FLINDERS CHRISTIAN COMMUNITY COLLEGE
National Safe School Framework (NSSF) AUDIT
2005

Important note:
The Implementation Manual for the National Safe Schools Framework, published by DEST 2003 states –
'There may be items included in some of the examples used in the audit tools which would not be acceptable to some Independent schools, or which would be inconsistent with their religious or cultural ethos.   The right of Independent schools to operate in ways consistent with their belief systems is acknowledged in legislation.'

In such an important document as this FCCC Safe School Audit, it is imperative that our Christian and Biblical foundations are inherent in every aspect of FCCC's values, ethos, culture, structures and student welfare.

Key element 1: School values, ethos, culture, structures and student welfare

School leadership is committed to a shared vision of a positive and inclusive school. Such commitment includes resourcing and endorsement of policies, programs and procedures.

Documents relating to school values, ethos, culture, structures and student welfare	Document and/or Procedure exists	Evidence	Further action
• FCCC Mission and Vision Statement	1. FCCC Mission and Vision Statement	1. Document included in College prospectus, offer of enrolment package, student diary, staff handbook	1. Review 2009
	2. Doctrinal Statement	2. Document included in Staff Handbook. These statements underpin the Colleges' Biblical foundations, but it is not essential for all students and parents to embrace these beliefs.	
	3. Philosophy of Christian Education	3. Document included in Staff Handbook. This Philosophy underpin the Colleges' Biblical foundations, but it is not essential for all students and parents to embrace these beliefs.	
	4. Employment of Christian Teachers and Support staff	4. Document included in Staff Handbook.	
	5. Corporate Governance Policy	5. The Committee of Management is made up of men and women who are committed to Christ, Christian education and are guardians of the Christian philosophy in the College.	

• FCCC Values	1. FCCC Values	1. Document included in College prospectus, offer of enrolment package, student diary, staff handbook	1. Review 2009
	2. Biblical (College) values	2. These stated values underpin the Christian/Biblical lifestyle of employees. The personal Biblical worldview and lifestyle of employees is role modelled to students, parents and the wider community.	
• FCCC Key Commitments		Document included in College prospectus, offer of enrolment package, student diary, staff handbook	Review 2009
• Pastoral Care Program for Students	1. Year Level co-ordinators appointed	1. See Year Level Co-ordinator Position Description See Guidelines for Year Level Co-ordinators	1. None
	2. Home Group teachers appointed	2. See Home Group teacher Position Description	2.
	3. School Counsellor for students and staff	3. Students referred by YLC to counsellor; counsellor available to counsel families; counsellor available to support staff.	3. Position Description to be developed
	4. School Chaplain	4. a) Guidelines for Chaplaincy Internship 4. b) Intern Student Chaplain available to students. Chaplain works in liaison with head of Campus and YLCs.	4. Work towards an official appointment of a Chaplain at each campus
	5. Resiliency and Sex Education Program	5. Audit of programs in 2005; Cross Campus Committee developing program Years 6-10 to be implemented 2006	5. Cross campus program to be implemented 2006
	6. Grievance Policy	6.	6.
	7. Drug Education and Support Policy	7.	7.
	8. Rationale for Teaching Social Issues	8.	8.

• Rights and Responsibilities of Staff, Students and Parents	1. See Key Element 2	1. See Key Element 2	1. See Key Element 2
	2. Opportunities exist to build understanding, respect and relationships of trust between diverse groups within the school community	2. Anecdotal evidence demonstrating broad support for Gender, Language, Racial, Cultural and Religious diversity among staff and students. The policies and practices demonstrate a strong commitment to the Christian Faith and are founded on Biblical principles.	2. Do we need a policy for this?
	3.	3. There is not evidence of individuals or groups within the school being excluded on the basis on race, culture, gender, sexuality, disability or illness, including mental illness. Should such behaviour become evident then the procedures outlined in Key Element 2 are actioned.	3.
	4.	4. There is broad support for and understanding of people with disabilities and illnesses among students and staff (and parents – this is very difficult to determine). This is demonstrated by the inclusion of these students in the school programmes and the support of students' peers.	4. We may need to do more to celebrate the talents, skills and achievements of students with disabilities.

Key element 2: Policies, programmes and procedures

- **Policies, programmes and procedures are developed in collaboration with staff, students and parents.**
- **They include a statement of rights, roles and responsibilities of members of the school community, including visitors, and address issues of risk minimization.**
- **They are accessible by all members of the school community.**
- **They are regularly reviewed.**

Documents relating to school values, ethos, culture, structures and student welfare	*Document and/or Procedure exists*	*Evidence*	*Further action*
• Behaviour Management	1. Behaviour Management Policy	1. a) Included in College prospectus, offer of enrolment package, student diary, staff handbook 1. b) Students from Year 4-12 sign agreement when enrolling at the College and students sign agreement annually in student diary 1. c) Application of Behaviour Management Policy is fair and consistent (to the best of FCCC's ability) – anecdotal evidence supports this 1. d) Regular (weekly) Year Level Co-ordinator meetings ensure that issues are discussed and appropriate action recommended and followed up.	1. a) To be reviewed 2007 1. b) To include Parent signature in student diary as well as student signature 1.1. b) Parents to sign Communication Book for students in Prep –Year 3
	2. Mobile Phone Policy	2.	2. Mobile Phone Policy required review
	3.	3.	3.

• Bullying, Harassment and Violence	1. Harassment/Bullying Policy	1. Included in College prospectus, offer of enrolment package, student diary, staff handbook Anecdotal evidence demonstrating broad support for Gender identities, Language, Racial, Cultural and Religious diversity among staff and students. The policies and practices demonstrate a strong commitment to the Christian Faith and are founded on Biblical principles. The College works proactively against bullying, harassment and violence and explicitly encourages all members of the school community to take a proactive stand against bullying, harassment and violence by: ➢ Providing opportunities for students to share concerns; ➢ Encouraging parents to identify and report incidents ➢ Encourages students to seek help.	1. Reviewed 2005; to be reviewed again 2009
	2. Sexual Harassment Policy for Staff and Students	2. Included in Staff Handbook	2. To be reviewed 2006.
	3.	3. Reports of incidents involving harassment, bullying and violence are dealt with immediately in line with the stated policy. If further information comes to light at a later stage, then the case is re-opened for further action.	3. Broaden sexual harassment to include other abuse – if suspect a member of staff may be engaged in sexual abuse, either as the victim or the perpetrator then report to Head of Campus (or appointed deputy).

• Child Protection	1. Mandatory Reporting of Child Abuse Policy	1. The Mandatory reporting policy is actioned when required.	1. To be reviewed 2007
	2. Students at Risk Policy	2. a) Teachers are encouraged to identify the indicators of all forms of child abuse and neglect and report to YLC and/ or Head of Campus. 2. b)The Principal or Head of Campus works closely with DHS in regards to: reported cases, foster children. 2. c)The School Counsellor and YLC are available to support students who have been abused or neglected. Students and their families are directed to external specialists as appropriate.	2. To be reviewed 2006
	3. Visitors to College	3. Visitor 'sign in' procedures in place and 'Visitor' identification badges in place.	3.
	4. Police Check Policy	4. Maintenance of regularly updated Police Check Register for all staff, itinerant staff and volunteers. At interview: applicants asked whether they are aware of any impediment that may affect their employment at a school.	4. Continue implementing Police Check Policy Ask parents who are likely to be volunteer driver to have police checks and maintain a register of volunteer drivers. All contracted cleaners must have police check – ask Viv
	5.	5.	5. Develop a Student welfare Policy

• Risk Assessment	1. Safety Officer (OH&S Manager) appointed – 'Hazard Identification, Risk Assessment and Control' (HIRAC) documents available for each department.	1. a) HIRACS competed and reviewed periodically; 1. b) Regular 'Safety Walks' completed around campus; 1. c) Risk assessments are completed prior to any excursion/camp approval	1. Increased time allowance for OH&S Manager to allow for increasing responsibilities
	2. FCCC Occupational Health and Safety Manual	2. All staff sign to confirm that they have read this document and associated procedures.	
	3. Emergency Management Plan	3. a) All staff sign to confirm that they have read this document and associated procedures. 3. b) Regular (one per term) drills are conducted including Invacuation and Evacuation.	
	4. Critical Incident Policy	4. Steps for managing incidents are clearly documents and ready for action.	
	5. Guidelines for School Excursions, camps and Outdoor Activities		
	6. Sunsmart Policy		
	7. First Aid Policy		
	8. Medication Policy		
	9. Asthma Policy		
	10. Policy – Students Leaving the School Property		
	11. Food Safety Policy		
	12. Privacy Policy	12. General Privacy Policy enforced as well as an additional policy regarding the release of students' photos and names.	

Key element 3: Provision of education/ training

Appropriate education and training is available for all members of the school community to empower students, increase safety and enhance relationship and citizenship skills.
- **Students** - to increase their safety and develop the knowledge, skills and dispositions they need for positive relationships?
- **Staff -** to increase their capabilities to provide a safe and supportive school environment?
- **Families -** so that they have increased knowledge of strategies, options and ideas for reinforcing safety messages and enhancing relationship skills at home?
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Documents relating to school values, ethos, culture, structures and student welfare	*Document and/or Procedure exists*	*Evidence*	*Further action*
• Students		➢ At the start of each year, Home Group classes enable direct communication of behaviour and safety expectations. ➢ Rules regularly printed on daily new sheets ➢ Consistent application of school rules by staff – addressed at regular Year Level meetings and staff meetings ➢ Specific rules for particular issues as they arise that involve student safety are communicated via the daily news sheet and the Home Group teacher. ➢ Home groups lessons taught by Home Group teacher dealing with student welfare issues ➢ Students sign annually and Internet Usage policy dealing with inappropriate use of the internet ➢ Currently developing whole school (Years 6-10) Resiliency and Sex-Education Program	To be actioned on all campuses Planning is underway for implementation 2006

• Staff – Professional Development Policy		➢ Staff attending inservice training on "dealing with bullying in the school environment ➢ ''No Apologies' training ➢ Providing time release for members of staff to work on Resiliency/Sex Ed program ➢ Staff encouraged to attend Behaviour management training, eg. Bill Rogers ➢ Staff encouraged to learn from others by visiting classrooms and mentoring ➢ Cross campus visits ➢ Staff encouraged to attend training in specific inservices that focus on student welfare. ➢ Staff trained in OHS – others invited to participate	
• Parents	Weekly College News sheets	Front page article dealing with specific issues directly reflecting College values and priorities Inclusions of articles from writers such as Michael Grose	Include parent signature in diary as well as student signature annually.
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Key element 4: Managing incidents of abuse/victimisation

Cases of abuse/victimisation are identified and reported

Documents relating to school values, ethos, culture, structures and student welfare	Document and/or Procedure exists	Evidence	Further action
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Key element 5: Providing support for students

Effective support is provided to victims of bullying, harassment, violence and child maltreatment.

Documents relating to school values, ethos, culture, structures and student welfare	*Document and/or Procedure exists*	*Evidence*	*Further action*
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Key element 6: Working closely with parents

Parents participate in key aspects of the school's program to provide a safe and supportive learning environment in ways that enable them to reinforce safety concepts and strategies at home.

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