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## Definitions

In this policy the terms:

“Employee” includes a contractor (or a contractor’s employees);

“Trainer & Assessor” refers to any Employee who is directly involved with the training and/or assessment of Students;

“Company” refers to Core Institute & Training;

“Student” includes a candidate, trainee, apprentice, participant or client who is enrolled with the Organisation for the purpose of accredited training and/or assessment;

Critical Incident includes an incident in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions which have the potential to interfere with the ability of the individual, group or system to function either at the time or later. For example, an on-site accident causing death or serious injury, student or staff suicide, major vandalism, sexual assault at school, students lost or injured on an excursion or intruders on a school site who cause harm to people or damage property.

Emergency includes an event, actual or imminent, which:

- occurs on or off site;
- endangers or threatens to endanger life, property or the environment; and
- Requires a significant and coordinated response.

For example, fire or bomb threats, hazardous materials spillage, prolonged loss of a utility (for example, water or power), cyclone and floods.

Note that this policy must be considered in tandem with general OHS/WHS and emergency management policies and procedures. This policy is specifically contextualised to how the Organisation manages these issues in relation to our duty of care over students and the additional responsibilities of the Organisation, Employees and Trainer & Assessors in relation to duty of care for Students both over and under the age of 18 years.

## Policy Objective

To ensure that the Company through the actions of its Employees and Trainer & Assessors provide every student with the educational support the student needs to learn and maintain positive behaviour while ensuring a safe environment. Additionally, to ensure that where the safety of students, Employees or Trainer & Assessors are put at risk, these situations are managed effectively.

## Commitment

At Core Institute & Training we are guided by the following commitments, to ensure that:

Students are supported cognitively, as well as emotionally and socially;

Employees and Trainer & Assessors are aware of their rights and responsibilities in relation to student support, behaviour management and duty of care;

On-site and off-site education related emergencies and critical incidents are minimised in relation to trauma and distress to students and staff and damage to property and to ensure the teaching and learning programs are maintained or resumed where possible.

## Overview

This policy and the relevant procedure covers:

Day to day behavioural management of students;

Effective emergency management involves coordinated actions based on line management principles and designated responsibilities. This will:

- reduce the likelihood of emergencies and critical incidents;
- minimise the impact on students, staff and site activities; and
- facilitate the return of the site to normal operations as soon as possible.

Management of emergencies and critical incidents will involve consideration of:

- prevention and mitigation of;
- preparedness for;
- response to;
- recovery from; and
- review of emergencies and critical incidents.

## General Student Support

### Academic and LLN Support

General academic support will take the form of the following;

- additional one on one support by the trainer in class
- reassessment at no additional cost (often this is allowing the learner to be rescheduled for another day)
- referral to additional LLN support (a range of apps are referred to learners based on their needs such as ADHD, dyslexia and low literacy and numeracy)
- additional time to complete assessments
- the use of support programs online (dyslexia fonts; readers, etc. as would be available in a workplace)
- retraining (to be undertaken as part of a discussion with the employer)

## Force Majeure

### Evacuation (Fire, Earthquake, Hazardous Substance or Bomb threat)

#### Response & Responsibilities:

In the event of a fire, earthquake, release of a hazardous substance or bomb threat that results in the need to evacuate the premises, Trainer & Assessors are responsible for safely escorting students to the approved area.

## Preparedness:

Evacuation drills occur on a 12 month basis and students are provided with information about evacuation procedures as part of their induction. Where training occurs on a worksite, the trainer will confirm with the employer or site manager about key WHS policies and on site organisational policies and procedures will be followed.

**Follow up:** Counselling services to be made available to all students post event for a period of 2-4 weeks as determined appropriate by the CEO.

## Student Behaviour

The Quality Consultant will document a whole Organisation plan to support positive student behaviour that includes:

- a student code of conduct stating the behaviours that students are required to learn and participate in training;
- the roles and responsibilities of staff in implementing whole organisation support;
- training and student management strategies that support positive student behaviour including:
  - the management of the education environment to promote positive student behaviour;
  - the organisation's strategy for deciding on the application of disciplinary measures;
  - the organisation's approach to coordinating with external agencies where required;
  - measures to address:
    - all forms of bullying;
    - aggression;
    - drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
    - the presence of weapons on site;
    - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;
- the rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules; and
- the strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

Please note that most of these procedures and practical will align to workplace expectations, as the learners are employed adults, it is not anticipated that there will be too many issues in this respect.

## Bullying, harassment or assault (sexual or physical)

The Organisation must advise students that if they find themselves in a situation where they experience bullying, harassment or assault during a program, they must immediately inform:

- the Trainer & Assessor;
- And/or the Quality Consultant or CEO.

Trainer & Assessors or Staff who become aware of any bullying, harassment or assault of students must inform the Quality Consultant or CEO to determine appropriate action.

Upon notification of sexual harassment during the Program, the Trainer & Assessor or Staff member will inform the CEO who will immediately contact the relevant authority.

## **Bullying, verbal abuse or intimidation**

Students verbally agree to a code of conduct at orientation, the first morning of training, where a Trainer & Assessor or Staff member become aware of this the measure which can be taken include but are not limited to:

- **Initial Verbal Warning** (this should be done one on one with the student in private, where the behaviour is clearly identified, e.g. *“John, this is a first verbal warning that (INSERT BEHAVIOUR “swearing to other students/using that word”) is not appropriate. If you continue to (INSERT BEHAVIOUR), the next step will be a formal written warning or removal from class.”*)
- **Formal Written Warning** (Verbal discussion with the student and a formal email or letter identifying the behaviour, reference to breach of Code of Conduct, explanation of possible further actions)
- **Removal from class;** Where the behaviour presents a gross breach of code of conduct or where previous actions above have not been effective, the student is removed from class. This can be done by a Trainer & Assessor but with approval from management. A formal written response must be provided in line with above, examples may include where bullying or abuse is consistent or where it is a gross abuse or where the nature of the verbal abuse is presenting as an obstacle to the ability of all students within the environment to continue to engage with the training and assessment.

## **Physical assault on student or staff member**

Any instance where a student physically assaults another student or staff member will result in immediate removal from training and cancellation of the enrolment.

At all times the health, safety and welfare of Students and Staff are paramount. No Staff member or Trainer & Assessor should willingly place themselves in danger.

The Organisation has an ethos and environment where using physical contact to manage student behaviour is not necessary. Staff may take action, including physical contact with a student or a student’s property, as is reasonable to:

- manage or care for a student; or
- maintain or re-establish order; or
- prevent or restrain a person from placing at risk the safety of any person.

For an understanding of how and under what circumstances this is appropriate please refer to the [Physical Contact with Students Guidelines](#).

After consideration of risk actions may include but are not limited to:

- physical intervention;
- physical intervention with support from other Trainer & Assessors;
- removal of other students from the area; and/or
- calls to local police or emergency services.

For further information on how this matter will be handled, please contact our team or CEO.

The CEO will be responsible for determining further actions as well as identifying appropriate individuals to make contact with parents/guardians and/or emergency contacts.

## **Accident/injury while on campus**

For further information on how this matter will be handled, please contact our team or CEO.

The CEO will be responsible for determining further actions as well as identifying appropriate individuals to make contact with parents/guardians and/or emergency contacts.

## **Destruction to property**

Any instance where a student wilfully causes damage to Organisational property will result in immediate removal from class, a formal written warning and consideration in relation to cancellation of the student's enrolment.

At all times the health, safety and welfare of Students and Staff are paramount. No Staff member or Trainer & Assessor should willingly place themselves in danger. Physical contact with students is not allowed in order to prevent damage to property, with the exception of a circumstance where the behaviour also presents significant risk to the students own physical safety or the safety of others.

The process for management of this includes:

- removal of other students from the area;
- verbal notification to the student to stop the behaviour and identification that the behaviour is a breach of the Code of Conduct;
- notification to management of the incident;

Upon completion of the damage, Trainer & Assessors should remove the student from training for discussion and further action.

It is recommended that the student speak with the QC to document the incident and liaise with the CEO on further actions.

## **Major accident or incident resulting in death on campus or during training**

For further information on how this matter will be handled, please contact our team or CEO.

The CEO will be responsible for determining further actions as well as identifying appropriate individuals to make contact with emergency contacts.

Any incident resulting in a death on campus will trigger an Evacuation and be classified as a Critical Incident. The CEO is required to convene and determine the extent to which counselling and support services will be provided to Staff and Students. Support services should include but are not limited to:

- review of directly affected Students and Staff for signs of Post Traumatic Stress Disorder;
- grief counselling services for all Staff and Students;
- Presentations by grief counselling services to affected Students & Staff.

## **Illegal objects/substances on site**

There is no general right for the RTO staff, trainers and assessors to search student possessions and confiscate student property. Trainer & Assessors are not vested with the same powers as Police.

RTO policy states that students and staff are not allowed to bring weapons or drugs on campus and that in the event of this, the RTO reserves the right to take temporary possession of hazardous objects.

In the event that illegal objects such as weapons, drugs or drug paraphernalia are found on campus, the RTO reserves the right to confiscate these items and alert police to their presence.

Consideration should be given to whether Police assistance should be sought to conduct a search.

## Disclosure of self-harm or intent to self-harm

Organisational staff needs to be mindful, however, that some students will experience emotional and/or psychological distress during their school years, and that some students are exposed to trauma and cumulative harm. These factors, amongst others, could lead to an increase in the risk of mental health problems and, in some cases, suicidal behaviour and/or non-suicidal self-injury (NSSI). The Organisation and Trainer & Assessors can promote the mental health and wellbeing of students and members of their communities.

Suicidal behaviour includes suicidal ideation, suicide attempts and suicide.

- Suicidal ideation refers to an individual's thoughts about ending their life.
- An attempt refers to an individual harming themselves with the intent to die but not resulting in death.
- Suicide is a deliberate act to end one's life resulting in death. This is usually termed 'death by suicide' or 'suicided'.

A **direct disclosure** is when a student informs a Trainer & Assessor or Staff member of any feelings, thoughts or actions associated with suicidal behaviour or NSSI. This may include verbal disclosure or disclosure through an assessment where there has been an expression of suicidal behaviour or NSSI.

An **indirect disclosure** is when information or concerns for a student are brought to the attention of a Trainer & Assessor or Staff member by a third person such as another student, Staff, parent/guardian or community member.

At no time can staff maintain absolute confidentiality with a student who has disclosed suicidal behaviour or NSSI.

Staff and Trainer & Assessors must notify the QC and CEO. CEO will contact student and request that they come in for an interview, nominated Staff to be able to conduct Suicide Risk Assessment is Lauren Hollows, QC or Jim Dorguer, CEO.

## Under the influence on site

The RTO has a policy that students and staff are not allowed on site under the influence of drugs or alcohol. Any person under the influence represents a risk to themselves and other students and staff. Particularly in light of the training offered, students under the influence are not able to safely operate potentially dangerous equipment such as saws, hammers and power tools.

Staff needs to be aware of the potential signs of students and/or staff under the influence.

Symptoms associated with substance abuse are dependent upon the type of substance used. The following outlines observable symptoms for drugs and alcohol abuse for students;

- Physical and health warning signs of drug abuse

- Eyes that are bloodshot or pupils that are smaller or larger than normal
- Changes in appetite or sleep patterns
- Sudden weight loss or weight gain
- Deterioration in personal grooming or physical appearance.
- Impaired coordination, injuries/accidents/bruises that they won't or can't tell you about - they don't know how they got hurt.
- Unusual smells on breath, body, or clothing
- Shakes, tremors, incoherent or slurred speech, impaired or unstable coordination.

## Behavioural signs of alcohol or drug abuse

- Skipping class, late arrivals;
- Drop in attendance and performance at work - loss of interest in extracurricular activities, hobbies, sports or exercise - decreased motivation;
- Complaints from co-workers, supervisors, teachers or classmates;
- Missing money, valuables, prescription or prescription drugs, borrowing and stealing money;
- Acting isolated, silent, withdrawn, engaging in secretive or suspicious behaviours;
- Clashes with family values and beliefs;
- Preoccupation with alcohol and drug-related lifestyle in music, clothing and posters;
- Demanding more privacy, locking doors and avoiding eye contact;
- Sudden change in relationships, friends, favourite hangouts, and hobbies;
- Frequently getting into trouble (arguments, fights, accidents, illegal activities.);
- Using incense, perfume, air freshener to hide smell of smoke or drugs;
- Using eye drops to mask bloodshot eyes and dilated pupils.

## Psychological warning signs of alcohol or drug abuse;

- Unexplained, confusing change in personality and/or attitude;
- Sudden mood changes, irritability, angry outbursts or laughing at nothing;
- Periods of unusual hyperactivity or agitation;
- Lack of motivation; inability to focus, appears lethargic or "spaced out.";
- Appears fearful, withdrawn, anxious, or paranoid, with no apparent reason.

The RTO has a policy in place where students can be asked to undertake a drug test where they present with symptoms that would reasonably indicate to a Trainer & Assessor to be under the influence and represent an immediate threat to the safety of themselves or other students if they remain on site under the influence.

Where a student discloses that they are under the influence or where a drug test confirms a positive result, the following actions will be taken:

- Results or disclosure will be placed in the students confidential file;
- Student will be removed from the class for the day;
- The student will need to undertake counselling with the student counsellor or Quality Consultant;
- An Individual Education Plan will be put in place to identify positive behaviours and support mechanisms.

Where the student refuses to participate in the drug test, they will be rescheduled for training but will not be allowed to participate in training or remain on site.

## Leaving campus without permission or notification

Verbal permission will be granted or denied by Trainer & Assessors based on the student's participation and progress within the course.

## Unsafe use of equipment or general unsafe behaviour

All students are provided with inductions on how to use equipment and materials safely, the occurs upon the commencement of the qualification through WHS/OHS units as well as continually throughout training as new tools and equipment are introduced.

Where students do not conduct themselves in line with OHS/WHS, the following process is applied:

- Informal verbal warning
- Formal verbal warning (conducted one on one with student privately; *"This is a formal verbal warning based on your decision to XXXX, we have to maintain a safe environment for you and everyone else, as well as apply safety standards. If you continue to XXX, then we have to remove you from practical training and issue a formal written warning. I need you to explain to me how your actions have breached OHS/WHS, why it was unsafe?"*)  
Once the student has acknowledged, the formal verbal warning is to be documented via email or in a note on the students Axcelerate profile.

Behaviour that directly threatens the safety and welfare of another student is addressed above.

## Documenting Incidents & Issues

Where an incident of student behaviour needs to be documented, or where students participate in counselling with the QC or an external counsellor brought in by the company, a confidential file is created for the student.

This folder is restricted access to the CEO, QC and Counsellor and is to be treated as confidential.

Incidents as well as follow ups and debriefings need to be recorded and stored in the students file and within the Critical Incident Register.

Documentation should follow the templates and forms:

- Critical Incident Reporting Form

## Debriefing

Debriefing should be carried out within three to seven days of the critical incident, when affected staff and students have had enough time to take in the experience. Debriefing is not counselling. It is a structured voluntary discussion aimed at putting an abnormal event into perspective. It offers individuals clarity about the critical incident they have experienced and assists them to establish a process for recovery.

The Debriefer helps individuals to explore and understand a range of issues, including:

- The sequence of events
- The causes and consequences
- Each person's experience
- Any memories triggered by the incident
- Normal psychological reactions to critical incidents

- Methods to manage emotional responses resulting from a critical incident.

## Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed.

## Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated and relevant stakeholders advised.

## Relevant legislation

- Australian Psychological Society Code of Ethics 2007
- Children and Community Services Act 2004 (WA)
- Disability Discrimination Act 1992 (Cth)
- Equal Opportunity Act 1984
- Occupational Safety and Health Act 1984
- Occupational Safety and Health Regulations 1996
- National Vocational Education and Training Regulator Act 2011
- School Education Act 1999
- School Education Regulations 2000
- Workers Compensation and Injury Management Act 1981
- Working with Children (Criminal Record Checking) Act 2004
- Working with Children (Criminal Record Checking) Regulations 2005
- WA Vocational Education and Training Act 1996
- WA Vocational Education and Training (General) Regulations 2009
- Volunteers (Protection from Liability) Act 2002

## Related Department of Education Policies

- Duty of Care – VET for School Students Attending TAFEWA Colleges Program from Public Schools
- Emergency and Critical Incident Management
- Student Behaviour in Public Schools
- Keeping Our Workplace Safe Guidelines