



# Procedure

## Safety and wellbeing of students residing at a state school operated residential boarding facility

Implementation date: 15/07/2019  
Version: 1.1

### Audience

All state schools operating a residential boarding facility.

### Purpose

This procedure outlines the responsibilities and processes to ensure the safety and wellbeing of students residing in state school operated residential boarding facilities. This procedure also sets out the processes for registration of students at the residential boarding facility.

### Overview

The responsibilities and processes outlined in this procedure are informed by [the Australian standards: 5725: 2015: Boarding standard for Australian schools and residences](#) (Department of Education (DoE) employees only). The responsibilities and processes required to support all students in state school operated residential boarding facilities are focused on the priorities of student protection, safety, health and wellbeing and holistic development. Having collaborative partnerships between parents, families and the school is essential to ensure all students are provided with the support they need for a positive boarding experience. This procedure also provides the registration process for students who wish to reside at a state school operated residential boarding facility.

### Responsibilities

#### Regional Directors (or delegates)

- provide leadership to principals of state schools with residential boarding facilities
- ensure residential boarding facilities meet the requirements of the [Work Health and Safety Act 2011 \(Qld\)](#) and the [Work Health and Safety Regulation 2011 \(Qld\)](#)
- ensure residential boarding facilities align their operations with the *Boarding standard for Australian schools and residences*
- support residential boarding facilities to provide any additional resources or [reasonable adjustments](#) required to support the individual needs of a student if required



- ensure information is provided, to a student whose application to register at a residential boarding facility has been unsuccessful, about other schooling and training options.

### Principals (or delegates)

- provide leadership and management of residential boarding facility and ensure compliance with all relevant legislation, DoE policies and procedures
- ensure the operating policies and procedure of the residential boarding facility align with this procedure, the [Australian standards: 5725: 2015: Boarding standard for Australian schools and residences](#) (DoE employees only), and the Child Safe Standards (see definitions section for details)
- develop a registration agreement with parents/carers and students that sets out the terms of residence of the student at the residential boarding facility
- ensure all employees [hold a blue card](#) unless an exemption applies (see also [Working with Children Check – Blue Cards](#))
- ensure all [volunteers hold a blue card unless an exemption applies](#) and have undertaken all necessary training that applies to volunteers such as [Student protection](#) (DoE employees only) training as per the [mandatory annual training ready reckoner](#)
- ensure all DoE employees working at the residential boarding facility have undertaken annual [mandatory training](#) (DoE employees only)
- ensure any decision made regarding a child's application to register for a residential boarding facility is made in the best interests of the child
- ensure any decision to refuse a child's application to register is based on appropriate criteria, for example:
  - when a child is not being permitted to enrol at the school
  - there is no boarding space available at the residential boarding facility
  - there is a reasonable belief that it is not in the best interests of the child or others for the child to reside at the residential boarding facility.
- ensure facilities meet relevant Workplace Health and Safety legislation (see information on [Managing health and safety](#)) and are aligned with the *Boarding standard for Australian schools and residences* (Section 6) and other applicable Australian Standards such as *AS 1428: Design for access and mobility – General requirements for access – new building work*
- ensure the operating policies and procedures of the residential boarding facility are reviewed at least every two years using the Australian Boarding Schools Association Duty of Care self-assessment or equivalent tool (see [Australian Boarding Schools Association](#)).

### Staff of state school operated residential boarding facilities

- follow all policies and procedures developed by the residential boarding facility
- [hold a current Blue Card](#) unless an exemption applies
- complete the DoE's annual [mandatory training](#) (DoE employees only) as per the [mandatory annual training ready reckoner](#) for employees of state schools and any other training appropriate to their role such as the Diversity Training Program, cultural awareness, Duty-of-Care (see [Australian Boarding Schools Association](#)) and first aid training (as recognised by the [DoE's supply arrangements](#) (DoE employees only))

- consider cultural and traditional factors when engaging with families and providing ongoing support to students
- where appropriate, utilise [Transition Support Service](#) to ensure remote Indigenous students and their family are supported.

### Parents/carers

- actively participate in regular discussions with staff of the residential boarding facility regarding the education and wellbeing of their child
- provide the residential boarding facility with updated personal information in relation to their contact details and their child's health and wellbeing to ensure their child receives appropriate support
- inform the principal (or delegate) in writing of any changes to their child's health and/or support needs
- comply with the responsibilities set out by the residential boarding facility in the registration agreement
- if requested, provide feedback to the principal (or delegate) on the operating policies and procedures of the residential boarding facility.

### Students

- comply with the responsibilities set out by the residential boarding facility in the registration agreement
- comply with all rules and requirements in the residential handbook and any other policies and procedures notified to the parents/carers and student by the residential boarding facility
- immediately notify the staff at the residential boarding facility if feeling ill or in the event of any injury
- comply with all reasonable requests and instructions made by staff of the residential boarding facility
- if requested, provide feedback to principal (or delegate) on the operating policies and procedures of the residential boarding facility.

### Volunteers

- [hold a current Blue Card](#) unless an exemption applies
- complete all necessary training as required by the principal or delegate
- understand their obligations in relation to [student protection](#)
- do not disclose any information about any student to a third party unless it is in accordance with s.426 of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) and the [Information Privacy Act 2009 \(Qld\)](#)
- sign in and sign out using the residential boarding facility register when entering and exiting the facility  
follow the directions of residential boarding facility staff when at the facility.

## Process

### Registration

#### Parents/carers

1. complete an [Application for student enrolment](#) if their child is not currently enrolled at the state school operating the residential boarding facility

2. complete an [Application to register – student in a state school operated residential boarding facility](#).  
**Note:** Enrolment and registration of a student may occur at the same time
3. complete the [Administration of medication at a residential boarding facility record sheet](#) for any medication, and provide the residential boarding facility with a copy of medical authorisation from a prescribing health practitioner
4. sign a registration agreement if the student's application to register at the residential boarding facility is accepted by the principal.

### Principals (or delegates)

1. develop a registration agreement and residential handbook for the residential boarding facility
2. when registration is sought, provide parents/carers and students with all relevant information on the residential boarding facility's policies and procedures including the registration agreement, residential handbook, request for a copy of [Medical authorisation from a prescribing health practitioner](#) and [Administration of medication at a residential boarding facility record sheet](#).
3. consider and make a decision on all applications to register at the residential boarding facility
4. if application is accepted:
  - ensure parent/carer signs the registration agreement upon accepting the student's registration
  - consult with parents/carers and students about any reasonable adjustments (if required) for the student to reside at the residential boarding facility and participate in activities organised by the facility
  - discuss with the regional office any additional resources or reasonable adjustments required to support the individual needs of a student if required
  - discuss and negotiate a residential fee payment plan (such as a term-by-term boarding fee) with parents/carers where appropriate
  - provide an induction for all students immediately upon their commencement at the residential boarding facility including mandatory components of residential care services available at the residential boarding facility **Note:** Facility will be required to tailor induction materials and methods to support students with different needs including for example, Indigenous students, and students with culturally and linguistically diverse backgrounds
  - provide students with access to services to support their [health and wellbeing](#) where appropriate (e.g. transition support services officer, guidance officer, school-based youth health nurse, youth support coordinator, community education counsellors, chaplain or student welfare worker)
  - provide parents/carers and staff (academic and residential boarding staff) with opportunities to communicate regularly, particularly during settling in and other vulnerable times.
5. if application is refused:
  - notify parents/carers as soon as possible
  - provide parents/carers reasons why the application was unsuccessful and ensure natural justice is afforded
  - notify the region to ensure the following information is provided to the student whose application to register at a residential boarding facility has been unsuccessful:

- reasons why the application was unsuccessful
- options regarding other schooling and training facilities.

## Operations

### Principals (or delegates)

1. Policies and procedures
  - develop a set of operating policies and procedures for the residential boarding facility for inclusion in the residential handbook, and ensure these align with this procedure, the *Boarding standard for Australian schools and residences*, and the Child Safe Standards (see definitions section for details)
  - develop the residential boarding facility's operating policies and procedures in consultation with parent/carer representatives and student representatives
  - publish the residential handbook on the school's website
  - follow all required policies (see "related policies" section) and procedures (see "related procedures" section) to inform planning and staff training to safeguard the health, safety and wellbeing of students, staff and others.
2. Ratios of trained staff to students
  - undertake a [risk management process](#) to determine appropriate ratios of trained staff to students for all circumstances including but not limited to supervision of dormitories, recreation and common rooms, outside areas, canteen, bathrooms, toilets and change rooms, and during organised activities on and off-site.
3. Staff rosters
  - develop staff rosters and procedures to ensure adequate supervision and manner of supervision of students at all times including supervision for students who are not able to attend school or organised activities due to illness or short suspensions from the school.
4. Daily records of student whereabouts
  - ensure a daily record of the whereabouts of each student is kept, including but not limited to morning, after school, early evening, bedtime and when participating in activities.
5. Leave
  - develop processes for obtaining parent/carer permission for students to leave the residential boarding facility, travel to and from the residential boarding facility, applications for leave and routines during visiting hours. **Note:** Applications for leave require approval from both the parent/carer and staff of the residential boarding facility.
6. Medications and health plans
  - ensure medical authorisation from a prescribing health practitioner has been received and the parent/carer has completed section 1 of the [Administration of medication at a residential boarding facility record sheet](#) recording their consent to administer a medication to their child
  - where informed parent/carer consent has not or cannot be obtained, and there is a risk to the student's health and safety, then the residential boarding facility should follow medical advice in relation to administration of a medication and record all attempts to contact the parents/carers

- record all medications administered to a student in section 2 of the [Administration of medication at a residential boarding facility record sheet](#)
  - where required ensure an up-to-date [health plan](#) or [emergency health plan](#) is completed for an individual student.
7. Safety and wellbeing
- implement processes to increase students' and parents'/carers' understanding and their effective response to the following:
    - evacuation, lockdowns and emergencies as outlined in the residential boarding facility's *Emergency response plan*
    - bullying and harassment (see [Safe, supportive and disciplined school environment](#) and [Bullying No Way](#)), personal safety and reporting processes (see [Student protection](#))
    - grievances and complaints (see [Customer complaints management](#))
  - promote age-appropriate routines for students (e.g. sleep, physical activities, study, organised leisure activities and unstructured free time)
  - promote a supportive environment and activities that support the development of students' social and emotional skills and positive mental health and wellbeing (see [Supporting students' mental health and wellbeing](#)).
8. Information management
- follow [information management](#) processes and comply with s.426 of the [Education \(General Provisions\) Act 2006 \(Qld\)](#) and [Information Privacy Act 2009 \(Qld\)](#) to ensure appropriate protections are in place to protect against loss, unauthorised access, use, modification, disclosure or other misuse of a student's information, including personal details and medical history.

## Definitions

Term	Definition
<b>Child Safe Standards</b>	<p>From <i>Appendix A: Practical guidance for implementing the Child Safe Standards, in <a href="#">Volume 6, Making institutions child safe</a> (pp.413-436) of the Final Report: Royal Commission into Institutional Responses to Child Sexual Abuse.</i></p> <p>The Child Safe Standards consists of 10 standards:</p> <ul style="list-style-type: none"> <li>• Standard 1: Child safety is embedded in institutional leadership, governance and culture</li> <li>• Standard 2: Children participate in decisions affecting them and are taken seriously</li> <li>• Standard 3: Families and communities are informed and involved</li> <li>• Standard 4: Equity is upheld and diverse needs are taken into account</li> <li>• Standard 5: People working with children are suitable and supported</li> <li>• Standard 6: Processes to respond to complaints of child sexual abuse are child focused</li> </ul>

	<ul style="list-style-type: none"> <li>• Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training</li> <li>• Standard 8: Physical and online environments minimise the opportunity for abuse to occur</li> <li>• Standard 9: Implementation of the Child Safe Standards is continuously reviewed and improved</li> <li>• Standard 10: Policies and procedures document how the institution is child safe</li> </ul>
<b>Parent/carer</b>	<p>Means a person who meets the definition of parent in <a href="#">Education (General Provisions) Act 2006 (Qld)</a> (s.10):</p> <p>(1) A parent, of a child, is any of the following persons—</p> <ol style="list-style-type: none"> <li>(a) the child’s mother;</li> <li>(b) the child’s father;</li> <li>(c) a person who exercises parental responsibility for the child.</li> </ol> <p>(2) However, a person standing in the place of a parent of a child on a temporary basis is not a parent of the child.</p> <p>(3) A parent of an Aboriginal child includes a person who, under Aboriginal tradition, is regarded as a parent of the child.</p> <p>(4) A parent of a Torres Strait Islander child includes a person who, under Island custom, is regarded as a parent of the child.</p> <p>(5) Despite subsections (1), (3) and (4), if—</p> <ol style="list-style-type: none"> <li>(a) a person is granted guardianship of a child under the <a href="#">Child Protection Act 1999 (Qld)</a>; or</li> <li>(b) a person otherwise exercises parental responsibility for a child under a decision or order of a federal court or a court of a State;</li> </ol> <p>then a reference in this Act to a parent of a child is a reference only to a person mentioned in paragraph (a) or (b).</p>
<b>Principal’s delegate</b>	Means a school staff member nominated by the principal to be the head of the residential boarding facility. For example, a deputy principal or other senior staff member of the school.
<b>Residential boarding facility</b>	For the purpose of this procedure, a residential boarding facility is a state school residential campus for students.

## Legislation

- [Anti-Discrimination Act 1991\(Qld\)](#)
- [Child Protection Act 1991 \(Qld\)](#)



- [Education \(General Provisions\) Act 2006 \(Qld\)](#) Section 15
- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)
- [Disability Services Act 2006 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [Work Health and Safety Regulation 2011 \(Qld\)](#)

## Delegations/Authorisations

- Nil

## Related policies

- [Customer complaints management](#)
- [Inclusive education](#)
- [Parent and community engagement framework](#)
- [Statement of expectations for a disciplined school environment](#)

## Related procedures

- [Administration of medications in schools](#)
- [Customer complaints management](#)
- [Disaster and emergency management](#)
- [Enrolment in state primary, secondary and special schools](#)
- [Health, safety and wellbeing incident management](#)
- [Infection control](#)
- [Information asset and recordkeeping](#)
- [Information sharing under the Child Protection Act 1999 \(Qld\)](#)
- [Managing first aid in the workplace](#)
- [Management of contagious conditions](#)
- [Managing students' health support needs at school](#)
- [Manual tasks – Assisting students with physical impairments](#)
- [Minor works program](#)
- [Parents and citizens' associations](#)
- [Safe, supportive and disciplined school environment](#)
- [School excursions and international school study tours](#)
- [Student protection](#)

- [Supporting students with asthma and/or at risk of anaphylaxis at school](#)
- [Supporting students mental health and wellbeing](#)
- [Temporary removal of student property by school staff](#)
- [Use of mobile devices](#)
- [User charging](#)
- [Working with children check – blue cards](#)

## Guidelines

- [Australian standards: 5725: 2015 Boarding standard for Australian schools and residences](#) (DoE employees only)
- [Australian standards: 1428 Design for access and mobility – General requirements for access – new building work](#) (DoE employees only)
- [Appendix A: Practical guidance for implementing the Child Safe Standards, in Volume 6, Making institutions child safe \(pp.413-436\) of the Final Report: Royal Commission into Institutional Responses to Child Sexual Abuse](#)
- [Student protection guidelines](#) (DoE employees only)

## Supporting information/websites

- [Advice for state schools on acceptable use of ICT facilities and devices](#)
- [Annual workplace assessment](#)
- [Asthma management](#) (DoE employees only)
- [Australian Boarding Schools Association](#)
- [Blue Card Services](#)
- [Cardio pulmonary resuscitation \(CPR\)](#)
- [Child health – contagious conditions](#)
- [Diversity training program](#) (DoE employees only)
- [Head lice management](#) (DoE employees only)
- [Health and safety risk management](#)
- [Inclusive education](#)
- [Information sheet – Risk assessment](#)
- [Learning Place](#) (DoE employees only)
- [Managing health and safety](#)
- [Nursing \(state schools nursing service\)](#)
- [Prevention and management of a gastroenteritis outbreak in a camp facility](#)
- [Resilience building toolkit](#)
- [Scabies: Management in residential care facilities](#)

- [Smart Choices – healthy food and drink supply strategy for Queensland schools](#)
- [Student health support needs](#)
- [Student mental health and wellbeing](#)

#### Forms

- [Application to register – student in a state school operated residential boarding facility](#)
- [Application for student enrolment](#)
- [Template: Parent/carer letter – Medical authorisation from a prescribing health practitioner](#)
- [Administration of medication at residential boarding facility record sheet](#)

## Contact

For further information, please contact your [nearest regional office](#).

For information about Workplace Health, Safety and Wellbeing, contact the [Regional Health and Safety Consultant](#) from your nearest regional office.

For information about facilities development and management, contact the [Regional Infrastructure Manager](#) (DoE employees only) of your nearest regional office.

## Review date

15/07/2022

## Superseded versions

*Previous seven years shown. Minor version updates not included.*

1.0 Safety and wellbeing of students residing at a state school operated residential boarding facility

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