



# Student Health Policy and Procedures



## Policy rationale

Positive student health is linked to enhanced learning outcomes, high academic achievement and responsible life choices. Young people today grow up in an environment that increasingly encourages negative risk-taking behaviour through negative role models, peer influence, ambiguous role expectations and social /media influence amongst other factors. Young people develop these risk taking behaviours in varying degrees which may impede their educational progress. All efforts to improve school performance also need to include improving the health status of young people.

Health is a core component of our College values and code of conduct and places importance on a shared responsibility for strengthening student health between the school, student, parents/carers and the broader community. Ballajura Community College strengthens positive student health by providing a connected, inclusive, supportive and culturally safe environment that maximises attendance, engagement, positive behaviour and student outcomes.

In the context of Ballajura Community College, 'Health' incorporates:

- Mental health – the state of wellbeing in which an individual realises their own abilities, can cope with the normal stresses of life, can work productively and is able to contribute to their community.
- Physical health - the state of the physical body and how well it is functioning. Physical health covers a wide range of areas including nutrition, activity, hygiene, disease and injury.



The College Values and Code of Conduct were developed through consultation with students, staff, parents and community members. They define expected behaviours for the College community and reflect the culture of the College.

Values	Description	Key Expectations
<b>Respect</b>	We earn respect for ourselves and others through our actions	We: <ul style="list-style-type: none"> <li>• Greet people appropriately</li> <li>• Use respectful language</li> <li>• Create a positive learning environment</li> </ul>
<b>Equity</b>	We demonstrate equity and provide opportunities for everyone	We: <ul style="list-style-type: none"> <li>• Recognise, respect and embrace individual differences</li> <li>• Engage in experiences to learn with and about others</li> <li>• Provide opportunities and educational and vocational pathways for success</li> </ul>
<b>Achievement</b>	We demonstrate achievement by always doing our best	We: <ul style="list-style-type: none"> <li>• Expect everyone to do their best</li> <li>• Cater for everyone's needs, interests and abilities</li> <li>• Reflect on performance and plan for improvement</li> <li>• Recognise and celebrate achievement and success</li> </ul>
<b>Care</b>	We show that we care by being kind and supportive	We: <ul style="list-style-type: none"> <li>• Actively listen and provide support</li> <li>• Solve conflicts calmly</li> <li>• Take pride in our environment</li> </ul>
<b>Health</b>	We acknowledge the importance of physical and mental health	We: <ul style="list-style-type: none"> <li>• Educate ourselves to optimise physical and mental health and wellbeing</li> <li>• Participate in programs and activities to improve our physical and mental health</li> <li>• Seek assistance when necessary</li> </ul>

*The implementation of the College Code of Conduct is supported by the Positive Behaviour Support (PBS) team. The purpose of the PBS team is to establish and implement explicit whole school practice that has a common and consistent approach to positive behaviour, social skills and expectations for achievement in a safe and supportive learning environment.*



## Whole school approaches to promoting student health

A whole-school approach is the most effective way to foster positive health. It enables young people to strengthen their sense of connectedness, build their resilience and achieve their best possible health.

### **Student wellbeing framework**

Our College is committed to providing quality education to all students in a safe, inclusive and caring learning environment that promotes student wellbeing, safety and positive relationships so that students can reach their full potential.

Our *Student Health Policy and Procedures* reflects the principles of the Australian Student Wellbeing Framework;

- **Leadership** – the Principal and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected
- **Student voice** – students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe
- **Support** – school staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning
- **Inclusion** – all members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive, respectful relationships
- **Partnerships** – families and communities collaborate as partners with the College to support student learning, wellbeing and safety



## Communication strategies

Information regarding positive health is regularly communicated to staff members, students, parents/carers and families through a variety of methods including;

- The Ballajura Community College website
- Policy documents
- Schoolzine newsletter
- Assemblies
- Facebook
- SEQTA notices
- Email and SMS
- Telephone conversations
- Pastoral Care Group (PCG) sessions
- Parent, teacher and student meetings
- Reports
- Staff meetings
- School Board and P&C meetings
- Education Department website

In communicating with parents/carers, staff will take into consideration any language, cultural, medical or mental health factors and availability of the parent/carer and provide support as required.

## Welcoming and inclusive classroom environments

Staff create learning environments where students are actively engaged in the curriculum, feel safe, supported and included to develop a sense of belonging and pride in the school.

Ballajura Community College staff will:

- ✓ greet students warmly at the classroom door
- ✓ demonstrate personal interest to build relationships with students
- ✓ model appropriate behaviour and positive attitudes
- ✓ set and clearly communicate high expectations for achievement and behaviour
- ✓ provide instructional supports, accommodations and modifications, as needed, to set students up for success and minimise frustration and negative behaviour choices
- ✓ promote the use of cooperative learning strategies
- ✓ respond to the efforts of the students by providing praise and immediate and specific feedback
- ✓ consider a seating plan
- ✓ acknowledge positive behaviour, attitudes, communication, empathy, acceptance and social problem solving
- ✓ show awareness and respect for the cultural and linguistic diversity of Aboriginal students
- ✓ show awareness and respect for the cultural and linguistic diversity of students from the 50+ nationalities represented at the College
- ✓ demonstrate equity by showing acceptance of diversity
- ✓ use humour as a helpful tool in diverting problems.

## Classroom expectations

Students are expected to engage positively in learning opportunities to maximise achievement and optimise pathways to a successful future. The Classroom Expectations detail the behaviours required for students to be prepared for and actively engage in learning, including mental and physical health related behaviours.



## Guide to accessing student services for support with student health incidents

Staff use a consistent approach to working with the Student Services team to manage health incidences. The Guide assists staff by detailing actions, communication to relevant staff and parents/carers and record keeping requirements. This ensures a safe and supportive environment is maintained and the College works in partnership with parents/carers to address health concerns.



**Ballajura Community College**  
**Student Health Policy**  
**Guide to Accessing Student Services for**  
**Support with Student Health and Wellbeing**



REACH: HEALTH – We acknowledge the importance of physical and mental health

Issue	Teacher actions	Sample SEQTA entry	Student Services support
Health and Wellbeing	<ul style="list-style-type: none"> <li>Provide student with Wellness Pass</li> <li>Send student to Wellness Centre</li> <li>Send student buddy with an out-of-class pass to accompany the student if necessary</li> <li>Enter information in SEQTA - Notification of Concern – Health (tag Year Coordinator)</li> </ul>	<p><b>Notification of Concern – Health</b>            Student experiencing fever and nausea during session 3. Issued Wellness Pass and sent student to Wellness Centre at 11.40am. (Tag Year Coordinator)</p>	<p>Wellness Centre Officer will;</p> <ul style="list-style-type: none"> <li>initiate the <i>Student Injury or Illness Procedures</i></li> <li>initiate <i>AIIR Form Process</i> if applicable;</li> <li>update SEQTA attendance.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide first aid as necessary</li> <li>Phone Wellness Centre on the <b>emergency phone</b> or call over two-way radio <b>immediately</b></li> <li>Enter information in SEQTA - Notification of Concern – Health (tag Head of Student Services)</li> </ul>	<p><b>Notification of Concern - Health</b>            At recess, in quad B, student jumped off outdoor table and landed on ground injuring left arm. Provided first aid. Called Wellness Centre on two-way for support. (Tag Head of Student Services)</p>	<p>Wellness Centre Officer will;</p> <ul style="list-style-type: none"> <li>arrange immediate support;</li> <li>initiate the <i>Student Medical Emergency Procedures</i>;</li> <li>initiate <i>AIIR Form Process</i>;</li> <li>update SEQTA attendance.</li> </ul>
	<ul style="list-style-type: none"> <li>Keep student safe and engaged in learning</li> <li>Use protective interrupting as appropriate</li> <li>Phone Wellness Centre or call over two-way radio as soon as possible</li> <li>Enter information in SEQTA - Notification of Concern – Health (tag Year Coordinator)</li> </ul>	<p><b>Notification of Concern - Health</b>            NSSI concern. Phoned Wellness Centre for follow up. (Tag Year Coordinator)</p>	<p>Wellness Centre Officer will;</p> <ul style="list-style-type: none"> <li>contact a Gatekeeper to manage the situation;</li> <li>initiate the <i>NSSI Procedures</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Keep student safe</li> <li>Phone Wellness Centre or call over two-way radio as soon as possible</li> <li>Enter information in SEQTA - Notification of Concern – Health (tag Year Coordinator)</li> </ul>	<p><b>Notification of Concern - Health</b>            Concern that student may be under influence of alcohol. Phoned Wellness Centre for follow up. (Tag Year Coordinator)</p>	<p>Wellness Centre Officer will;</p> <ul style="list-style-type: none"> <li>arrange urgent support;</li> <li>initiate the <i>Alcohol and Other Drugs Procedures</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Phone Wellness Centre on the <b>emergency phone immediately</b></li> <li>Enter attendance in SEQTA</li> </ul>	NA	<p>Wellness Centre Officer will;</p> <ul style="list-style-type: none"> <li>initiate the <i>Risk Management Plan or Memo Procedures</i>;</li> <li>update SEQTA attendance.</li> </ul>

## **Pastoral care groups (PCG)**

Student Services coordinate the delivery a social emotional learning (SEL) curriculum through PCG. The program builds young people's capacity to acquire and apply knowledge, skills, and attitudes:

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decisions

Research shows SEL leads to:

- improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- decline in students' anxiety, behaviour problems, and substance use
- long-term improvements in students' skills, attitudes, prosocial behaviour, and academic performance

This approach aligns to the School Curriculum and Standard's Authority's K-10 Curriculum and Assessment Outline - General Capabilities – Personal and social capability.

## **Health initiatives**

Whole school participation in a variety of community health initiatives is coordinated by the Learning Environment Committee, the Aboriginal Education team, Student Council with support from a range of staff, students and community partners. These include:

- Harmony Day – a celebration of inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values
- NAIDOC Week - a celebration to recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples
- National Aboriginal and Torres Strait Islander Children's Day – a day to learn about the crucial impact that culture, family and community play in the life of every Aboriginal and Torres Strait Islander child
- RUOK Day – a national day of action to ensure people in our world feel supported and connected, long before they're in crisis.

A range of other health initiatives are promoted through College communications and activities.

## **Wellness Centre**

The Student Services team has a dedicated Wellness Centre where students have access to:

- Health information – brochures and flyers promoting information on a range mental and physical health issues
- School Psychology Service – our School Psychologist provides direct and indirect support to individual students who are experiencing mental health issues and prevention and early intervention supports for cohorts of students. This service is available via referral from the Student Services team
- School Health Service – our Community Health Nurse provides primary health care, health counselling and support for complex and/or chronic health needs
- School Chaplaincy Service – our School Chaplain provides pastoral care and counselling to address a range of local health priorities
- Community based health services – a hot desk is available to external agencies who provide a range of health-related services for students to access, such as mental health counselling.

Students are able to self-refer to the School Health Service, School Chaplaincy Service and community based health services by calling into the Wellness Centre to make an appointment. The School Psychology Service is only available to students referred by the Student Services team with parent/carer consent unless the student is an independent minor.

## Chill out rooms

Safe and comfortable spaces for students to calm, de-escalate, de-stress or 'chill out' are located in Student Services and the Wellness Centre. Students are able to access these spaces during break times, by teacher referral during class times or when requested to do so by Student Services staff as part of a response to managing a health or behaviour issue. Students are required to use the space responsibly for the purpose for which it is intended and return to class as soon as possible.

## Alcohol and drug education

Staff, students or visitors to the College, whilst on College grounds, at any College related function or off-site activity are not permitted to:

- possess and/or smoke tobacco products
- possess and/or inhale e-cigarettes (known as vapes)
- possess and/or consume alcoholic beverages
- inhale solvents deliberately
- possess and/or use prohibited drugs
- possess drug related equipment such as syringes, bongs, pipes etc
- possess excessive amounts of legal drugs (medicines)

Student use of alcohol or drugs will be managed as a health issue. Possession, sale or supply of alcohol or drugs and breaches of school discipline by a student under the influence of alcohol or drugs will be addressed under the *Positive Student Behaviour Policy and Procedures*.

In addition to the Health and Physical Education curriculum, alcohol and drug education is delivered through evidenced based programs that build knowledge about alcohol and other drugs, develop personal and social skills to manage and navigate alcohol and other drugs related risky situations and increase understanding of workplace requirement, responsibilities and rights, including:

- Guest speakers
- Online programs
- Pastoral Care Group (PCG) activities
- Year group assemblies
- Vocational Education and Training (VET) programs
- Suspension re-entry education programs.

Information and support for alcohol and drug related issues is also available through the Wellness Centre and from the Student Service team.

## Healthy food and drink

The College canteen and café services are outsourced to an external provider who supplies a range of healthy and tasty menu options for our students. The Principal ensures that the provider:

- Employs staff who have completed the FoodSafe Food Handler training and All about Allergens training
- has appointed a Food Safety Supervisor
- is compliant with the Australian New Zealand Food Standards Code
- complies with the Western Australian School Canteen Association (WASCA) requirement to supply a menu with at least 60% green choices, no more than 40% amber choice, no red choices; savoury commercial items maximum of two days per week (refer to Appendix I).

Food is often included in programs that acknowledge and reward students for meeting REACH values and code of conduct targets, school camps and excursions, whole school and group activities and initiatives, fundraising events, and, curriculum and vocational education and training (VET) programs. When selecting the menu for these purposes, consideration is given to cultural, religious and spiritual influences as a sign of respect for the cultural diversity of our College, in addition to the nutritional value of the foods.

## **Sun safety**

Sun protection and heat management strategies aim to reduce students' exposure to UV radiation and prevent related injuries. Our College implements the following strategies:

- shaded and indoor areas are provided for students to use during break times
- water fountains are located throughout the College grounds
- air conditioning is available through the College
- when the UV Index indicates UV radiation may be a risk outdoor learning programs may be relocated, modified or postponed
- in cases of extreme heat, learning activities may be modified
- sunscreen is available for student use during outdoor activities
- students are encouraged to bring water bottles into class where safe to do so and take drink bottles with them when engaging in outdoor activities
- during break times, students are encouraged to wear sunglasses and hats that comply with the College Dress Code
- sun and heat safety education is provided through the Health and Physical Education curriculum, PCG and some senior secondary courses and Vocational Education and Training (VET) programs
- sun and heat safety messages are provided to students and parents/carers via a range of communication methods.

## **Personal care in schools (PCIS)**

Personal care supports are implemented for students with special needs to maximise their safety, comfort, independence, dignity and privacy. Personal care activities:

- can include:
  - mealtime management
  - toileting and hygiene management
  - mobility and positioning
  - health care supports
- form part of a student's individual education or health care plan developed in consultation with parents/carers and relevant external agencies
- are delivered by school staff
- may require specific formal training.

## **Breaktime supervision**

Teachers are allocated breaktime supervision duties and will:

- be highly visible (wear vest provided)
- arrive on time and actively move around the allocated area
- model positive communication and behaviour to build positive relationships with students
- recognise and reinforce positive breaktime behaviours, health habits and attitudes
- use low-key strategies and relevant positive behaviour management responses to intervene early in addressing negative behaviours
- communicate with the duty Teacher-In-Charge (TIC) for support as required
- record positive and negative health behaviours in SEQTA and share with parents/carers.

## **Health and safety officers**

The College has a team of Workplace Health and Safety Officers who work closely with students, staff and the Executive Team to identify potential hazards, assess the risk of injury and recommend strategies to manage the risk, based on Worksafe's Hierarchy of Controls. All staff have a responsibility to act on foreseeable risks and are able to report potential hazards through the SEQTA Service Desk.



## Community partnerships

The College works closely with:

- the Department of Health to support school-based immunisation programs and negotiate provision of a School Health Service
- Youthcare to provide a School Chaplaincy Service that meets the local needs of the school community
- Department of Communities to complete mandatory reporting, make referrals regarding concerns for the safety or wellbeing of a young person and provide case conference support
- a variety of external health services to provide on-site access to health supports for students.

## Staff professional learning

College staff are provided with skills-based professional learning in promoting positive health and managing student health issues, centred around the College Values and Code of Conduct, including:

- Trauma informed
- Child protection and abuse
- Cultural competency
- Teen mental health first aid
- Gate keeper suicide prevention training
- Gender and sexual diversity
- First aid
- Anaphylaxis and adrenaline injector device
- Asthma
- Personal Care in Schools (PCIS).

## Communication

Students are acknowledged for demonstrating positive health related behaviours through specific and targeted feedback, REACH recognition SEQTA messages to students and parents/carers and the awarding of House points and REACH certificates of excellence. REACH awards are also presented at year group and whole school assemblies.

Staff use the SEQTA Student Information Panel (SIP) to record positive and negative student health related behaviours and communicate to parents/carers about such matters via email. Staff are required to align behaviours to the REACH values and record factual details using the situation, action, outcome format. Templates have been developed to assist staff with the efficient recording of relevant information.

Teachers tag parents/carers into all commendations and awards for positive health related behaviour entered into SEQTA. Staff providing detailed information for Student Services follow up of health issues and emergencies will tag relevant Student Services staff into SEQTA entries. The Student Services team are responsible for communicating with parents/carers regarding any health issues or emergencies. Telephone communication is the preferred method, however, other modes of communication (e.g. text) may be used as relevant or required.

## Student health information

The College places the needs of the student at the centre of health care planning and enacts culturally responsive approaches and practices to respond to the health needs of students. It is important that parents/carers provide the College with information about their student's health and health care needs and regularly update this information. The College uses this information to:

- support the student to safely engage in learning activities including excursions
- develop health care plans to assist with managing health conditions
- plan effective responses to emergency situations
- effectively administer first aid should the need arise
- work with external agencies, where appropriate, to support a student's health care.

Parents/carers provide this information and updates to the College through:

- Completion of the Student Health Care Summary form at enrolment
- Consent 2 Go when approving a student's participation in an excursion
- Workplace Learning and/or externally delivered Vocational Education and Training (VET) parent/carer consent forms
- Responding to the College's annual request for updated information
- Contact with the College and completion of an Update Student Details form
- Provision of medical advice/information from a medical practitioner.

Student's health information is confidential and is:

- uploaded into SEQTA to ensure all staff are aware of health care needs
- retained in the student's school file
- stored in the student's confidential student file where it contains sensitive information
- shared if:
  - parents/carers or students who are independent minors provide consent
  - there is an imminent threat to the student
  - there is a specific agreement in place for sharing health information
  - there is a legislative capacity or requirement to share the information.

School Psychologist and Community Health Nurse' medical or clinical records are confidential documents which are owned by the health service provider. In most routine circumstances, personal and health information contained in clinical records will not be disclosed to school staff, however, there are some circumstances when collaboration may be crucial to safeguard the welfare and safety of individuals.

Students who are adults aged over 18 or are independent minors can:

- complete their own health care documentation
- provide consent
- self-medicate
- request access to their school health records.

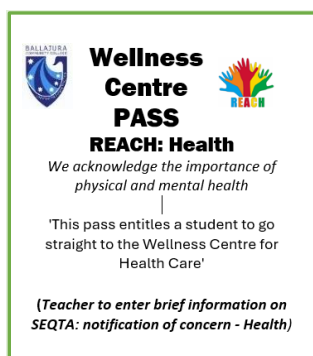
## **Manage injuries, illness and health related emergencies**

All College staff owe a duty of care for the safety and welfare of students. First aid trained staff are located across the College campus. In the absence of staff with relevant first aid training, available staff will administer first aid within their level of experience until medical assistance can be provided. The *First Aid Guidelines* (refer to Appendix II) provide support to staff to determine the level of response required for an injury, illness or health related incident. An employee can decline requests to administer non-emergency first aid if the employee has reasonable belief they are not capable of such support. The Principal is responsible for ensuring an adequate number of staff are first aid trained.

The Wellness Centre manages all student health related injuries, illnesses and incidents and uses the *Wellness Centre Triage* (refer to Appendix III) to provide relevant and timely responses.

### **Injuries and illness**

Students can access support to address injuries or illness from their classroom teacher and at the Wellness Centre. Staff use the First Aid Guidelines to determine if a non-emergency injury or illness can be managed at the classroom level or requires treatment at the Wellness Centre. Students can access the Wellness Centre for support with an injury or illness by self-referring during break times, requesting a Wellness Pass from their teacher during class time or being escorted by a staff member. First aid kits are located in each Learning Area.



When a student attends the Wellness Centre for support with an injury or illness, the Wellness Centre Officer will assess the student and follow the *Student Injury or Illness Procedures*.

### **Non-suicidal self-injury and suicidal ideation (NSSI/SI)**

NSSI is a deliberate act to harm oneself without the intent to die, usually to reduce uncomfortable or distressing emotions and often repetitive in nature. NSSI can be referred to as self-harm (the term deliberate self-harm is also used by health care professionals). Suicidal ideation refers to an individual's thoughts about ending their life.

As students spend a significant amount of time at school, school staff play an important role in identifying indicators of concern and supporting students who may be at risk of suicidal behaviour or NSSI. While indicators of concern do not always mean a student may be at risk of suicidal behaviour or NSSI, they could be indicative of other wellbeing concerns requiring the implementation of support or intervention.

Encouraging understanding of mental health issues amongst students and staff, promoting help seeking options with caring adults and working in collaboration with external services, families and communities support student care and protection whilst at school.

Where a student expresses intent to harm oneself or suicidal ideation, staff will implement the *NSSI/SI Procedures*.

## **Risk Management Plan/Memo student absence from class**

A risk management plan or risk management memo is put in place to support a student where an intent regarding self-harm or suicidal ideation has been expressed. If a student with a risk management plan or memo is absent from class without an explanation the *Risk Management Plan/Memo Student Absence Procedures* will be initiated to determine the student's whereabouts and health status.

## **Health related emergencies**

A medical emergency is a sudden or unexpected threat to health which requires an urgent assessment and alleviation of symptoms. In an emergency, management of the incident will be coordinated by the Head of Student Services or an Executive Team member and the *Student Medical Emergency Procedures* initiated. If the medical emergency is related to known or suspected anaphylaxis, the *Student Medical Emergency – Anaphylaxis Procedures* will be initiated.

In the event of an emergency, available staff will administer first aid within their level of experience until medical assistance can be provided. As part of their duty of care and within the scope of their skills, the Community Health Nurse will assist in a medical emergency at school if they are present at the time of an incident or utilised as a secondary consultation where there is concern about the nature of the injury or where incidents are recurrent. First aid kits are located in each Learning Area and defibrillators and wheelchairs are located throughout the College (refer to Appendix IV).

Students experiencing a medical emergency should not be moved unless it is determined safe to do so, in which case students will be relocated to the Wellness Centre. Note – a student with a known or suspected anaphylactic reaction should not sit upright, stand or walk. Wheelchairs are located in the front office and in the Wellness Centre. Where the student remains in place, other students should be removed from the environment to minimise the impact of the incident and maintain the privacy of the student involved in the medical emergency.

Staff are regularly trained to administer adrenaline injectors. Under the School Education Regulations 2000, a staff member may, in the course of their employment, administer an adrenaline injector to a student if the staff member reasonably suspects the child is suffering an anaphylactic reaction, even if there is no consent to the administration of adrenaline.

In an emergency, an ambulance may be called and a staff member will stand at the agreed location to direct the ambulance and provide access to the school grounds. If, when parents/carers are contacted, they request cancellation of the ambulance and advise that they will transport the student, the ambulance will not be cancelled until parents/carers arrive and the student is handed into their care.

The Student Health Care Summary, which is completed by all parents/carers at enrolment, indicates that parents/carers are expected to meet the cost of an ambulance in an emergency.

Being involved in an emergency situation can be personally challenging and often reactions occur some time after the event. Staff involved in or impacted by the incident are encouraged to accept support offered at the time of the incident or after the incident and seek independent support as required.

## **Manage students' health needs**

The College has a responsibility to support students' health conditions in order to maintain or restore physical or mental health. Individualised health care plans are required for students with specific health conditions. Health care plans specify the support required to cater for a student's health care needs while in the care of the school. The College will apply culturally responsive strategies and take into consideration any language, cultural, medical or mental health factors and availability of the parent/carer in working with them to develop health care plans and supports as required.

### **Specific health conditions**

Students present with a range of health conditions and have the right to feel connected, included, supported and culturally safe at our College. The College relies on parents/carer to provide accurate information about their child's health conditions as informed by health professionals to assist the College with planning appropriate supports. Where the College becomes aware that a student has a specific health condition, the College will:

- seek agreement from the parent/carer to liaise directly with the student's medical practitioner if the school becomes aware that a student has a complex and/or potentially life-threatening condition
- request the parent/carer obtain a health care plan from a medical professional or works with parents/carer and health professionals and uses the information provided to develop a health care plan for the student using one or more of the Education Department's standardised forms or nationally endorsed planning documents
- work in consultation with staff to develop processes to support the implementation of a student's health care plan
- implement, review and update the student's health care plan in consultation with the student, the student's parents/carers and staff
- ensure the student's health care plan is uploaded to SEQTA and made available to relevant staff
- brief relevant staff where the student has a complex and/or potentially life threatening condition
- maintain confidentiality and store the health care plan in the student's school file
- ensure the health care plan is taken on off-site activities
- ensure relief teachers are aware of and have access to a student's health care plan.

If parents/carers choose not to provide information about their student's health condition:

- Student Services will communicate with the parents/carers in writing, emphasising the importance of providing information about their student's health condition and the possible implications
- the College may deal directly with the student where the student is adult aged or an independent minor
- the College will seek advice from the Regional Education Office, Community Health Nurse and/or legal services
- the Principal may report a concern of medical neglect to the Department of Communities.

Where a student experiences a medical emergency in relation to a specific condition, the College will implement the *Student Medical Emergency Procedures*.

## **Anaphylaxis**

Anaphylaxis is a severe, allergic reaction which can be life threatening. It must be treated as an emergency requiring an immediate response and the Student Medical Emergency – Anaphylaxis Procedures initiated. Where the College is aware that a student has anaphylaxis, the College will:

- request parents/carers complete *Form 4 Severe Allergy or Anaphylaxis*;
- work with the parents/carers and relevant health professionals to develop a health care plan for students with anaphylaxis which includes an Australian Society of Clinical Immunology and Allergy (ASCI) emergency action plan
- establish procedures for reducing the risk of exposure to known allergens
- establish procedures for situations that pose additional risk
- establish procedures for responding to anaphylaxis emergencies
- familiarise staff with emergency response plans
- verify that parents/carers have provided an up-to-date adrenaline injector for students with anaphylaxis
- verify that up-to-date emergency adrenaline injectors are available in the first aid kit including a lower dose (junior version) if there are students in the school that weigh less than 20 kilograms.

Staff are regularly trained to administer adrenaline injectors. Under the School Education Regulations 2000, a staff member may, in the course of their employment, administer an AI to a student if the staff member reasonably suspects the child is suffering an anaphylactic reaction, even if there is no consent to the administration of adrenaline.

If a student self-administers an adrenaline injector, they should immediately alert a staff member. Staff should remain with the student and implement the Student Medical Emergency – Anaphylaxis Procedures.

## **Administration of medication**

Schools have a responsibility to support student health including the administration of medication. Medication is a chemical substance given with the intention of preventing, diagnosing, curing, controlling or alleviating disease, or otherwise improving the physical or mental wellbeing of people. These include prescription, non-prescription, investigational, clinical trial and complementary medicines, irrespective of how they are administered.

If a student requires administration of medication to treat, maintain or restore health:

- this must be authorised by the parent/carer and/or a medical practitioner, except in certain emergency situations, such as the administration of adrenaline injectors;
- the parents/carers must:
  - provide information regarding long-term administration of medication to be included in the student's health care plan
  - complete relevant documentation for the short-term administration of medication
  - provide any medication the student needs in its original packaging and the correct dosage.

The College will:

- store all medication appropriately and securely
- provide a safe and private space for students to self-administer or be administered with medication
- maintain a record of all medication administered at school
- return any un-used medication to the parents/carers
- contact parents/carers when medication supplies need to be refreshed.

## Manage health-related absences

Where a student is absent from school for extended periods of time for health-related reasons, the College will:

- support the student's educational progress by providing access to learning programs electronically via SEQTA, where possible
- refer the student to the SAER Team to enable a range of wrap-around supports to be implemented if required
- refer the student to the School of Special Educational Needs: Medical and Mental Health team if required
- meet with the student and parents/carers to plan for a return to school
- apply the *Attendance and Engagement Policy and Procedures* to re-engage the student where there has not been a return to regular attendance.

## Communicable diseases

Communicable diseases are caused by microorganisms transmitted from an infected person or animal to another person or animal. Communicable diseases include influenza, covid, hepatitis, human immunodeficiency virus (HIV) and many others.

The College minimises the risk of exposure to communicable diseases by:

- encouraging appropriate hand washing before preparing or eating food, after using the toilet, after touching the nose or mouth and after any contamination of the hands with body fluids such as blood and vomit
- requesting visitors to the Wellness Centre don masks and sanitise hands where appropriate;
- cleaning surfaces with detergent and water, followed by rinsing and drying
- using appropriate tools and personal protective equipment to clean up spills
- encouraging students and staff to stay away from school when sick to help prevent infecting others
- encouraging students to cover open wounds with waterproof dressings
- providing information to students and staff
- providing training to staff
- encouraging students or staff who may have been exposed to an infectious disease to seek medical advice
- consulting the *Communicable Disease Guidelines for Teachers, Childcare Workers, Local Government Authorities and Medical Practitioners* or the local Public Health Unit where concerns are held
- discussing alternative learning options for students at risk of infection.

## Head lice

The College attempts to reduce head lice by providing:

- community education
- clear communication with parents/carers
- early detection of head lice.

The Principal may authorise a member of staff who has volunteered to examine the head of any student to ascertain whether head lice are present. If head lice are found:

- the student will be treated sensitively
- the student will be given tasks which do not involve close group work
- the student and their parents/carers will be provided with information brochures/flyers to assist with managing the condition
- the Principal may request that a student does not attend or participate in an educational program until parents/carers confirm that a recommended treatment is being undertaken and all head lice have been removed.