



**EDMUND RICE EDUCATION
AUSTRALIA**

Employment Policy

POLICY STATEMENT

Edmund Rice Education Australia (EREA) is committed to provide just and equitable employment practices which are consistent, transparent, accountable, merit based and support the ongoing development of employees. Each person employed in EREA has a right to just and fair treatment consistent with the EREA mission and values, industrial law and contemporary good practice. Employment relationships will be open, based on trust and honesty, and will respect the dignity of the individual.

OCTOBER 2012

Approved by the EREA Board:

INTRODUCTION

The EREA Employment Policy aligns with Catholic Social Teaching, EREA values, established industrial law and contemporary employment practices.

The Employment Policy covers all aspects of employment from pre-recruitment stages through to support, management and health and safety.

Compliance with this policy, its accompanying procedures and annexures is mandatory for each person working within EREA Northern Region.

1. RATIONALE / PURPOSE

The rationale for this Policy is to:

- Establish consistency and transparency in employment practices;
- Set out the requirements for support and development for each person employed;
- Establish right relationships and practices in employment; and
- Inform individual employees of their rights and responsibilities, in the context of employer rights and responsibilities

2. ESSENTIAL PRINCIPLES

The principles on which this policy is based are derived from the EREA Charter and are underpinned by Church principles on work as well as industrial law.

- Each person's welfare is at the heart of a quality work life.
- Each person is provided with support, particularly at times of special needs.
- Each person experiences inter-connectedness within self, with colleagues and the wider group and a creative response to each person's development needs exists.
- Each person appropriately reflects on feelings, thoughts and attitudes within self and others and is encouraged to nurture their spiritual growth.
- Each person recognises their own worth and the worth of others.
- Each person is called to respond out of a personal relationship with God, the charism of Edmund Rice and the power of the spirit working in their lives.
- The Gospel values of service, forgiveness and reconciliation are modeled.
- An atmosphere of joy and hope is pervasive.
- Each person is supported in their spiritual, emotional, social, cognitive and physical development.
- Opportunities for personal and professional development are integral throughout EREA and they are
- Positive affirmation for a person's gifts and their contribution to the workplace is experienced.
- Qualifications for any position meet the requirements of Church and wider community expectations.
- Each person's level of performance within the workplace is appraised.
- Solidarity with the poor and the marginalised is central to Edmund Rice ministries.
- Care of the Earth is evidenced in decisions made.
- Integrity in practice and being accountable are accepted norms in the workplace.
- Occupational Health, Safety and Wellbeing are significant in the workplace.
- Inclusivity of people and diversity of perspectives enrich the workplace.
- Leadership is an expression of service and communion in the workplace.

3. OBLIGATIONS

The legislative obligations, both Federal and State, that impact on this employment policy include:

- Anti-Discrimination Act 1991
- Industrial Relations Act (Qld 1999)
- Workplace Relations Act 1997

- Working with Children Act 2000
- Privacy Act 2001
- Privacy Amendment Act (Private Sector) 2001
- Workplace Health and Safety Act 1995
- Human Rights and Equal Opportunity Commission Act 1986
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Sex Discrimination Act 1984

This policy, as well as responding to industrial law, recognises Catholic social teaching on the issues of work and employment as articulated in:

Papal Encyclical - Pope Leo XIII *Rerum Novarum*, (1891)

Papal Encyclical – Pope John Paul II *Laborem Exercens*

Papal Encyclical – Pope John Paul II *Centesimus Annus*, (1991)

These documents support the right of citizens to work and the primacy of the dignity of each human person, which must be recognised in all laws, particularly in laws governing economic strategies and industrial relations.

4. POLICY STATEMENT

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Procedures will be developed at the Northern Regional level to support the implementation on this policy.

5. DEFINITIONS

- (a) **Edmund Rice Education Australia** refers to an entity composed of educational ministries throughout Australia with delegated authority from the Trustees of the Christian Brothers to carry out the mission and vision of their founder, Edmund Rice, and to uphold the ethos of the Christian Brothers. This will include the Edmund Rice Education Australia Council, Edmund Rice Education Australia Board, Executive Director, Regional Coordinators, Board Chairs, and Ministry Leaders.
- (b) **Educational Ministry** includes all Catholic Schools in the Edmund Rice tradition, Flexible Learning Centres, and Indooroopilly Montessori Children's House.
- (c) **Educational Ministry Leader** includes School Principal and the Director Indooroopilly Montessori Children's House.
- (d) **Employer** EREA acts under delegated authorities of the legal entities as the employers of EREA staff, namely, Trustees of the Christian Brothers (Queensland) and Trustees of the Christian Brothers (Oceania Province).
- (e) **Employee** is a person employed by the one of the EREA legal entities of the Oceania Province.
- (f) **Professional Supervision** is defined as an educative relationship between two professionals and a contract for regular consultation and analysis of professional performance. In the context of this Policy it is a relationship between an employee and an external professional.
- (g) **Contract** (includes letter of appointment or formal contract document) Means the document covering the terms and conditions agreed to between the employer and the employee upon which employment has been agreed to take place.
- (h) **Letter of appointment** – refer "Contract" must specify conditions (including salary)
- (i) **The Charter (2011)** identifies the distinctive Touchstones embraced by the Catholic Schools in the Edmund Rice tradition in the four Australian regions. It is a living document that will continue to evolve through review and reflection. Much of the work of EREA finds meaning and purpose through this authentic expression of Edmund Rice education and charism.
- (j) **Laborem Exercens** A key Papal Encyclical of John Paul II (1991) which articulates the Church's stance on the rights of workers:
 - to just wages

- to form associations for the purpose of defending the vital interests of workers
- to strike under certain circumstances
- of women not to be discriminated against because they choose to form a family
- to adequate rest.

Shall and must The terms “shall” and “must” have equivalent meaning in terms of **compulsion to comply.**

(k) Catholic Social Teachings – the justice and peace teachings of the Catholic Church

6. PROCEDURES

6.1 RESPONSIBILITIES

This aspect of the Policy is outlined in Annexure 1. All the responsibilities are articulated in this document.

6.1.1 The EREA Council

The EREA Council is responsible to ensure that this policy is consistent with EREA values.

6.1.2 The EREA Board

The EREA Board has the responsibility for ensuring that sound governance management practices reflect appropriate legislative requirements and best practice in all EREA.

6.1.3 The Executive Director

- The Executive Director is responsible for the implementation of this policy and that appropriate delegations and procedures are in place to ensure compliance.
- The Executive Director reports to the Board regarding identified issues of compliance and non-compliance of this policy.

6.1.4 EREA Senior Staff and School Principals

EREA Senior Staff and School Principals have the delegated responsibility from the Executive Director to ensure implementation and compliance with this policy.

The Director Regional Support, Edmund Rice Education Australia has delegated responsibility from the Executive Director, Edmund Rice Education Australia for:

- Ensuring the policy is accessible to staff in educational ministries in the region;
- Ensuring training is available for those involved in implementing this policy so that this policy and its procedures are understood;
- Ensuring external audits of this EREA policy are carried out in all schools at least every 3 years or as required;
- Reporting to the **Executive Director, EREA** regarding issues of compliance and non-compliance identified by the external audits referred to in c) above, and by each Educational Ministry Board.
- Working with the Educational Ministry Board and Ministry Leader to address breaches in compliance.
- Developing clear practices for Regional Office staff to align with each section of the Employment Policy.
- Developing an appropriate Code of Conduct for Regional Office staff based on EREA values and philosophy as defined in the policy.

The Educational Ministry Leader has responsibility for:

- Developing clear practices to align with each section of the Employment Policy.

- b) Developing an appropriate Code of Conduct based on the EREA values and philosophy as defined in the policy.

6.1.5 School Board

The School Board has the delegated responsibility from the Executive Director to ensure that this policy is implemented and it receives appropriate reports from the Principal in relation to this policy and any issues of non-compliance.

6.2 IMPLEMENTATION OF EMPLOYMENT POLICY

6.2.1 Developing Genuine and Meaningful Employee Relations

Employee relations is concerned with ensuring genuine and meaningful relationships exist within and across all EREA ministries and, where appropriate, with other persons in organisations such as other employing authorities, professional associations and unions which represent employees.

- Ministries will ensure that policy and practice are clearly developed and consistently implemented to encourage and enhance genuine and meaningful relationships.
- Negotiations with and for staff members, including enterprise bargaining, will ensure employer/employee relations are aligned with EREA values
- A staff member directly affected by negotiation or dispute should be provided with a support person.
- EREA Northern Region Policies, such as Anti-discrimination, Sexual Harassment and Bullying for Staff, Diminished Performance, Complaints, and Industrial Grievance are written to ensure staff have access to procedures that promote and guide healthy relationships.

6.2.2 Workforce Planning

'Workforce planning' is concerned with defining how tasks, authority and systems will be organised and integrated across the educational ministry. This includes workforce planning, establishing a new position and determining job descriptions, salary levels and budgetary implications for any proposed new positions. The Strategic Plan for each educational ministry shall reflect future staffing needs.

The following tasks are critical and must be followed when establishing a new position and also when reviewing an existing position.

Establishing a new position before recruitment

- (a) Rigorous procedures and processes for identifying possible new positions must be conducted. This will include:
- Assessing the needs of the ministry
 - Reviewing the best possible allocation of duties to address these needs
 - Assessing the capacity to fund the position within budget parameters
 - Being aware of office/work space and facilities
 - Considering whether the position is full time, part time, term time, fixed term or casual
 - Consulting with present staff who may be affected by the decision or position created
 - Seeking appropriate authorisation.
- (b) With the exception of classroom teachers employed under the Teachers Award Non-Governmental Schools, the position must have a Position Description with duties clearly set out and using the **Position Description Template – Appendix 1**. Sections 1, 2, 5, 6, 7, 8, 9 & 11 are essential to include in any Position Description.
- (c) If a trainee position is established this needs to remain a trainee position, unless a new and emerging need is identified and then the points (a) and (b) above need to be addressed.

Reviewing existing, recently vacated position before recruitment

- When an existing position becomes vacant this presents the opportunity to:
 - Assess the needs of the educational ministry
 - Review the best possible allocation of duties to address the needs
 - Assess the capacity to continue to fund the position within the budget
 - Consider whether the position is full time, part time, term time, continuing, fixed term or casual
 - Consult with present staff who may be affected by the changes to the position or review of a position.
- (a) A review of the current Position Description must be undertaken to ensure it accurately describes the position at this time.

6.2.3 Recruitment and selection

'Recruitment and selection' is concerned with attracting and appointing people to positions which will best serve the need to the educational ministry and the individual. This includes aligning people with the position and the organisation, advertising, selection panels, selection criteria and interview processes, checks regarding Child Protection, qualifications and referees, letter of appointments and employment contracts.

Annexure 1 provides a checklist to be used by the person undertaking the tasks associated with each particular position.

Selection

- All selections must be made with careful and consistent application of the principle of merit, based on the selection criteria. Therefore, people cannot be selected just because they are friends, parents of students or people who start as volunteers.
- For all senior positions (CLT and positions of senior leadership) a key selection criterion will be the ability to demonstrate active membership in a Catholic community.
- Recruitment and selection processes will be conducted on the basis of all applicants being treated equitably.
- Recruitment and selection processes will be consistent, professional and timely.
- In order to preserve integrity and assure accountability, the process will be open and transparent, while at the same time preserving the confidentiality of individual applicants.

Position Advertising

- Wording of material relating to the position and advertising must comply with relevant legislation.
- All advertisements will include the EREA logo and the words "A Catholic School in the Edmund Rice Tradition"
- A Privacy Notice – Appendix 2 must be provided to all applicants and should be included with every Application Package (see Application Package Appendix 3 for senior and teaching positions & 3A for non-teaching positions).
- Material provided to applicants needs to include at least – The Charter, selection criteria, terms and conditions of employment and a position description, as appropriate.
- Acting positions are usually advertised only within the particular educational ministry or across all EREA educational ministries.
- All full time continuing positions and fixed term contracts of 12 months or more must be advertised externally. This requirement clearly relates to the Rationale/Purpose and Essential Principles underpinning this policy.
- For schools, when an occasion arises that this procedure is not possible to implement, prior approval to proceed must be given by the Director Regional Support, to ensure a transparent appointment process.

Selection Panel, Selection and Appointment

For recruiting staff at the Regional Support Centre and in educational ministries in leadership positions and positions of added responsibility, the process in the following sections must apply:

For recruiting staff in the Regional Support Offices and education ministries, the following processes must apply:

- Formation of Selection Panel (see **Appendix 4**)
- A selection panel (of at least two people) must be set up.
- The appropriate authorisation for the participation of panel members internal and external to the organisation must be sought (see **Annexure 1**).
- All members of the panel must participate in each stage of the decision making process and must assess applicants by an agreed method against the selection criteria.
- Panel members must be made aware of their responsibility to respect confidentiality

Shortlisting

- All selection processes used must be appropriate to the level and type of position, and be designed to gather information about applicants which will assist the panel to assess each applicant against the key selection criteria and required qualifications and experience.
- The Chair of the Panel is responsible for ensuring fairness and equity in the application of the principles and procedures of the selection process.
- Referee checks must be undertaken in accordance with EREA procedures and information shared with the panel. Referee checks only need to be done in relation to shortlisted applicants.
- Under the direction of the Chair, an appropriate list of candidates to be interviewed is determined and necessary authorisation is obtained (see Annexure 1).
- For senior positions (CLT and Positions of Senior Leadership), a draft copy of the contract may be provided to all applicants who are short-listed.

Interviews and recommendation

- Interviews must be conducted in a consistent, professional and timely manner. The interview guidelines and questions must be developed at the local level.
- The Panel Chair is responsible for reporting the recommendations of the selection panel to the appropriate authority for the position. (See Appendix 4). This report must be in writing.
- All recommendations and decisions of the selection panel will remain confidential until approval to appoint is obtained.

Announcements, appointments and contracts.

- The appropriate authority shall offer verbally the position to the successful applicant. This should also confirm a general understanding of contract, terms and conditions and acceptance of the offer. A letter confirming the verbal offer shall be sent immediately to the successful applicant.
- Unsuccessful applicants shall be notified in a timely manner by the appropriate authority- confirmation in writing.
- Panel members are to be immediately notified of the acceptance by the successful applicant.
- Letter of appointment/contract document needs to include at least salary, whether the position is part time or full time, term of the appointment, conditions, and details of performance management process.
- The applicant shall confirm his/her acceptance by signing a copy of the letter of appointment and/or contract and return signed documents to the appropriate authority within the timeframe determined.

Additional step for senior staff appointments:

- After confirmation with the successful applicant regarding the timing of the announcement, the appropriate authority makes the announcement in the educational ministry and EREA network. The timing of this announcement needs to be coordinated with the appointee's current employer.

It is acknowledged that at times it may not be possible to follow the process outlined above due to local circumstances and/or the timing of the appointment process. Prior approval of any variation must be sought from the Director Regional Support. In these exceptional circumstances the Educational Ministry Leader must ensure that at least two people are involved in the process and a record is kept of the selection process that was used and why this standard policy process was not able to be implemented. This is to ensure consistency and transparency in the employment process.

Induction

There must be a formal induction process for every appointment appropriate to the position and term of appointment.

Probationary period

Non-Award positions shall have a probationary period applied consistent with the nature of the position and the employment. If the appointee's work performance meets the standards set by the organisation, then it is assumed that the appointee is in a continuing or contractual position and should receive a letter/contract to confirm this.

Teacher registration

Employees will meet the registration requirements for each state as they apply to particular educational ministries. Registration must be met prior to offering a position and commitment to employ.

6.2.4 Remuneration and Benefits (conditions)

'Remuneration and Benefits' (conditions) is concerned with assuring compensations and benefits for each person employed within EREA are fair and consistently determined. This includes salary arrangements, conditions and salary sacrifice. Payroll, employee details and leave entitlement records must be accurately monitored to ensure successful administration of remuneration and benefits.

Salary arrangements and conditions

Educational Ministry

- Most educational ministry employees are covered by award salary and conditions negotiated as part of the enterprise bargaining process, with the exception of Educational Ministry Leaders and Business Managers.
- Where allowances or conditions are proposed above the position classification or industry standard these must be approved by the Director Regional Support as appropriate (see **Annexure 1**).
- Non-award employees' remuneration, benefits and conditions will be determined based on the relevant industry standard.
- The remuneration, benefits and conditions of an Educational Ministry Leader are determined according to the complexity of the position and the EREA salary scale for educational ministry leaders.
- The remuneration, benefits and conditions of a business manager are determined according to the complexity of the position and the EREA salary scale for business managers.
- The salary scale for educational ministry leaders and business managers is set and reviewed from time to time by the Executive Director, Edmund Rice Education Australia, or his delegate.

Staff at Northern Region Office

- Clerical and secretarial staff members are employed under the provisions of the current Clerical Employees Award-State. Remuneration rates may be taken from those appropriate classification levels applying to school officers under the School Officers Award.
- A salary scale set by the Executive Director, Edmund Rice Education Australia or his delegate, is used to determine remuneration for non-award employees at the Northern Region Office. Benefits and conditions are set and reviewed from time to time by the Executive Director, Edmund Rice Education Australia or his delegate.
- Standard benefits and provided benefits are currently:
 - Long service leave accrual at 1.3 weeks per year of service
 - Sickness Leave accrual at ten day per annum (includes family leave and compassionate leave)

- Annual leave four weeks with loading (17.5%)
 - Employer contribution to superannuation at 10% with no co-payment. If the employee chooses to make a co-payment of 3%, 4% or 5% then the employer will make the total contribution of 10.75%, 11.75% or 12.75%, respectively
 - Access to an EREA vehicle and the terms of its provision are determined according to the requirements of the position, and by the appropriate authority – (See Annexure 1).
- “Time off in Lieu” and “rostered days off” are not available to EREA staff members unless written into their contract.

Salary Packaging

Salary packaging of remuneration is available to those staff stipulated in the relevant certified agreement or in their employment contract. Packaging of remuneration will be measured using a Total Employment Cost (TEC). Salary packaging arrangements must comply with current taxation law.

Information about salary packaging arrangements must be made available to all employees.

Employee Records

Employee records are kept in accordance with legislation, particularly in relation to the *Privacy Amendment Act 2001*.

6.2.5 Performance enhancement

‘Performance enhancement’ is concerned with induction of people to new positions, formation and professional development, provision of care and concern for people through professional supervision.

Induction

- Each new person appointed must be provided with a comprehensive induction programme conducted in a timely manner.
- A person holding an existing position and appointed to a new position must have an appropriate induction to this new position.
- Induction programmes shall be coordinated by the appropriate line manager/s.
- Induction is a staged process and must be designed appropriate to the position.

Formation and Professional Development

The purpose of ‘formation and professional development’ is to ensure that each person is supported in their spiritual, emotional, cognitive and physical development. All formation and professional development must align with the ministry strategic plan and the role of, and needs, of the individual staff member and resources available.

- The induction program for each new person shall include an introduction to the Edmund Rice ethos.
- Formation programs shall be developed and delivered at National, Regional and ministry level.
- An annual formation and development plan shall be developed for each ministry – see, for an example, Appendix 5.
- Each person shall have a formation and professional development plan negotiated with their line manager.
- Ministry leaders shall ensure each person will participate in appropriate formation and professional development programs to ensure current professional requirements and/or relevant accreditation are maintained, including where compliance with legislation is required.
- In relation to educational ministries in the Northern Region, the Educational Ministry Leader has a responsibility to ensure, where necessary, that staff meet the requirements of the Queensland Bishops’ policy on “Accreditation to teach in Catholic schools” and “Accreditation to teach religious education in Catholic schools”..
- Each person shall be required to attend and participate in the programs to ensure maintenance of their professional and employment responsibilities.

- Educational ministries have a special responsibility to nurture new teachers in the profession. When timetabling new teachers an appropriate work load needs to be identified and created. In addition to a school's orientation program there should be ongoing mentoring from supervising teachers.
- EREA values the contribution of each and every person to the well being of the organisation and encourages each workplace to establish a mentoring program to assist in career management and skill development.
- Educational ministry leaders shall ensure that formation and professional development records for each person shall be maintained.

Professional supervision – Senior Leadership – Principal, Deputy Principal, College Leadership Team Members

The purpose of supervision is to support the staff member in their professional leadership development.

- All staff members involved in positions of leadership and where professional supervision is a contractual requirement will undertake regular supervision of a professional nature by a suitably qualified person.
- Supervision must be of an individual nature, except in the case of school counsellors who may engage in group rather than personal supervision.
- The supervisor must have post graduate qualifications in psychology, counselling, social work, or a related field of study and not formally connected with any ministry of EREA.
- The cost of supervision must be included in each ministry's annual budget. The payment needs to be negotiated between the staff member, supervisor and ministry leader.
- Supervision shall not be connected to performance appraisal.
- The supervisor will not be required to report to EREA or the Educational Ministry Leader.

6.2.6 Performance management

'Performance management' is concerned with supporting people to achieve their best in line with the ministry strategic plan and their particular role and responsibility.

Regular internal supervision

The purpose of regular internal supervision is to provide professional and pastoral support to staff. It enables setting of goals, ongoing review of goals and strategies to achieve agreed outcomes. This occurs both formally and informally. This policy addresses the aspect of the mandatory formal internal supervision.

- Each staff member shall have a designated line manager.
- Each staff member shall annually set goals based on their position description and the ministry's strategic plan. This goal setting task shall be done in consultation with the staff member's line manager. Any relevant awards and collective agreements should be referred to as they may provide clarification as to the processes and procedures to be followed.
- Each staff member and manager should meet throughout the year. This should include an initial meeting to finalise goal setting, and a final meeting to review the past 12 months.

Performance appraisal - mentoring

The purpose of performance appraisal/mentoring is to maintain and promote the highest standards of skills and professionalism in each person working within EREA, to ensure alignment with the mission and to enable any concerns which may arise to be addressed in a constructive and fair manner.

- Staff members on fixed term contracts receive a formative and/or summative appraisal as specified in the contract.
- Staff members in continuing positions receive appraisal/mentoring in line with the relevant Award or Agreement or where the period of time is not specified at least every three years (see for sample Appendix 6).
- Formative appraisal provides constructive feedback to the person being appraised and assists in identifying areas for development and future goals. The formative appraisal process is conducted by the line manager, or his/her delegate and includes the appraisee completing a self assessment and feedback from appropriate members of the ministry community. The line manager conducts an interview with the appraisee to discuss the content of the final report with the appraisee.

- Summative appraisal provides validation of the work of the person in the role and the achievement of the goals set during the appointment. The outcome of the appraisal process is part of the information used by the Executive Director, Edmund Rice Education Australia in determining the extension or renewal of appointments where the contract provides for such a renewal or extension. The summative appraisal is conducted by the line manager or his/her delegate and includes the appraisee completing a self assessment and feedback from appropriate members of the ministry community. The line manager conducts an interview with the appraisee to discuss the content of the final report with the appraisee.
- In the case of Principals and Deputy Principals, formative and summative appraisals are managed through EREA National and Northern Offices.

Grievance

If a staff member has a grievance in relationship to the performance appraisal process or outcome, the staff member must use the EREA Policy - *Grievance Policy – Industrial*. This policy provides an effective mechanism for fair resolution of complaints.

Diminished performance

The EREA policy *Performance Review – Staff* in relationship to diminished performance must be followed. Through this policy EREA desires to maintain and promote the highest standard of skill and professionalism in its employees and will address any concern which may arise in respect to diminished performance, constructively, fairly and in accordance with the procedure outlined in the policy.

Termination

Termination is a critical and sensitive issue and must take into consideration natural justice, industrial legislation, common law and the Child and Youth Protection processes. **Annexure 1** indicates the appropriate authority.

If the issue in any way is concerned with the Child and Youth Protection Policy must be followed. In other cases refer to the EREA Policy *Diminished Performance - Staff*.

In the event, after due process has been followed, that it is considered necessary to terminate the employee's employment, approval from the appropriate authority must be sought. Once the decision has been made, this decision must be communicated in writing to the employee. If a decision is made to terminate the employee's employment then the employer will comply in all respects with the minimum notice periods and entitlements set by the appropriate legislation, but nothing should interfere with the right which the employer reserves to itself to summarily dismiss an employee in cases of serious misconduct.

Exit procedures for staff leaving EREA employment

Edmund Rice Education Australia values the relationships it has developed with staff both existing and past, and so it is important that healthy relationships are maintained, even after a person ceases employment with EREA. Therefore, when a person is exiting employment with EREA:

- The Designated line managers shall conduct an exit interview with any staff member leaving the employment of EREA
- The Designated line managers will ensure any keys to EREA property are returned and any equipment owned by EREA, eg car, mobile phone, laptop, books or other resources, are returned in working order and the employee is instructed regarding safe-keeping of documents and record systems
- Employees will ensure that all official electronic and hard copy documents are retained by the organisation, filed appropriately and accessible to the appropriate ministry within EREA. It is important in dialoguing with exiting staff to come to agreement regarding the integrity of intellectual property in the context of the position being vacated and the contract of employment.

6.2.7 Health, safety and wellbeing

EREA has legal, moral and ethical obligations to provide a safe and healthy working environment in each of its workplaces. EREA is committed to promoting a policy focused on prevention of accidents, by adopting proactive practices that reflect on previous experience and anticipated changes, rather than reactive practices.

In addition, EREA has statutory obligations from which legal liability can arise. Such liability is only likely to arise where an educational ministry has failed to exercise sufficient care with respect to the safety of those people connected with its activities and operations.

EREA has developed *WHS policy and practices* to ensure:

- The health and safety of its people, including students and other persons legally present on their premises.
- Edmund Rice Education Australia educational ministries develop, promote and maintain safe and healthy work environments
- EREA complies with EREA approved WHS management systems and procedures and that these are included in the strategic planning cycles of each of its entities
- All people who work within Edmund Rice Education Australia are inducted and regularly updated on EREA WHS Policy and Practices.

6.2.8 Information systems

Sound, comprehensive management system/s for people information is fundamental to good management practices and respect for people. Edmund Rice Education Australia is also subject to legislation across the various jurisdictions in which it operates that impact on people. It follows that rigorous, efficient and effective systems of information management must underpin EREA people activities.

The EREA – Privacy Policy shall be mandatory for capturing, storing and use of all EREA information relating to its people, including Christian Brothers, contractors, consultants, agents, outsourcers and all other persons engaged by EREA

7. TRAINING

Any person who has line management responsibilities must attend annual appropriate training relevant to their position and responsibility. This should include appropriate training in areas related to appraisals, goal setting, panel participation and supervision.

8. RELATIONSHIP TO OTHER NORTHERN REGION POLICIES

The following EREA policies are to be considered when dealing with employment issues:

- *The Anti-Discrimination, Sexual Harassment and Bullying Policy and Complaint Procedure*
- *The Privacy Policy*
- *The Grievance Policy – Industrial*
- *Disciplinary Policy and Procedure for Staff*
- *Performance Review Policy– Staff*
- *Workplace Health and Safety Policy*
- *Accreditation to Teach and to Teach Religious Education Policy*

9. BREACH

A person who considers that any action breaches this Policy, can make a complaint. The complaint needs to be in writing and needs to set out in detail the reasons for the complaint. Complaints are to be made to the person responsible for the Ministry.

10. COMPLIANCE

An internal audit must be completed annually for each ministry.
An external audit is carried out at least every 3 years, or as required.

11. REVIEW

This policy will be reviewed at least every three years or where changes to legislation require amendments.