

THE CARE AND PROTECTION OF CHILDREN

The *Education (Accreditation of Non-State Schools) Regulation 2001* requires that all schools must have written processes about the appropriate conduct of its staff and students, that accord with legislation applying in the State about the care and protection of children.

In order to satisfy these and other legal requirements, the School has developed the following policies:

- Harm of Children by Adults;
- Sexual Harassment; and
- Bullying

These policies address the School's legal and moral obligations to students and staff, and are included in students' *Record Books* and the *School Handbook*.

The policies will be revised from time to time.

The content of the policies will be reinforced to both staff and students at the commencement of each school year and to all new staff at the time of appointment. They will also be included as part of the orientation process of Senior Leaders and School Prefects as well as all students through the Personal Development Program.

HARM OF CHILDREN BY ADULTS POLICY

Staff at Brisbane Grammar School are expected to reflect the highest standards of care in their behaviour towards and relationships with students. Staff 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 conduct is consensual or non-consensual, or condoned by parents or care givers. The age of the student is also irrelevant.

Failure to act in accordance with this policy may result in disciplinary action, including dismissal and may result in criminal proceedings.

This document details the procedures to be taken:

- when the harm is caused by *internal personnel* (persons directly associated with the School such as employees of the School, tutors, volunteers connected with the School); and
- when the harm is caused by external persons (persons who are not directly associated with the School).

This document includes both *preventative strategies* and *processes once harm has occurred (or is suspected to have occurred)* which the School will use to care for and protect students.

For the purposes of this document "harm" means any detrimental effect of a significant nature on a student's physical, psychological or emotional wellbeing, including excessive punishment and sexual assault.

Preventing harm

Brisbane Grammar School recognises that the best method of prevention of any form of harm involves the creation of a school environment in which it is clear to all that such behaviour is not acceptable nor is it condoned. Strategies that the School will use include:

- 1 Frank and open discussion about such matters in Personal Development classes;
- 2 Incorporating this Policy in the students' *Record Book* and *School Handbook* (the latter is sent to all parents of students in the School);
- 3 Informing students that the risk has been well recognised and is a matter with which the School is prepared to deal with by:
 - 3.1 Well-defined reporting structures for such incidents;
 - 3.2 Detailing the process in which such complaints will be dealt with;
 - 3.3 Providing encouragement to students to report harm to themselves and other students;
 - 3.4 Ensuring that students are informed that obligations have been imposed on staff to complete a timely, efficient and just determination of any complaint or information given to any staff member in respect of harm.
- 4 Requiring staff to maintain practices and procedures which minimise the risk of harm occurring when dealing with students. These include ensuring student-teacher interactions occur in an open setting and preferably in circumstances where the interaction involves other students or teachers.

Once harm has occurred (or is suspected to have occurred)

Internal personnel

- 1 A student who is harmed by a staff member should immediately report such behaviour to the Headmaster, the Deputy Headmasters, the Director of the Middle School or any Senior Leader or Prefect.
- 2 Any person who suspects that a student is being harmed by a staff member should immediately report the suspicion to the Headmaster or a Deputy Headmaster.

- 3 The person receiving the complaint should put in writing the free and spontaneous report of the student. The student must not be interrogated, nor should there be any attempt to influence the student's report.
- 4 Brisbane Grammar School personnel, with the exception of the Headmaster, should not under any circumstances attempt to investigate the allegations.
- 5 All reports of harm or suspected harm must be passed on to the Headmaster. If the subject of the report is the Headmaster, the person receiving the report must pass on the report to the Chairman of the Board of Trustees who will appoint an independent person to investigate the complaint.
- 6 The person receiving the report should explain to the person giving the report that:
 - 6.1 the information will be treated as confidential by the investigation personnel; and
 - 6.2 victimisation of the complainant will not be tolerated.

The role of the Headmaster/Independent appointee

- 1 On receipt of the report the Headmaster will determine whether the allegation justifies an investigation.

If the allegation warrants investigation then the Headmaster will arrange a meeting with the employee as soon as possible.
- 2 The Headmaster will support the student by:
 - 2.1 offering to arrange counselling;
 - 2.2 treating him with respect and dignity;
 - 2.3 being sensitive to his needs, feelings and concerns; and
 - 2.4 maintaining confidentiality.
- 3 The Headmaster will contact the student's parents and make them aware of the allegations against the member of staff and explain how the Headmaster intends to proceed. The Headmaster will assure the parents that:
 - 3.1 an investigation of the allegations will begin immediately;
 - 3.2 the investigation will be completed within seven days;
 - 3.3 the parents will be fully informed of the results of the investigation;
 - 3.4 the police will be informed if the Headmaster finds that there is substance to the allegations.
- 4 The Headmaster will meet with the member of staff who is the subject of the report. Before the meeting the employee will be advised that:

- 4.1 the topic of the meeting relates to an allegation of harm by the employee towards a student;
 - 4.2 the employee is entitled to be accompanied at the meeting by a union representative, solicitor or witness;
 - 4.3 the right of the employee to confidentiality at the investigation stage will be maintained by the School within its capacity to do so; and
 - 4.4 supportive counselling is available to the employee.
- 5 At the meeting the Headmaster will have an appropriate witness to record the discussions.
- 6 The employee will be given the opportunity to respond to the allegations, to offer an explanation or to raise other matters which the employee considers relevant.
- 7 If, in the interests of the safety and welfare of students, the Headmaster decides that it is appropriate for the employee to take leave from duties while a full investigation is conducted then:
- 7.1 leave will be on full pay; and
 - 7.2 the Headmaster will advise the employee of the reasons the decision has been made to suspend the employee from duties.
- 8 A proper investigation of the allegations will be carried out and may include:
- 8.1 interviewing persons who may have knowledge of the alleged harm;
 - 8.2 assessing any relevant documentation;
 - 8.3 assessing any further information available that can be obtained without unreasonable effort or delay.
- 9 Following the investigation of the report the Headmaster will advise the employee whether the Headmaster believes there is substance to the allegations and outline the steps the Headmaster proposes to take.
- 10 Where there appears to be substance to any allegation of a criminal offence Brisbane Grammar School will:
- 10.1 report the matter to the police for further investigation;
 - 10.2 dismiss the employee, if it is satisfied the allegations are substantiated;
 - 10.3 contact the parents of the student to explain the steps that have been taken; and
 - 10.4 offer ongoing support and counselling to the student.

If a staff member breaches this policy, the staff member's employment may be terminated without notice.

- 11 The Teacher's Registration Board will be notified of the termination of employment any teacher in relation to a sexual allegation.

External persons

Any person who suspects that a student is being harmed by a person external to the School, must report the matter to the Headmaster.

The Headmaster will then report the matter to the Department of Families, Youth and Community Care, or the Queensland Police Service. However the person who initially reported the situation to the Headmaster must be available to give a first hand account of it.

It is the responsibility of the above two organisations to investigate the matter, identify the source of harm, assess its significance and undertake protective measures for the student.

The Headmaster must not inform the parents/care givers that the matter has been reported. This is the responsibility of the Department of Families, Youth and Community Care, or the Queensland Police Service.

SEXUAL HARASSMENT POLICY

Brisbane Grammar School is committed to providing a working and learning environment free from sexual harassment. All members of the Brisbane Grammar School community are required to honour and support this commitment. The School community includes students, staff, parents and members of the public who have any involvement with the School. Sexual harassment is unacceptable and will not be tolerated by Brisbane Grammar School under any circumstances.

The Law

Sexual harassment is unlawful. The *1984 Federal Sex Discrimination Act* prohibits the sexual harassment of students and staff within the School environment. The *1991 Queensland Anti-discrimination Act* prohibits sexual harassment in all places.

What Is Sexual Harassment?

Sexual harassment is any unwelcome and uninvited comment, attention, contact or behaviour of a sexual nature that a person finds humiliating, offensive or intimidating.

Sexual harassment can be expressed through verbal, visual, written communication or physical contact. Sexual harassment can occur within the same or opposite sexes.

Offence need not be intended. Conduct considered by a "reasonable person" to be offensive constitutes sexual harassment.

Examples Of Sexual Harassment

- distributing or displaying offensive pictures or written material including by e-mail;

- unwelcome requests to another person that he or she take part in a social outing or date;
- offensive comments about a person's physical appearance, dress or relationships;
- unwelcome jokes, intrusive questioning, messages, e-mails or telephone calls of a sexual nature;
- direct propositioning or subtle pressures to a person for sexual favours;
- leering, indecent exposure, patting, pinching, touching or unnecessary familiarity.

Sexual harassment may be directed at a group of people or an individual. It may be "implied" from someone's conduct.

Reporting Sexual Harassment

No one should tolerate sexual harassment.

If you think you have been subjected to sexual harassment then you should report the behaviour immediately. Where a parent, student or member of staff is aware of a sexual harassment problem they should draw it to the attention of a contact officer or the Deputy Headmaster – Administration/Staff.

The contact officers are: Ms Jacqui Zervos, Mr Bill Henderson, Ms Lynda Kerridge.

Once reported, the matter will be fully investigated on a confidential basis and dealt with, where applicable in accordance with *the Harm of Children by Adults Policy*.

Appropriate disciplinary action will be taken where an allegation is substantiated. What is appropriate will depend on the circumstances. However, the School stresses the seriousness of this type of behaviour. Members of staff may be dismissed and students expelled if sexual harassment is established.

BULLYING POLICY

Brisbane Grammar School is committed to providing a safe and secure learning environment. To ensure this all members of the School community have a responsibility to actively practise and promote:

- tolerance for individual differences;
- the values of courtesy, compassion, and care for others in the conduct of interpersonal relations; and
- a supportive and encouraging climate where the achievements and efforts of others are applauded.

Every member of the School community has the right to be free from bullying, harassment and intimidation.

Definitions

Bullying is deliberate behaviour that hurts, threatens or frightens someone.

The School community will not tolerate bullying of any kind. Bullying includes:

- Physical bullying:** fighting, pushing, shoving, invasion of personal space and the destruction of property.
- Verbal bullying:** any comment of an offensive nature including name-calling, offensive language and spreading of rumours.
- Gesture bullying:** making gestures to intimidate or to embarrass.
- Exclusion bullying:** the deliberate unreasonable isolation of an individual student from his peer group
- Extortion bullying:** the use of force to obtain money, food or personal belongings from other students; getting other boys to do tasks e.g. buying lunch.

Reporting Bullying

Sometimes people are inclined not to report bullying because of a misguided fear of making the situation worse. It is critical that all forms of bullying be addressed and consequently the school believes that all incidents should be reported.

To ignore bullying is to approve bullying.

Procedures for reporting

Anyone who is bullied or who witnesses an incident of bullying behaviour should follow the procedures outlined below.

Students: Should alert:

- **at school**, teaching staff or a senior boy, or
- **at home**, a parent or responsible adult.

Parents: Discuss the situation with your son's Head of Year as soon as possible.

Teachers: After ensuring the safety of the victim, discuss the incident with your Head of Department or Head of Year.

The School's response

All reports will be investigated. The level of intervention will be guided by the seriousness of the situation. We will hear both sides and act appropriately. In all cases the bullied boy will be supported by helping him develop ways to deal with bullying eg. counselling.

The School may respond in one of the following ways (note that these 3 "Levels" need not be regarded as progressive steps):

Level 1 Intervention – Less serious cases

Less serious incidents of bullying may be addressed using the "No Punishment Approach". The aim here is to educate the bully of the effects of their behaviour and its unacceptable nature. It is essentially discussion without punishment and would be used to assist the bully's awareness of their own behaviour and the School's expectations.

Level 2 Intervention – More serious cases

An interview process would be used to assist the bully understand the seriousness of the incident, to appreciate the feelings of the other person and, if necessary, to pay for any damages. The expectations for future behaviour and consequences of non-compliance would be clearly explained. A boy's parents may be contacted.

Level 3 Intervention – Most serious cases

This would apply to such situations as physical assault, sexual harassment or repeated bullying offences. The School will implement further measures of conflict resolution which may include bringing together the families of those involved. An agreement regarding standards of future behaviour may be negotiated and a contract made between the bully and the School. In instances of continual or severe acts of bullying the School would review the bully's continued enrolment or employment at the School.

CODE OF EXPECTATIONS AND BEHAVIOUR FOR STUDENTS

Brisbane Grammar School

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attached
1. Brisbane Grammar School seeks to provide a secure, supportive and encouraging learning environment. All members of the School community have a responsibility to practise and promote tolerance and the valuing of individual differences and to uphold the value of courtesy, compassion, cooperation and care for others.
 2. Students are encouraged to form an understanding of their role within the broader community and the mutual obligations of community members.
 3. All students must support the rights of members of the School community to be free from bullying, harassment and discrimination. (~~see Towards a Safe and Secure Learning Environment: A Policy on Bullying and Discrimination~~)
 4. The School encourages students to achieve their full potential academically. It is therefore expected that each student will cooperate with his teachers in taking responsibility for his own progress by diligent preparation and participation in the learning process. It is important that no student, through poor behaviour or lack of concern, interferes with the rights of others to pursue their studies.
 5. Students will behave in a manner which enhances their reputation and the reputation of the School. This obligation extends to behaviour outside the School, outside School functions and outside School hours, for example, at social functions whether or not connected with the School. Students will also follow the rules and expectations written in the School Handbook. Disrespect to staff, causing any harm whatsoever to others, interference with the property of others, bringing the School into disrepute or involvement with drugs (including cigarettes and alcohol) are regarded as serious behavioural issues in breach of this Code, which may result in a student being removed from the School.
 6. Students must not leave the grounds during school time without first obtaining permission as outlined in the School Handbook. Except in the case of illness, students must be in attendance on all school days unless leave has been granted by the Headmaster.
 7. Students at Brisbane Grammar School are expected to take pride in their personal appearance and School uniform. Students will present themselves in a way which both complies with School requirements and shows respect for themselves and their School.
 8. Students are encouraged to participate in a wide range of activities, and are expected to support others by attending events such as Concerts, Plays, Speech Night, competition fixtures and GPS Championships. We value the cooperation, commitment over time and responsibilities associated with membership of teams and groups. \

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Being enrolled at the School implies acceptance of this Code of Expectations and Behaviour. Students who breach this Code of Expectations and Behaviour may face disciplinary action including suspension and/or expulsion from the School.

DRAFT**School Counsellor
Practices and Procedures****Underlying Philosophy**

Counselling at Brisbane Grammar School is offered to assist boys to develop appropriate skills and attitudes in academic, emotional and / or social contexts. Counselling is done within the framework of the whole school community, involving staff and parents as required. The counsellors are members of the School's Pastoral Care Committee, and consequently work within a team-based framework. Staff and old boys may also access counselling in certain situations.

1. Referrals**1.1 Students**

Counselling is generally on a voluntary basis. However, situations may arise where it is mandatory for a student to attend counselling, for example, in relation to behavioural issues. In these circumstances, attendance and participation at counselling sessions is mandatory and students may be disciplined for breach of this requirement.

1.1.1 Referrals ~~In~~ for Internal Counselling

Referrals may be made in one of three ways:

- Head of Year / Deputy Headmaster(s) / teachers (generally after consultation with the Head of Year)
- Self-referral by student
- Parent (in consultation with the Head of Year)

1.1.2 Referrals ~~Out~~ for Outside Counselling

Where appropriate, referrals may be made to external care providers. The rationale for referral is that the student requires an intervention that is not deemed appropriate for the school counsellor to provide. This may be due to the nature of the required intervention or the degree of involvement required. In making such referrals, the following guidelines are to be followed:

- the referral will be discussed with the student and his parent/s and the rationale explained
- the referral will be made to a practitioner utilising "mainstream" therapies (e.g. psychiatrists, psychologists, specialised grief and loss counsellors); or the parent / student will be provided with the name(s) of one or more suitable practitioners
- the school counsellor will facilitate the referral and, with consent, will provide such reports as are necessary.

1.1.3 Parents

On occasion, it may be deemed appropriate for counsellors to see a parent (s) in relation to issues affecting their son.

1.1.4 1.2 Staff

Staff may self-refer to the school counsellor. In seeing staff, the prime role of the counsellor is to provide short term intervention only. This will generally take one of two forms:

- short term intervention to assist with an acute personal / situational crisis
- the provision of guidance to the staff member as to which external service provider would best meet their needs.

In accordance with other accountability procedures, the staff member will be made aware that if more than one session is attended, then the Deputy Headmaster (Students) will be informed as part of the counsellor's routine monthly log. Subject to legal requirements, all personal issues which members of staff may raise with the school counsellor will be treated in strict confidence.

1.1.5 1.3 Old Boys

Old boys may utilise the services of the school counsellor under the following conditions:

- The intervention provided will focus on assisting the old boy in referral to an appropriate external provider where necessary
- There will be a maximum of one session provided to the old boy.

2. Therapies/Interventions

2.1 Types of Therapies/Interventions

In dealing with students, parents, and staff, the school counsellor will provide recognized interventions. These may include cognitive, behavioural, family, narrative, and solution-focused approaches. In many cases the given intervention will be a blend of approaches which focus on supportive, short-term, problem-centered outcomes.

Interventions may also include the provision of psychometric assessments (eg I.Q., memory). However, given the significant amount of time required for the administration, interpretation, and reporting of such assessments, parents will generally be advised that they should be carried out by private psychologists (NB the school counsellor may provide the names of suitable practitioners to parents). In such cases, the assessments would be at the parent's expense. However, in certain situations, and at the school's discretion [after consultation with the Deputy Headmaster (Students)], these assessments may be carried out by the school counsellor.

2.2 Duration/Frequency of Contact Consultation

- unless specifically requested by a student, contact consultation with the counsellor will generally be during class time. Hence, the likely duration

of each ~~contact~~ consultation will be 55 minutes. It is the responsibility of the student to ensure that appointments do not clash with scheduled assessment tasks.

- frequency of ~~contact~~ consultation will be dependent on the nature of the issues as determined by the Counsellor. Where it is necessary for a student to be seen at least weekly over an extended period, consideration should be given to referring the student to an external service provider.

2.3 Joint Interventions

Where appropriate, joint interventions may be provided. Such situations may include one or more counsellors jointly seeing a student and members of his family. It may also include the involvement of other ~~significant~~ appropriate staff. On occasions groups of students may be seen by one or more counsellors and other ~~relevant~~ appropriate staff.

3. Confidentiality

3.1 Students

Students should be informed that most discussions with the school counsellor are in confidence. They should also be informed of the exceptions to this:

- where there is a ~~strong~~ likelihood that the student will cause himself ~~significant~~ harm
- where there is a ~~strong-likelihood~~ likelihood that the student will cause another ~~significant~~ harm
- where the student discloses ~~significant~~ criminal activity such that it may impact on the welfare of the student or others or the reputation of the School
- where the student discloses material abuse and neglect
- where required by law (e.g. in Court)
- to the extent that the school management requires (for administrative purposes) regular reporting from the school counsellor details of the counselling sessions provided. ~~as to which students are being seen.~~

3.2 Parents

It is usual practice for parent/s to be informed that their child is seeing the school counsellor. This is both to facilitate good communication between school and home, and to enhance the effectiveness of the school counsellor's interventions. It is the responsibility of either the referrer (eg Head of Year) or the school counsellor to inform the parent/s. The student should be informed of this practice. In situations where the student specifically requests that parents not be informed, the following guidelines should be observed:

- the student may be seen without the knowledge of his parents
- as appropriate, the student should be encouraged to reconsider his position by providing the appropriate rationale for parental involvement
- a student objection will be over-ridden where the situation involves one of the exceptions listed in 3.1 above (other than alleged abuse by the parent/s)

- when psychometric assessment is undertaken by the school, this will only be performed with parental consent and with the clear intent of sharing the results with parents.

4. Accountability

The student counsellor has both professional and administrative accountabilities.

4.1 Professional Accountabilities

Professionally, it is imperative that appropriate records be maintained. As a minimum, these must record the student's name, the date of each ~~session~~consultation, those present at the ~~session~~consultation, and a brief account of the main issues discussed. Similar ~~notations~~records should also be kept in regard to meetings and/or telephone conversations with parents, staff, and external service providers regarding the student.

4.2 Administrative Accountabilities

To ensure appropriate communication and accountability within the school, the school counsellor reports to the Deputy Headmaster (Students) and is a member of the Pastoral Care Team. The school counsellor will meet with the Deputy Headmaster (Students) on a weekly basis (unless otherwise ~~negotiated~~agreed) to provide feedback generally on the provision of counselling within the school and specifically (as necessary and appropriate) on individual matters. The student counsellor will also provide on a monthly basis a list of those students who have been ~~seen-counselled~~ (see attached log).

5. Records / Access

The records of the school counsellor are at all times the property of the School and will remain in the school in accordance with legal requirements, and will be securely and confidentially archived under the guidance of the Deputy Headmaster (Students). Access to counselling records will be provided upon request to clients where appropriate legal and privacy legislation requirements are met.