s response to a critical incident where a person/people are likely to experience unusually strong emotional or psychological reactions to accidents, trauma, natural disasters, hostile acts, even death.

This plan has been written to enable the School to respond appropriately in order to contain the incident and minimize damage.

Coping with grief, pain and distress that follows a critical incident is emotionally and physically demanding for all concerned. In a critical incident, the deference to procedure should ensure that the likelihood for inappropriate reaction to a critical incident is avoided.

The Critical Incident Management Team (CIMT) shall consist of: Headmaster (as Chair) and the School’s Senior Staff team. The most important thing for the CIMT to undertake is to determine who has been involved in the critical incident, who needs to be informed of the incident, who will require assistance and what level of assistance is required.

A critical incident, or crisis, may be defined as: ‘an event, which causes disruption to an organisation, creates significant danger or risk and which creates a situation where staff, students and parents feel unsafe, vulnerable and under stress, or injured’.

Examples of such incidents are:

- death in the School community of a student, teacher, ex-student, friend through sudden death – by accident, by suicide or by murder;
- serious injury of a member of the School community;
- students lost or injured during an excursion or missing;
- students and staff members being taken hostage;
- violent assault on a member of the School community;
- stalking;
- violent community events;
- witnessing of a serious accident or of violence by a member of the School community, for example, murder, a serious accident, war, act of terrorism or similar violence;
- significant vandalism of School property or destruction of part or whole of the School property;
- fire, bomb threat, explosion, gas or chemical hazard, flood, earthquake, windstorm, hailstorm or extremes of temperature;
- sexual assault.
18.2 RESPONSIBILITY

The Headmaster in consultation with the Deputy Headmaster will decide if an incident requires being classified as “critical”. In the Headmaster’s absence, a decision will be taken by the Deputy Headmaster in consultation with the Heads of School.

18.3 GOALS OF THE CRITICAL INCIDENT MANAGEMENT PLAN

- To reduce psychological suffering and help the School community survive the traumatic situation
- To provide support systems and a safe place for individuals at this period of time
- To provide accurate information and to maintain communication links within the School and to outside sources
- To assist in making appropriate referrals and follow-up resources available to students and staff
- To help restore and maintain a supportive, positive and safe learning environment, as soon as possible
- The responsibilities of the committee include:
  - risk assessment of hazards and situations which may require emergency action;
  - analysis of requirements to address these hazards;
  - establishment of liaison with all relevant emergency services e.g. police, fire brigade, ambulance, hospital, poisons information centre, community health services;
  - 24 hour access to contact details for all students and their families; for overseas students this will also include agents, homestay families, carers, consular staff, embassies and interpreting services (if necessary);
  - 24 hour access to contact details for all relevant staff members needed in the event of a critical incident e.g. school counsellor, welfare officer, legal services, school security;
  - development of a critical incident plan for each critical incident identified;
  - dissemination of planned procedures;
  - organisation of practice drills;
  - regular review of the critical incident plan;
  - assisting with implementation of the critical incident plan;
  - arranging appropriate staff development;
  - budget allocation for emergencies.

18.4 DEALING WITH THE MEDIA

The CIMT needs to determine if any involvement with the media is necessary. In the event of a critical incident, the Headmaster or Board Chairman will be solely responsible for media statements. Under
no circumstances should any other person see it as their role to deal with the media. School personnel must be instructed not to speak to the media – this is the role of the Headmaster or Board Chairman.

Media statements should not be made until parents of affected children have been advised.

18.4.1 For the School Receptionist
- The role of the receptionist is to help manage the critical incident. The CIMT is responsible for ensuring that the receptionist has up to date and factual information.
- Dealing with parents and the media – refer them directly to the Headmaster or Deputy Headmaster in the Headmaster’s absence.
- Dealing with offers of assistance – thank the caller, take the callers details and their particular offer, compile a list of names and offers.
- The receptionist will need to take time out and look after themselves.

18.5 PROCEDURE

18.5.1 Phase One – Immediate response
The person first aware of the incident is to report the incident to the Headmaster and/or Deputy Headmaster without delay. In the event of repeated failed attempts to contact the Headmaster or Deputy Headmaster, the person first, aware of the incident is to report the incident to another member of the CIMT. A text or phone message is NOT an acceptable means of communication.

- Prior to any other action; the safety of adults and children in the immediate vicinity is to be ensured
- The Headmaster and/or Deputy Headmaster are to initiate emergency response where appropriate
- First aid is to be provided to any persons injured or suffering
- Detailed and accurate information is to be gathered from person/s first hand and presented to CIMT, including:
  - if student is on campus;
  - seriousness of injury/incident and subsequent actions taken;
  - call ambulance if required;
  - if ambulance is required ascertain seriousness of injury from hospital staff and any relevant information;
  - implement the appropriate management plan or action strategy.
18.5.2 Phase Two – Grade the incident

As soon as practicable, but without unnecessary delay, communication between the Headmaster and Deputy Headmaster is to occur to assess the incident and grade the incident as ‘critical’.

The information should be documented for further reference.

18.5.3 Phase Three – Further High Priority Action by the Headmaster

- Further ensure the safety of all students, employees, volunteers and visitors
- Further emergency response may be necessary depending on the progress of the crisis
- Headmaster informs the family directly affected where there has been death or serious injury and organises with the family an appropriate manner in which to inform any siblings
- When there are number of people to contact such as when a student is in a homestay, attempt to simultaneously contact all parties
- Advise the School reception
- Advise the Senior Staff that a special meeting is required and insist on their attendance. Specify the time and location of the meeting
- Inform the Board Chairman by telephone
- The Board Chairman to advise Trustees by telephone
- Make contact with suitable agencies that may be required to assist to have them on standby
- If the student is an overseas student and seriously injured or requires hospitalisation, the School should enlist the aid of overseas consular staff to assist the family if they are travelling to Australia, with interpreting services to aid in communication with the relevant medical services and with counselling services if required
- The School should also contact DIAC and inform them of the incident

18.5.4 Phase Four – Immediate Action by the Critical Incident Management Team (CIMT)

- Management team convene for meeting
- Consider thoughtfully the Crisis Management Plan
- Co-opt other professionals and suitably qualified people as required to be part of the Team
- Assess the situation and consider an appropriate response plan. This may include:
  - decide what resources are needed eg: counsellors, relief staff;
  - identify any staff/students at risk or who need to be told separately;
  - determine what information will be communicated to staff;
  - provide the School reception staff with necessary information to respond to enquiries;
organise Senior Staff to prepare facts, attend to visitors, receive phone calls, email updated information to the Board Chairman;

convene a staff briefing for all employees on site;

ensure all staff are able to function and complete tasks;

prepare a communications strategy and media release;

distribute fact sheets and support documentation as necessary;

Encourage confidence in the existing structures and ensure procedures are clearly understood;

management to ensure that no students are left unsupervised during this time of extraordinary discourse;

at the close of the day, call a staff meeting to brief staff before departure.

18.5.5 Phase Five –

18.5.5.1 Staff Briefing

- Present a prepared statement which clearly, concisely and briefly gives the factual information
- Outline the School’s response and proposed plan of action
- Allow time for staff to ask any questions and to respond
- Describe the staff responsibility in monitoring student and staff welfare and identifying students/staff at risk
- Identify students at risk / extremely upset and help them to feel safe
- Clarify for staff any specific responsibilities that they themselves might have
- Headmaster advises staff how to deal with any media enquiries

18.5.5.2 Student Assembly

- The Headmaster may call a full School Assembly (8-12) if necessary
- Alternatively, students may be briefed in small groups, such as pastoral care groups by Form Teachers in the Middle and Senior Schools and Class Teachers in the Primary School. Staff should be assisted in this process by providing them with a briefing sheet
- Students should be assembled in a calm, orderly manner and observe the following –
  - present facts to students clearly and calmly;
  - advise the students of the action plan and the next stages;
  - allow some reaction time while they briefly talk to friends;
  - provide input on common reactions and how to care for self and others;
  - inform students of support available and how to access it.
18.5.6 Phase Six – Response Tasks that may be implemented as part of the response plan by the CIMT

- Other tasks as required, and determined by the CIMT
- If students have had to be briefed then it is important that a communication to parents be sent home that afternoon
- Set up a recovery room, or withdrawal room where students and staff may withdraw to if necessary
- Visit the accident site or critical incident scene
- Contact local clergy and local Headmasters to advise them of the situation
- Provide updates for the Board Chairman
- Phone absent staff and students’ families to advise them
- Provide tissues, drinking water, heaters/fans in designated rooms if required
- Contact support agencies to elicit their help if needed
- Make sure all staff and students are where they should be
- Arrange visits by suitably qualified people to families directly affected by the critical incident
- All Senior Staff to be highly visible and accessible to all staff and students.
- Provide updated information to all staff preferably by briefing meetings if possible, if not email.
- Monitor staff and be vigilant for indicators of risk or not coping.
- The CIMT to meet twice daily at first and less frequently as the crisis abates to review, assess and plan next steps
- Keep appropriately detailed documentation
- Be aware of any possible longer term effects on the School and student well-being e.g. inquests, legal proceedings
- If the student is in hospital for some time, the School needs to maintain contact with the student and their family
- Support and assistance for the student and family
- Depending on the condition of the student, the School could provide school work for the student to enable them to remain in touch with school activities
- Discuss with the family any required changes to the enrolment of the overseas student e.g. suspension or cancellation of overseas student enrolment and make any changes required on PRISMS

18.5.7 A Special Crisis – Death

- The Headmaster with the Board Chairman will prepare a communication for the media and for general community consumption. The Headmaster will be the only person with authority to speak to the media
• In the event of the Headmaster being absent from the School, the Deputy Headmaster will act in this CIM role
• The Headmaster and Head of Primary School will hold two critical assemblies: P-7 and 8-12 at which all staff and students attend to receive a prepared statement from the Headmaster
• Suitable smaller group gatherings will be held for those students and staff most seriously affected by the announcement. These gatherings to be facilitated by suitably qualified and experienced practitioners
• The Headmaster will arrange for a suitable person(s) to visit the home of the family directly affected and any other family as appropriate
• Plan appropriate School involvement in the funeral, in consultation with the family – arrange a liaison person for this task. If necessary arrange the funeral
• Meet with students attending the funeral and provide appropriate information and collect parental permission slips for attendees
• Arrange for counsellors to be present at the funeral to support staff/students
• Ensure students/staff are monitored for support needed (at School and home)

18.5.8 Phase Seven – Recovery, Closure, Follow-up and Evaluation
• Coordinate appropriate commemorations which may include: plaques, gardens and tree planting
• Organise the time and ritual closure of the Critical Incident Response and return to normal routine
• Formally declare closure at daily briefing with staff
• Heads of Year to take a special role to restore the School to regular routine as quickly as possible
• Remind all staff to maintain a vigilant watching brief of students who may still be suffering and report students to Heads of School
• Set up a debriefing for the Crisis Management Team by a skilled and experienced counsellor who is not a member of the team
• Invite guest speakers, if appropriate, to help the community come to terms with what has happened
• Acknowledge the offers of support and the assistance provided throughout the Crisis, for example, writing letters of thanks
• Document and evaluate the process and make necessary changes to the Crisis Management Plan
• In-service staff on the results of evaluations and make the necessary changes to the Crisis Management Plan
• Modify structures and procedures and arrange for further training where necessary
• Encourage the School community to return to normal routine
• Communication to community as closure
• If a number of students were involved in the incident, after 3-4 weeks, the School should convene a meeting of their parents with professionals present including the Headmaster, appropriate senior staff and counsellors
• Encourage staff to be alert to signs of significant, persistent changes in behaviour of those affected in the incident
• Monitor the mental and physical health of staff and students in care-giver roles
THE ROCKHAMPTON GRAMMAR SCHOOL
Critical Incident/Accident Report Form

To be completed after all Critical Incident/Accidents by the Board Secretary or Compliance Officer

Section 1: Incident/Accident Details (please print)
Date
/ / 
Time : AM
PM
Who was involved in the Incident/Accident?

Where did the Incident/Accident Occur?

How did the Incident/Accident Happen?

Section 2: Immediate Action Taken
Please describe

The Rockhampton Grammar School
### Section 3: Further Action Required

Please describe

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### Section 4: Persons or Staff Notified & Time & Date of Notification

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Details of who completed the Report

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Please forward completed report on to:

- **D** Compliance Officer
- **D** Headmaster
- **D** Deputy Headmaster
- **D** Board Secretary
19.0  **CORPORATE SPONSORSHIP POLICY**

19.1  **INTRODUCTION**

- **SPONSORSHIP**  the negotiated provision of funds, goods or services to students, teachers, schools or school systems in exchange for advertising, publicity or other benefits.

- **PROMOTION**  a scheme or arrangement conducted by organisations which is intended for commercial or other benefit, and which involve and rewards students, teachers, schools or school systems for participating in the scheme or arrangements.

19.2  **GUIDELINES FOR SPONSORSHIP AT THE ROCKHAMPTON GRAMMAR SCHOOL**

- Participation in sponsorships and promotions should not generate undue pressure on children, parents or the School to purchase particular products or services, or to adopt particular beliefs, attitudes or courses of action

- Programs of corporate sponsorship must be structured to meet an identified school need, not a commercial motive, and must be evaluated for effectiveness on an ongoing basis

- Sponsorship and promotions should not involve as a condition participation in a promotional event

- Any educational materials provided as part of a sponsorship or promotion should be clearly identified as being those of the sponsor

- Sponsorships and promotions should be used to enhance educational programs and not to displace other funding arrangements on which The Rockhampton Grammar School depends

- Sponsorship agreements should only be negotiated with organisations whose public image, products or services are not inconsistent with the ethos and values of both education in general and The Rockhampton Grammar School specifically

- All sponsorship agreements should be reached through negotiation. The agreement must specify the roles and responsibilities of individual parties, and the nature and level of acknowledgement to be given to the sponsor. A *handshake agreement* is not enough – it must be written down and agreed to by both The Rockhampton Grammar School and the sponsoring organisation

- Acceptance of a sponsor’s product or service should not be a condition of an individual student’s participation in sponsored activities.

19.3  **RESPONSIBILITY FOR CORPORATE SPONSORSHIPS**

All sponsorship approaches must be directed through and co-ordinated by The Rockhampton Grammar School’s Board Secretary. This will avoid sponsor fatigue through approaches being made over and over again, and the embarrassment of multiple approaches.
19.4 SPONSORSHIP BENEFITS

- Hospitality – invitations to School events
- Corporate brand exposure - programs, menus, banners, Quarterly, plaques on site during the event
- Verbal acknowledgement by School at the sponsored School functions or events
- Written acknowledgement in the Quarterly, weekly newsletter
- Opportunity to speak at the sponsored School functions or event on behalf of their company
- Media coverage
- Invitations to networking opportunities Sponsorship examples within schools

Updated: 31 July 2014