



ST JOHN'S Anglican College

HOMESTAY TRAINING PROCEDURE

Human Resources and Compliance

Version 4.0

Last Reviewed: 23 April 2021

1 Statement

FSAC Ltd trading as St John's International College and St John's Anglican College (the College) is committed to providing training to our Homestay providers (families) to deliver the best possible Homestay experience for our International students. Homestay family arrangements must comply with Queensland legislative requirements for child protection, Federal legislation including the *Education Services for Overseas Students Act 2000* (ESOS Act) and the requirements of the *National Code of Practice for Providers of Education and Training to Overseas Students* (the National Code).

2 Scope

This procedure applies to the College Council members, employees and homestay providers (families).

3 Principles

The College owes a duty of care to protect the safety and wellbeing of students, including students in the Homestay program.



This procedure is based on the following principles:

- The College believes all International Students have the right to feel safe, be listened to, be involved in decisions that affect them, have their cultural values respected, not be unjustly discriminated against based on their status, activities, expressed opinions or beliefs of their parents or carers, and have their best interests considered.
- Students under the care of the College should be provided with the knowledge and information they require to feel empowered to act in the event of abuse or neglect.
- The College acknowledges that International students are unique and valued individuals and deserve to be treated with care and respect.
- The College recognises that respect for students is the foundation on which all policies and procedures are developed.
- The College is committed to promoting the wellbeing of International students under its protection by protecting their security, safety and wellbeing.

4 Mission

St John's inspires lifelong learning by living faith with the courage to lead self and serve others.

“where learning comes alive”

5 Vision

Every learner is empowered to excel and equipped to embrace the challenge of any future.

“developing people of good character”

6 Values

Faith – We are guided by faith in God, our community and our self.

Hope – We believe in the power of mindset and attitude. We foster a positive, safe, optimistic and empowering environment.

Love – We flourish by demonstrating cooperation, encouragement, compassion and joy.

Courage – We grow by being brave, confident, determined, resilient and putting in the effort.

Community – We are service-led and do so with respect by nurturing and celebrating relationships and traditions.

Justice – We stand for inclusivity, equity, acceptance of diversity and are stewards of the environment.



7 Student Protection

The following Statement of Commitment seeks to provide a foundation to reflect, encourage and support a child safe culture.

The Statement is to be implemented by all persons within an Anglican School or Education and Care Service.

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

8 Definitions

| | |
|-------------------------|---|
| <p>Bullying:</p> | <p>is any persistent behaviour which harms other people who do not have the skills or resources to counter this behaviour. Examples of bullying include:</p> <ul style="list-style-type: none"> • <i>Persistent physical aggression</i> – hitting, spitting, throwing stones, use of weapons; • <i>Persistent verbal aggression</i> – name calling, rumour spreading, taunting, teasing; • <i>Persistent gesture aggression</i> – threatening and obscene gestures; • <i>Persistent extortion aggression</i> – stand over tactics and threats that may involve demands for money or property; |
|-------------------------|---|

| | |
|------------------|---|
| | <ul style="list-style-type: none"> • <i>Persistent exclusion aggression</i> – isolating others from a group. <p>Bullying occurs where there is an imbalance in power between people. This imbalance is sometimes very obvious, as when a person bullies a much smaller, weaker person, or when a group combines to terrorise an individual. But often it is much less obvious, as when the difference in power is psychological.</p> |
| Harm: | <p>the activity or deliberate or careless inactivity which causes significant harm, that is to say, any detrimental effect of a significant nature on a person's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.</p> <p>The harm can be caused by:</p> <ol style="list-style-type: none"> a) physical, psychological or emotional abuse or neglect b) sexual abuse or exploitation |
| Natural Justice: | <p>or 'Procedural Fairness' refers to the duty to observe fair procedures when making decisions which affect people's rights, interest or legitimate expectations in a direct or immediate way.</p> |
| Sexual Abuse: | <p>the <i>Education (General Provisions) Act 2006</i> (s.364) states that sexual abuse, in relation to a child under 18 years of age, includes sexual behaviour involving the child and another person in the following circumstances:</p> <ol style="list-style-type: none"> a) the other person bribes, coerces, exploits, threatens or is violent toward the child. b) the child has less power than the other person. c) there is significant disparity between the child and the other person in intellectual capacity or maturity. <p>Sexual abuse occurs when an adult, stronger child or adolescent uses their power or authority to involve a child in sexual activity. Secrecy, misuse of power and the distortion of adult-child relationships are key factors in the sexual abuse of children.</p> <p>Other factors may also be a consideration when the person responsible for the abuse is an adolescent, another child or a female.</p> |

9 Coping with Bullying

9.1 Signs of Bullying

Teachers, parents, guardians or students who observe a radical change in a student's behaviour should discuss this with them and possibly the Head of House or Deputy Principal, Pastoral Care; as such changes may be symptomatic of bullying. Behaviours that might be observed are:

- unwillingness or refusal to go to school;
- feeling ill in the mornings;
- a decline in quality of school work;
- becoming withdrawn and lacking confidence;
- crying at night, having nightmares;



- asking for money or starting to steal – to pay the bully;
- refusing to talk about what is wrong;
- having unexplained bruises, cuts or scratches;
- beginning to bully other children or siblings; or
- becoming aggressive and unreasonable.

9.2 Behaviours that are not Bullying

There are many negative behaviours which, although distressing to those involved, are not classified as bullying. These behaviours may be part of a child's normal social skills development. Young children have a low tolerance for difference and diversity until their social skills are fully developed.

Instances of this type of behaviour may often require teacher intervention and management. The following situations are often confused with bullying:

9.2.1 Mutual conflict

In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Mutual conflict may evolve into a bullying situation at some point if it is not resolved; for example, when one person becomes targeted repeatedly for 'retaliation' in a one-sided way.

9.2.2 Social rejection or dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

9.2.3 Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, this does not constitute being bullied. This does not, however, lessen the seriousness of the incident or the subsequent consequences.

9.3 Responding to Bullying

Any victim of bullying is urged to feel empowered to seek help and, by collaboration with staff and others, confront the influence of any bully.

Additionally, students who bully have poor social skills and need proactive assistance in developing appropriate interpersonal skills and will be provided with an opportunity to do so.

The College's bullying procedures are designed to support all parties. Teachers, parents, guardians or students who are aware of bullying are urged to initiate action through the College's pastoral care system by contacting the relevant staff member, or Deputy Principal, Pastoral Care.

Due to the various and at times extenuating circumstances that are part of any behavioural incident, the following responses are to be read as guidelines only.

Bullying is viewed as a breach of the College's 'Code of Conduct' and staff are expected to report suspected incidents of bullying of both the victim and the bully to the Deputy Principal, Pastoral Care in the first instance. Any reports of bullying will be investigated, and appropriate action will be taken. Responses to bullying will provide:

- guidance and other support for the victim; and



- appropriate and consistent sanctions and support for the bully.

The College seeks to promote a culture in which the students are encouraged to:

- take some positive action to stop the bullying if they observe an incident;
- report the bullying incident to a teacher as soon as possible;
- make it clear to their peers that bullying is not acceptable.

Teachers will take a calm, unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by students, staff or parents.

In any incident of bullying the teacher will speak separately to the students involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and due regard to the rights of all the students concerned. Students who are not directly involved may also provide useful information.

9.3.1 Bullying by outsiders

Bullying of a student by non-College persons outside the College grounds should be reported to the Police. A report should also be made to the Principal or the Head of Primary, whichever is relevant, so that appropriate support can be offered to the student at the College.

The College cannot be responsible for acts of bullying that occur outside the College, this is the domain of the parents or guardians. This includes physical as well as electronic forms of bullying. However, the College recognises that any bullying can affect the academic progress and the emotional wellbeing of a student.

If a student is subject to bullying outside the College, then they are encouraged to inform the College or request that their parents/guardians inform the College. The College will not take responsibility for those acts of bullying in terms of discipline but will note them, and if warranted, pass the information on to the applicable parents/guardians. It is the family's responsibility to discipline children outside of College endorsed activities.

If the College becomes aware of bullying incidents that are occurring outside the College and they are having an effect on the well-being of the student, the College will inform the student's parents/guardians and offer advice.

9.4 Cyber Bullying

The incidence of electronic bullying is ever increasing as students have greater access to mobile phones and the internet. This subtle form of bullying can be more vicious as it can be done in a cowardly manner without the victim knowing who sent them a message via a text message or using an internet program.

Should an incident of bullying involving an electronic medium occur at school then the College will deal with the issue by following their relevant policies and procedures.



9.5 The role of parents/guardians

If a parent or guardian believes their child/student is involved in bullying, either as a victim or as an aggressor, it is appropriate to communicate this information to the College by contacting the classroom teacher or relevant pastoral care staff member as soon as possible.

9.5.1 Advice to parents/guardians

If you suspect that your child/student is involved in bullying at school, either as a victim or as an aggressor, encourage them to talk to you about it.

- Never dismiss the matter by saying it is the child's responsibility to deal with it, either by standing up to the bully or ignoring it.
- Don't be too over-protective either. Your child should be encouraged to come to school after the school is made aware of the situation.
- Listen carefully and sympathetically. Try to get the relevant facts without interrogation.
- Encourage your child to tell someone at school about it.
- Describe accurately what has been happening to your child to your contact at the College.
- Be prepared to work with the College to resolve the issue/s.

10 Reporting Student Harm

Children who have been, or may be, experiencing abuse may show behavioural, emotional or physical signs of harm. General indicators of child abuse can include:

- showing wariness and distrust of adults;
- bedwetting or soiling;
- demanding or aggressive behaviour;
- rocking, shaking or biting excessively;
- sleeping difficulties, including falling asleep;
- low self-esteem;
- difficulty relating to adults and peers;
- abusing alcohol or drugs;
- being seemingly accident prone;
- feeling suicidal or attempting suicide;
- having difficulty concentrating;
- being withdrawn or overly obedient;
- being reluctant to go home; and
- creating stories, poems or artwork about abuse.

Specific types of abuse include:

- Physical
- Neglect
- Domestic violence
- Emotional/psychological
- Sexual

The most serious effects on children from experiences of child abuse and neglect are likely to occur when no one acts to help prevent or stop the abuse and protect the child.



When a staff member, volunteer or visitor has concerns for a student or unborn child they must immediately discuss their concerns with a Student Protection Officer (SPO) or the Principal. The SPO or the Principal will then:

- identify any additional information known by the College;
- confer with the Anglican Schools Commission Student Protection Support Officer (SPSO), if required;
- consult the online Child Protection Guide, if necessary;
- help determine the most appropriate response;
- help complete the relevant form; and
- ensure supports are immediately provided to the student.

For more detailed information please refer to the 'Student Protection Resource Sheets'.

11 Privacy

Personal information that may be obtained, stored and released is done so in accordance with the *Privacy Act 1988*. For further information please refer to the College's *Privacy Procedure*.

12 Accountabilities and Responsibilities

The table below outlines the accountabilities and responsibilities for governing and managing the College.

| | |
|---|---|
| College Council: | Is responsible for ensuring the proper and effective management and operation of the College. This includes defining and monitoring the strategic direction, developing and monitoring policies, monitoring the effectiveness of the College Council and College, and establishing control and accountability systems. |
| Principal: | Is responsible for the administration and implementation of the College's strategic direction, policies and procedures and control and accountability systems developed by the College Council. The Principal works closely with and is accountable to the College Council for leading the College to deliver high quality curriculum and educational outcomes, excellence in teaching and learning, a strong College community and driving market growth. |
| Manager Human Resources and Compliance: | Is responsible for ensuring the achievement of College strategic objectives through the development and application of best practice Human Resource Management principles and practices that comply with legislative requirements. The Manager Human Resources and Compliance works closely with and is accountable to the Principal for developing, implementing and evaluating an appropriate policy framework compliant with all statutory requirements. |
| Employees: | Are expected to abide by all College policies and procedures. |

13 Related policies, procedures and other documents

13.1 Policies

International College Homestay Management Policy

Risk Management Policy



Homestay Training Procedure

Student Protection in Anglican Schools Policy

13.2 Procedures

Behaviour Management Procedure

Critical Incident Management Procedure

Homestay Accommodation and Welfare Procedure

Homestay Selection and Screening Procedure

Code of Conduct

Privacy Procedure

Student Protection in Anglican Schools Procedure

Working with Children in Anglican Education Procedures and Guidelines

13.3 Other documents

Australian Privacy Principles

Child and Youth Risk Management Strategy

College Vision, Mission and Values Statement

Homestay Audit Template

Homestay Handbook

Induction Overview Schools New Volunteers and Staff

Risk Management Plan

Student Code of Conduct

Student Protection Resource Sheets

13.4 Legislation

Child Protection Act 1999

Education (Accreditation of Non-State Schools) Act 2017

Education (Accreditation of Non-State Schools) Regulation 2017

Education Services for Overseas Students Act 2000

Education Services for Overseas Students Regulations 2001

Information Privacy Act 2009

National Code of Practice for Providers of Education and Training to Overseas Students

Privacy Act 1988

Right to Information Act 2009



Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Working with Children (Risk Management and Screening) Act 2000

Working with Children (Risk Management and Screening) Regulation 2020

14 Approval

This procedure was issued on 23 April 2021 under the authority of the Principal. This document represents the current policy of the College until it is revised or rescinded.

15 Managing this policy

15.1 Review

This procedure is to be reviewed every two years or earlier if necessary. The Manager Human Resources and Compliance is responsible for reviewing or making approved modifications to the procedure and distributing.

15.2 Breach of Policy

Failure to take reasonable steps to appropriately train Homestay providers (families) in the provision of the Homestay service is considered a breach of this procedure. All employees are expected to abide by College policies and procedures, failure to do so may lead to disciplinary action ranging from counselling to dismissal.

16 Document information

Version Control

| Version | Date | Description | Author |
|---------|------------|--|---------------------------|
| 3.0 | 23/03/2018 | Procedure review and alignment with new legislation | Manager HR and Compliance |
| 3.1 | 25/02/2019 | Updated due to operational changes | Manager HR and Compliance |
| 4.0 | 23/04/2021 | Procedure review and alignment with new policies and legislation | Manager HR and Compliance |



17 Authorisation

Maria McIvor
Principal
Date: 23 April 2021