***NAG 5:* HEALTH AND SAFETY**

**Health & Safety Overarching Policy**

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**5.4** Anti-Bullying Policy\*

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**5:21:** Children Leaving the Classroom Without Permission

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**5.24:** Healthy Food and Nutrition

**5.25:** Headlice policy\*

**5.**26: Pandemic Plan

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**5.**28: Asbestos Management Policy

**5.**29: Asbestos Management Plan

**NATIONAL ADMINISTRATION GUIDELINE 5**

**HEALTH AND SAFETY**

***Each Board of Trustees is required to:***

**(i**) Provide a safe physical and emotional environment for students and staff

**(ii**) Promote healthy food and nutrition for all students

**(iii)** Where food and beverages are sold on school premises, make sure healthy options are available

**(iii)** Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

As an effective organisation Te Poi School shall have and maintain within its boundaries a safe physical and emotional environment for its pupils, staff and general public as well as for the protection of its property.

**Standards**

Te Poi School shall have an active health and safety programme that at all times complies with current legislation/requirements

**Responsibilities**

It is the duty of the staff and pupils to report, without delay, any situation with the potential for harm to persons or property.

The Board of Trustees property sub-committee is responsible for monitoring the Health and Safety Programme and reviewing the systems annually during the school year. The property subcommittee will consist of the Principal, and BOT property portfolio holder. The property subcommittee shall report Health & Safety matters to the Board of Trustees Meeting.

**Health and Safety Overarching Policy**

**Purpose**

The Te Poi School board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The Te Poi School board of trustees is committed to providing and maintaining a safe and healthy workplace for all staff, students, and other people in the workplace. We will achieve this through:

* making health and safety a key part of our role
* working with our workers to improve the health and safety system at our school
* doing everything reasonably possible to remove or reduce the risk of injury or illness
* making sure all incidents, injuries and near misses are recorded in the appropriate place
* investigating incidents, near misses and reducing the likelihood of them happening again
* having emergency plans and procedures in place
* training everyone about hazards and risks so everyone can work safely
* providing appropriate induction, training and supervision for all new and existing workers
* helping workers who were injured or ill return to work safely
* making sure contractors and sub-contractors working at the school operate in a safe manner.

All staff are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

* being involved in improving health and safety systems at work
* following all instructions, rules, procedures and safe ways of working
* reporting any pain or discomfort as soon as possible
* reporting all injuries, incidents and near misses
* helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
* reporting any health and safety concerns or issues through the reporting system
* keeping the work place tidy to minimise the risk of any trips and falls
* wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

**Others in the workplace**

All others in the workplace including students and visitors are encouraged to:

* follow all instructions, rules and procedures while in the school grounds
* report all injuries, incidents and near misses to their teacher or other staff members
* wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning
* Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.
* Health and safety is everyone’s responsibility.

**5.1 Inspections/Identification of Hazards**

Inspections are to be carried out on all pre-identified equipment at the frequencies stipulated. All hazards will be recorded and classified as follows:

* Location
* Nature
* Class

**Class A**

A condition or practice likely to cause permanent disability, loss of life or body part and/or extensive loss of structure, equipment or material

**Class B**

A condition or practice likely to cause serious injury/illness, resulting in temporary disability, or property damage that is disruptive but less severe than in Class A

**Class C**

A condition or practice likely to cause minor non-disability injury/illness, and/or non-disruptive property damage

A Hazards Register will be maintained and will show the current status of all hazards, both from pre-identified inspections and other sources. The Principal will undertake ongoing professional development (as required) to ensure Hazard management is current and continues to meet legal and ethical obligations.

**5.2 Hazard Management**

1. Playground safety:
	* The Principal will undertake weekly playground inspections using the „Weekly Playground Safety Inspection Record‟ which will be filed and reviewed with the property sub-committee. Necessary repairs will be addressed immediately.
2. Use of machinery:
	* All machinery will be used for its desired purpose only. Appropriate safety clothing and equipment will be used as required (safety glasses, ear protectors, enclosed footwear.
3. Heating and boiler operation
	* The school boiler will be serviced annually by qualified boiler engineers to ensure that it is well maintained and in top working order. The boiler will be clearly labelled with safety precautions.
4. Storage of chemicals and equipment
	* All chemicals and equipment will be stored safely in appropriate containers, away from children, and in lockable areas.
5. Working with asbestos
	* Any asbestos areas in the school are identified and recorded by the Principal. Work involving asbestos will preferably be carried out during „out of school‟ hours. Correct safety clothing will be worn when handling asbestos, dust and particles will be collected and disposed of appropriately.
6. Management of contractors on site
	* All contractors working on site must have police vetting. Contractors must sign in at the office during school hours and display appropriate signage for work being carried out. The Principal will co- ordinate with all contractors to ensure school safety procedures are understood and adhered to.

**5.3 Child Protection Policy\***

This policy is based on the school’s philosophy that the safety of the child is paramount, that all children are treated with dignity and have the right to have their needs met in a safe environment. Reference sections 18 & 19 *Vulnerable Children’s Act 2014*

**Purposes**

1. To ensure the safety of the child is paramount.
2. To make sure we only employ safe people to relate to children.
3. To provide teachers with training and guidelines so that they can identify signs of child abuse and neglect.
4. To outline the Professional behaviour expected of our staff and providing staff with the support and care they need.
5. To provide access to guidelines for everybody working with children from this school.
6. To provide procedures for responding to cases of suspected abuse and neglect
7. To provide contact details for help agencies that we will use and guidelines around information sharing.
8. To provide support when children have been abused.
9. To educate parents and children to prevent abuse and how we will maintain relationships with parents.
10. Outline support we will provide to children and their families.
11. To ensure the safe use of technology

**Definition**

"Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, five sub types can be distinguished - physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse and exploitation."

Article 19 United Nations Convention on the Rights of the Child

**STAFF:**

**Employment**

Any person working with children from our school, must undergo a Police Check - refer to Policy 3.11 Police Vetting.

**Professional Development**

All staff will undergo professional development in the use of the “KOS” programme and will be made aware of the Child Protection Policy.

Training to be every 2 years.

**Professional Conduct**

Staff are always expected to conduct themselves in a professional and confidential manner as outlined in the Education Council Code of Ethics - see Appendix A

Staff will be provided with support and care as the need arises.

**Reporting Abuse and Neglect**

Where it is suspected that abuse or neglect has occurred, the procedures for reporting this is as follows:

See pages 2-7 for reporting procedures

**Support**

The Principal and any other internal or external person or agency, will be engaged to provide support at the request of the staff member/s.

**Support from Professional Agencies**

**School:**

The school will maintain a close working relationship with the Public Health Nurse. A staff member may contact Oranga Tamariki and the Police Child Protection Unit if guidance and/or advice on individual children/families, Whanau seems necessary.

General discussion can also be made by staff to other current agencies - a list of agency contact numbers is attached - see Appendix B

**Child/ren:**

Where it has been identified that a child/ren requires support, the school will engage Professional Agencies to provide advice and or action on the appropriate support and or treatment required.

**Preventative Education**

Access to guidelines for working with children from our school is available to

everyone.

Information will be kept at the school and made available to staff and parents through the school office.

This will include pamphlets on all forms of abuse, contact phone numbers for help agencies and a Keeping Safe resource.

The Keeping Ourselves Safe programme will be taught to the children in consultation with the youth police and the Board of Trustees. The express aim will be to teach children skills of keeping themselves safe, developing self-esteem, assertiveness and information will be provided to parents.

**Technology**

The school will ensure that constant monitoring, reviewing and updating of the school filtering system is carried out monthly.

Refer to Policy 5.10 Internet Use for guidelines of use for children and staff.

RESPONDING TO CHILD ABUSE:

1. If a staff member suspects a child has been abused the following procedures will occur:

RESPONDING TO CHILD ABUSE:

Staff member suspects’ child has been abused

Staff member may approach Oranga Tamariki Child Team and or the

Police Child Protection Unit to discuss suspicions.

Discuss with Principal

Principal counsels staff member to Observe and record all information that relates to suspected child abuse

Principal monitors situation

Further action required

Staff member to approach Oranga Tamariki Child Team and or the Police Child Protection Unit to make a report of concern and will then be advised of next steps.

**All discussion will be in strict confidence.**

2. If a staff member has **evidence** that a child has been abused

OR

If a child disclosed that they have been abused the staff member will:

* Reassure the child by telling them that they have done the right thing by telling you.
* Inform the child that to help them, you will need to tell someone else.
* **The child will not be re-questioned** by staff after the recording of the disclosure.
* The staff member disclosed to, will discuss the matter with the Principal.
* The Principal will discuss the case with one other staff member and/or if necessary the child’s teacher.
* The Principal will contact Oranga Tamariki Child Team and or the Police Child Protection Unit to make a Report of Concern.
* The matter will be dealt with from this point by outside agencies.
* Staff involved will continue to monitor the situation and support the child/family whanau as appropriate.

3. If **another person from the school community** reports a case of child abuse to a staff member, the staff member will:

Direct that person to the Principal.

The Principal in consultation with a Staff Member (if necessary) will determine a course of action.

The Principal will then direct them to Oranga Tamariki Child Team and or the Police Child Protection Unit.

4. **Allegations made against a staff member** must be referred to the employing authority through the Principal (unless the allegation is made against the Principal), then directly to the Chairperson of the Board of Trustees.

OR

If a staff member makes an allegation against another staff member of abusing a child at the school, then the person who has been told the information will report it directly to the Principal who will then inform the Chairperson of the B.O.T.

In the above, the Principal or the Chairperson of the Board of Trustees, in consultation with another Board member, will contact Oranga Tamariki Child Team and or the Police Child Protection Unit.

The Principal or the Chairperson of the Board of Trustees will inform the staff member against whom the allegation has been made.

These people will also tell the parent of the child allegedly abused.

The staff member accused will be advised to seek legal and/or union representation, and Part 3 of the Teachers Collective Employment Contract will be followed.

On the recommendation of the Police and Union Representative, the Board of Trustees will suspend the staff member on full pay (Section 3.2 of the Teachers Collective Employment Contract).

The Principal or the Chairperson of the Board may with the permission of the accused, inform other staff of the allegation and steps which have been taken. **All staff will be required to keep the matter confidential.** Counsellors may be made available.

If, after investigation by the Oranga Tamariki Child Team and the Police Child Protection Uni*t,* the allegation is unfounded, the staff member will be reinstated with the matter being closed and all documents pertaining to this destroyed.

**RESPONDING TO CHILD ABUSE**

Person makes an allegation against a staff member

(As per the definition on the first page of this policy)

Complainant

Staff Member Principal

Discuss with Principal Report the matter in writing to the Chairperson of the BOT

Discuss with Chairperson Chairperson will discuss it

Of BOT with another member of the BOT

*Contact Oranga Tamariki Child Team and or the*

*Police Child Protection Unit*

**All discussion will be in the strictest confidence**

Appendix A



**Appendix B**

**IMPORTANT CONTACT NUMBERS:**

**Oranga Tamariki** 0508 FAMILY (0508 326 459)

**Police Protection Unit** Detective Sergeant Jason Perry 021 1909945

**Public Health Nurse** Cathi 889 5335 or 021 734947

**RTLB** Sandra Pickering 027 5324611

**RT Lit** Sharyn Merry 021 1003305

**Rock On (Truancy)** Bruce Warrander 021 923405

**Starfish** Jo McIntosh 888 8795 or 027 7758676

**5.4 Bullying Prevention and Response Policy**

**Rationale or Purpose**

The Te Poi School Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG5.

The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and Whanau share the responsibility for making Te Poi School a respectful and inclusive environment.

**Policy Statement**

We are committed to ensuring that our school provides an environment free from bullying behaviour. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and Whanau should have an understanding of what bullying is, and know what to do when bullying does occur.

**Definition**

Bullying behaviour is not an individual action. Our school community agrees that:

* Bullying is deliberate
* Bullying involves a power imbalance
* Bullying has an element of repetition
* Bullying is harmful.

Bullying behaviours can be physical, verbal or social and can take place in the physical world or digitally.

Bullying is not an individual action. It involves up to three parties: initiators (those doing the bullying), targets (those being bullies) and often bystanders.

**Bullying Prevention**

We recognize that real change happens when students, staff, parents, Whanau and other members of the community share responsibility for making our school a respectful and inclusive environment.

We will:

* Regularly survey our school community through *Wellbeing@School* or our own survey by using Survey Monkey and Google forms.
* Identify areas for improvement through the survey findings and develop a bullying prevention action plan.
* Regularly promote our expectations and successes in preventing bullying (in assemblies, newsletter and Facebook, and reports to the Board of Trustees).
* Hold professional learning and development on our understanding of bullying prevention and response (staff meetings and parent meetings).
* Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other.
* Promote digital citizenship throughout IT and promoting safe use of technology (through our ICT Use Agreements) and using our 3 Te Poi Characters.

**Bullying Response for when bullying occurs**

We recognize the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in, or witnessed bullying behaviour.

* All reported incidents of bullying will be taken seriously and followed up as appropriate.
* An appropriate adult will support the affected students by:
	+ Reassuring that they have done the right thing in reporting the incident
	+ Using the assessment matrix, record a description of what happened and assess the level of severity
	+ Using the quick reference guide, responding to bullying incidents to activate the response and action needed.
* We will involve parents and Whanau as early as possible.
* All more serious incidents will be escalated to the Principal and we will seek advice and involvement from outside agencies.
* We will provide appropriate support for targets, bystanders and initiators of bullying behaviour.
* We will regularly monitor all incidents of bullying and identify patterns of behaviour in staff meetings.

**Raising Awareness**

We recognize the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognized and responded to effectively. We will regularly raise the awareness of our school community’s approach to bullying and celebrate our positive school culture, through parent evenings, assemblies, class-based activities and displays.

Our interaction with our wider school community will include reports to the Board of Trustees, school newsletters, and information (including the policy) on the school’s website. We will make the policy available in multiple formats (in print, on the web and in newsletters) and ensure it is translated into other languages as necessary.

**Evaluation and Review**

We will review and revise this policy annually to ensure that the school’s bullying prevention practices are recognized and celebrated. This will include an annual Board of Trustees meeting to monitor, review and modify the policy and action plan (to reflect changes with the school, survey findings, incident reviews). We will track and monitor all bullying related incidents and regularly report this information to the board. We will regularly gather data from the school community (*Wellbeing@School* and student surveys) and report on the effectiveness of this policy and Te Poi School community’s commitment to bullying prevention and response.

**5.5 Behaviour Management**

One of the central tasks of any school is to modify pupil behaviour - learning and social.

This school believes in a positive approach to discipline, and views this as a partnership, sharing responsibility between the school, the home, and the community. We recognise that positive programmes and management techniques are effective in meeting pupil’s needs and modifying disruptive behaviour by ensuring that

* Rules and expectations are clear.
* Staff are positive, yet firm and consistent.
* Children achieve success from an interesting programme.
* Children are engaged in constructive play at break times then behaviour problems will be kept to a minimum.

We have rules to protect students and to ensure that children’s behaviour is of an acceptable standard. It is the expectation of the school that Parents/Whānau & Caregivers actively promote acceptable standards of behaviour for all children, so that the school environment can be a pleasant, secure, and safe place for all.

**PURPOSES**:

* To examine class programmes, environment, and management within the room as a first step in solving disruptive behaviour patterns.
* To provide clear rules and guidelines for students in classrooms and in the playground.
* To involve parents and caregivers in ensuring acceptable standards of behaviour.
* To ensure all students, staff and caregivers know all the rules and expected standards of behaviour.
* To encourage a positive, problem-solving approach to discipline
* To encourage students to accept, practice and internalise acceptable standards of behaviour, because children choose how they behave and must ultimately take responsibility for their actions.
* To have a clear set of steps to (deal with / respond to) both positive and negative behaviour.
* To ensure that all staff have collegial support and access to appropriate PLD.
* An emphasis is placed on the use of positive strategies to increase desirable behaviours.
* All members of the school, including the students themselves, have a responsibility to recognise [bullying](http://oaklands.schooldocs.co.nz/7783.htm) and to take action when they are aware of it happening.
* All issues and incidents are to be viewed as learning opportunities for individual growth, appropriate interactions and consequences need to reflect this. Any incident or issues of concern need to be communicated to the Principal who will be involved in the outcomes.

**GUIDELINES**:

* Teachers should be aware of the concept “Be Safe, Be Happy, Be Responsible” and “Stop, Talk, Walk” Professional judgment must prevail when dealing with children.
* A system of behaviour management operates for those pupils who display persistent or major, escalating, disruptive behaviour patterns.
* All factors, which affect a pupil’s learning and behaviour, must be assessed, analysed and taken into account by the teacher.
* Special Education Service/ R.T.L.B. is viewed as a resource consultant, and the principal approves referral to them.
* By sharing the process, the skills and knowledge of teachers in dealing with behaviour management problems, are increased.
* All staff may undertake development courses in behaviour modification.
* Teachers need to be prepared to critically evaluate the effectiveness and appropriateness of their class programmes, class organisation, and management techniques.
* The classroom teacher deals with minor problems of behaviour. There will be procedures for referral to delegated personnel and classroom teachers for “out-of-school” and playground behaviours.
* A copy of the school rules and expected behaviour will be on the school website and included in the enrolment pack, and a copy kept in all classrooms.
* Parents/caregivers will be consulted if their child’s behaviour at school is causing concern. Their support will be enlisted.
* Consequences should be fair and reasonable – appropriate for the nature of the misdemeanor.
* The M.O.E. “Guidelines on Stand-downs, Suspensions, Exclusions and Expulsions,” will be used.

**Parents' concerns about student behaviour**

If a parent has a concern about an incident at school, the parent should contact the school in the first instance, and the school will deal with the concern. The school believes that parents should not approach other students, BOT members or parents about school behaviour incidents.

**Contact between staff and students at school**

* Staff may need to physically help students from time to time, especially in the case of younger students, temporary physical contact such as holding a hand, or a guiding hand on the arm, back or shoulders to remove a student from a situation to a safer place.
* When staff are interacting with a student one-to-one, they ensure wherever possible that the space is not closed off from other people.
* Staff are aware that students with [**special needs**](http://oaklands.schooldocs.co.nz/1077.htm) may have particular needs with regards to safety and supervision.
* Corporal punishment is prohibited and staff are to avoid physical contact with students that could be considered intimate, sexual, threatening, or violent.
* If a teacher is attacked by a student, they protect themselves without causing injury to the student involved, and immediately report this incident to the principal. If a student cannot be restrained in any other way, the adult physically restrains the student as appropriately as possible, and seeks other adult support.See **Physical Restraint** section below.

**Time-out and seclusion**

* Seclusion is prohibited at Te Poi School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate, and can be emotionally (and physically) damaging to students.
* Time-out is different from seclusion, and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is checked regularly by staff.

**Physical Restraint**

* Te Poi School has procedures in place for managing student behaviour and guidelines around the [care and management of students](http://oaklands.schooldocs.co.nz/447.htm). The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.
* Staff use preventative and de-escalation techniques (see the Ministry of Education guidelines referenced below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. The other students can be removed from the situation which may calm the student down.
* However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and only used when there is ‘imminent danger of physical injury’ of other students, staff, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the Police.
* The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint must be followed in all circumstances.
* If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured. Ideally, physical restraint should only be applied by staff trained in its safe use.
* It is important to monitor the student, and the person who applied the physical restraint for signs of distress or shock in the aftermath of the incident.
* The school holds a debrief after the incident, using the Ministry of Education appropriate forms. This will examine the events leading up to it, the interventions used, and what could have been done differently. Staff must complete a Staff Physical Restraint Incident form within 24 hours.
* An Incident of Physical Restraint Form is to be completed and given to the Principal, who will notify MOE using their approved format. The Board is notified of any incident involving physical restraint at the next available BOT meeting or earlier if deemed by the Principal to be the correct course of action.
* Parents/caregivers whose child was involved in the incident should be notified on the same day, as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's [complaints process](http://oaklands.schooldocs.co.nz/375.htm).
* Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

**Monitoring the use of physical restraint**

The principal, or delegate, monitors the use of physical restraint and collates information about any incidents. The principal shares this information with the board through the Principal's Report at Board meetings (in a public-excluded session).

## CLASS AGREEMENT ‘TREATY’

* Each class will develop its own ‘Treaty’ that will reflect the Te Poi School 3 Characters
* This will be their interpretation of the school behaviour guidelines as they apply to life in their room. These will be clearly displayed and sent home during the schoolwide ‘Turangawaewae’ unit.
* Positive consequences will be built into the programme.
* Each class will develop a Class Behaviour Plan. This means the teachers and pupils will know the consequences for not following the class ‘Treaty’ and a consistent approach can be assured.
* These consequences will be built into the programme.
* The classroom plan as drawn up by the teams will incorporate consequences appropriate for the development of the children and will include:
	+ Name on the board
	+ 1 dot - Consequences decided by teacher/teams
	+ 2 dots - Consequences decided by teacher/teams
	+ 3 dots – To another class
	+ 4 dots – To DP or Principal

Children who fail to complete their work through off task behaviour may have to complete it during a break while being supervised by the class teacher.

**Severe Clause** – Go straight to DP or Principal for decision on consequence.

## SEVERE CLAUSE

Where a child is hurting others, swearing at others, or using racial or gender insults, the severe clause will be invoked.

The child is now immediately outside the classroom behavioural programme.

* The DP or Principal are involved.

Following this staff may:

* Move the child to a time out area for a period of time
* Place the child in ‘in-school suspension’ and notify caregiver
	+ In-school suspension is when the child is removed from the class & playground to a safe space for the rest of that day. An alternative programme & supervision is provided.
* Ask the parent or caregiver to a meeting

The meeting can be used to determine what consequence and strategies will be put in place to minimise the chances of repeat behaviour.

No child will be stood down or sent home unless a prior discussion with the parent/caregiver has been held.

Each room will have a place for recording the class discipline process.

Consequences should also be evident.

**CONCLUSION**:

Through early interventions, collegial support, and parental co-operation, inappropriate behaviour will be appropriately managed.

**General PLAYGROUND Rules for teachers and support staff**

**Staff at Te Poi School will not tolerate:**

* Swearing, inappropriate hand gestures or other abusive language
* Racial or gender-based putdowns
* Fighting
* Hitting
* Intimidation
* Stealing
* Spitting
* Damaging property (school or others’)
* Not following directions
* Being in non-designated areas (i.e. inside classrooms in fine weather, eating lunch outside of the set area, playing in areas unlawfully, etc.)

**Minor Rules**

* If a teacher talks reasonably to you, talk back reasonably also.
* Do not go outside school grounds without teacher permission.
* Sand, sticks, acorns and bark are not to be thrown.
* 2 children on the tramp or swing at a time
* Native bush is out of bounds
* Room 3 & 9 only on the flying fox
* No child inside on fine days unless accompanied by an adult.
* Put rubbish in the appropriate bins.
* Keep the cloak bays tidy.

**SCHOOL RULES AND GUIDANCE NOTES.**

Be Safe

Be Happy

Be Responsible

**Solve problems with this approach:**

Stop

Talk

Walk

**DUTY** (See also ‘Staff Handbook’)

Remember the positive.

It is the role of the Duty Teacher to be proactive, sense developing trouble and redirect.

It is equally important that children behaving appropriately are acknowledged in some way. We try to work positively with children in the playground – consequences are for severe/ repeated breaking of rules.

Things to be aware of when on Duty:

* Litter
* Toilets

## Responding to playground situations:

* Proximity control
* Redirection
* Take a moment to assess the situation. Listen.
* Be consistent across all your duty times
* Be active, mobile and vigilant

**Depending on the situation:** (*Use a calm monotone voice)*

* “What’s happening here?”
* Ask: “What’s the rule?”
* Use the broken record technique
* You have two choices
* Say: “I am speaking reasonably to you, I expect you to do the same.”
* Hold the ball – “Give me the … thanks.” So that the situation can be discussed.
* Re-direct – “Leave the sandpit and play on the playground. Thanks.”
* Allow a moment or two of wait time. “I am counting to five. After that I expect…”
* If students are fighting, send them to sit down without comment. “Go to…”
* (Use a thinking place/ seat) If necessary, talk to them later, when they’ve had a chance to cool off.
* Call DP or Principal for help if you need it.

## Severe Clause (Deliberate hurting, racist, sexist, swearing language)

* Make sure you follow up.
* Record on the severe behaviour forms – for serious or unresolved issues let the teacher know and/or Deputy Principal/ Principal if very serious.

## School Consequences - Playground

### The goal is to develop social skills, not to punish.

* Restorative talk
* Redirection
* Loss of free choice e.g. time of play, area of play, choice of game.

## SPORTS TEAMS

* Always have a whistle
* Dress appropriately
* Be prepared
* Have an action play should difficulty arise
* Ensure all gear used is returned

## Teachers/ coach carry all bats

## ‘TEAM TALK’

‘Team Talk’ needs to be timetabled to occur daily just prior to and straight after interval and lunch. It supports inclusive practice and a peaceful playground.

Suggested Questions:

Before

* What are you going to do?
* Who/what are you going to play with?
* Where are you going to play?
* What rules do you need?

After

* What did you do?
* Who did you play with?
* How did it go?
* Let’s follow up on …

*Teachers need to develop an effective and efficient system/process for this so that impact on learning time is minimal while knowledge of what is happening for children in the playground is maintained. Ask your team leader to come and model ‘Team Talk’ if you have questions or concerns.*

**5.6 SUNSMART**

**Rational:**

Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn and skin damage and increases the risk of skin cancer. New Zealand, along with Australia, has the highest melanoma rates in the world. One or more episodes of sunburn in childhood and adolescence have been shown to increase the risk of melanoma later in life.

This sun protection policy will apply during Terms 1 and 4, (especially between 11am and 4pm) and especially when children are outdoors for extended periods e.g. sports days.

This policy is adopted from 27th February 2012 so that children attending Te Poi School are protected from harmful UV radiation from the sun.

**Suggested Sun Protection Procedures**:

1. Children will be expected to wear school hats, appropriate clothing and sun block when involved in outdoor activities (play time, lunch time, sports trips, camps).
2. Staff will act as role models by wearing school hats during Terms 1 and 4 and sun safe clothing in Terms 1 and 4.
3. Children will eat their lunch under the shaded lunch area with teacher supervision.
4. SPF 30+ Broad Spectrum Sunscreen will be available for staff and children and its use encouraged, especially on days of high risk. Parents are encouraged to put sunscreen on their own children.
5. The Sun Protection Policy will be reinforced in a positive way through school newsletters and the Health programme that promotes melanoma awareness.
6. Children without hats to play in designated shade areas.
7. The playground areas will be planted with shade trees so children can play in the shade.
8. Where possible outdoor activities and sports will be scheduled for the mornings during the summer months.
9. Sun safe will be incorporated into the school curriculum, especially at the beginning of the summer months.
10. Rash shirts and swim caps are to be encouraged for swimming sessions.

**Curriculum:**

Incorporate Sun Smart education and activities at all levels when delivering the curriculum.

**Environment:**

\* Work towards developing and improving existing shade, particularly in areas where students congregate. Shade can be both built and natural (e.g. constructed shelter and trees).

\* Whenever possible schedule outdoor activities and sports events before 11am.

\* Organise outdoor activities to be held in areas with plenty of shade whenever possible.

**5.7 Education Outside the Classroom Policy**

Educational trips and visits can be made for a variety of reasons and have the potential to enhance learning in all curriculum areas. The range of opportunities that exist is inexhaustible and may encompass visits to places of educational interest, curriculum related field trips, or sports trips.

PURPOSES

1. To enrich the classroom programmes and enhance learning by providing first hand experiences.
2. To provide opportunities for the community to participate in the education of the children through sharing knowledge and experience.
3. To assist the children to understand and appreciate other cultures, both past and present.
4. To enable children to appreciate the different aspects of their local environment.
5. To enable children to participate in sporting exchanges with other agencies and schools.

GUIDELINES

1. The first priority in education outside the classroom must be the safety of the children.
2. Teachers and adults in charge of groups of children must at all times know the number of children in their charge.
	1. Names, numbers and any special needs to be clearly communicated with all adults in charge of groups.
3. In planning school trips consideration will be given to the needs of the children and to the financial resources available in order to see that all children have opportunities to participate.
4. Current educational objectives relating to the proposed trip and class programmes must be identified.
5. First priority should be given to the use of resources in the school's local area.
6. An adequate adult/pupil ratio should be maintained throughout the trip.
	1. Minimum 1:8
	2. Boat Trips 1:6
	3. Bush Walks and Swimming 1:4. Note: Bush walks 1:6 if not dense or rugged otherwise use ratio 1:4.
	4. Kayaking & any on water activities require a motorized spotter boat.
7. Permission must be obtained from parents prior to any visit outside the local area.
8. Wherever appropriate, when visiting other schools ratios need not apply.
9. Parents transporting children on school trips must sign a pre-printed form provided by the school stating that their vehicle is:
	1. Roadworthy -i.e. current WOF
	2. Registered
	3. Has an individual seat belt for each child and that as an adult they:
		1. Hold a full driving license
		2. Are not disqualified
		3. Are physically fit and capable of driving (i.e. Not taking medication that could impair their ability to drive, taking mind altering drugs, or be intoxicated.)
10. All students aged 5 years and 6 years must be in an approved booster seat when travelling in vehicles.
11. The Principal has overall responsibility for all class trips. The appropriate form must be given to the Principal before the trip can go ahead in the outer zones. Health issues must be acknowledged on the Risk Management Form

GUIDELINES FOR DAY TRIPS

* Be an integral part of the programme.
* Adult/pupil ratios to be adhered to. See Guideline #6
* A teacher will be responsible for the party but may not always be accompanying each group. Parents will be informed if this is the case.
* Permission of the Principal will be sought 2 weeks prior.
* Information circulated to, and permission from parents, must be gained prior to the trip.
* Pre-schoolers can accompany at discretion of the teacher and are responsibility of the parent and must not interfere with the safety of the group.
* The Risk Management Analysis Form must be attached to the EOTC application.

GUIDELINES FOR CLASS TRIPS LONGER THAN A DAY

* Permission of the Principal and Board of Trustees must be sought at least one month in advance.
* Such application must include information on the following points:
	+ Proposed programme
	+ Accommodation and transport arrangements
	+ Supervision arrangements
	+ Cost and details of how they are to be met
* A site visit by staff to determine track status and camp suitability
* Police vetting is mandatory for all
	+ Parents attending camps
	+ Service providers
* H&S requirements must be sighted by the camp organiser from all camp service providers
* Ensure alternate camps have provisions for diversity and inclusion of all students and parents
* Ensure camp provides facilities for gender diversity and choice
* The school would ask for parental consent if any billeting was to be considered and any billet families require police vetting.

**5.8 Playground Supervision**

All children have the basic right to feel secure in their environment. A secure playground is a well-supervised one.

The Principal is responsible for ensuring a current playground supervision roster is in place and that it is regularly monitored

Staff of this school will take all precautions necessary, that a prudent parent would take, to avoid the risk of injury or harm to the health and welfare of the pupils.

**5.9 Road Safety**

Road safety is an aspect of children’s education, which is a shared responsibility between the school and the parents. Road safety education should ensure the safe arrival of children at school and their safe arrival home after school.

1. Regular visits by the (Police Road Safety Education) officers to classrooms, and subsequent follow-up by class teachers as appropriate.
2. Emphasize safe road crossing procedures and safe walkways.
3. Children who wish to cycle to school must have written permission from their parent. All cyclists must wear approved safety helmets.
4. Emphasize safe practices when getting on and off buses, and out of cars.
5. Parents transporting children to extracurricular and sporting activities will provide a seat belt for each passenger, a current WOF, fully registered car and a full drivers license.
6. Booster seats are required for all children under the age of 7, travelling by car on any school excursions.
7. Policies concerned with health and safety must be complied with.

**5.10 Internet Use Policy\***

The Internet is available for all staff and pupils to use under the following conditions:

School

* N4L is the preferred filtering company as per MoE guidelines
* Annual Internet safety training to support staff in correct and safe use in classrooms and programmes
* Maintain filtering keywords in accordance with needs
* Guest login monitored and password changed when needed

Staff

All staff are encouraged to use the Internet to:

* Upskill and update professional knowledge
* Provide information to enhance the learning opportunities available to pupils
* Communicate via e-mail with other teachers to access learning opportunities for pupils or to enhance the resources available in the school

Students

* Students will be supervised while using the Internet.
* All students are required to have an “application for use” form signed by their parent or caregiver. This policy statement and code of conduct forms the documentation that the caregiver and pupil agree to
* Annual review of class systems and codes of conduct
* Correct and safe use of email – in particular email etiquette
* Google Meet and Chat is only open for Hybrid learning

Code of Conduct

* Students are encouraged to use the Internet to extend their knowledge in line with class teaching and learning programmes
* No private information is to be distributed to third parties
* No reposting of information is permitted by children
* Deliberate attempts to access sites containing pornographic, racially or religiously offensive, illegal or offensive material will be considered a serious breach of school rules
* Downloaded material must be approved and scanned for viruses at all times
* Copyright, privacy and international laws are to be abided by at all times
* Goods or services are not to be ordered by pupils over the Internet
* Te Poi is not responsible for any loss of material, accidental corruption or any action, which may affect transmission or loss of data
* Te Poi has taken all possible steps to ensure the adherence of these guidelines by pupils

Breaches of Code of Conduct

Minor infringements of the code of conduct will result in the student’s access to the Internet revoked until assurances are given that the inappropriate use will cease.

More serious breaches such as access to inappropriate sites will be dealt with in line with the school policy on pupil discipline.

**Emergency Procedures**

**5.11 (i) Fire Drill**

* In all cases the safety of children and staff is paramount. Attention to saving property must never jeopardise this in any way.
* Escape routes must always be free from obstruction. Keep this in mind when arranging furniture and displays.
* Ensure that waste materials and inflammables do not accumulate.

FIRE DRILL PROCEDURES:

1. The Alarm is the continuous ringing of the bells and or siren.
2. The Principal or head warden will instruct the Office Exec to phone the Fire Brigade. The Principal will check evacuation of the Administration Area and supervise the evacuation.
3. The Principal will meet the Fire Service at the gate and informs them as to the whereabouts of the fire. If necessary, turn off the electricity at the main switchboards.
4. On hearing the alarm teachers take their class lists accompany the children to the nearest door facing the courts. Remain calm; do not run; prevent pushing; check rooms, cloak-bays and toilet cubicles before leaving. Teachers should follow the class out of the rooms, rather than leading it to ensure that no one is left behind. Close doors and windows if possible.
5. Pupils, on instruction, walk in file to assembly area on the turf in front of the deck. The school will assemble in class lines on the turf.
6. Roll Call - Pupils in lines are checked by roll call using class lists. Pupils remain in lines under teacher control for further instructions.
7. Only when everyone is clear of the buildings and accounted for will the Principal consider attempts to deal with the fire.
8. Should a fire occur during lunchtime, the Principal or their delegate will check Room 1 before proceeding to the assembly area.
9. Fire Drill will be held at least once each term, more if we can. Refer to these Education Counts publications: "Fire and Safety Design Requirements for Schools.
10. If you are in the playground, don't return for the roll. The Office Executive will bring the Daily Absence Register, which may help ascertain the whereabouts of children who are unaccounted. The Principal will bring a master list for you to collect so that you can call the roll.
11. Visitors, ancillary staff, etc. must report as well.
12. Teachers to check toilet blocks and all withdrawal rooms
13. Office staff will take the visitor register to the assembly point.

BUILDING WARDEN

**On hearing Warning Signal:**

* Ensure Fire Service has been called. DIAL 111
* Report to front entry (fire panel if installed.)
* Advise Service, on their arrival, of the evacuation status, including the location of any disabled people.
* Register kept in School Office and brought to fire assembly point.

**BOMB SCARE/THREAT:**

All bomb threat calls and communication must be taken seriously.

Follow the same procedures for Fire but walk the school down to Karen Taylor’s house (6 Stopford Road) for safety and until the all clear has been given.

Contact the relevant authorities, (Police) on receiving the threat.

Whanau and school community are able to collect students from the safe point.

Communication will be via text, email, Skool Loop app and Facebook page.

**5.12 (ii) Lockdown Procedures**

## General Emergency Lockdown Procedures

### Communication

1. In the event of a critical incident requiring ‘Lock Down’, the person witnessing the incident must try to notify the Principal or the school office to raise the alarm.
2. The Principal and/or the person-in-charge (PIC) at the time of the incident will determine the need for a ‘Lock Down’ and sound the appropriate alarm.
3. An Emergency Lockdown will be announced by the School electric bell ringing with intermittent 5 second (on/off) bursts for a continuous one-minute period
4. The Principal or PIC shall immediately contact Police and provide as much information as possible.
5. Fire evacuation alarms are not to be sounded.
6. Staff will access mobile phones and laptops so all communication devices are available.

### Procedures

1. If the ‘Lock Down Alarm’ is sounded before school, during morning tea or lunch time students are to move directly to their classroom as long as it is safe to do so.

The School electric bell will ring with intermittent 5 second (on/off) bursts for a continuous one-minute period. If it is not possible to carry this out at the office, mobile phones must be used to communicate with all staff.

1. Teachers are to stay in, or move to, their classroom.
2. Support staff are to move promptly to the playground areas and direct students to their classrooms, if it is safe to do so.
3. The Principal must stay in, or move to, the office area to facilitate communication.
4. If outside, children proceed to the nearest classroom.

Staff need to be mindful that children from the other classroom may seek sanctuary in their room.

1. Lock classroom and other doors.
2. Close and lock windows.
3. Turn off lights.
4. Each person should stay away from windows and doors, and remain low to the ground.
5. Everyone is to remain quiet.
6. Staff with mobile phones should ensure they are turned on, and should check them frequently for messages.
7. No one is to answer the door under any circumstances.
8. A staff member should take a head count and obtain the name of each individuals in the room. When practical, email the list of children and staff in the room to the Principal. Inform the Principal via email or text of any children missing.
9. Should the fire alarm sound, do not evacuate the building unless:
* You have first-hand knowledge that there is a fire in the building, or
* You have been advised by Police or the Principal to evacuate the building.
1. Students and staff should stay where they are until official notification is provided by the principal or an identified police officer that the lockdown is over.
2. Where the lockdown lasts an extended period of time or extends beyond normal school hours, the Principal or designated serious incident coordinator should notify parents via text, email, Skool Loop app and Facebook page and with the assistance of local police.
3. In conjunction with local police, the Principal or designated serious incident coordinator should arrange for parents to pick students up from school at a designated safe area.
4. Drills will happen once a year

## Ministry of Education Toolkit 5T - Intruder Outside Building Emergency Response

## Ministry of Education Toolkit 5S - Intruder Inside Building Emergency Response



**5.13 Earthquake Procedures Stop, Cover Hold**

Taking Cover

* Teachers will act independently to initiate the procedure.
* On orders children will:
* Get under a table if near at hand; otherwise
* Drop to knees with back to windows and knees together.
* Clasp hands firmly behind the head, covering the neck.
* Bury face in arms, protecting the head. Close eyes tightly.
* Stay in this position until told to move.

Evacuation Drill

* Evacuation is as for a fire except that children keep well away from buildings enroute to assembly points, moving singly or in pairs rather than in large groups.
* Checking of buildings and Roll Call are as for Fire Drill. All children and staff stay at assembly points until given further instructions by the Principal, person in charge or by Civil Defense Personnel.
* Blocked exit drill, in which the primary exit is blocked, should be practiced occasionally.

**5.14 Care and Use of Animals in the School Policy\***

In any activity involving animals, the care and welfare of the animals will be a priority. Te Poi School has a responsibility to ensure that such animals are kept and maintained responsibly, intelligently and under recommended conditions. Animals that are brought to school for a morning talk will be the sole responsibility of the parent or caregiver who will take the pet home as soon as the talk is over.

GUIDELINES

1. At all times the presence of animals will be consistent with the instructional needs of the programme.
2. At all times appropriate protection, nutrition, space and environmental conditions will be provided.
3. An acceptable level of cleanliness and hygiene will be maintained at all times. Any signs of distress or illness will be attended to.
4. Handling will be kept to a minimum for the protection and safety of both children and animals. After handling hands must be washed.
5. Arrangements will be made to ensure all animals are suitably cared for during holiday periods and weekends.
6. Animals will not be exposed to any chemicals.
7. Any instruction involving animals should limit activity to the specific object of the learning sequence involved.
8. The school acknowledges the role and right of inspectors appointed under the Animal Protection Act 1960 to visit the school.
9. Te Poi School advocates the inclusion of animal welfare teaching in schools in the belief that, not only will it ensure better attitudes towards animals, it will also develop a humane attitude towards all living creatures.

**5.15 Accident Register and Procedures**

All incidents/accidents are to be reported to the Principal as soon as practicable after the event. Where an accident is serious, the Principal is to ensure that the accident site remains undisturbed until it has been inspected.

* Report serious accidents to the Principal, or A.P. Office staff deal with the majority of Health Room matters. Record details in the medical book in the medical room. Where medical attention is required call a parent to collect the child or to approve of the proposed action. Head injuries require immediate and ongoing attention
* A separate form for serious injuries must be completed by the teacher and signed (Forms can be obtained from the Office Executive)
* Teachers must fill out a separate form for personal injuries
* Use the ice-pack in the staffroom freezer to treat where necessary. Ascertain causes of injuries. Where misbehaviour, carelessness or faulty equipment are involved, check information carefully, document the incident and hand a copy to the Principal
* All permanent office staff to complete an approved First Aid Course.
* Accidents to Staff or Parent Helpers may well lead to ACC claims (see above). Document the incident. Include witnesses' statements.
* Serious accidents to children must be similarly dealt with.

**5.16 Handling of Blood**

In dealing with an injury all students should be treated as if they have a blood- borne virus. All staff and students with HIV/AIDS or any blood-borne virus are required to advise the Principal of their condition. This information is held subject to the Privacy Act.

If a student at the school has or develops HIV/AIDS or other blood-borne virus the following will be advised of the identity of the student:

* The Principal
* Permanent Office staff in charge of the medical room

All other staff members will be advised that there is a case in the school but the student’s identity will remain undisclosed unless there is a reasonable risk. Disclosure of necessary information will be at the absolute discretion of the Principal.

**5.17 Administration and Storage of Medication**

* Medication is to be administered by the appropriate office staff member unless in an emergency situation.
* Any medication to be given at school to a student must have a consent form completed by the parent/caregiver and signed by the parent/caregiver and the Principal. Signed consent forms are stored in a file in the first aid room.
* Students for whom emergency medication is held will have a photograph displayed in the staffroom and in the first aid room.
* Staff will be made aware of students who have an identified medical condition and who may require special medical assistance.

**5.18 Visitors To The School**

Visitors and Others in the workplace: Procedure

**Rationale**

For the safety of visitors and the school’s students and workers, the school must be able to identify who is on the school site. The principal must be informed of any interviews of students by visitors from outside agencies.

**Purpose:**

1. To identify all visitors to the school.
2. To ensure administration workers are aware of who is in the school throughout the day for security and emergency purposes.
3. To provide clear guidelines on identifying visitors.

**Process:**

1. Signs requesting visitors report to the school office are posted around the school and the administration block is clearly marked.
2. On reporting to the office, visitors are requested to sign in with the date and time of their arrival and receive a visitor’s label to wear while on the school grounds.
3. Any visitor wishing to speak to a student other than a child under their care must have the permission of the Principal or his delegated representative.
4. Administration workers will locate the appropriate person to meet with the visitor and escort them around the school.
5. School workers are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.
6. The principal must approve any non-workers attendance at school with the exception of parent helpers.
7. Those meeting with workers or students, going to other parts of the school, or working on the school site must sign in. Persons unknown to the school must produce recognised photo identification (being Driver’s Licence, Passport or other formal identification with a photo).

**5.19 Transition to School**

We encourage new students to have at least 3 classroom visits before starting school

* 9 – 11am – including the morning tea break
* 11 – 1pm – including part of lunchtime
* 1pm – 3pm – including part of the lunchtime

Tuesday through Thursday are the best days to experience a standard classroom day.

Visits can be arranged via the school office or with the Room 2 teachers directly.

It is a Health & Safety requirement that an adult family member stays on site during the visit.

On enrolment a birth certificate of passport is required for identification and evidence of vaccinations.

**How can parents help their child with starting school?**

* Attend school visits prior to starting.
* Visit school after school hours for a play to get familiar with the environment.
* Have positive chats about starting school.
* Encourage self-management, like looking after belongings.
* Don’t stress too much about literacy and numeracy at this stage.

**What does ‘school ready’ mean?**

For five-year-olds turning up on their first day of school, there is no expectation to know how to read or write. ‘School ready’ children can manage themselves and their belongings. This includes being able to go to the toilet on their own, blow their own noses and follow a simple routine, like getting their reading book and water bottle out at the start of the day, or packing their bag at the end. Social skills, like knowing how to share, take turns and ask an adult for help

Basic literacy and numeracy skills are useful but not essential

**Getting ready to start school**

Families can help a child before they start school by visiting outside school hours to have a play and get familiar with the environment.

Having positive conversations about starting school and encouraging self-management skills, such as packing and carrying their own bags, all help too.

If new entrants feel a strong connection between home and school, they feel safe and they’re going to learn

**5.20 Smoke Free School**

Smoking will not be permitted anywhere within the school’s buildings and grounds at any time. The Principal is required to implement management procedures to that:

* All staff are aware of this policy and failure to comply will be a serious disciplinary breach.
* All contractors employed by the school are aware of this policy and their employment at the school depends on their compliance.
* All people using the school’s facilities are aware of this policy and their continued use of the school’s facilities depends on their compliance.

**5.21 Missing Child**

**Missing Child Procedure**

If a child is missing the following procedures are to be followed:

1. Alert all staff and ensure a brief sweep of the indoor areas and playground completed.
2. If the child is not found, activate the fire alarm and complete an emergency evacuation drill so that all children can be accounted for.
3. If child is still missing assign one staff member to supervise the rest of the school (take to Room 1 for games and reading). Assemble rest of the staff to assign areas to search:
* Adventure playground
* Swimming pool
* Native tree area
* Field & neighbouring farm
* Turf
* Carpark and behind buildings.
* Main roads

**Take no more than 5 minutes**

1. If child is still missing check Stopford Road and Main highway.
2. Contact parents.

**Dial 111 IMMEDIATELY**

**5:22 Children Leaving Without Permission**

Procedure if a child leaves the classroom without permission

1. An adult must stay with the class.
2. If possible, have a staff member keep the child in sight. Do not chase the child.
3. Immediately contact the Principal or DP – send a teacher aide or reliable student or phone.
4. When the child is located, he or she is given the choice: return to the classroom or accompany an adult to the office.
5. If the child does not comply, caregivers are to be phoned and asked to come to school to get the child to return to class.

Procedure if a child leaves the school grounds without permission

1. Immediately contact the Principal or DP – send a teacher aide or phone the office.
2. If possible, have a staff member keep the child in sight. DO not chase the child.
3. Do not restrain the child unless there is a safety risk to the child.
4. An adult must stay with the class at all times.
5. Principal or DP will phone the child’s caregivers to inform that the child has left the school grounds and ask them to come and help locate the child.
6. If we are not able to locate the child then the Missing Child Procedure (5:20) is to be followed.

**5.23 Violence/Personal Threat Emergency Response**

* Try to keep calm – don’t panic and do as you are told
* Acknowledge the person’s problems and or feelings. Speak quietly,
* slowly and calmly
* Move carefully and explain your actions as you move – avoid sudden movements
* Avoid provocation by careful use of words or body language
* If possible send a runner to the office which will immediately bring another adult to support you
* If safe to do so:

- Contact the school office

- Call 111

- Wait for help to arrive

- Complete incident form when situation resolved

**Lock Down Procedures are in place** (**drills to be practised twice yearly).** A lock down will be signalled by a communication over the intercom (internally and externally) by the sounding of 4 short school bells.

Procedures within buildings:

* Teachers are responsible for their own classrooms.
* If absent from a classroom, the neighbouring class teacher to carry out locking procedures. Admin staff will secure hall and admin area
* Close and lock windows and doors
* Turn off lights
* Turn off any equipment emitting loud noise – leave computer on but turn down volume if able in case email is needed sit under desks and in cloakroom area out of sight of windows.
* Maintain silence and remain in this position until a second communication (four bells) giving the 'all clear' is made.

Procedures in the playground:

* Proceed to classroom or if there is danger in this area, proceed to nearest lockable building and follow steps above

Special Considerations:

School hall: All personnel remain in hall – follow steps above to secure building

Library: All personnel remain in library – follow steps to secure building as above

Office: Remain in office. Lock front and back doors

Teacher Aides: To stay in classrooms or work areas, pull curtains, shut windows, and get down on floor with children

Reading Recovery: Follow steps as above to secure room. Proceed to join Room 3

All visitors will follow direction of staff member in designated area. All personnel will be informed as soon as practicable if a lockdown is likely to persist for a prolonged period.

Keep mobile phones (ON SILENT) available in case you need to be contacted by Principal/Police. Internal calls only- NO EXTERNAL CALLS. Maintain media silence.

**5.24 Crisis Management**

If an event of some magnitude occurs in the lives of staff or students of the school, enquiries will be made as to the emotional safety of those associated with the events.

* Wherever possible the school will attempt to meet the needs of staff or students who are traumatised by events associated with school life, a school activity or misadventure relating to school activities
* Referrals will be made to appropriate agencies to support individuals or groups who need specialist help
* Offers will be made of support, pastoral care, time-out, and therapy or counselling, depending on the seriousness of the occasion or event.

**5.25 Healthy Food and Nutrition**

As part of our commitment to providing a healthy and safe environment we will establish and ensure the maintenance of healthy eating practices through:

* Provision of food that is consistent with the National Food and Nutrition

Guidelines

* Development of consistent messages about healthy eating through the school
* Recognition of the positive influence that staff can have as role models for healthy eating

**5.26 HEADLICE**

**Rationale:**

To protect the rights of a child to attend school while protecting other people in the school from risk of catching head lice.

**Suggested Head lice Procedures**:

1. If staff become aware that a child or children have head lice, a letter is to be sent to all parents/caregivers & whanau, advising them to wet comb all family members to detect any head lice.
2. Pamphlets will be sent home with the next newsletter.
3. If it appears that a child is not receiving appropriate treatment, the staff member is to refer the child to the Health Nurse.
4. Children are to be reminded about not sharing hats, helmets, hair ties, brushes and combs.
5. Children with long hair are encouraged to tie their hair up.
6. A child with head lice is still able to attend school.

**5.27: ASBESTOS MANAGEMENT POLICY**

**Background to Policy**

The Health and Safety at work Act (asbestos) regulations 2016 were introduced in April 2016. These regulations create duties for PCBU's (Person Conducting a Business or Undertaking) such as schools to eliminate exposure of persons to airborne asbestos fibres or if not reasonably practicable to do so, to then minimise exposure.

**Policy Statement**

This policy is intended to guide with regards to creating an asbestos management plan as per MoE requirements.

**Policy Implementation**

1. The Asbestos Management plan must include:
	1. where the asbestos has been identified (which part of the building or wall);
	2. how it will be managed (remove or leave in place);
	3. procedures for maintenance;
	4. timetable for managing exposure risks and reviewing the plan.
2. For more detailed requirements and further information please refer to the link below or hard copy located in the resources folder (principal's office) - <http://construction.worksafe.govt.nz/guides/acop-management-and-removal>­ of-asbestos/#09-asbestos-management-plans
	1. **ASBESTOS MANAGEMENT PLAN**

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# Introduction

This Asbestos Management Plan sets out the actions to be taken within the school to manage Asbestos and Asbestos Containing Materials (ACMs) in accordance with the Health and Safety at Work (Asbestos) Regulations 2016.

#  Roles and Responsibilities

The following persons have responsibilities under this Asbestos Management Plan:

**NB: Example Only**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Roles** | **Responsibilities** |
|  | Principal | School Representative  | To ensure the Hazard and Risk Register is kept up to date and that action plans for isolation, mitigation and elimination is in place in accordance with the Health and Safety regulations. Any persons completing work within the school are to be provided with asbestos information.  |
|  | Office Executive | School Representative | To assist the School Principal in monitoring the condition of any asbestos or asbestos containing material. |
|  | Project Manager (PM) | Project Lead | To work collaboratively with design team, internal and external stakeholders to ensure the processes are completed in accordance with MoE process for Asbestos Management and Health and Safety Regulations. |

# Work and Visitor Protocols

**Contractors**

Any person attending the school to carry out works will be required to access and review the asbestos survey (or assumption information) and asbestos management plan before undertaking any work. This will be provided by the person/s responsible for managing asbestos or other relevant member of staff within the school and will form part of the schools induction process.

Where there are ACMs that are to be worked on or nearby, no work will take place until a demolition and refurbishment survey has been carried out and appropriate safe work procedures are implemented.

**Emergency Services**

Emergency Services personnel attending site must be given access to the asbestos survey and asbestos management plan on arrival.

# Identification of asbestos or ACM

Describe the identified asbestos and ACM within the school environment:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Block / Classroom Reference** | **Contains asbestos – Y / N** | **Will the ACM be disturbed? Y/ N** | **Action plan****(eliminate, leave, encapsulate, no work)** | **Reasons for the decision for managing asbestos** | **How the asbestos was identified (i.e. by assumption or survey)** | **Link to asbestos records** |
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# Emergency Procedures

Where asbestos or asbestos containing material in poor condition (through damage or deterioration) is identified, the [insert role of responsible person] will instigate the emergency procedure below:

* Secure the area affected ensuring no access is permitted (signage should be displayed and barriers erected where appropriate).
* Review impact on the schools operational procedures i.e. if a classroom is affected, alternative teaching arrangements would need to be arranged as the classroom cannot be used.
* Consider the need for further inspection or air monitoring and management of any associated remedial works required.
* Maintain controlled access to the area until such time as formal clearance has been confirmed; and
* Maintain good communication with school staff and relevant other parties (including neighbours and others who may be in the immediate vicinity of any asbestos removal), providing updates as necessary to ensure the access arrangements are not breached.

# Training and Competency

For workers carrying out work involving asbestos, include information in this plan about:

* Training that has been and will be provided to workers;
* Roles and responsibilities of the workers carrying out work involving asbestos; and
* Any health monitoring that has been or will be undertaken.

# Air Monitoring and Clearance

All air monitoring results and clearance certificates should be appended to this Asbestos Management Plan.