Policy Documentation

Student Wellbeing Framework

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All information contained is believed to be correct at the time of publishing.
References

- Erasmus School website
- Erasmus School Parent Handbook 2014
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1 Overview

1.1 About this document
The aim of Erasmus School is to nurture the whole child – body, mind, heart and spirit. This document provides a brief outline of the key ways in which the School works to protect and enhance the physical, mental, emotional and spiritual wellbeing of its students. It is part of the School’s vision that ‘our students experience wellbeing in a positive school community with integrated social emotional learning’.¹

Erasmus School ensures that the care, safety and welfare of students is in accordance with applicable State and Commonwealth laws, and advises staff of their obligations under those laws. The school has policies and procedures to provide students with a safe environment where the risk of harm is minimised and students feel physically and emotionally secure.²

1.2 Summary of related policies and documents
The following list summarises all policies and procedures that contribute to the framework. A description of each is provided in Section 4, Specific policies.

- Anaphylaxis Management Policy
- Attendance Policy and Procedures
- Critical Incident Policy
- Child Protection (Mandatory Reporting) Policy & Procedures
- Complaints and Grievances Policy
- Emergency Management Plan
- First Aid Policy
- Internet Use Policy
- Off-site Supervision Policy and Procedures
- Occupational Health and Safety Policy
- Parent Handbook
- Supervision Policy
- Student Behaviour Management

1.3 Communication with Staff and Students, Parents & School Community
The school communicates its policies and procedures on the care, safety and welfare of students using a range of media.

- Most policies are available on the School website (secure area)
- All policy and procedure documents are available on request
- The weekly newsletter communicates specific details or changes to arrangements
- Direct email is used to communicate specific information when necessary
- The Parent Handbook is issued annually, and is current on the School website

² VRQA Guide p10
This diagram shows the pathways that facilitate communication within the school.

2 Whole-school approaches

2.1 KidsMatter Mental Health and Wellbeing Framework

In late 2011 the School commenced implementation of the KidsMatter Mental Health and Wellbeing Framework for primary schools on a whole-school basis.

Seven principles underpin the Framework. These have been informed by research and the experiences of primary schools that have successfully implemented KidsMatter.

The seven guiding principles are:

- The best interests of children are paramount
- Respectful relationships are foundational
- Diversity is respected and valued
- Parents and carers are recognised as the most important people in children’s lives
- Parents and teachers support children best by working together
- Students need to be active participants
- Schools, health and community agencies work together with families.
These principles are intended to support schools along the KidsMatter journey. The school is committed to building a positive community founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties

### 2.2 Whole-School Assemblies and Activities

Assemblies are an integral part of building community at Erasmus School. Every day when the bell rings the children assemble near the flagpole in the courtyard. The Principal leads the whole school in a brief morning greeting. On the first school day of the week the whole school sings the National Anthem. Parents can stay and participate to this point.

#### 2.2.1 Whole-school assemblies

A whole school assembly is held on Mondays and either junior or senior assemblies on Fridays. The content varies and can include singing, discussions, scripture and story reading, a teaching by the Principal and occasionally a special guest speaker. On other days each week various year groups combine for special assemblies and singing practice.

#### 2.2.2 Open assemblies

At least twice every term a whole school open assembly is held and parents are invited to attend. Open assemblies are a celebration of the children's work-in-progress and include individual and group work. Year groups may recite poems, read stories they have written, perform recitations of literature, play recorder or dance. Individuals may play a piece on their chosen instrument, the strings orchestra may perform, the cross country team representing Erasmus School in the district sport may receive a special commendation, and 'great effort' or competition awards may be presented. Senior students are involved as masters of ceremony and everyone benefits from learning how to be a supportive audience.

#### 2.2.3 Whole-school singing

Singing is a major aspect of the programme with children singing together regularly. We believe that singing is a vital component in the development of children. It fosters generosity, improves posture and vocal enunciation, nourishes the emotional side of our being, and develops the capacity to listen.

Children learn songs of praise from a variety of religious traditions that are spiritually uplifting. Singing this kind of fine material helps to bring harmony to the soul. It enables the children to experience a strong sense of unity, which comes from

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3 Sourced from the Kidsmatter Website [http://www.kidsmatter.edu.au/primary](http://www.kidsmatter.edu.au/primary)
celebrating a shared recognition of the underlying universality of all traditions. As well, a range of other song material is introduced, including the National Anthem that is sung at the beginning of each week.

2.2.4 House Sports
Most weeks, students in Years 3-6 participate in house sports. This enables the children to enjoy camaraderie and team spirit by engaging in a greater range of activities with a larger group of children. At least once a term students participate in house sport carnivals such as house basketball, netball, cricket and tennis. There are three houses: MacKillop, Phillip and Paterson.

2.2.5 Incursions/Excursions
During the year, classes attend excursions and incursions that introduce different ways of learning and enhance the children’s experiences and knowledge of subjects covered in class. Examples include Sovereign Hill, Melbourne and Werribee Zoos, Planetarium, Aquarium, Reptile Encounters, Ballet and Opera Australia. Incursions vary in format and may be interactive presentations by visiting men and women in our community who are accomplished in their chosen field, such as scientists, cultural leaders and performers. These provide excellent opportunity for the whole school to join together to receive instruction from specialists able to share their knowledge of a wide variety of subjects.

3 Wellbeing Support Structures

3.1 Chaplaincy

3.1.1 Key principles
The key principles underpinning the Chaplaincy Service at Erasmus are unity and peacefulness. The cultivation of unity means to include, and to work from, an acknowledgement of the underlying sameness in all people. The cultivation of peacefulness enhances self-awareness, mental and emotional wellbeing. It provides the space for mental, emotional and spiritual growth. These principles are drawn from the School’s ethos and the work of the Chaplain directly connects the ethos of the School with its vision of an education that nourishes the whole child: body, mind, heart and spirit and that allows all students experience wellbeing.

3.1.2 Chaplain’s role
The Chaplain contributes to the School’s programs for social, emotional and spiritual learning and coordinates the school’s observance of sacred and cultural celebrations. Sacred and cultural celebrations are important in creating a sense of inclusiveness and connectedness between students and in the School community. They also provide an opportunity for self-reflection and self-discovery.
The Chaplain works with students, staff and parents to promote mental, emotional and spiritual wellbeing and harmony within the School community and is a member of the Wellbeing Coordination Team. The Chaplain is available to provide pastoral care to students, families and staff of Erasmus, irrespective of their faith or beliefs. Access to the service is voluntary and School members contact the Chaplain directly to arrange a meeting. The Chaplain is able to advise on appropriate referral to external agencies where appropriate.

3.1.3 Chaplaincy Funding and Support
The Chaplaincy position is funded by the Commonwealth Government initiative 'National Schools Chaplaincy and Student Welfare Program' and is reviewed annually. It is accessed through the agency and support of the Uniting Church of Australia (Victoria and Tasmania). Erasmus School remains independent of the Uniting Church and embraces all families and faiths, cultures and traditions, societies and civilizations.

3.2 Wellbeing Coordination

3.2.1 Wellbeing coordinators
The School has two Wellbeing Coordination roles: Senior (3-6) Wellbeing Coordinator and Junior (P-2) Wellbeing Coordinator. The Wellbeing Coordinators are engaged in professional development and consultant support funded by the Australian Quality Teaching Project (AGQTP) to support them in their roles.

3.2.2 Wellbeing Coordination Team
Together with the School Chaplain and Principal, the Wellbeing Coordinators form the School's Wellbeing Coordination Team. This team meets on a regular basis. The team works proactively to support the social and emotional development of the students and responds to particular wellbeing issues as they arise.

3.2.3 Wellbeing Teacher Support
To support teachers in the implementation of positive behaviour management, staff meet on a needs basis to focus on problem solving behavioural issues. Two Behaviour Focus Teams have been established, a junior group and a senior group.

3.3 Student Learning Support
Learning success enhances student wellbeing. The School has a dedicated Learning Support Team coordinated by the Individual Learning Coordinator. The team's program is constructed around the learning needs of each cohort and involves literacy and numeracy support including English as a Second Language support. The Individual Learning Coordinator also works with class teachers to provide extension opportunities for students requiring further challenge.

4 Specific policies and documents related to wellbeing
Specific policies and documents collectively support the School's commitment to
student wellbeing. The policies and procedures provide guidance to staff with responsibility for managing relevant issues. These include management related to safety such as:
- anaphylaxis
- child protection
- critical incidents and emergencies
- cybersafety
- first aid

and to other aspects of wellbeing such as:
- attendance
- behaviour
- complaints & grievances
- learning support
- supervision (onsite and offsite)

An outline of each wellbeing related policy is set out here in alphabetical order.

4.1 Anaphylaxis Management Policy
The School recognises its responsibility to provide a healthy and safe working and learning environment including protection for those students at risk of anaphylaxis.

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication\(^4\).

The Anaphylaxis Management Policy is designed to inform all staff, including pledge, volunteer and casual relief teaching, of all students at risk of anaphylaxis and their role as staff members in responding to an anaphylactic reaction by a student in their care.

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. The school is committed to ensuring that certain foods and substances are kept away from the school premises, in order to ensure that any children at risk are protected. These foods and substances are communicated on notice boards, the website and outside classrooms.

Adrenaline given through an auto injector (Epipen) to the muscle of the outer mid thigh is the only effective first aid treatment for anaphylaxis. All staff are trained in the use of Epipens and Epipens are strategically located throughout the site.

The Anaphylaxis Management Policy is available at the school website (secure area) - http://erasmus.vic.edu.au/internal/documents

4.2 Attendance Policy and Procedures
Erasmus School complies with regulations as set by DEEWR & DEECD by recording student attendance at least twice daily on school days.

Attending school every school day for the whole day enables students to participate in the school's educational program as well as develop social skills. Regular attendance enables the school to:

- Plan an organised educational program that is delivered in a consistent way and has continuity
- Facilitate shared student learning experiences that support the educational program
- Monitor student progress and adjust the educational program to meet student needs.

Attendance and absences are recorded half daily in order to provide additional confirmation that the child is indeed present, to meet legislative requirements and to enable the School to report on student attendance annually.

Parents/guardians are required to provide an explanation for their child's absence from school, and the School must record the reason (if any) given by the parent/guardian. The school will promptly contact the parent/guardian if no explanation is provided.

The Attendance Policy and Procedures document is available on request at Reception.

4.3 Child Protection (Mandatory Reporting) Policy & Procedures
Erasmus School is committed to the care, safety and protection of all children attending the school. The responsibility of the school extends beyond academic success to the intellectual, physical, social and emotional and spiritual development of children and provision of caring and supportive learning environments. Erasmus School employs staff who model behaviours that uphold the dignity and safety of all children and expects staff to take all reasonable actions to ensure the safety and protection of children whilst attending school and during all school activities, on and off the school site.

Given their close interactions with school children, everyone working in a school is responsible for the care and protection of the children and for reporting information about child maltreatment concerns such as neglect or physical, sexual and emotional maltreatment.

The school recognises that there are children with increased vulnerability to maltreatment and is committed to their care and protection.

The Victorian Child Protection Service is targeted to those children at risk of significant harm who are living in Victoria and where their families are unable or unwilling to protect them. The main functions are to:

- investigate matters where it is alleged that a child is at risk of significant harm
- refer children and families to services that assist in providing the ongoing safety and wellbeing of children
• take matters to the Children's Court if the child's safety cannot be ensured
• supervise children on legal orders granted by the Children's Court
• provide and fund accommodation services, specialist support services, and
• adoption and permanent care to children and adolescents in need

The Schools Assistance Act 2004 (Cth.) requires schools to make a commitment that they will implement the National Safe Schools Framework (NSSF), key elements being:

• the provision of training for all staff
• the management of incidents of abuse
• provision of support for students.

The Child Protection (Mandatory Reporting) Policy explains the actions to be taken by staff to protect children in circumstances where maltreatment is suspected or when allegations of child maltreatment are made against staff, children or other people in the community.

The Child Protection (Mandatory Reporting) Policy can be accessed at the school website (secure area) - http://erasmus.vic.edu.au/internal/documents

4.4 Complaints and Grievances Policy

At Erasmus School, the relationship between home and the school is held to be of vital importance in ensuring that children are happy, secure and open to learning. Openhearted and discerning communication is seen as the essential link for this relationship. Hence parents and teachers are supported in working closely together to provide the best educational opportunities for their children.

Parents and teachers are encouraged to discuss the children’s progress, and to address any questions, concerns, or problems together, as soon as they become apparent.

This Complaints and Grievances Policy aims at providing a set of guidelines, approaches and a clear communication path for all participants when addressing a matter of concern.

4.5 Critical Incident Policy

Events that cause severe emotional distress may occur at any time, and without warning. These events, (variously called Critical Incidents, Traumatic Incidents, Disasters, Emergencies or Crises), often denote disaster or crisis situations which affect many people which can give rise to a range of stress or trauma responses. They can also refer to events of a much smaller scale.

In most cases emotional and psychological reactions to critical incidents are normal human reactions to abnormal circumstances and, with appropriate support, most people can deal with these and soon return to normal functioning. In some situations, specialist professional support may be advisable when symptoms are extreme, or persistent and are causing an individual ongoing trauma or difficulty.
Erasmus School acknowledges the effects of traumatic effects on individuals and the school community, and is committed to supporting individuals in order to appropriately address their needs for recovery and healing.

The Critical Incident Policy is available at the school website (secure area) - http://erasmus.vic.edu.au/internal/documents

4.6 Cybersafety Policy
The Cybersafety Policy specifically addresses the safety and wellbeing of our students when using the Internet, ICT and media devices at school, offsite for school purposes or offsite in a way that impacts any member of our school community. The curriculum for students in Years 3-6 has a Cybersafety component providing instruction in appropriate behaviour, safety and security, cyber bullying and communication protocols.

A Cybersafety Team consisting of the Librarian, Head of Learning and Business Manager oversees and maintains the Cybersafety Policy and associated initiatives, in the context of the overarching Student Wellbeing Policy and Student Behaviour Management Policy.

Cyberbullying is considered a serious level behaviour and, in a suspected case of cyberbullying, procedures for managing bullying as outlined in the Student Behaviour Management Policy are followed.

The Cybersafety Policy is available at the school website (secure area) - http://erasmus.vic.edu.au/internal/documents.

4.7 Emergency Management Plan
The school has a clearly articulated Emergency Management Plan in place to ensure the safety of all students, staff and visitors should an emergency situation arise.

The school acknowledges the need to be alert and prepared for the possibility of an emergency, which could arise, for example, in the following circumstances:

- Fire
- Toxic Emission
- Major Transport Accident
- Storm Damage
- Hostage Situation
- Bomb Threat
- Disappearance of a pupil
- Death or serious injury to a pupil or adult on site
- Emergency close to the school which impacts on the School
- Threat by a known or unknown individual or group.

The Emergency Management Plan is located at the school reception desk, and all key personnel are fully briefed as to their duties should an incident arise.
4.8 First Aid Policy
The school takes seriously its responsibility to provide support should any person sustain illness or accident. The strategy includes:

- Maintenance of up to date medical records and immunization certificates.
- Consent and permission form provision by parents
- Maintenance and strategic positioning of medication and first aid kits
- Strategic position of Epipens
- Appropriate staff first-aid training and maintenance of necessary levels of training
- Admin support and first aid kits for offsite excursions and camps
- A communication strategy for advising parents in the event of a first-aid incident
- Admin support for mandatory reporting and insurance claims
- Strategies for dealing with specific conditions such as asthma, head lice, head injuries, etc.

Full details can be found in the First Aid Policy which is available at the school website (secure area) - http://erasmus.vic.edu.au/internal/documents

4.9 Internet Use Policy
The school’s Internet Policy sets out the security, administration and internal rules which should be observed when communicating electronically or using the IT facilities provided by Erasmus School. All staff members are required to be familiar with the terms of this policy.

The policy applies to all teachers, employees, pledge staff, volunteers and contractors of the School. The terms and recommended conduct described are not intended to be exhaustive, but do cover as fully as possible all aspects of the use of technology including the boundaries for personal use, appropriate content of correspondence, privacy and confidentiality, copyright and virus protection.

The use of facilities by the children is under supervision at all times. Protection of the children in relation to technology is addressed in the Cybersafety Policy.

The Internet Use and Cybersafety policies are available at the school website (secure area) - http://erasmus.vic.edu.au/internal/documents.

4.10 Off-site Safety & Supervision Policy and Procedures
Erasmus School has a duty of care to its students and staff when participating in off-site activities. In order to maximise safe conduct, guidelines are provided to ensure excursions are appropriately:

- Planned, including appropriate emergency and risk management considerations,
- Approved and
- Staffed.

The policy provides extensive and comprehensive instructions to staff in relation to appropriate staffing, safety, supervision ratios, parent consent, medical details, student
behaviour, transport, equipment, emergency management, communication and fire danger.

The Off-site Safety & Supervision Policy and Procedures document is available at the office on request.

4.11 Occupational Health and Safety Policy
The Board of Governors is committed to the provision and maintenance of a working environment that is safe and without risk to the health and wellbeing of all who enter the site. The School has an OH&S Committee which meets three times per term and which is chaired by a professional businessman experienced in the implementation of OH&S Codes of Practice.

A Risk Management Program has been implemented and a clearly defined communication protocol has been established.

The School maintains a constant commitment to OH&S and is confident that the measures being taken place the School fully in compliance with all legal and reasonable requirements.

The Occupational Health and Safety Policy and other documentation is available on request from the School Office.

4.12 Parent Handbook
The Parent Handbook has been designed to assist parents to be well informed during their child’s time at Erasmus School. The handbook contains essential everyday information to keep at hand throughout the year and incorporates a range of general, policy and procedural information either in full or summary. All information is relevant to the education, wellbeing, health and safety of the children.

4.13 Supervision Policy
The Supervision Policy aims:

- to ensure the safety and wellbeing of children while engaged in school activities both on-site and off-site
- To help maintain harmonious relationships amongst children while engaged in school activities
- To ensure that children are playing in the appropriate areas and at appropriate times.

Guidelines are specified for the care of children both onsite, offsite, and during After School Care.

The Supervision Policy is available on request from the School Office.
4.14 Student Behaviour Management
The School’s approach to Behaviour Management is in line with the School's ethos, mission, vision and values. The application of the Restorative Practices methodology to the management of behaviour is wholly consistent with the school's direction.

Positive relationships are crucial to effective learning. As part of the social/emotional learning component of the curriculum (Bounce Back), students have the opportunity to develop an understanding of social awareness, self-awareness, self management, relationship skills and responsible decision making.

A disciplined environment is one in which there is fairness and mutual respect. The whole-school behavioural framework is clearly communicated and students are increasingly engaged in the establishment of classroom behavioural frameworks. Teachers provide models of expected behaviours and support students as they develop the ability to manage their own behaviour.

The schools Student Behaviour Management Policy provides guidelines for classroom management, inappropriate behaviour, bullying, restorative practices and reconciliation.

5 Curriculum – relating to wellbeing
In addition to the School's policies and procedures, social and emotional learning is seen as an important aspect of the School's curriculum.

5.1 Health and Physical Education
The School's Health and Physical Education curriculum currently addresses the following wellbeing areas:
- drug education
- healthy eating
- the role of health workers
- personal safety and emergencies
- emotional regulation
- resilience training

5.2 Library & ICT
In Years 3-6 the School's 'Library & ICT' curriculum addresses the areas of cyber-safety, protecting personal information, appropriate cyber-conduct and cyber-bullying.

5.3 Buddy Time
Year 6 and Year Prep students participate in a year-long program designed to support Year Prep students in their transition to school and provide Year 6 students with valuable leadership opportunities. This program enhances a sense of connectedness between younger and older students, contributing to school community.
5.4 Transition to Secondary School
As part of the School's special activities program Year 6 students participate in activities intended to prepare them for transition to secondary school. This program can involve visits by past students or pastoral coordinators of destination schools. ‘Training’ throughout the year is provided in homework, time management, task management, independence, note taking, essay writing and taking responsibility. Later in the year, online format homework tasks are allocated.

5.5 Other curriculum opportunities
Pet safety and traffic safety education are included in the School's educational programs.

6 Administrative Support for Wellbeing

6.1 Student Attendance
Student attendance is recorded twice daily in the nForma ‘nRoll’ database. Procedures and responsibilities are outlined in the Reception Procedures documentation located on the Reception desk, and in the Attendance Policy and Procedures documentation. Attendance issues are addressed by the Classroom Teacher in consultation with the Principal and the parents.

6.2 Occupational Health and Safety
Erasmus School adheres to Occupational Health and Safety Guidelines including providing a work environment that is safe and without risks to health of employees as stated in Division 2; Section 21 of the Occupational Health and Safety Act 2004.

Regular site inspections are carried out as well as incident reports tabled and reported. Records are maintained regarding building or corrective actions taken and a priority list established for works to be timetabled and carried out.

Urgent OH&S issues are notified to reception immediately. General OH&S observations in need of attention are noted in the school’s maintenance and safety register located at Reception.

6.3 Head lice
Erasmus School takes the view that a community approach is key to minimising the incidence of head lice for our students. A child found to have head lice is isolated from school until treatment has occurred. At the school's discretion all children we will be checked in that year level for head lice or eggs and any children found to have lice or eggs will also be isolated. An email will be sent to all parents in that year level informing that the checks have occurred and the current advice on how best to treat the condition will be provided. Full details of the school’s approach can be found in the First Aid Policy.
6.4 Sun protection
Time in the sun is necessary for Vitamin D production. However, to minimise excessive UV exposure during peak intensity seasons all students are required to wear their sun hats for all out-door activities and excursions during Terms 1 and 4. Children who do not bring a hat will be required to play under cover in the ‘breezeway.’

6.5 Register of Staff Trained in First Aid
A register of staff trained in First Aid is maintained and available at the Office.

6.6 Accidents and Incident register
An Accidents and Incident register is maintained and available at the Office.

6.7 Working with children
In accordance with the Working with Children Act 2005 members of the Board, non-teaching staff members and any parents assisting at the school who have one-on-one contact with students without teacher supervision, have a current Working with Children card.

6.8 Privacy
Erasmus School upholds all statutory requirements under the Privacy Act 1988 including the National Privacy Principles and the Health Records Act 2001. Further information can be found in the Privacy Policy.

6.9 Photography
Erasmus School engages the services of a professional photographer for major school events for school records. At times images are made available to parents for a small fee. Video recordings of school plays are taken and are available for a small fee. Parents are requested to be considerate of all children and other visitors when they take photographs or videos of their own children at school to minimise interference in proceedings and to enable children to focus on the task at hand. Families may request that their children not to be included in official published images for school promotional purposes on a general Permission Form, which can be obtained from reception.

7 Evaluation
This document will be reviewed annually to ensure the school’s approach to the management of Student Wellbeing remains practical, relevant and comprehensive.

Date policy ratified by Erasmus School Board: 30/06/14