



Section 5 Health & Safety

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Reviewed October 2018

BOT D Proctor/ Principal Danelle Smith



Each Board of Trustees is required to comply with the provision of the Privacy Act, 1993 in all aspects as they relate to employees and students.

The Board of Trustees will follow the provisions of the Privacy Act to promote and protect individual privacy with regard to:

1. The collection, use, and disclosure of information relating to individuals
 2. Access by each individual to information relating to that person held by the school
-
1. The Board of Trustees will appoint a Privacy Officer, confirmed annually.
 2. Procedures will be developed to assist the Privacy Officer in the task of ensuring that there is full adherence to the principles contained in the Act.
 3. Procedures will comply with the principles which specify requirements in terms of:
 - The purpose of collection of personal information
 - The source of personal information
 - The provision of full information to the subject
 - The manner of collection
 - The storage and security of information
 - Access to personal information
 - Obtaining personal information held about them
 - Checking on accuracy
 - The holding of information no longer in use
 - Limits on use of information
 - Limits on disclosure
 - Assigning of unique identifiers
-
- All staff, including teaching and non-teaching staff will be made aware of key relevant provisions of the Privacy Act as they impact on school activities.
 - Parents will be informed each year of how the Privacy Act will be applied in the school as it relates to access of information and reporting requirements.



The protected Disclosure Act came into force on 1 January 2001 and applied to every public sector organization. It is the Board's responsibility to have in operation procedures for receiving and dealing with information about serious wrongdoing in or by their school.

The purpose of this policy is to comply with the requirements of the Act to ensure that the school's procedures in this regard follow principles of natural justice, to identify those within the school organization to whom a disclosure may be made and to outline where disclosures may be made to other persons or organizations.

By following the policy all employees will be protected by the following

- Personal grievance provisions of the Employment Relations Act
- The victimization provisions of the Human Rights Act
- Maintenance of confidentiality requirements

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Staff members making disclosures will be protected against retaliatory or disciplinary actions and will not be liable for civil or criminal proceedings related to the disclosure.

Serious wrongdoing for the purposes of this policy includes any of the following:

- unlawful, corrupt or irregular use of public funds or resources
- an act or omission or conduct which seriously risks public health or safety or the environment;
- or
- that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement ; or constitutes serious risk to the maintenance of law.

Those making the disclosures should ensure that:

- The information is about serious wrongdoing in or by the school
- The staff member believe on reasonable grounds the information to be true or is likely to be true
- The staff member wishes the wrongdoing to be investigated
- The staff member wishes the disclosure to be protected

Those who may make a disclosure are:

- Any current employee including the principal
- Any former employee and principals
- Any contractor supplying services to the school

Staff members who make a disclosure and who have acted in accordance with school procedures related to disclosures:

- May bring a personal grievance in respect of any retaliatory action from their employers or supervisors
- May access anti-discrimination provisions of the Human Rights Act in respect of any retaliatory action
- Are not liable to criminal proceedings or to a disciplinary hearing for having made a disclosure or referred to a disclosure
- Will have their disclosure treated with the utmost confidentiality

The protections provided in clause 5 of this policy will not be available to employees making allegations they know to be false or where they have acted in bad faith.



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The procedure for handling disclosures by staff members will include details of:

- how to submit a disclosure eg. use of specific form
- what information is to be contained in the disclosure
- Where disclosures are to be sent
- By whom and by when examination of disclosures are to take place and if deemed necessary a full investigation is to take place
- How the name of the staff member making a disclosure is to be protected
- Reporting of any investigation conducted
- Making disclosures to other authorities
- Making disclosures to Ministers and Ombudsman

The procedures for handling disclosures will be publicized to all school employees and will be contained within the school's manual of procedures.

THEFT AND FRAUD PREVENTION

No S5-504

The Board accepts that it has a responsibility to protect the physical and financial resources of the school. The Board has agreed that through its chief executive, the Principal, the school has responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or who are service recipients of the school. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

The Board wishes to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

1. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - The school's physical resources are kept secured and accounted for
 - The school's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet requirements and standards as set out in Public Finance Act 1989, Section 42(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, supplies, contractors, students or other persons associated with the School.
 - In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.

So far as it is possible and within 24 hours:

- Record the details of the allegation, the person or persons alleged involved, and the quantity and/or value of the theft or fraud.



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- Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances, in which this occurred, and the quality and/or value of the theft.
- Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of the staff about the person who is the subject of the allegation.
- Inform the board Chairperson of the information received and consult with them as appropriate. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

d) The principal shall then carry out the following procedures:

- Investigate the matter further in terms of procedures as set out in sub-paragraph (d)
- If a *prima facie* case is thought to exist to continue with their investigation
- Invoke and disciplinary procedures contained in the contract of employment should the person be a staff member.
- Lay a complaint with the New Zealand Police
- If necessary, commission and expert investigation
- In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence of the possible fraudulent action to determine the likelihood or not of such evidence.

Seek legal advice: or

- Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors
- Advise the school's insurers

Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal advice or other advice as to what further action should be taken.

If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate.

- Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
- Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
- Obtain a verbal or preferably a written response (all verbal response must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
- Advise the person in writing of the processes to be involved from this point on.

The Board recognizes that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential will all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their



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contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

The board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the persons implicated.

Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

- Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of guidelines 2 of this policy.
- Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of guidelines 2 of this policy.

DUTY

No S5-505

We shall have staff on duty to:

- Ensure the safety and well-being of students
- Ensure orderly conduct and behaviour of students
- Protect student and school property
- Fulfil our responsibility to supervise students

Duties: Duty lists will be displayed.

Cards in staffroom will specify names of Duty teachers.

Early Morning

The two staff members on morning duty shall be actively moving around the corridors and outside areas between the arrival of the first buses, usually 8.30 and 8.45am. Students shall not use the main entrance door to the Administration Area, but shall use the student access door.

Interval Duty

The same two staff members as were on morning duty shall move through corridors and outside areas endeavouring to be seen in as wide an area as possible. Students shall be hurried off the playing areas and from around the canteen immediately the bell rings so that they are not late to class.

Lunch Duty

The same staff members shall do the first half of lunch hour.

Same procedures as above shall be followed.

Library use shall be monitored.

The Junior School children shall sit down for the first 5-10 minutes of their lunch hour and eat their lunches before being allowed to go to play.



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Shall report to the next teacher on duty when you have completed your duty.

Ensure that students shall use the rubbish bins provided for all food/paper/tin rubbish.

Ensure that students are familiar with the rules and that they shall adhere to these rules.

- Junior School students are allowed around their block, the gym, the whare, the bottom field. They are not to be allowed around the back of the school.
- On fine days students shall not be in the classrooms unless the class the class teacher is present.
- Students may use the Library at lunchtime provided the librarian is on duty. No food shall be eaten in the library.
- Students shall not make undue noise, shall not run in the corridors.
- Students may use the gym in a sensible manner. Usually in the school groupings or for supervised sporting activities. No food shall be eaten in the gym.
- Students shall not play in the Whare.
- No student shall leave the school grounds unless they have a signed permission note from their whanau and Principal or whanau and Main Office.
- Our school is Smoke Free and visitors may need to be politely informed of this.
- Students are not allowed in the bush area unless supervised.
- Students are not allowed in the swimming pool at lunchtimes unless they are supervised by a teacher or a qualified life saver.

Note: Any visitors coming on to the school grounds shall first visit the Office and seek permission to enter the school grounds. . If belligerent visitors arrive on the school grounds and will not move on: Send for Principal, or senior staff.

HAZARDS

NO S5-506

Overall Responsibility - Principal and Board Property Committee

1. An annual survey of any hazards, amended for any new hazards.
Any considered significant will be highlighted.
2. Notification will be made to the District Property Officer of the Ministry of Education using the Hazard Advice form.
3. Any significant hazard will as soon as possible be either:
- eliminated by the Board of Trustees
or
isolated to minimise danger
or
minimized in effect.
4. Where indicated, appropriate information, training and supervision will be arranged.
This may be funded through the relevant staff development budget
5. Adequate protective clothing and equipment will be provided through the relevant budget area etc. caretaking and cleaning, science, workshop. first aid, etc...
6. A register of all first aid treatment will be kept. The management of first aid treatment; facilities and records will be the responsibility of a designated staff member.
7. A register of accidents will be kept, noting those which either harm or might have harmed a person. Where serious harm occurs Occupational Safety and Health must be



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notified within 7 days. The accident site is to be left as undisturbed as possible for inspection by OHS or Police.

Attached - Inspection list
Emergency Procedures Nag 5

HEALTH AND SAFETY CHECKLIST
(Refer to Health and Safety Code of Practice 1993)

Site Description ----- Date-----

Inspected by -----

A GENERAL ADMINISTRATION	Y/N	PROBLEM	HAZARD NOTES
1. Employees under 16			
2. Protective clothing - supplied - used - training			
B HEALTH AND WELFARE			
1. <u>Lighting</u> - sufficient - glare clear windows/skylights			
2. <u>Ventilation</u> - adequate - noise			
3. <u>Heating</u> - classrooms - 18 oC, - workshop, gym - 16oC, - admin areas - 20oC			
4. <u>Steam/Fumes/Dust</u> - adequate - noise			
5. <u>Sanitary/Washing</u> - students - staff			
6. <u>Cleanliness</u> - dirt and refuse - clean floors			



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- bins - smell			
7. Drainage of floors			
8. Water Supply			
9. Clothing - Lockers			
10. Seating			

11. Staffroom/sickbay			
12. Meal facilities			
13. No Food Areas			
14. First Aid			
15. Common facilities			

C GENERAL SAFETY	Y/N	PROBLEM	HAZARD NOTES
1. Access and egress			
2. Safe place			
3. Floors, passages, stairs - clear - holes			
4. Overcrowding			
5. Dangerous substances - safe and secure - clearly labeled			
6. Storage of materials - safe - training			
7. Tanks - fall in - spill			
8. Loads - overhead			



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- lifting			
9. Confined spaces			
10. Laboratory substances - fire or explosion prevention - fire containment - handling - storage equipment			
11. Noise controlled at source - insulation - protection			

12. Other Health & Safety Issues - stress - fatigue - immunization - smoking - infectious disease - sexual harassment - violence - intimidation - loss of mana - other			
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SEXUAL HARASSMENT

NO S5-507

As part of health and safety requirements the Board operates an environment which is free from sexual harassment.

The Board of Trustees will

- Create a work environment where staff and students can feel comfortably able to work free from offensive behaviour.
- Fulfill legislative requirements relating to employment and safety of staff
- Clarify the nature of sexual harassment and how it should be recognized and addressed.
- Establish procedures for handling complaints.

- This school sees sexual harassment as a breach of disciplinary requirements and may involve either staff or students as perpetrators.
- Sexual harassment occurs:
 - where a person in authority tries to use that position to take sexual advantage of a person with implied or overt promises of future preferential treatment.
 - In sex-related jokes or abuse.
 - In unwanted, deliberate physical contact
 - In offensive gestures, remarks, visual or written material including cyber content.



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- If a person feels they are being sexually harassed they should make it clear to the offender verbally or in writing that such behaviour is offensive and unacceptable.
- If a person being sexually harassed feels unable to confront the offender they should seek contact with another person for advice or support
- The school will have in place an appropriate complaints procedure to deal with allegations of harassment where the above fails to cause the offensive behaviour to cease.
- Such procedures will have due consideration to any relevant employment contract.
- Confidentiality will be maintained by all those involved
- Where the principal is the alleged offender the matter will be referred directly to the Board of Trustees
- Training for staff and students will be provided in recognizing and addressing sexual harassment.

REPORTING ON SEXUAL AND PHYSICAL ABUSE. NO S5-508

It is the responsibility of every school to ensure the safe emotional health of children in its care. It is required of schools that they report cases of abuse to appropriate agencies once a suspicion is aroused.

To safeguard the physical and emotional safety of children all reasonable steps will be taken by staff of the school to handle appropriately cases of suspected abuse and to alert relevant agencies in accordance with legislation outlined in the Children, Young Persons and their Families Act.

- Where a complaint is received against a staff member the appropriate procedure as laid down in the relevant employment contract and in school complaints policy will be followed.
- The school's insurance company is to be informed should any complaint be laid against a member of the staff.
- In cases of complaints against the principal the appropriate contract clauses will be involved.
- The document "Breaking the cycle" is available to all staff to assist with training in the recognition of abuse.
- Every staff member will be trained in recognizing signs of sexual abuse.
- Staffs who suspect abuse must report the matter to the designated support person or to a relevant agency such as Oranga Tamariki or police.
- Suspected abuse may be reported to the management staff or to an appropriate agency.
- Confidentiality of the informant is protected at all stages.
- Students who wish to lay a complaint or who wish to alert someone to abuse they are suffering will be made aware of processes to follow.
- The school's health programme will include aspects of dealing with abuse.

SUN SAFETY NO S5-509

New Zealand has one of the highest rates of skin cancer in the world. Research has shown that prolonged exposure to the sun can cause melanomas and that children are particularly vulnerable to harmful rays.

The school management staff will:



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- Inform the school community of the dangers in harmful ultraviolet rays.
 - provide safer environment for staff and students
 - Encourage sun safe practices.
1. Reminders will be put into school newsletters to bring named hats and sunscreen for wearing outside at school, at outdoor events and on school trips.
 2. The school will incorporate educational programmes and prevention measures in the school's Health Education programme.
 3. during terms one and four in particular:
 - Students will be encouraged to wear hats for outdoor activities.
 - Students will be encouraged to wear sunscreen
 - Students will be encouraged to seek shade for any outdoor activities where possible.
 4. The Board will maintain a planting programme to provide shade trees and shrubs.
 5. Staff will provide reinforcement to students who take appropriate sun safety measures.
 6. Where budget allows the Board will seek to provide suitable shade trees.
 7. While on outdoor trips or participating in outdoor sport activities, including spectators, the school will require students to use suitable protective measures.

SMOKE FREE / AUAHI KORE

NO S5-510

To meet the objectives and requirements of the Smoke Free Environment Act 1990, the board shall develop and approve the appropriate procedures.

The Board shall recognize that it is required to:

Provide a safe, physical and emotional environment for staff, students, whanau and visitors.

Comply in full with any legislation relating to the safety and well being of its staff and students currently enforced.

Smoking is a major health risk, which contributes to much serious illness and death in New Zealand. The Smoke Free Environment Act 1990 is aimed at reducing the exposure of people who do not smoke to detriment effects on their health caused by others smoking. The important role of the school in education and role modeling includes encouragement of students into healthy life choices, including not smoking.

- Smoking shall not be permitted at any time within the school grounds and facilities, from 2 February 1998.
- This statement shall cover all users of the school van, and any vehicle being used to transport school students.
- Smoking or possession of smoking materials shall be prohibited activity for all students at school and on any school activities.
- Smoking education and counselling shall be available through class programmes and for individual students. This material shall also be provided to school families on request.



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- The Smoke Free policy shall be promoted through such means as display, information, sponsorship and education.
- All applicants for staffing positions shall be notified of the school's Smoke Free policy.
- Any complaints arising from perceived breaches of this policy shall be directed to the Principal in line with the school's policy on Public Complaints.

ACCESS TO STUDENTS

NO S5-511

- The school shall comply with legal requirements
- Parents, guardians or caregivers, who are legally entitled, may have access to students, provided that the office is informed beforehand and provided the access does not negatively affect the students schooling.
- Where there has been a court order determining legal custody and rights of access does not negatively affect the students schooling.
- Solicitors representing students may have reasonable access, provided identification and authority are provided.
- Officers of Oranga Tamariki and their families support services may have reasonable access to students provided identification is provided and reasonable cause is established with the Principal.
- In cases where custody and access have been determined by law, people requiring access to students, shall show the written authority to the Principal or Associated Principal.
- This school shall affirm the right of bona fide guardians and parents, whether or not they are domiciled with the student, access to appropriate school reports and interviews. Where guardians are living separately, copies of the school's written reports on the student's achievements and progress shall be supplied if requested.
- The Principal shall have the right to determine whether interested people may be offered separate interviews.
- The issue of access shall be confidential to the Principal.

CONTROL OF HIV/AIDS /BLOOD-BORNE VIRUSES.

NO S5-512

- Wear gloves for all procedures, but don't delay treatment of a child who is bleeding under any circumstances because gloves are not immediately available, use absorbent barrier such as towel, paper towel, handkerchief etc.. for an actively bleeding child.
- Dispose of used gloves, soiled dressings, sanitary towels, tissues etc.. in a place where they will not be handled, e.g. in bags which are burnt or buried.
- Wipe clean and then sterilize all surfaces and instruments contaminated with blood. Use an effective disinfectant e.g. (one volume of household bleach to nine volumes of cold water).
- Soak surfaces for 20 minutes and then wipe dry. Prepare a fresh solution immediately before use.
- Wash hands thoroughly when finished. Hand washing is usually adequate for no-blood secretions, but the above precautions (i.e. gloves, etc.) can also be used.
- First aid kits must include disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, a skin disinfectant and a bleach solution (or hypochlorite solution/or granules) with instructions for use

DRINKING WATER

NO S5-513

That the Board of Trustees shall comply with Drinking Water Standards of New Zealand 1955 (DWSNZ)



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Monitoring Requirements - Every quarter we shall be required to satisfy the monitoring requirement of the DWSNZ

Cross Reference

MOE Circular 2000/01 25 January NZSTA "School Safe" programme.

School Zone Code: Northland Health BRO 007 SC

Testing by:

DRUG/ALCOHOL MISUSE

NO S5-514

Our school is committed to the wellbeing of its students in providing them with knowledge and strategies to make healthy, safe and sensible choices in relation to drugs. It is also determined to ensure a safe school environment in which illegal drugs are not permitted. The assistance of the Police with drug dogs will be sought to identify abusers of this policy.

In this policy -

"drugs" are defined as chemicals that alter mood and/or behaviour. They include nicotine, alcohol, cannabis, methamphetamines.

"school" is used for any occasion at school or in which students are present representing the school.

Expected outcomes:

1. Appropriate education for all members of the school community shall be in place.
 2. Appropriate procedures shall be developed for the storage and distributions of medications.
 3. Intervention strategies shall be in place for students and staff should they be affected by their own or other's drug use.
-
- 1a) Through on-going health education classes in line with the Health and Physical Education in New Zealand Curriculum, students shall receive level-appropriate drug education programmes to encourage health- enhancing decision-making in relation to drugs, contributing to the well-being of themselves, others and society.
 - 1b) Staff, parents and caregivers shall have opportunities to become aware of relevant drug related issues through workshops and education sessions and all, including the students, will have opportunities to review this policy.



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2. Appropriate intervention strategies (which may involve parent/caregivers and/or relevant community agencies) shall be made available should there be concerns regarding drug use by any member of the school community.
3. All members of the school community will be expected to follow the Board of Trustees' guidelines in relation to drug use.
- * A Smoke Free school - signage shall be obvious around the school. All enrolment forms and job application forms shall contain an appropriate statement.
- * Accompanying students on any school outing shall be informed of the school's policy regarding drug use.
- * Medications shall be secured in a locked cupboard and will administer by designated personnel, on receipt of a letter with full instructions from the parent/caregiver.

Procedures for students implicated with drugs or alcohol. To be read in conjunction with -Policy S5-514

Students that have been found in possession of, or associated with illegal drugs will:

1. Immediately be referred to the Principal.
 - Parents will immediately be contacted to come to school.
 - If this is not possible students will be taken home.
 - After consultation of whanau with Principal, the student will remain at home with whanau for an agreed period-NO longer than three days for guidance and to set consequences for this negative involvement.

The student will enrol with Rubicon and will be given a drug test at the cost of the whanau. This information will be recorded on Kmar

Upon return to school the student will

- Meet with the Principal and senior leader of her/his syndicate.
- Confirm procedures for the next three weeks.
- Be supervised by their pastoral teacher during breaks.
- Attend Rubicon counselling sessions on Tuesdays

Should whanau or students reject this protocol the student will be suspended. Suspension procedures will be followed.

A second offence will be an immediate suspension.

RUBICON.- To be read in conjunction with

Policy S5-514

"Working together with youth in a positive direction.

*"Mahi tahi ki te taha o nga Taitamariki kia kokiri nei e ratou kia mua ka rere
Kia tutuki ai nga wawata me nga moemoea."*

NB Rubicon is NOT a punitive service



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"Work as one alongside our youth so that they can move forward and fly to fulfil their hopes and dreams"

Rubicon is a confidential, specialist youth alcohol and other drug counselling and support service working with young people 11-19 years.

Services delivered are:

- Rubicon Programme-a partnership between youth, Family/Whanau, school Police and Rubicon
- Self-referral programme
- Drug testing
- Family/Whanau support
- Alcohol and other Drug Packages of Care for Youth
- Counselling
- Group work

EDUCATION OUTSIDE THE CLASSROOM

NO S5-515

Education outside the classroom enriches, vitalizes and complements the regular school curriculum. These curriculum based activities offer a range of direct learning experiences using the environment outside the school gates. The variety of activities is huge-ranging from a museum or marae visit, sports trip, camp, to a rocky shore field trip.

- To promote personal, social, emotional and physical wellbeing.
- To promote individual growth and challenge in carefully supervised
- Varied environments
- To allow for the development of the individual by:
- promoting a variety of environments and experiences
- improving self confidence
- gaining an appreciation of the outdoors
- problem solving
- trust building
- personal growth
- leadership
- teamwork skills
- awareness of hazards
- decision making



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- To ensure that all staff and associated personnel:
- recognize any dangers or potential hazards
- are able to cope in emergency situations
- have recognised first aid qualifications

Overnight Trip Application

Teacher/s in charge			
Class/es involved			
Number of students	Boys	Girls	Total
Leaders	Staff	Other adults	
Proposed day / date			
Purpose of a trip			
Venue			
Venue contact address			
Venue contact phone			
Travel arrangements			
Staff/Adults accompanying			
Accommodation details			

School Timetable of Staff involved: (indicate where cover is needed)

Day 1	Teacher	Day 2	Teacher	Day 3	Teacher
P1		P1		P1	
P2		P2		P2	
P3		P3		P3	
P4		P4		P4	
P5		P5		P5	
P6		P6		P6	
Approval	Granted		Not Granted		
EOTC coordinator					
Associate Principal					
Principal				Date:	



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Day Trip

Teacher/s in charge			
Class/es involved			
Number of students	Boys	Girls	Total
Leaders	Staff	Other adults	
Proposed day / date			
Purpose of a trip			
Venue Venue contact address Venue contact phone			
Travel arrangements			
Staff/Adults accompanying			

School Timetable of Staff involved: (indicate where cover is needed)

Day 1	Teacher	Day 2	Teacher	Day 3	Teacher
P1		P1		P1	
P2		P2		P2	
P3		P3		P3	
P4		P4		P4	
P5		P5		P5	
P6		P6		P6	
Approval	Granted		Not Granted		
EOTC coordinator					
Associate Principal					
Principal					Date:

OFFSITE/PRACTICAL WORK BASED COMPONENTS

NO S5-516

- This statement provides quality management for any off -site courses for which the school is the accredited provider.



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- No Principal, teacher or occupier of a workplace shall allow a student to go into or remain in a workplace to undertake work based learning or work experience unless the following conditions have been complied with.
 - (a) The Principal and the Board of Trustees has approved a written document outlining practices to be followed in relation to work experience for students.
 - (b) Appropriate written consent has been obtained according to practices approved by the Board of Trustees. For students under the age of 16, this must include consent from parents or caregivers.
 - (c) The only cost, if any, that is charged to the student or their family is for travel to and from the workplace.
 - (d) There is a written agreement between each student, the school and the employee that covers the following:
 - The knowledge and skills to be attained
 - The assessment method
 - The supervision to be provided to the student
 - The students attendance and hours in the workplace
 - The applicability of school rules and workplace rules
 - Procedures for early withdrawal (if necessary) from the work-based learning
 - (e) The student concerned is not paid
 - (f) The student concerned is not required to join or belong to a union
 - (g) The student concerned will not undertake work that is arduous or dangerous in relation to the students age or stage of development
- Off-site education will foster personal growth, social and practical skills, and learning.
- Off-site components will be co-coordinated by the relevant faculty leader and integrated into school course structure.
- All non-accredited providers must comply with schools quality management system and meet the requirements of the relevant ITO.
- Off-site course components will require completion of a satisfactory risk analysis prior to course commencement including a visit to the site by the faculty leader who will discuss health and safety considerations.
- The school may provide assistance to employers and other agencies providing off-site course components, on assessment, reporting, health and safety, and other management considerations.
- Students undertaking work experience are to be treated as if they are attending school and the school must take all reasonable steps to monitor and record attendance as required by appropriate regulations.
- Where a course is provided by another accredited provider assessment, health and safety and quality assurance is their responsibility.
- Transport considerations involved with off-site course components will be taken into account when course planning is submitted for approval.



Section 5 Health & Safety

- On receipt of a satisfactory risk analysis report and other relevant written information from the faculty leader, the Curriculum Committee will sign the Memorandum of Understanding

FIRST AID

NO S5-517

To provide initial assessment and treatment to injuries/illness within the school.

- The school has designated qualified people whose role is assessment, treatment and referral if necessary. These people must hold current First Aid Certificates.
- Staff to refer students to designated First Aiders for assessment/treatment. The school will provide a sick bay specifically for the purpose of recovery/treatment.
- All accidents/illness will be recorded. Caregivers will be notified in cases causing concern.
- All staff/school sports coaches and senior students will be encouraged to hold current First Aid Certificates.
- Equipment and supplies will be kept in the school office and replenished as required.
- School staff will not administer medication unless with parental consent or under medical advice.
- Serious accidents/serious harm to be recorded in Accident Register booklet. Minor problems recorded in the main office.
- If caregivers are unable to be contacted and the designated First Aider/s deem it necessary a staff member will transport the student to appropriate care i.e. to hospital for X rays. A transport allowance is available for this task at 62c per km. An expense sheet must be signed by the Principal.
- All staff involved in school activities need training in First Aid/Sports Injury treatments.
- If needed an emergency St John will be called, a staff member may travel with students if required.

FOOD-NUTRITION

NO S5-518

To reinforce the importance of sound, nutritional practices and to ensure the well-being of all students and staff. All students will be encouraged to live healthy lifestyles.

- To ensure each student has the opportunity to reach her/his potential
- To increase awareness about healthy food choices and nutritional guidelines.
- to develop a school environment that supports Food & Nutrition Guidelines



Section 5 Health & Safety

- Students will be enabled to make informed decisions about food and the choices that will contribute to their well-being by providing learning opportunities to develop knowledge and understanding.
 - Of needs in nutrition across ages, stages of growth and development
 - Of how nutrition, exercise and wellbeing are related.
 - Of the selection and preparation of food and eating patterns that reflect health enhancing attitudes towards nutrition
- The Board of Trustees will contract out the school cafeteria service annually during the school year - the successful operator will be required to adhere to the conditions set by the Board or its delegates.
 - The school will develop a school food service that will encourage students to eat a wide variety of foods.
 - Consumption of foods high in fat, sugar and salt will be discouraged.
 - A range of foods that offer alternatives to cakes and confectionary items - fresh fruit and yoghurt will be provided.
 - The school will endeavour to provide a wide range of suitable foods which meet the Nutritional Guidelines.

SCHOOL CANTEEN AGREEMENT WITH OPERATOR

SCHOOL CAFETERIA/CANTEEN

NO S5- 519

The Board of Trustees will contract out the school cafeteria/canteen service annually - the successful operator will be required to adhere to conditions set by the Board or its delegates.

- The school will develop a school food service that will encourage students to eat a wide variety of healthy food.
- Consumption of foods high in fat, sugar and salt will be discouraged..
- The school will endeavour to provide a wide range of suitable foods which meet the Nutritional Guidelines.
- A high standard of hygiene will be observed.

CANTEEN OPERATOR-(Conditions)

1. The operator and all assistants must be police vetted.
2. The operator and all assistants MUST sign in and out at the main office daily
3. The operator is responsible for all purchases made for the canteen.
4. The operator shall pay a fee of \$30 per term to cover expenses incurred.
5. The cafeteria/canteen will be opened five days a week at interval and lunchtime.
6. The Board of Trustees discourages credit being offered to ANY person and will NOT be responsible for any debt incurred.
7. The key for the Cafeteria/Canteen are available at the school office, these must be returned daily
8. All supplies MUST be locked in the cupboards available.
9. Freezer space may be available - operator to liase with school office manager.
10. That the operator is to clean their own workspace (cleaning supplies will not be issued)
11. The operator must adhere to the food handling guidelines **S5-520** as presented in this booklet
12. This agreement between the operator and the school is to be reviewed annually.



Section 5 Health & Safety

13. That if a class is booked into use the food tech room, then they have first precedence over the canteen operator for use of the room.

I agree to adhere to the Policy and conditions of the Board of Trustees pertaining to the School cafeteria/canteen.

Operator

NameSignature..... Date.....

School representative.

Name..... Signature..... Date.....

HANDLING FOOD

NO S5-520

A - Staffroom

- Food is always covered on benches or in refrigerator.
- Hands are washed prior to serving food.
- Student helpers are taught safe food handling before being allowed to assist in the staffroom.
- All staff washes, dry and put away their own dishes or place them in the dishwasher.

B - Classroom

- If food preparation or handling is part of a lesson then all students must learn safe food procedure before starting the lesson.
- When preparing or sharing food all students and staff must wash hands before touching food.
- All food and all ingredients are to be stored correctly in a suitable place and covered.

C - Cafeteria/Tuck shop/Canteen

- All food must be covered.
- Tongs must be used to select food.
- Food handlers must wear disposable gloves
- The manager should hold a Food Hygiene Certificate and supervise helpers to maintain appropriate standards.

HEALTHY FOODS AND LIFESTYLE

NO S5-521



Section 5 Health & Safety

The school, as part of its obligations to promote a safe physical and emotional environment, sees the importance of promoting through its provision of food on site and on outdoor trips a healthy food regime. It recognizes that there are benefits to the health and well-being of students to adopt procedure that will promote good health.

- The school will have as part of its health programme a component on dietary intake, the dangers of obesity and poor diet and on the value of recreation activities.
- There will be a gradual and steady movement to transfer canteen stock and food provision towards those foods that have fewer preservatives, less fat and sugar content and higher fibre.
- The school will have a health and safety committee part of whose role is to oversee the stock for sale in the canteen.
- As part of the process for school trip planning there must be a section in the application for approval on provision of meals for students. Such provision should be in line with this policy.
- The school discourages the consuming of high sugar content drinks to be sold in automatic vending machines in the school.
- The school will encourage families who provide lunches for their children to follow good diet recommendations.
- Signage relating to healthy diet will be displayed around the school at appropriate points.
- There will be adequate provision of receptacles for rubbish disposal.
- Literature on healthy diet will be available from the school nurse and in the school library
- The Healthy and Safety committee will report to the principal and board on recommendations for canteen sales and on all aspects of student meal and drink provision in the school.
- Close liaison will be encouraged between the canteen manager and the school nurse over appropriate foods for sale.
- As part of the staff recruitment process all prospective teachers will be encouraged to fully participate in the full life of the school by promoting recreational and sporting activities and by taking sports teams etc...
- All students will be provided with opportunities to take part in summer and winter sports and recreational programmes.

IMMUNISATION

NO S5-522

Parents and whanau need to bring their child's immunisation certificate when they enroll him/her at school. This may have been shown to an early childhood service. The register will allow schools to know which children have had their immunisations if there is an outbreak of disease in the community.

If that happens the Medical Officer of Health may require children who are unimmunized to stay home. Immunisation certificates are available from your doctor or Nurse.

They can check with you if your child has had all their immunizations or not.

- Parents/Caregivers will present an "Immunisation Certificate" when students who were born on or after 1st January 1995. The school "Enrolment form" will acknowledge the receipt of this certificate.



- Responsibility for rodent control rests with the school caretaker under the direction of the Principal and property Committee.
- Minor infestations of mice will be managed by trapping in the first instance.
- Major infestations of mice or rats will be brought to the attention of the Property Committee who may then authorize an eradication programme over a holiday or weekend period when there are no children in the school.
- If poison baits are used the large "egg" type e.g. Talon, will be used as there are fewer problems with spreading of contaminated debris.
- The school community will be notified by the Principal through the school newsletter and a notice in the school foyer prior to any intended baiting programme.
- The location of all baits laid will be identified on a school plan, and a copy left with the Principal. At the end of the baiting period, before the children return to school, the caretaker will collect all remaining baits with special care to search for any that are missing - they may have been moved rather than totally consumed. The caretaker will report the number and location of any missing baits to the Principal before the resumption of school.
- Where possible the baits will be laid in locations that are not immediately accessible to children.
- The school students will be reminded of the danger of baits at the earliest opportunity on their return after a baiting programme, and asked to report immediately to their teacher if any baits are seen.
- Baits will be stored securely by the caretaker.
- In the event of an outside contractor being called in for rodent control, the principal must be assured of his safe work procedures before the programme is authorised.

COMMUNICABLE DISEASES

It is the responsibility of the Board to provide a healthy and safe working and learning environment, this includes protection from those carrying communicable disease.

The school will:

- provide appropriate information to parents, staff and students regarding dealing with communicable diseases and the school's approach.
- ensure that all members of the school community are protected as far as possible from infection
- safeguard the privacy of all members of the school community in regard to their health status.
- "Information for parents" is available through the school office and is provided to parents on enrolment.
- The school will take opportunities to keep itself informed about communicable diseases,
- All staff will be made familiar with the procedure on handling infectious diseases.
- If a child's health is causing concern staff will notify the Principal and where a communicable disease is suspected the Health Nurse will be notified.
- Staff must not approach, directly, a doctor.
- Known health information relating to individual students is documented and is subject to Privacy Act requirements.
- Protective clothing, including disposable gloves is made available to staff when handling any accident.
- The school reserves the right to exclude students who are known to be carrying a communicable disease.
- The Board of trustees will be notified of any such exclusion and the relevant grounds.
- In the event of exclusion the school will remain in contact with the student's home and will endeavour to provide for ongoing education.



ADMINISTERING MEDICATION

NO S5-525

From time to time school staff may be required to administer medication to children. The school should only be requested to administer medication during normal school hours when it is either not possible or impractical for a parent or caregiver to do so.

The aim of this policy is to facilitate the administration of prescribed medicines to ensure that a child's health is not placed in jeopardy by school attendance.

- The first dose must **not** be given by school staff but may be administered by medical professional or notifying parents/caregivers.
- All requests to administer medicines should be on the appropriate parent request form and addressed to the Principal.
- The medication must be kept in a locked place, if possible in the school's administration area, in a child-proof container.
- The exact dose of medication must be provided by the parent/caregiver to the school.
- The Principal may delegate the administering of medication to another/or other person.
- The delegated person/s will administer the medication as requested by the parent/caregiver.
- Before medication is administered the school will require written confirmation by the parent/caregiver
- Whenever possible administering of medication will be witnessed by another adult and a record of administering initialled by both adults.

PARENTAL REQUEST FOR ASSISTANCE IN ADMINISTERING DRUGS

Name of Pupil : -----

Caregiver's Name: -----

Address: -----

Contact Phone Numbers: Home: -----

Daytime:-----

Emergency:-----

Medical Condition

Supervising Doctor: -----



To meet the objectives and requirements of the code of Ethical Conduct for the Care and Use of Animals in School Programmes, 1987

- Legal Responsibility
- Responsibility for the Experimental work or teaching.
- Keeping Animals

Cross Reference
Handbook of Obligations and Undertakings (ERO)

SUSPECTED ABUSE

NO S5-527

The safety of the students shall be paramount

Procedure

- Teachers or students suspecting that a child is being abused shall report their concern to the Principal or appropriate person.
- Factual written records of all relevant details along with dates and times shall be made by the person receiving the concern. These records shall be confidential to that person, to the person providing details, and the agency working with the case.
- Wherever possible staff shall have a witness present when obtaining information.
- Where action is required beyond the scope of the school the Principal shall report to an agency with powers to act e.g. Oranga Tamariki, Police or appropriate Iwi agencies.
- Parents or Caregivers shall be informed by the person receiving the concern expect when it is believed that the child could be put at risk.
- Support shall be made available to the abused child, the home and the class teacher using the most appropriate personnel (e.g. staff, special education service, and health nurse and school counsellor).
- Any agency involved in a case shall be responsible for communicating information to the parents.
- The Board shall require employees to conform to the provisions of the Bill of Rights Act 1990. To this end, staff shall develop and follow procedures regarding search of student's property and seizure of property that do not impinge on the rights of students.

Prevention and Awareness

Education shall be set up through the Health Physical & Wellbeing Faculty so that students shall be aware of what constitutes sexual harassment.

CODE OF CONDUCT

NO S5-528

UNACCEPTABLE BEHAVIOURS

The following behaviours shall be defined as unacceptable within the school community.



Section 5 Health & Safety

1. HARASSMENT

Harassment is unsolicited verbal or physical conduct by a person or group which is unwelcome and offensive to the recipient, and of a serious nature or persistent to the extent of having a detrimental effect on the individual's work performance, job or training opportunities, and the ability to learn. Harassment may involve elements of power. This makes it difficult for the victim to prevent it. Types of harassment may include any of the following, but are not limited to these.

- Academic - shall be any behaviour which constitutes an abuse of the acknowledged power relationship between students and teachers.
- Age - shall be where the unsolicited verbal or physical conduct expresses hostility against or brings into contempt or ridicule on the basis of their age.
- Disability - shall be where the unsolicited verbal or physical conduct expresses hostility against or brings into contempt or ridicule on the basis of their disability.
- Emotional Harassment - shall be where psychological harassment is any behaviour which constitutes intimidation, harassment, property damage and threats of abuse.
- Ethnic Harassment - shall be where the unsolicited verbal or physical conduct expresses hostility against or brings into contempt or ridicule on the grounds of colour, race or ethnic or national origins of the person.
- Gender Harassment - shall be where the unsolicited verbal or physical conduct expresses hostility against or brings into contempt or ridicule on the basis of their gender.
- Intellectual Harassment - shall be attempts to bring into contempt the intellectual capacity of another.
- Religious Harassment - shall be that which is offensive towards any person regarding religious beliefs.
- Sexual Harassment - shall be any unsolicited verbal or physical conduct of a sexual nature which is unwelcome, uninvited and offensive, and shall have a detrimental or preferential effect on the study performance or opportunities of students and staff. The definition in the Human Rights Act 1993 section 6 (c) 2 shall apply here.
- Sexual Orientation - shall be where the unsolicited verbal or physical conduct expresses hostility against or brings into contempt or ridicule on the basis of their sexual orientation.

2. VICTIMISATION

Victimisation may be seen to occur where any person who treats or threatens to treat any other person less favourably than he or she would treat other persons in the same or substantially similar circumstances because they

- a. made use of their pathways to redress issues outlined in these policies;
or
 - b. encouraged another person to make pathways for redress; or
 - c. are currently involved in any way in any aspect of these pathways.
- It shall be unacceptable for any member of the school to deliberately and knowingly put others at physical or emotional risk.
 - It shall be unacceptable for any person to act as a member of the school while affected by alcohol, illegal or non-prescribed drugs, or to provide illegal drugs for use by any other member of the school community
 - It shall be unacceptable for any member of the school community to misuse or abuse power.

Professional Conduct Procedures:



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Should you wish to make a complaint regarding the professional conduct of a staff member or student you have a choice of three pathways.

- a. Informal - an approach, by an individual, or with support, to the person concerned. This pathway offers the chance to resolve issues close to when and where they happen. No record of the issues, the resolution, or the people involved is kept.

Both parties may agree to ask a third person to help them seek a resolution through facilitation. Using this pathway in no way prevents either party from moving to a more formal process at any time.

- a. Semi-formal - an approach, by an individual, or with support, to an adult staff member. A written record of the complaint shall be agreed between the complainant and the staff member. The staff member shall approach the respondent and outline the complaint. Use of this pathway shall see records kept within the Centre or programme, but no record on the academic or personal file of the person concerned. The complainant need not be personally identified, however the detail provided must be sufficiently clear for the respondent to understand the nature of the complaint. The respondent shall have the right to consult Student Council for advice.

Compliance with the resolution of the complaint will be monitored by the Associate Principal with responsibility for Discipline.

- a. Formal - an approach, by an individual or with support, to the Associate Principal or Principal. This pathway is most appropriate when the issues concerned are serious or where a complainant is dissatisfied with attempts to resolve an issue at a less formal level. The complaint shall be made in writing to the Associate Principal or Principal, who shall, in the case of staff members, consult the Union/STA. The complaint shall be put in writing to the respondent, who shall be advised to consult with his or her union, employee representative, or Association. The respondent shall have two weeks in which to respond to the complaint.

If the complaint is substantiated, there may be an attempted resolution through semi-formal processes. You shall also have the right to pursue a complaint externally e.g. through the Human Rights legislation.

The definition in the Human Rights Act 1993 section 6 (c) 2 shall apply to all this section

ATTENDANCE

NO S5-529

Attendance registers shall be kept electronically on KAMAR.

- The pastoral leader shall file all notes regarding attendance.
- They shall be collated at the end of each term and filed in the relevant pupil's file. Attendance letters received from whanau shall be dated.
- The pastoral leader shall send out an absence form for every absence not already notified and record alongside the pupils name on the class list, when the form was sent out and when it was returned.
- Notification of an absence from the office shall be put in the teacher's pigeon hole and shall be filed with other absence notes ,
- If a student is absent for a period of 3 days with no notification received as to why, the pastoral leader shall contact the home to seek information. A file of student's phone numbers and addresses are available on Kmar.



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- If after three days of no reply to the absence form request, the pastoral leader shall phone the parent/caregiver, or send an official letter home. The pastoral leader shall then advise the teacher in charge of attendance of what action they have taken.
- Attendance shall be discussed at a Syndicates meeting and a decision will then be made as to further action needed.
- Information from all teachers of all class levels, absences during period etc. shall be collated and Pastoral teachers shall be made aware of this. The pastoral teacher shall seek information about absences.

RESPONSIBILITY FOR ATTENDANCE

All subject teachers, House/Pastoral teachers. Attendance officer, Dean, AP, Kamar attendance audit.)

STEPS FOR CONTINUED ABSENCE

- Shall be referred by Pastoral Teacher on weekly attendance summary to Syndicate.
- Monitored at senior leadership team meetings.
- Attendance Advisor will be notified
- Tai Tokerau Services shall be notified.
- Shall be taken off the roll after 20 consecutive half days and shall be referred to Education Sector

EMERGENCY EVACUATION & EMERGENCY PROCEDURES **No S5-530**

In the event of a disaster, fire etc. the school needs to be able to be expeditiously evacuated of all children, staff, visitors without further endangering lives.

An efficient drill will be organised and regularly practised for the whole school to be vacated from the school buildings. This drill will be carried out every term. Details of drills carried out must be reported to the board as soon as is practicable following each drill.

- In the event of a disaster or fire the school bell will ring long, short, short sounds to warn everyone to vacate the buildings.
- In the event of an earthquake, pupils and teachers will seek refuge under desks until appropriate time enables buildings to be vacated.
- Teachers, with attendance registers will lead classes to a designated assembly point using sign posted egress. A roll must be taken once at the assembly point.
- Those with designated responsibility will check specific building areas closing fire stop doors after them before themselves going to assembly areas for calling class roll.
- Any absences must be reported immediately to the principal and whereabouts, if known, listed for checking.
- All visitors to the school must sign in at the school office. On evacuation visitors must be checked off this list. Any person in the school having disabilities will also have that noted any assistance required and details of their whereabouts in the school.
- Each classroom, office, room must have posted in a prominent place by egress details of evacuation procedures and assembly points.
- At the conclusion of an emergency or drill an all clear bell will sound a continuous alarm to signal return to class.



Section 5 Health & Safety

EMERGENCY PROCEDURES PLAN

Type of emergency covered in this plan

- Serious Injury
- Fire
- Explosion
- Earthquake
- Hazardous Substance Spill
- Lock down

Also refer to *Civil Defence Procedures and Emergency Evacuation Procedures*

Staff Members:

Make it your business to know the following points and how to react should an emergency arise.

1. Building or emergency exits
2. Location of the fire extinguishers
3. Location of the fire alarms
4. Nearest telephone
5. Check on how the phone system works (you may need to dial another number to obtain an outside line)
6. Where the evacuation assembly area is and who to report to.

When calling the emergency services:

Remember

tell the operator the service you require

wait until the service answers

state exactly where you are, the nature and situation of emergency

arrange for somebody to meet the service and direct them to the emergency

Note

- That some telephone systems may require you to dial another number to get a line out. i.e 1 for a line out, then 111
- 111 calls will still go through if you dial more the three 1's required. ie if you dial 1111 and only 111 is needed it will still work OK
- 111 calls made from cell phones do not require you to dial the area code. Simply dial 111 as you would on a normal phone.

Emergency Services phone numbers (both urgent and non-urgent) are listed on the first pages of your phone book.

Emergency Procedures :

1. Serious Injury (as a result of an accident)

- Secure the accident area - to avoid further injuries
- Make victim as comfortable as possible - cover to keep warm
- Do not attempt to move the victim if he/she is unable to tell you his/her condition.
- Arrange for immediate first aid



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- Dial 111 for emergency service required - follow correct procedure and advise the operator carefully.

2 Fire

- Raise the alarm
 - dial 111 for the emergency required
 - follow the correct procedure and advise operator carefully.
- Evacuate the area
 - check other pupils/visitors in the area are evacuated
 - shut any doors as you leave
- Proceed to assembly area
 - see the evacuation notices displayed for your assembly area
- Ensure that you tell the Principal that you are safe
- Stay in the assembly area until you are advised that you can leave
- Do not re-enter the area until the all clear is given

3 Explosion

Raise the alarm

- Dial 111 for emergency service required
- Follow correct procedure and advise the operator carefully
- You may need all three emergency services

Secure the explosion area

- To avoid further injuries
- Water, Gas and electricity supplies are likely to be ruptured.

Make victims (if any) as comfortable as possible

- Cover to keep warm

Do not attempt to move any victims if they are unable to tell you their condition.

Arrange for immediate first aid

If fire follows the explosion evacuate area as set out under the Fire procedure.

4 Earthquake

Safety Measures Indoors.

- Do not evacuate the area
- Take cover beneath a strong desk or table or a doorway
- Remain calm and give reassurance
- Evacuate the area ONLY when instructed to do so or if the building is obviously structurally unsafe.
- Check others in the area are evacuated
- Shut any doors as you leave
- Ensure all electrical or gas supplies are turned off
- Proceed to assembly area
- Ensure that you tell the warden that you are safe
- Stay in the assembly area until you are advised that you can leave
- Do not re-enter the area until the all clear is given

Safety Measures Outside

- Move clear of all buildings and potentially dangerous structures
- 20 paces is a safe distance for a single story building



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- Leave swimming pool immediately (if applicable)

Hazardous Substance Spill

- Raise the alarm
- Dial 111 for emergency service required
- Follow correct procedure and advise the operator carefully
- Evacuate the area
- Check other workers in the area are evacuated
- Shut any doors as you leave
- Proceed to assembly area
- Ensure that you tell the warden that you are safe
- Stay in the assembly area until you are advised that you can leave
- Leave the clean up to the emergency services
- If you are unaware of what is needed to neutralise the hazardous material phone Poisons & Hazardous chemicals phone number:
Urgent information 03 474 7000
Non urgent & general information 03 479 1200 (business hours)
- Assist in clean up **ONLY** if you have the full protective safety gear as recommended by the emergency services and then only if asked.
- Do not re-enter the area until the all clear is given.

LOCKDOWN-PROCEDURES

signaled by **SIX RINGS** of the **SCHOOL BELL**

(Approximately one second long at one second intervals repeated 3 times)

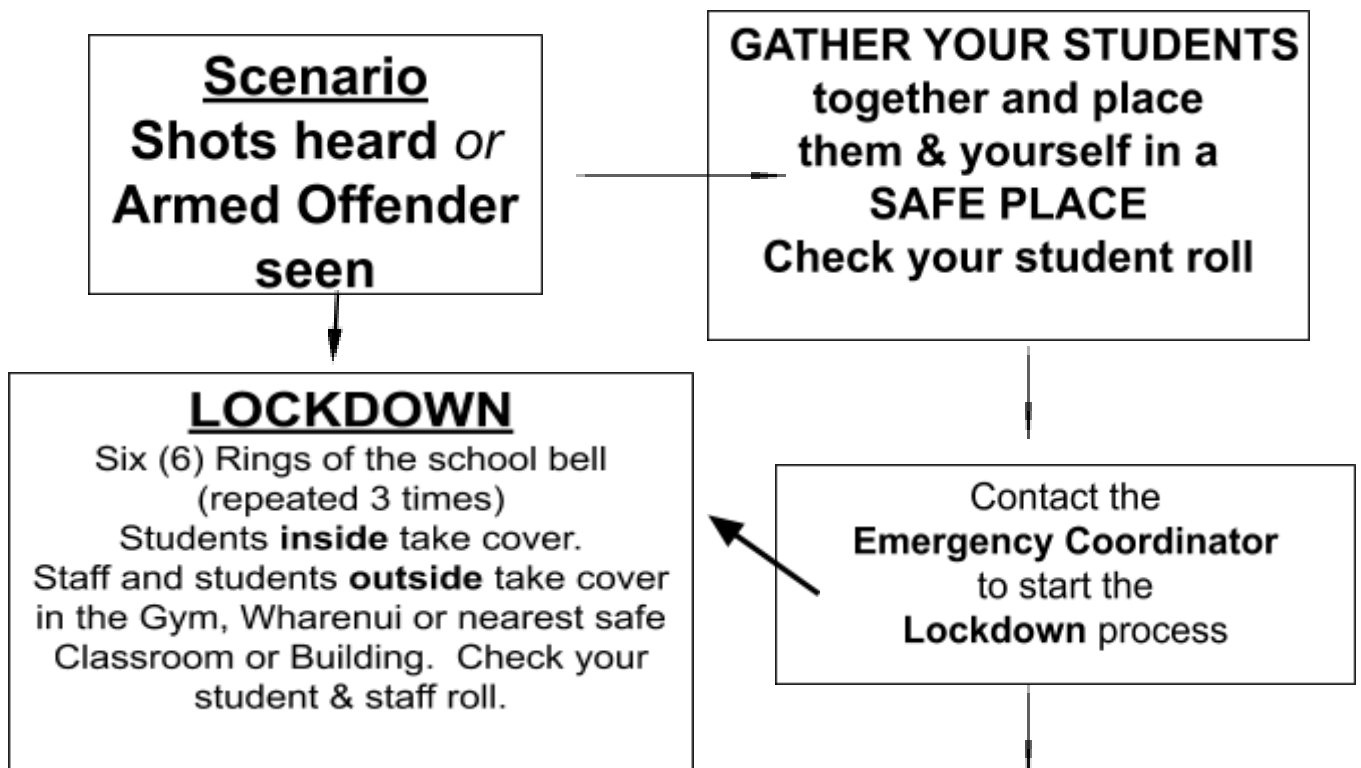
Students	Teachers
	Gather all of your students together
Place yourself in a safe place	Place your students & yourself in a safe place
If are in a classroom or office remain there	If are in a classroom or office remain there
Secure all windows, doors & any other entry points	Secure all windows, doors & any other entry points
If you are outside take cover in a safe place	If you are outside take cover with your students in a safe place
CHECK ROLL	CHECK ROLL



Section 5 Health & Safety

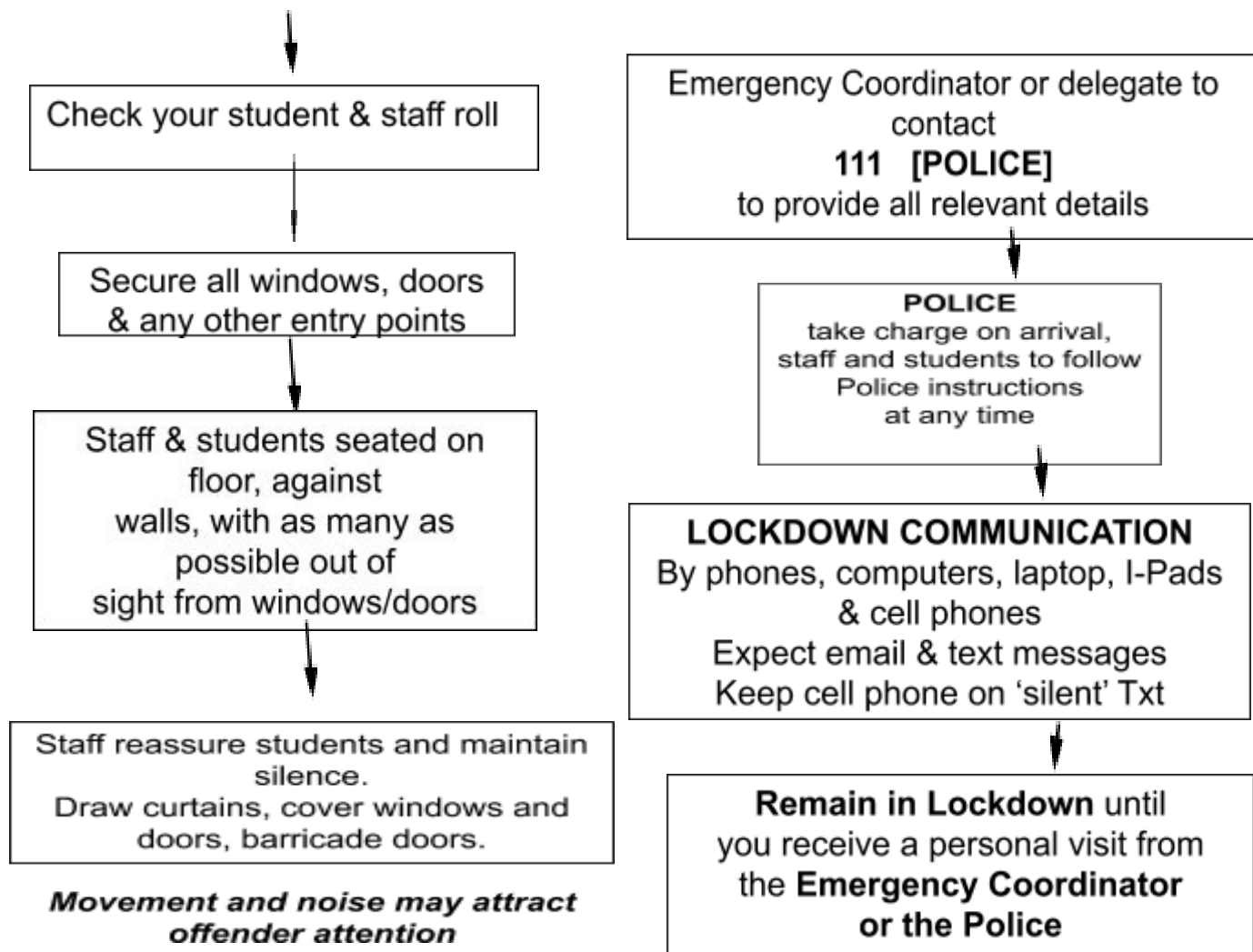
This may include the gym, wharenuī or nearest safe classroom or building	This may include the gym, wharenuī or nearest safe classroom or building
Once in the Lockdown situation you are to remain there regardless of how many more bells ring	Once in the Lockdown situation you are to remain there regardless of how many more bells ring
You are to remain in the Lockdown situation until you receive a personal visit & instruction from the Emergency Coordinator or the Police.	You are to remain in the Lockdown situation until you receive a personal visit & instruction from the Emergency Coordinator or the Police

Lockdown Emergency Response





Section 5 Health & Safety



BEHAVIOUR MANAGEMENT

No S5- 531

The school recognises that students and teachers have a right to expect a safe, well ordered and caring environment. It is expected of schools that they provide for this within an appropriate framework of expectations of behaviour from each member of its learning community. Students and staff should be responsible for their own actions, to show courtesy and respect for others, for others' property and for the rights of others. It further recognises that the school must adhere by principles of natural justice, by relevant regulations and that teaching staff must follow the appropriate professional standards relating to student management.

In implementing a behaviour management policy the school aims to:

- To build a well ordered, caring environment where the needs of students are pre-eminent
- To develop an environment where mutual respect is central.
- To help students appreciate the rights of others.
- To assist students to accept that there are choices in life and that the choices they make have consequences.
- To assist students to take leadership roles.
- To provide a culture this teaches alternative ways of behaving.



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- All students at the school will be treated fairly, equitably and with dignity which respects the rights of the individual.
- Cognisance will be taken of each student's ethnic and cultural background
- Discipline is to be delivered in a manner that preserves personal dignity and follows concepts of natural justice.
- Behaviour management is intrinsically linked with pastoral care; the school will provide supportive pastoral care and guidance to those students who need support.
- The school management is responsible for establishing a workable, reasonable and clear code of behaviour expectations covering such areas as punctuality, homework, attendance, respect for property and for others, non-violence, harassment, coming to and leaving school, substance abuse and any other matters deemed appropriate and placed in a school Code of Conduct.
- All school wide rules will be clearly published to the staff, student and parent body, included in the staff handbook and student diary.
- The school code of conduct and set of beliefs will be clearly displayed in all classrooms.
- Any breaches of the code of conduct will result in consequences according to the severity of the breach.
- Teachers are responsible for classroom management and will be expected to meet the requirements of the professional standards, follow the school's general values and beliefs, use appropriately positive reinforcement and encouragement techniques and follow the A-B-C behaviour management process.
- For more serious offences and where students are causing concern teachers may refer them to the syndicate leaders, to other senior staff or in very extreme situations to the Principal.
- The school for major offences will use Hohourongo or Restorative Justice Practices to resolve issues;
- The school will provide suitable opportunities for students to participate in decision-making in student management and to have leadership roles.
- The school's behaviour code is to be applied during the school day, coming to and going from school, on school trips and at all events organised by the school, and on school buses.
- The school will operate a vertical pastoral system with the pastoral teacher being the first link in the chain.

PROCEDURE (Specific to

Procedure to follow in the event physical harm for a specific student.-

Physical harm to self or others.

1. If there is an incident Principal is to be notified personally.
2. If necessary direct student to go to a specific space (e.g. Principal's office). If he/she refuses to leave and there continues to be risk of harm to her/him or others remove the class.
3. Student will be given a chance to settle - if he does settle he/she will complete the work and return to class for the next block
4. If student remains distressed and is still considered a high risk to himself and others then caregivers will be called to take student home for the rest of the day.
5. If student displays high risk behaviour and is unable to calm, Principal will make the decision to call the police (111)



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NON VIOLENCE

No S5-532

School should provide a safe environment for students:

The school's mission statement says:

The School will provide quality education within a caring school community where children are helped to achieve their potential and establish a foundation for lifelong learning

The school aims to constantly reinforce a culture of zero tolerance to all forms of bullying. Disclosure of aggression is encouraged and supported at all times. Appropriate measures are to be taken in all instances of aggression and/or violence to eliminate such behaviour. The school staff and students accept the need to develop skills of negotiation and conflict resolution, to use these in the classroom and playground. Parents and caregivers are invited to learn these and practice them with their children at home.

The aim of this policy is to establish recognised procedures and strategies that will work towards eliminating violence, bullying and unmanaged anger.

1. Conflict resolution and peer mediation skills will be taught and used in the classroom and playground based on the Cool Schools Programme
2. The school acknowledges that bullying and violence do happen and that students should be encouraged to report it to both the school and their parents
3. Complaints about aggression will always be taken seriously
4. Children who talk to adults about being bullied or hurt will be placed in a secure environment and looked after by a teacher
5. Monitoring and follow-up will take place to ensure that aggressive behaviour stops. Procedures set out under expectations of behaviour using the guiding principles will be adhered to
6. A culture of respect and caring for others will be reinforced by developing interpersonal skills through direct teaching, building a positive classroom climate and the use of related programmes that develops self esteem
7. Methods used in the classroom will be shared with parents through community consultation, school newsletters and curriculum meetings
8. This policy will be monitored by the Principal and senior management staff in conjunction with student consultation.

CRISIS MANAGEMENT

No S5-533

By their very nature schools are susceptible to the effects of a critical event either directly within the operational life of the school or an associated event. Such a critical event for the purposes of this policy cover examples of death or serious accident, contagion, fire, armed or dangerous person intrusion.

It is the policy of this school to have in place an appropriate crisis management plan to be affected in the event of a critical situation occurring. In the first instance this plan will be drawn up by the management staff for presentation to and approval of the board. The plan should include the following policy guidelines.

- In the event of the death or very serious injury to a child, the family needs are paramount. The family must get the school's unreserved support.



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- On discovery of a critical event there must swing into action first response procedures comprising as appropriate, first aid treatment, urgent summoning of medical assistance, keeping the event site as clear as possible of people (especially other children).
- Notification should follow as soon as possible to the school, ideally to the principal. A crisis team will be formed to handle events and contacts.
- In the event of armed or dangerous intrusion, lock down and isolation procedures should be implemented and notification given to the police.
- The school must designate a specific person assigned to notify parents and to deal with the media. This is normally the principal or board chair as appropriate depending on situation.
- Group Special Education's Crisis team will be urgently contacted to work with the school crisis team, especially in the event of death or severe trauma.
- In the event of death or serious accident student profiles of victims should be obtained and provided to the crisis team.
- The school will notify the Ministry of Education of details of the event and of the actions taken to date.
- Preparation by the crisis team of a communication strategy and written message or statement for staff to give to children.
- Early calling of a staff meeting to inform all staff of events and of actions taken. The meeting should be at interval, lunchtime or after school.
- Identification of students or staff who are 'at risk' and may be in need of counselling.
- At an appropriate time, in the event of death or accident, the principal will meet with the family to offer aid and support.
- Staff will be kept informed at meetings over following days of pertinent development.
- In the case of contagion the principal and board will need to work closely with MOE officials and Health officials to appropriately inform the community, the staff and students. There will be a consultative decision on school closure, health checks, medication etc.
- The board, through the Chairperson will be kept fully informed throughout the crisis.
- A full report will be provided for board discussion following the crisis

Procedures attached for "Lock down and isolation."

ANTI-BULLYING

No S5-534

In accordance with National Administration Guidelines it is incumbent on this school to ensure a physically and emotionally safe learning environment. This school defines bullying as the use of aggressive behaviour towards others with the intention of causing harm to them. Bullying can be physical, verbal, emotional, sexual, racial, homophobic and cyber misuse. Students who are victims of bullying face physical harm and emotional stress that may result in reduced learning opportunities, long term damage, or withdrawal or worse. Bullies themselves also may suffer long term harm. The school seeks to foster a climate of trust where students feel able to inform others of bullying in the knowledge that it will be dealt with promptly and effectively.

It is our school's aim that:

- all members of the school community - board, teachers, non-teaching staff, students and parents should have an understanding of what bullying is.
- all members of the school community should know what the school policy is on bullying and follow it when bullying is reported.
- all students and parents should be assured that they will be supported when bullying is reported.
- bullying will not be tolerated.

Procedures to be followed relating to incidents of bullying:



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- A victim of bullying may report the incident to any member of staff, a peer mediator or a friend.
- All cases of alleged bullying will be recorded by staff responsible for handling the issue.
- In serious cases parents will be informed and asked to attend a meeting to discuss the problem.
- If necessary, at the discretion of senior staff, external agencies may be involved as appropriate.
- The bullying behaviour or threats of bullying will be promptly investigated and the bullying stopped quickly.
- Reasonable attempts will be made to assist identified bullies to change their behaviour.
- In cases of serious violence or extreme emotional harm the school has authority, and may exercise this authority, to stand-down, suspend or exclude in accordance with its behaviour management policy and Ministry regulations.
- The school will investigate alleged bullying that occurs both within and out of school and will include cases of alleged cyber-bullying.

In implementing this policy school management will:

- ensure that it is widely and regularly communicated to the school communities
- always act in a consistent, professional and fair manner in dealing promptly with complaints of bullying

Online Safety

No S5- 535

Manganuiowae - Broadwood Area School is committed to creating a safe online learning environment, and to the development of our students into capable digital citizens. The Board recognises that its obligations under the National Administration Guidelines (NAG 5) extend to use of the internet and related technologies.

Technology provides significant benefits to learning and school operations. The Board considers the benefits and risks associated with technology use when making any decisions related to the purchase or use of technology.

Manganuiowae - Broadwood Area School seeks to foster a culture of successful digital citizenship in our students, staff and our wider community. We encourage everyone to take responsibility for themselves and others in their use of digital technology and online environments.

The Board is aware that preparing and supporting our students to use digital technology and online environments effectively and safely is an important part of their preparation for participating and contributing in our digital society.

In preparing our students to actively participate in the world in which they live, it is clear that their ability to participate as confident and competent digital citizens is a key skill. An important part of learning the skills, knowledge, and values that are needed, is being given the chance to experience both the opportunities and the challenges presented by technology. Importantly, to do so in a safe, secure and nurturing environment, where clear, effective guidance can be sought.

Policy:

Manganuiowae - Broadwood Area School will develop and maintain procedures around the safe and responsible use of the digital technologies, school's network and systems, and the internet. These online safety procedures will recognise the value of the technology and encourage its use in teaching and learning contexts whilst minimising and managing the challenges that may be experienced by students, teachers and the wider school community.



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The school will consult with parents and the wider school community, as to how it intends to use digital technologies and online environments, and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community for opportunities to receive and participate in education and support around the safe and responsible use of digital technologies and online environments.

Staff Guidelines for the Safe Use of Digital Technology

overview

Digital technology continues to create opportunities to learn and connect our school community. **Manganuiowae - Broadwood Area School** believes in using a digital citizenship model to support safe, responsible and ethical use of digital technology and online spaces as it helps our online environment to be a positive place for everyone.

Digital technology and online spaces are an integral part of teaching and learning, but it does not come without challenges. The school operates under the assumption that challenges will arise. The school will support staff through the management of reported accidental or unavoidable incidents. In turn, we expect staff to take reasonable steps to minimise harm occurring within the school community.

This guideline outlines **Manganuiowae - Broadwood Area School** role in using digital technology and online spaces for learning and supporting online safety, as well as your responsibilities as a member of our online community.

Manganuiowae - Broadwood Area School role

This section outlines your school's approach to supporting safe digital technology use

Manganuiowae - Broadwood Area School recognises the opportunity that digital technology has brought to learning. Our students have a right to receive a high-quality education in a safe online and offline environment. We know that online spaces are complex and full of challenges for young people. This is why we want to create a culture of safe, responsible and ethical technology use that helps support learning while reducing exposure to online risks.

Manganuiowae - Broadwood Area School recognises the complexity that digital technology has brought for educators. We are committed to supporting our team to manage the risks that you and your students may face.

We will do this by:

- Providing information and support to ensure staff and students are aware of, and able to meet their responsibilities;
- Teaching a curriculum that reinforces and promotes positive online safety behaviours;
- Providing technology that oversees students' use of the school's digital devices and platforms;
- Offering access to the internet and online services that is not unreasonably restricted;
- Using filtering software to minimise access to inappropriate online content;
- Allowing the use of technology for personal reasons as long as it does not negatively impact on others;
- Supporting staff and students who need help dealing with online incidents;
- Securing the personal information, the school collects about you;
- Protecting your freedom of expression under New Zealand's Bill of Rights;



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- Having a plan in place when something serious or illegal happens. This might include getting in touch with the Police or Netsafe.

This section outlines what your school/kura considers appropriate professional conduct in the use of digital technology and online spaces in school and as a member of the school community.

Staff members of **Manganuiowae - Broadwood Area School** community are guided by the professional conduct outlined in the Codes and Standards (Education Council of Aotearoa NZ) and how these relate to the safe use of digital technologies and online spaces in schools. As role-models for students, staff have a responsibility to uphold school's values and ensure our online environment is a positive place to learn, connect and enjoy. This means modelling safe, responsible and ethical use of digital technology and online spaces.

The school directly oversees and is responsible for the use of devices, systems and principles in place designed to support learning. These are as below:

- **Password security:** Use strong passwords and keep them private. Do not share your login details or use others' login details.
- **Log in and out:** This is an essential security measure for keeping sites and content safe.
- **New software:** Always ask first and seek permission from the school IT manager/team before downloading software to the school network or devices that connect to the network to ensure they do not interfere with the school's equipment/network or the online security of another person.
- **Personal device security:** Staff are responsible for the security settings of their own devices. Staff should endeavour to ensure any device used within the school has appropriate security software, that all software is up to date - and that the devices are free from any harmful content which could be accidentally exposed during use.
- **Offensive content:** Do not bring into the school or add to school systems content that is considered inappropriate for our students.
- **Recognise copyright and intellectual property:** Follow copyright and intellectual property requirements by attributing references, images, text, audio and video appropriately.

Staff at times also use technology that is not directly governed by the school. It is important to recognise that technology blurs the lines between what is strictly inside of school, and that from outside of school and therefore within the jurisdiction of employment agreements. For staff safety and the avoidance of doubt, the following requirements apply to activity that may impact a staff members' ability to perform their role or on the safety of other members of the community.

- **Know the law:** New Zealand has a number of pieces of legislation that govern online spaces. You should be familiar with your responsibilities under these acts to ensure you are operating within the law and are able to guide students to do so.
- **Protect your reputation:** Social media can expose our private lives to our professional communities. Be wary of how and where you post personal content that could undermine your reputation as a teaching professional.
- **Share with care:** Freedom of expression protects our right to share our views, but it does not protect people from the harm expressing those views can create. Be wary of creating or forwarding content that could be considered harmful, inappropriate or hurtful to any member of the school community.
- **Protect privacy:** Don't disclose sensitive personal information about another person in any digital communication and consider what information you share about yourself online. Messages that you send privately can be made public by other parties.
- **Keep it offline:** Don't participate in our community's disputes online. From time to time disputes will arise between parents and/or students within the school community and can be carried out online. The school has processes in place for complaints and disputes should be handled through these channels where possible.
- **Get consent for content:** Only record and share video, photo or audio content if the people in it know it has been taken and have provided their consent.



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Online incidents

This section outlines how staff are expected to respond if students seek support and assistance or if they encounter any online concerns.

Despite the advantages technology offers and people's best intentions, sometimes there will be challenges and harm will occur within an online community. Staff are expected to action incidents regardless of whether they were accidental or purposeful in nature. Even incidents that occur outside of the school or outside of school hours are required to be actioned if they are negatively impacting on student learning.

Manganuiowae - Broadwood Area School is committed to supporting staff to manage online safety incidents.

Receiving reports

Incidents of online bullying or harm are not tolerated at our school and students are encouraged to report them to any staff member. Staff are expected to receive these reports and to take appropriate steps in response.

Responsibility to report

If you become aware of any online incident or suspected incident with a potential to cause harm to a member of this school community, you must act upon it. Incidents impacting students within your care should be recorded and actioned appropriately. Risk to other members of the school community of the school should be escalated appropriately.

Supporting students

Staff are expected to prioritise student safety and to escalate reports appropriately. Students should be encouraged and, if necessary, helped to preserve evidence of what is happening so an investigation can occur. They should be discouraged from putting themselves at further risk by engaging with the person(s).

Abuse of staff

Online abuse and harassment of staff is not tolerated by the school. Any staff member that is subjected to online abuse and/or harassment should be encouraged to seek support from school management. The school will mediate disputes or report them to external authorities as appropriate.

Incidents involving you

When you become aware of any online incident or breach of these guidelines that has the potential to cause harm to a member of this school community (including you), you are responsible for reporting it to school management. For matters that are complex, or sensitive - we recommend seeking advice and support from Netsafe.

Support from Netsafe

Netsafe is New Zealand's independent online safety organisation and it provides services in support of educators and schools under contract to the Ministry of Education. They provide free confidential advice seven days a week. They can be contacted on 0508 NETSAFE (0508 638 723) or online at netsafe.org.nz/report

Staff declaration

This agreement should be signed by all staff



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I understand and agree to follow the Guidelines for the Safe Use of Digital Technology. I am aware that this applies to using any digital technology and online space while at school, and for any school activity on a device that the school does not own.

Signed _____
Name _____
Date _____

Student User Agreement for Junior School (Yr0-8) at Manganuiowae Broadwood Area School

Manganuiowae Broadwood Area School STUDENT USER AGREEMENT OVERVIEW

Digital technologies and devices like iPads and computers are tools that can help us learn at school in all sorts of ways. We can look at interesting things online, talk to people, create new ideas, and learn how to do different things on apps and websites.

When we use digital technologies, we need to learn how to keep ourselves safe, and make good choices in ways we behave when we are online. At Manganuiowae Broadwood Area School we call this being a 'digital citizen'. Good digital citizens help to make our school a safe and positive place for everyone.

This agreement shares what Manganuiowae Broadwood Area School does to help make learning online safe, and what we need to do. It is not always easy to understand everything about online spaces, because there are so many things to use and explore, and that's why it's important that we all try to make it as safe as possible.

Manganuiowae Broadwood Area School ROLE

This section outlines the school's approach to digital technology use and online safety.

Manganuiowae Broadwood Area School wants to help you learn in the best ways we can, and keep you safe at school.

We will do this by:

- helping you to know what you need to do to keep safe online
- helping you to know what to do if you are worried or upset by anything or anyone online
- making sure we have learning times at school where you can find out more about keeping safe online and safe ways to use your device or computers

YOUR ROLE

This section outlines the rules for using digital technology in school and as a member of the school community

We want our school to be a place that is safe and friendly, where we can learn, play and explore. To do this we need everyone to choose safe, careful, and fair ways of using devices and online spaces. As a digital citizen this means you will:

- **Keep it kind.** When you are online, think about others and talk or share in a kind way.
- **Keep it to yourself.** Keep your passwords and information about yourself or other people safe and private.
- **Keep it careful.** Think carefully about what you share and make sure it's something you are proud of and would be happy sharing with someone else face to face.
- **Keep it real.** Not everything you see online is real. It might look or sound real, but some things are made up or fake, so be careful to check or ask a teacher if you're not sure.
- **Keep it honest.** When we copy or use words, pictures and ideas from the internet, we need to make sure we share these things in the right way and follow the rules for sharing things that don't belong to us.



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- **Keep it fair.** Make sure you check with others if it is okay to record them, or share photos or videos with them in it. They should have a say in what happens to things that go online if they are in them.
- **Keep it responsible.** If you bring your own device to school, use it in ways, and at the times that your teacher says it is okay to.

WHEN THINGS GO WRONG ONLINE

This section outlines how students can seek support and help

Even when people try to do the right thing, sometimes things go wrong. If you or somebody you know does something online that isn't okay maybe by accident or on purpose, your teachers at [Insert school] will help you to sort it out. If you see things online that make you feel worried or upset, your teachers [Insert school] will help you sort it out. The important thing is to tell a teacher or another adult you trust.

Online bullying. Online bullying is not okay at our school at any time. If somebody is saying mean or hurtful things about you or somebody else online, talk to a teacher or trusted adult. They will help you with what to do. Don't delete or hide the messages or pictures because these are important to show what has been happening. Turn your screen off and then go tell a teacher or trusted adult.

Report a problem. If you see something online that you don't think should be there, tell a teacher or a trusted adult at school as soon as you can. This is really helpful, and means we get to fix the problem quickly. The school will look and see how to fix it, and take away the problem.

Online safety support. Netsafe helps people to be safe online. They can help you or your family if you are having problems online. They have free, private help for you and your family for any online safety problems, and they are there to help seven days a week.

You can get hold of them on the phone 058638723, or their website at netsafe.org.nz

STUDENT STATEMENT

This section should be completed if your school would like students to sign the agreement

I know about the ways I should use digital devices and online spaces at school for learning. I know that I should be kind, careful and responsible when I use devices, and when I go online, and this is the same for the devices that school owns, or if it is my own device that I bring to school.

I know that if I behave in ways that are not safe online, or kind or responsible, that this is not okay at Manganuiwae Broadwood Area School. There may be some actions that my school might have to take, such as not being able to use school devices or devices I bring from home to school.

I understand and agree to use digital technology and the internet at school safely and for learning, whether it is on a school device or one I have brought from home.

Signed _____ Name _____ Date _____

PARENT/ WHĀNAU/ GUARDIAN DECLARATION

This section should be completed if your school would like parents/guardians to be aware of this agreement

I know that if my child makes choices or behaves in ways that don't align with this Student User Agreement there may be consequences or outcomes that the school will talk about with me.

Signed _____ Name _____ Date _____



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Student User Agreement for Secondary School (Y9-13) at Manganuiowae Broadwood Area School

Manganuiowae Broadwood Area School USER AGREEMENT OVERVIEW

Digital technology continues to create opportunities to learn and connect our school community. [Insert school] believes in using a digital citizenship model to support safe, responsible and ethical use of digital technology and online spaces as it helps our online environment to be a positive place for everyone.

This agreement outlines [insert school] role in promoting the use of digital technology and online spaces for learning, and supporting online safety approaches. It also outlines expectations and responsibilities of students as a member of our online community. It will also be used to support discipline processes when necessary.

Manganuiowae Broadwood Area School Role

This section outlines your school's approach to digital technology and online safety

Manganuiowae Broadwood Area School recognises a student's right to receive a high-quality education in a safe online and offline environment.

We will do this by:

- providing information and support to ensure you are aware of, and able to meet, your responsibilities
- teaching a curriculum that promotes positive online safety behaviours
- overseeing students' use of the school's/kura digital devices and platforms
- offering access to the internet and online services that is not unreasonably restricted
- using filtering software to minimise access to inappropriate online content
- allowing the use of technology for personal reasons during break times as long as it does not negatively impact on self and others
- supporting students who need help dealing with online incidents
- taking action when a negative online experience occurs between students even if it takes place outside of school hours
- securing the personal information the school collects about you
- protecting your freedom of expression under New Zealand's Bill of Rights
- having a plan in place to support students when something serious or illegal happens. This might include getting in touch with the Police or Netsafe.
-

YOUR RESPONSIBILITIES

This section outlines what your school considers appropriate behaviour when using digital technologies and online spaces in school and as a member of the school community

As a student of Manganuiowae Broadwood Area School and a member of our community, it is expected that you will positively contribute towards making our school or kura a place that is safe, respectful, and fair online and offline. This means enacting our school values in online spaces, and helping to shape a positive online culture. This is being a 'digital citizen'.

As a digital citizen, you will:

- **Keep it positive.** Always respect others online and communicate in a constructive way. Do not create or publish content that is indecent, threatening or offensive.
- **Protect privacy.** Do not disclose sensitive personal information about yourself or another person in any digital communication. This includes sharing passwords, accessing devices or online sites belonging to others without consent and taking screenshots and sharing this content without consent.



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- **Act cautiously.** Anything you post or do online can influence what people think of you. Likewise, always think carefully about whether the information you see online is true. If you are unsure of something talk to a teacher.
- **Avoid online bullying.** Creating or forwarding content that is harmful, inappropriate or hurtful is never okay at any time, and may breach legislation (The Harmful Digital Communications Act). If you are harassing people by sending multiple messages this is also considered online bullying and is unacceptable.
- **Be security smart.** Keep personal information safe and secure by using strong passwords and not sharing them with others. This includes not accessing devices or online sites belonging to others without consent, nor taking screenshots and on-sharing their personal content without their knowledge and permission.
- **Check consent.** Before downloading software to the school network or onto devices, seek permission. Interfering with the school systems, digital technologies, equipment/network or the online security of another person is never okay at any time.
- **Recognise others work.** Follow copyright and intellectual property requirements by attributing references, images, text, audio and video appropriately.
- **Respect the rights of others.** Only record and share video, photo or audio content if the people in it know it has been taken and have provided their consent.
- **Use personal devices sensibly.** Keep your device(s) on silent during school hours and only use it outside of class time unless you have been given permission to use it during lessons.
- **Seek help.** Sometimes you or someone you know will feel unsafe or come across inappropriate or hurtful online content and behaviours. If this happens talk to a trusted adult about what can be done, or contact Netsafe directly.

ONLINE INCIDENTS

This section outlines how students can seek support and assistance if they encounter any online concerns

Despite the advantages technology offers and people's best intentions, sometimes there will be challenges and risks within an online community - either accidentally or on purpose. Manganuiowae Broadwood Area School is committed to supporting you if something goes wrong online.

Online bullying. Incidents of online bullying or harm will not be tolerated at our school/kura or kura. If you or somebody else is being bullied or harmed online, it's never okay at any time. This type of harm doesn't usually just go away. It's important to keep the evidence of what is happening to you or someone so this can be investigated. Don't put yourself at further risk by continuing any contact with the person or people who are bullying online, or creating harmful or hurtful content. It's very important to let someone at school know what's happening so you can get the right help and support you need. You should also consider talking to a trusted adult like your parent, your whānau or guardian for support.

Report a problem. You should report an online incident or if you suspect something is happening online as soon as you can. Once the school is made aware of a problem, they will assess the problem and work to resolve it.

Online safety support. Netsafe is an online safety organisation that is also available to help. They provide free confidential advice seven days a week for all online safety challenges. They can be contacted on 0508 638723 or online at [netsafe.org.nz](https://www.netsafe.org.nz)

STUDENT DECLARATION

This section should be completed if your school would like students to sign the agreement

I am aware of the expectations, behaviours and values required of me when I use digital technologies at school, any online tools and platforms, and the school's systems and network. I



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understand these apply to all devices used at school whether they are owned by school or if it is my personal device.

I understand I have the right to use and experience online environments and digital technologies in positive ways and that others do also. With these rights, come responsibilities.

I understand and agree to support and uphold these expectations and responsibilities outlined in this agreement.

I know that if my actions or behaviours do not align with the User Agreement there may be consequences. This may include the loss of access to the internet on school owned devices or personally owned device used at school.

Signed _____ Name _____ Date _____
PARENT/ WHĀNAU/ GUARDIAN DECLARATION

This section should be completed if your school would like parents/guardians to be aware of this agreement

I know that if my child behaviours or acts in ways that don't align with those detailed in the User Agreement there may be consequences which the school will talk to me about.

Signed _____ Name _____ Date _____

CHILD PROTECTION

No S5-536

This policy outlines our commitment to child protection. It includes our protocols when child abuse is reported to us or suspected by us. It also includes practice notes on measures to be taken to prevent child abuse. All staff are expected to be familiar with and abide by this policy

Purpose statement.

We have an obligation to ensure the wellbeing of children in our care and are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority when investigating suspected or alleged abuse.

We support the roles of the New Zealand Police (the Police) and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whanau to protect their children.

We provide a safe environment free from physical, emotional, verbal or sexual abuse.

Policy Principles

- The interest and protection of the child is paramount in all actions.
- We recognise the rights of family/whanau to participate in the decision making about their children.
- We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect are able to take appropriate action in response.
- We are committed in supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are consistent and high quality.
- We will always comply with relevant legislative responsibilities.
- We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the Person in Charge.



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- We are committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.

Definitions

Child abuse includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child.

Key information

- a. Abuse - the harming (whether physically, emotionally or sexually), ill-treatment, neglect or deprivation of any child.
- b. Neglect - the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development.
- c. Child - any child or young person aged under 17 years, and who is not married or in a civil union.
- d. Child protection - activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or the risk of abuse or neglect.
- e. Designated person for child protection - the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about the child protection policy.
- f. Disclosure - information given to a staff member by the child, parent or caregiver or third party in relation to abuse or neglect.
- g. Oranga Tamariki - the agency responsible for investigating and responding to suspected abuse and neglect and for providing a statutory response to children found to be in need of care and protection.
- h. New Zealand Police - the agency responsible for responding to situations where a child is in immediate danger and for working with Child, Youth and Family in child protection work, including investigating cases of abuse or neglect where an offence may have occurred.
- i. Children's services - any organisation that provides services to children or to adults where contact with children may be part of the service. These organisations should have child protection policies. Organisations that provide services to adults who may be caring for or parenting children should also consider developing a policy, e.g., adult mental health and addiction services.
- j. Safer recruitment - following good practice processes for pre-employment checking which help manage the risk of unsuitable persons entering the children's workforce.
- k. Standard safety checking - the process of safer recruitment that will be mandatory for organisations covered by the Vulnerable Children Act 2014.
- l. Workforce restriction - a restriction on the employment or engagement of people with certain specified convictions under the Vulnerable Children Act 2014

Guidelines to deal with disclosures. Upon receiving a disclosure

- Teachers or students suspecting that a child is being abused shall report their concern to the Principal or appropriate person.
- Should a child be in immediate danger-referral to the Police.
- Concerns about abuse or neglect-phone call to Oranga Tamariki or the police.
- More general concerns of wellbeing-Referral to SWIS, School Health Nurse
- Factual written records of all relevant details along with dates and times shall be made by the person receiving the concern. These records shall be confidential to that person, to the person providing details, and the agency working with the case.



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- Wherever possible staff shall have a witness present when obtaining information.
- Where action is required beyond the scope of the school the Principal shall report to an agency with powers to act e.g. Oranga Tamariki, Police, Hokianga Health or appropriate Iwi agencies.
- Parents or Caregivers shall be informed by the person receiving the concern except when it is believed that the child could be put at risk.
- Support shall be made available to the abused child, the home and the class teacher using the most appropriate personnel (e.g. staff, special education service, and health nurse and school counsellor).
- Any agency involved in a case shall be responsible for communicating information to the parents.

Review.

This policy will be reviewed at least every three years.-2021

CHILD PROTECTION - Playgroup

No S5-537

This policy outlines our commitment to child protection. It includes our protocols when child abuse is reported to us or suspected by us. It also includes practice notes on measures to be taken to prevent child abuse. All staff are expected to be familiar with and abide by this policy

Purpose statement.

We have an obligation to ensure the wellbeing of children in our care and are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority when investigating suspected or alleged abuse.

We support the roles of the New Zealand Police (the Police) the Child, Youth and Family in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whanau to protect their children.

We provide a safe environment free from physical, emotional, verbal or sexual abuse.

Policy Principles

- The interest and protection of the child is paramount in all actions.
- We recognise the rights of family/whanau to participate in the decision making about their children.
- We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect are able to take appropriate action in response.
- We are committed in supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are consistent and high quality.
- We will always comply with relevant legislative responsibilities.
- We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the Person in Charge.
- We are committed to promote a culture where staff feels confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.

Definitions

Child abuse includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child.



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Key information

- a. Abuse - the harming (whether physically, emotionally or sexually), ill-treatment, neglect or deprivation of any child.
- b. Neglect - the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development.
- c. Child - any child or young person aged under 17 years, and who is not married or in a civil union.
- d. Child protection - activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or the risk of abuse or neglect.
- e. Designated person for child protection - the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about the child protection policy.
- f. Disclosure - information given to a staff member by the child, parent or caregiver or third party in relation to abuse or neglect.
- g. Child, Youth and Family - the agency responsible for investigating and responding to suspected abuse and neglect and for providing a statutory response to children found to be in need of care and protection.
- h. New Zealand Police - the agency responsible for responding to situations where a child is in immediate danger and for working with Child, Youth and Family in child protection work, including investigating cases of abuse or neglect where an offence may have occurred.
- i. Children's services - any organisation that provides services to children or to adults where contact with children may be part of the service. These organisations should have child protection policies. Organisations that provide services to adults who may be caring for or parenting children should also consider developing a policy, e.g., adult mental health and addiction services.
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- Factual written records of all relevant details along with dates and times shall be made by the person receiving the concern. These records shall be confidential to that person, to the person providing details, and the agency working with the case.
- Wherever possible staff shall have a witness present when obtaining information.
- Where action is required beyond the scope of the school the Principal shall report to an agency with powers to act e.g. CYFS, Police, Hokianga Health or appropriate Iwi agencies.
- Parents or Caregivers shall be informed by the person receiving the concern expect when it is believed that the child could be put at risk.
- Support shall be made available to the abused child, the home and the class teacher using the most appropriate personnel (e.g. staff, special education service, and health nurse and school counsellor).
- Any agency involved in a case shall be responsible for communicating information to the parents.



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Review.

This policy will be reviewed at least every three years.

HUMAN RIGHTS ACT 1993

S5-538

It is every child's right to feel safe and protected whilst they are at school, no exceptions.

No child should feel discriminated against, and every child has the right to an education.

The Principal and Board of Trustees will ensure that the children feel safe within the school environment and will endeavour to rectify situations if they occur.

PHYSICAL RESTRAINT AND SECLUSION

S5-539

Rational: The safety and protection of children and staff is at the heart of this policy.

Purpose: To ensure that staff members are given the support and resources to de-escalate and avoid situations requiring physical restraint.

: To ensure that all children are treated with dignity and respect.

Guidelines:

1. Seclusion is the act of secluding, ie shutting out or secluding from society. It is potentially traumatic and can harm a student's well being. Consequently no child is to be secluded.
2. Physical restraint is a serious intervention that may have an emotional and physical impact on the child and the person doing the restraining. There are legal and reputational risks if the student is harmed.
3. All staff will be trained to effectively minimize the need for physical restraint. Training is available from the Ministry of Education.
4. Staff need to use their professional judgement when they decide to use physical restraint. They should consider their duty of care to students, their right to protect themselves and others from harm, and their obligation to act lawfully.
5. If a student continues to exercise high risk behaviour then an Individual Behaviour plan will be written to assist those working with the child. The Plan will involve the child's parent/guardian and outline preventative and de-escalation strategies that will prevent the need for physical restraint.
6. If a student is restrained then the staff member involved must advise the Principal or Deputy Principal as soon as possible. Parents must also be informed.
7. Staff members are to refer to the document "Guidance for NZ Schools on Behaviour Management to Minimise Physical Restraint" (MOE 2017)
8. All incidents involving restraint of a child will be reported to the Ministry of Education on the appropriate referral form unless there is an Individual Behaviour Plan in place for the child.



Incident of Physical Restraint Form

Information for the Ministry of Education and the Employer			
Completed by			
Date of Incident		Date of Report	
School name & number			
Student's National Student Number (no name)		Date of Birth	
Gender		Year Level	
Ethnicity			
First time the student has been physically restrained?	Yes / No (delete one)	The student was physically restrained more than once during the day?	Yes / No (delete one) If yes, how many times?
The student has an Individual Behaviour Plan?	Yes / No (delete one)	Physical restraint was a part of the plan?	Yes / No (delete one)
Were parents notified?	Yes / No (delete one)		



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Was anyone injured?	Yes / No (delete one) If yes, describe
Was the staff member who applied the restraint a teacher or authorised staff member?	Yes / No (delete one) If no, provide details
Role of staff member who applied the restraint	Teacher / Other (delete one) If Other, describe role:
Did the staff member who applied the restraint receive any training prior to the incident?	Yes / No (delete one) If yes, what training?
Why was the use of physical restraint considered necessary?	
Serious and imminent risk to the safety of the student or any other person – describe	



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<p>Any other comments</p>	
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Required Action

- Complete the form above and email it to the Ministry of Education at <mailto:physical.restraint@education.govt.nz> Provide a copy to the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school)
-
- **Note:** The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

SURRENDER AND RETENTION OF PROPERTY AND SEARCHES

S5-540

Rationale

The Broadwood Area School Board of Trustees complies with all relevant legislation regulations concerning requirements for the operation of the school.

The School endeavours to provide a safe physical and emotional environment for students and staff. Parents, students, staff and the public have a legitimate expectation that the school environment will be free from illegal and/or potentially harmful or injurious items against the school policies or rules.

In order to achieve this, the School may, in accordance with the Education Act 1989, conduct searches and seize property.

Students are protected under section 21 of the New Zealand Bill of Rights Act 1990 which provides that "everyone has the right to be secure against unreasonable search and seizure, whether of the person, property, correspondence or otherwise". Therefore, all searches must be reasonable and necessary in order to maintain a safe environment.



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Purpose

The purpose of this procedure is to:

- Provide a fair and dignified process.
- Provide the guidelines for searches, surrender and retention of property.

Guidelines

- The Ministry of Education "Guidelines for the surrender and retention of property and searches' (January 2014) shall be followed.
- Where possible, Section 2 of the MOE Guidelines shall be reviewed prior to undertaking a search, surrender or retention of property.
- Searches are only permitted where there are reasonable grounds to believe that a particular student has an item that is harmful. Blanket searches and searches for non-harmful items are not permitted. It is unlawful to search a student's person.
- Search and seizure will be carried out only by the Principal or Deputy Principal and a teaching staff member of the same gender as the student. Searches required during off-site activities, without access to the Principal or Deputy Principal need to be conducted at the teacher's discretion, and with reference to the spirit of this policy.
- Retention and disposal: All due care will be taken with items retained, but staff and the school cannot be liable for these items.
- The Act provides guidelines for when items seized may be disposed of. Items shall only be disposed of by the Principal. Note that this includes the deletion of seized items such as texts, videos or photos from electronic devices.

Records:

- In the event of any retention, the Principal shall be advised and will prepare a written record in accordance with 'Education (Surrender, Retention, and Search) Rules 2013', Rule 10.
- In the event of any search, the Board must be advised in writing at the next scheduled Board meeting. The report shall be in accordance with 'Education (Surrender, Retention, and Search) Rules 2013', Rule 11.
- Records shall be retained for a minimum of 7 years.

Police involvement:

- The Principal will determine if it is appropriate to contact the Police in case of any item seized or where Police or another agency involvement is required in relation to providing a safe physical and emotional environment.
- The School will not retain or destroy unlawful drugs, but hand these over immediately to the police.

Key considerations:

- The New Zealand Bill of Rights Act 1990 prohibits unreasonable search and seizure
- The Human Rights Act 1993 protects people from discrimination, including where a person is treated unfairly or less favourably than another person in similar circumstances because of age, race, colour or disability.
- Personal information may be involved or generated after the search or surrender of an item.
The School's privacy procedures and the Privacy Act 1993 shall be followed.
- These procedures do not limit the School's rights to search any part of its own property (including digital property).
- The School's discipline and behaviour management practices shall also apply.
- This procedure does not limit staff's ability in emergency situations to take action in accordance with Sections 41 and 48 of the Crimes Act 1961.



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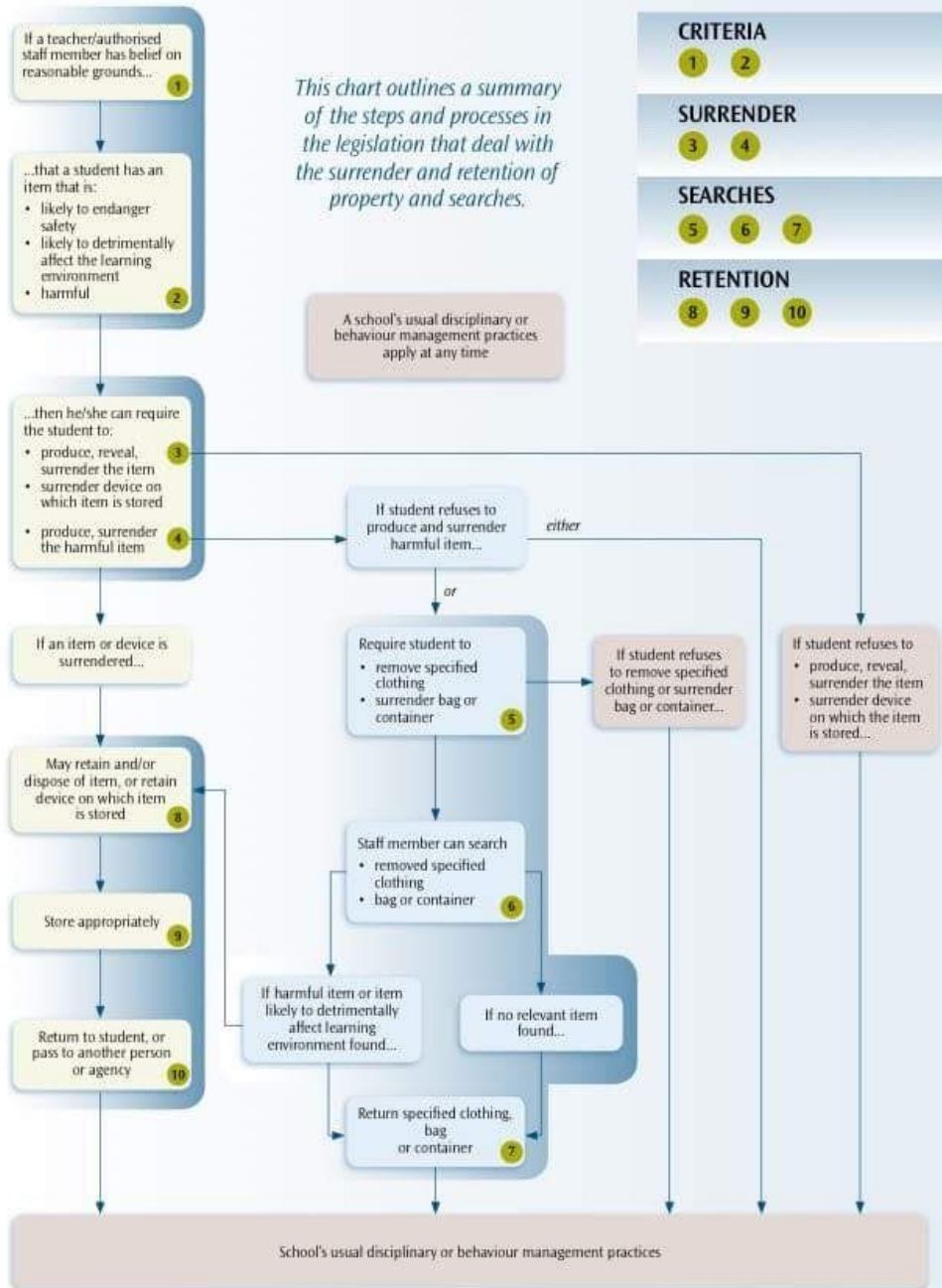
education.govt.nz

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Summary Chart

Surrender & retention of property and searches





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