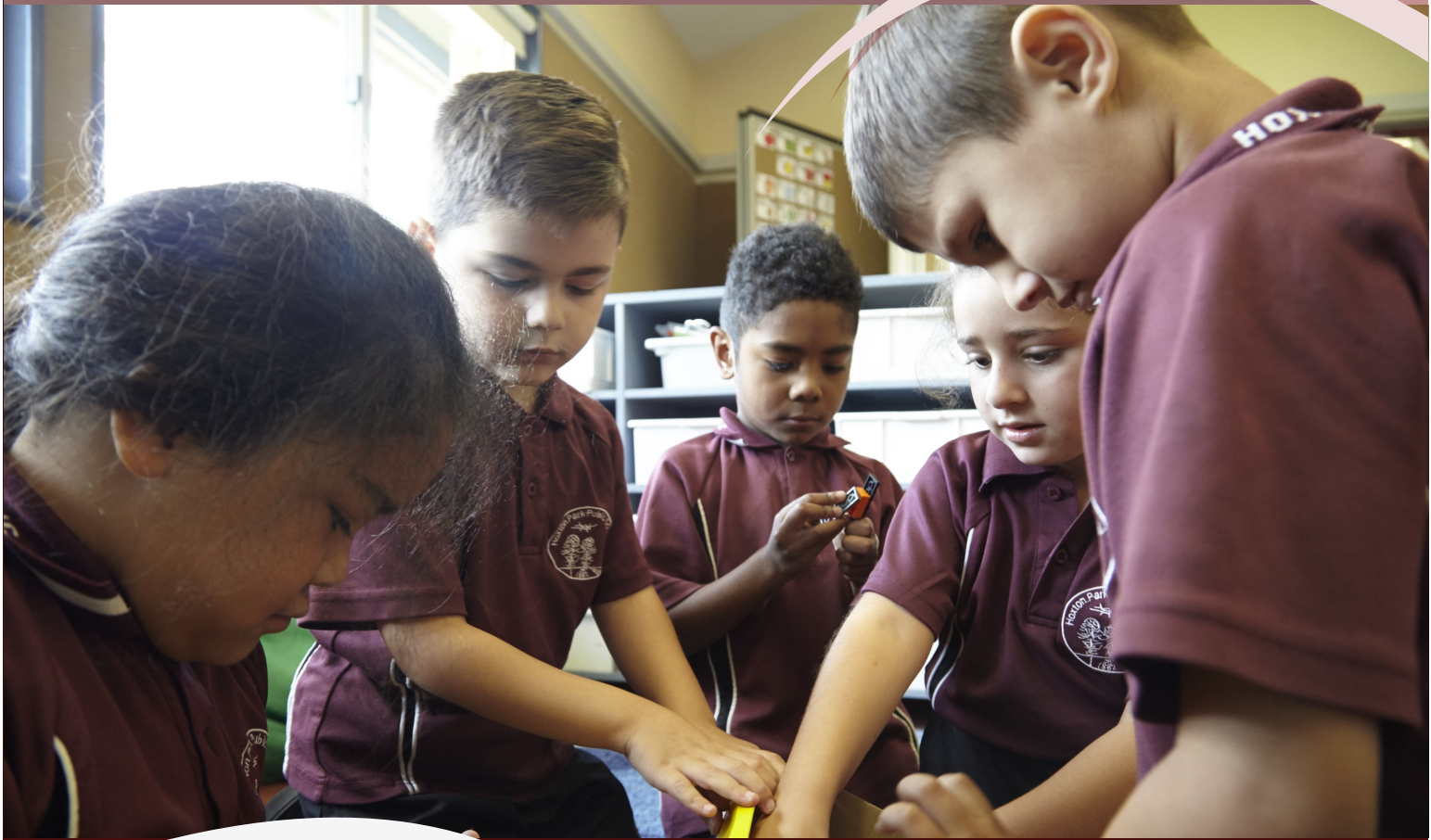


Hoxton Park Public School



Protecting and Supporting Children and Young People Policy

Updated 2017



Purpose

The NSW Government recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility.

At Hoxton Park Public School we recognise the integral role that our staff have for keeping children and young people safe. All staff are vigilant in identifying students at risk and following the outlined procedures to ensure the appropriate action is taken.

Keep Them Safe: A shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.

Training

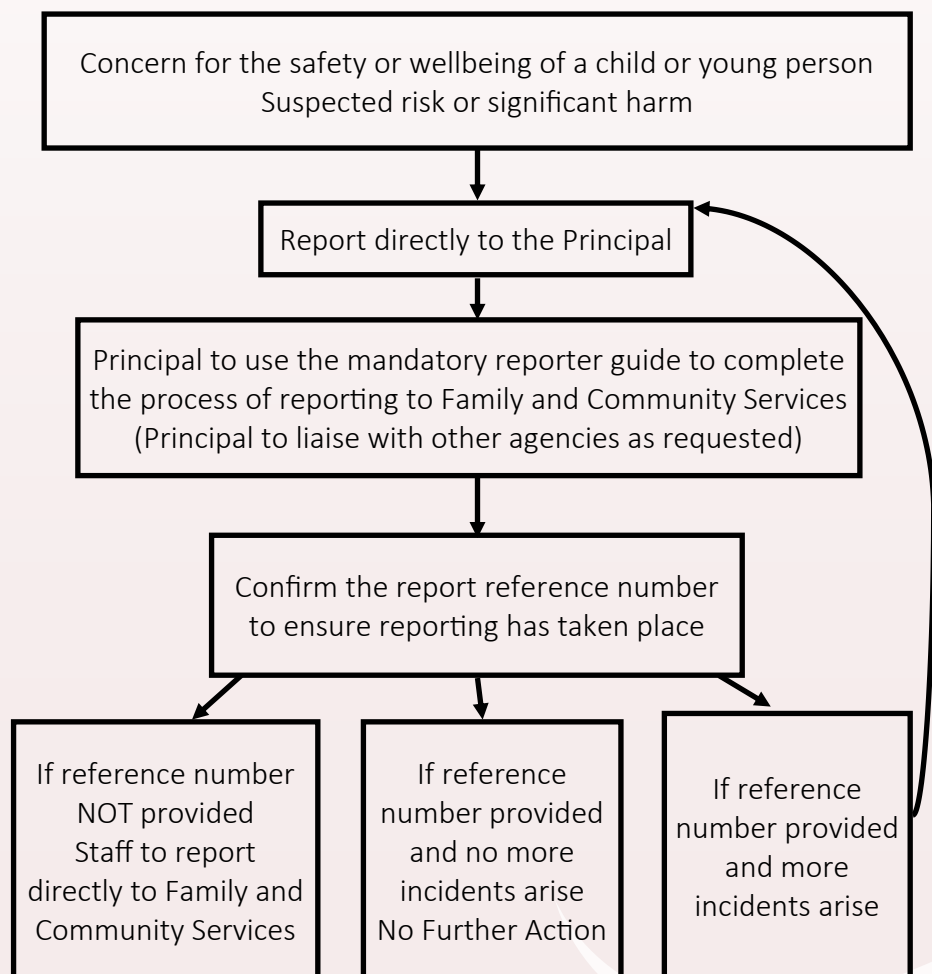
All staff are to required to undertake the initial child protection induction and annually update their professional learning. Staff annual updates of training will be completed at the initial Staff Development Day (SDD) in term 1 each year. If teachers are not present on this day, they are required to complete the update training by the end of term 1.

It is the responsibility of staff to sign a register for attending the professional development session and to provide a copy of their certificate upon completion to an assigned SASS member.

All casual and temporary staff will adhere to the above procedures. The assigned SASS members will be responsible for recording completed training and updates in the allocated electronic register, and holding a copy of certificates of completed training. At the end of each calendar year the certificates will be scanned and stored electronically for the allocated timeframe (7years).

Reporting Process

All staff are required to adhere to the mandatory reporting process. They are to follow the flowchart outlined below.



Counsellor Involvement

The learning support team in consultation with the school counsellor will decide whether counsellor intervention is required. Teachers who are unsure of the need of counsellor intervention prior to referral to the Learning Support Team are to seek advice from executives, Deputy Principal or the Principal.

School counsellors are required to supply staff with the appropriate processes to follow in seeking referral for assessments, communication with external agencies. School counsellors will be responsible for requesting parental/carers consent for assessments, and access to seek information from external agencies.

Out of Home Care

All out of home care students will have a personalised learning and support plan within 30 days of the school becoming aware of the student's entry into statutory out of home care. The personalized learning and support plans will be reviewed with carer, specialist and teacher input. One of the following templates may be used in conjunction with the [education plan cover sheet](#) - See Appendix A

[Template 1](#) - See Appendix B

[Template 2](#) - See Appendix C

[Template 3](#) - See Appendix D

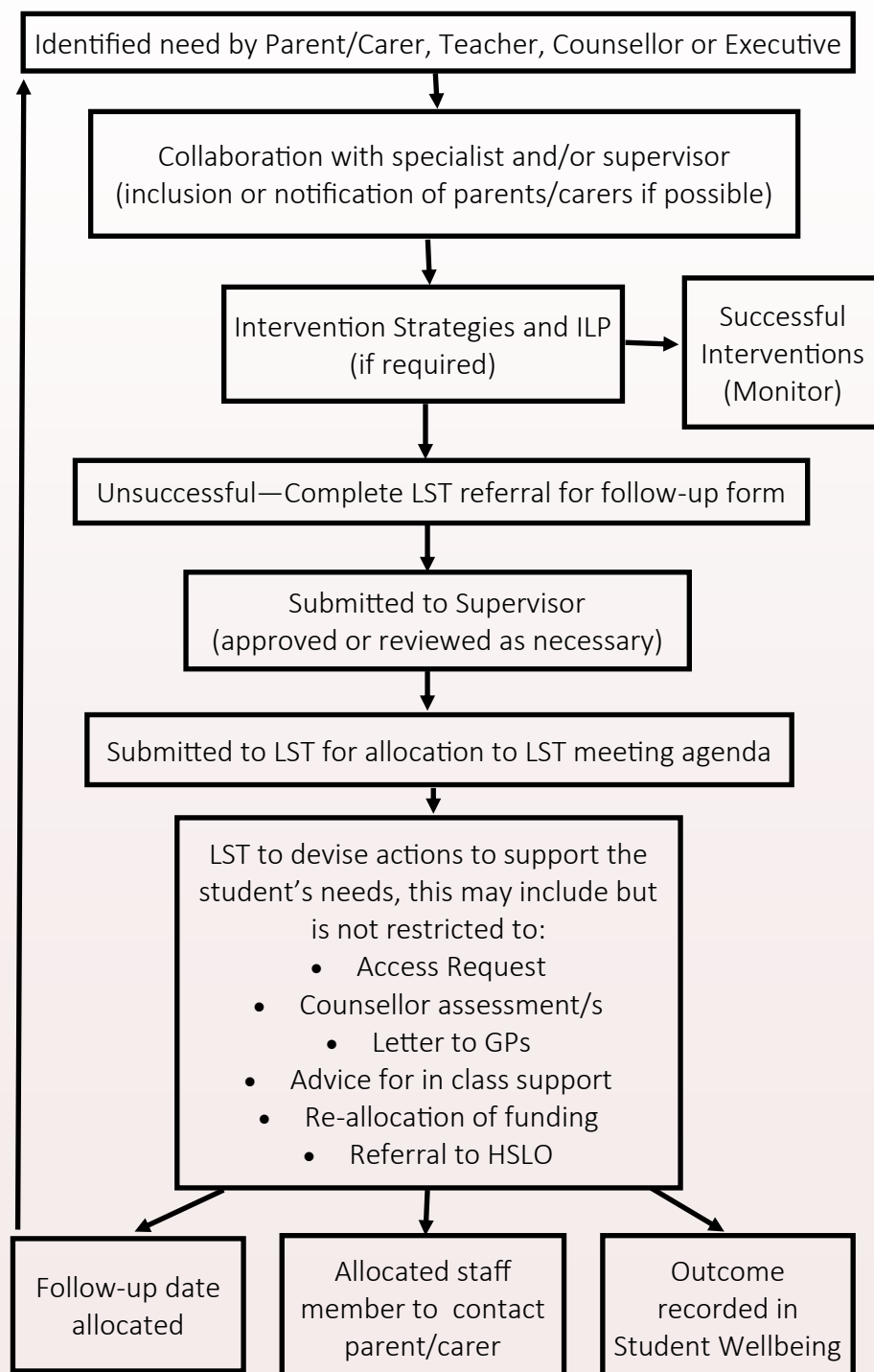
[Template 4](#) - See Appendix E

A yearly review meeting will be scheduled during term 1. This meeting will be recorded in HPPS electronic spreadsheet and recorded in the notes section of the Student Wellbeing website.



Learning and Support Team

Referrals and Follow-ups



Collection of Students by Department Employees

In all cases where a department employee collects a student from the school. They must complete present photographic identification, position at FACS, and the authority under which they are acting (should be written authority). If the authority is given verbally, written authority should be provided ASAP and retained by the school.

If the student is over the age of 10 years, the officer must:

- inform the child or young person that he or she may choose to contact any person, and
- ensure that the child or young person is given reasonable opportunity and appropriate assistance to contact any such person.

Procedure for collection of student/s by Department employee

Step 1: Make the Principal aware

Step 2: Check (and record on the school database) photographic ID, position at FACS, authority

Step 3: Principal to collect student/s and bring them to the administration building

Step 4: Collection of Student Form (Appendix F) completed

Step 5: One copy of the Collection of Student Form is retained by the school and one copy provided to the FACS employee.



Reference for more detailed procedures can be found in the
DoE Protecting and Supporting Young Children Procedures Policy

https://education.nsw.gov.au/policy-library/associated-documents/protecting_proced.pdf

Updated 2017

EDUCATION PLAN COVER SHEET



Education &
Communities

SCHOOL: _____

DATE: _____

REGION: _____

Student Background Information		School Administration Information		Identified Student Needs ^a (Provide details on Attachment)	
Student name: _____		Principal name: _____		<input type="radio"/> Curriculum <input type="radio"/> Social <input type="radio"/> Behaviour <input type="radio"/> Safety <input type="radio"/> Transition/career <input type="radio"/> Culture/community <input type="radio"/> Mobility/posture/personal care <input type="radio"/> Health Care <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____	
Other name (if applicable): _____		Student Registration No: _____			
Gender: _____ Date of Birth: _____		School year/class: _____			
Is there a disability confirmation sheet? <input type="radio"/> YES <input type="radio"/> NO		Date enrolled at current school: _____			
Is the child in statutory out of home care? <input type="radio"/> YES <input type="radio"/> NO		Education plan coordinator: _____			
Aboriginal? <input type="radio"/> YES <input type="radio"/> NO		Previous school/s: _____			
Torres Strait Islander? <input type="radio"/> YES <input type="radio"/> NO		_____			
Culturally and linguistically diverse background? <input type="radio"/> YES <input type="radio"/> NO		_____			
Other language or language spoken: _____		Plan/s from previous school/s? <input type="radio"/> YES <input type="radio"/> NO			
Legal guardian: _____		Plan/s developed at this school? <input type="radio"/> YES <input type="radio"/> NO			
Parent/carer: _____		NSW Health Assessment/Health Plan? <input type="radio"/> YES <input type="radio"/> NO			
Telephone: _____		Other agency plan? <input type="radio"/> YES <input type="radio"/> NO			
E-mail: _____		Attachments: _____			
Address of parent/carer: _____		_____			
_____		_____			
TYPE OF CURRENT PLAN					
Name		Date developed	Review date	Name	Date developed
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____

Note: The principal or delegate is responsible for completing the cover sheet which is appropriate for use with any student who needs a education plan. It is recommended for use with students entering out of home care and for when education plans are revised for students in out of home care who already have them. The cover sheet and attachments should be reviewed annually and transferred with the student if they change schools. It will likely not be possible to complete the cover sheet attachment at the time the student enrolls; rather it may be part of the process of getting to know the student, carer or parent. The information might be collected and recorded by various members of staff who come in contact with the student. Specific education plans and other plans should be attached to the cover sheets. Consideration must be given to what personal information should be included and what should be made available to others, on a 'need to know' basis. All staff are expected to manage personal information about students appropriately.

SCHOOL

EDUCATION PLAN TEMPLATE 1

Name		DOB	LSI Coordinator		Date	Review date
Attendees:						
Strengths/areas of interest	Strategies/programs to further develop interests/ strengths	Support Needs	Support strategies/ programs	Personnel	Date to be implemented	Comments

Name	DOR	LST Coordinator	Date	Review date
Identified Needs:				

Goals/outcomes related to strengths and needs	Strategies to achieve outcomes	Personnel to implement strategy	Time/Timeline for implementation	Comments for review of outcomes/ strategies

Parent/carer/agency actions to support education plan	Young person's input on education plan

EDUCATION PLAN TEMPLATE 3

Student:

Coordinator of learning support team:

Parent/carer:

Class: Year: Date:

Support teacher learning assistance :

Personnel attending:

Class Teacher

School learning support coordinator:

Review date:

KEY LEARNING AREA	SYLLABUS OUTCOMES	LINKS TO CLASS PROGRAM	KEY TEACHING STRATEGIES	PERSONNEL RESPONSIBLE	MONITORING/EVALUATION

Appendix E

EDUCATION PLAN TEMPLATE 4



Education & Training

Name: _____ Date of Birth: _____ Class: _____

Key Learning Area	Syllabus Outcome	Key Teaching Strategy	Monitoring Evaluation

Learning Support Personnel:

Strengths:

Needs:

Interests:

Collection of students by the Department of Community Services, procedures



The principal and the DoCS officer must countersign each Department's copy. The principal and the DoCS officer will each retain a copy of the completed proforma.

Student's name:

Date of birth: Roll class:

Place of residence: ☐ with parent/s ☐ in out of home care

Current residential address:

Parent or carer's name: Telephone:

The student's parents or carers have been be informed by DoCS. Yes or No (circle)

If no, when will they be informed?

The reason the student is being collected:

The DoCS officer's photo identification and authorisation have been sighted. Identification number or other details of how the officer's identity is known:

Name of DoCS officer: Position:

Community Services Centre: Telephone:

The student will be collected on (date) (time)

Provide details if a regular collection

Name of the person who will supervise the student while in DoCS care.

Destination: Mode of transport:

Anticipated date and time the student will be returned to main school administration office

The arrangements if the student will not be returned to school this day

The school principal and DoCS officer agree that the correct student has been presented for collection.

Principal's name: Signature:

School: Telephone:

DOCS officer's name: Signature:

Date: Time