



Tawhero
SCHOOL

NAG 5 HEALTH & SAFETY PROCEDURE



**Tawhero
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ANIMAL WELFARE PROCEDURE

Mauria te pono

AIM:

Animals will be respected and protected within our school environment.

PURPOSE:

Under the Animal Welfare Act 1999 the Board of Trustees and staff will ensure that all animals on school property will be offered protection from harm.

GUIDELINES:

- Every reasonable step will be taken to locate owner/owners.
- If the owner/owners cannot be found, then Animal Control will be contacted to remove the animal
- If animals are injured the SPCA will be contacted to assess the situation and appropriate action will follow.
- Where animals are brought to school in association with curriculum activities e.g. pet day or classroom displays, all care will be taken to ensure animal safety and wellbeing.
- Safety of students is paramount when any animals are on school property.



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ANIMAL CODE OF ETHICS

Mauria te pono

AIM:

Tawhero School recognises that under the Animal Welfare Act 1999 it –may be required to have a Code of Ethical Conduct relating to the welfare of any animals

PURPOSE:

- To encourage through example, the proper care of living things within the school situation.
- To provide experiences for tamariki to observe, handle and care for a range of animals in a humane way.
- To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
- To educate students through example and discussion on the importance on animal care, welfare and the responsibilities involved.

GUIDELINES:

- ‘Animal’ is defined as any living creature with a backbone, including land-based and aquatic mammals and birds, fish & reptiles.
- It is generally accepted that other living creatures such as spiders, snails, worms, and insects must be treated with care & kindness.
- If the appropriate care cannot be provided, the animal is not to be kept at kura.
- Creatures kept in classrooms must be fed and housed properly, and returned to their natural habitat on completion of the study.
- Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care is guaranteed.
- Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the principal and Board of Trustees.

The following freedoms apply:

- Animals must have appropriated diet, including access to water. Provisions must be made for their care at weekends and over holidays.



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- Animals must have cages / containers of an appropriate size, which is ventilated and hygienic.
- Animals must not be subjected to extremes of noise, draught or sunlight.
- Animals must be free from injury and disease. Diseased or injured animals must be treated, and must be kept at school.
- Animals must be handled / kept in such a way that they are not subjected to the stress of fear.
- Animals must be able to express normal behaviour.



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CHILD PROTECTION PROCEDURE

Mauria te pono

AIM:

To safeguard the physical and emotional safety of children by providing protection from any form of abuse

PURPOSE:

- To ensure the school meets its obligations with regard to child abuse and safety.
- To provide support for the main forms of abuse – sexual, physical, emotional, neglect and mental.
- To provide confidentiality for staff involved in cases of abuse.

GUIDELINES:

This procedure outlines Tawhero School Board of Trustees commitment to child protection and recognises the important role and responsibility of all our staff in the protection of tamariki. It includes the Board's expectations when child abuse is reported or suspected by us.

This procedure applies to all tamariki who attend Tawhero School, and those with whom personnel come into contact in the course of their work with the kura. It applies to staff, volunteers, whānau and management of the kura. It also applies to any contracted personnel 5amented5 g support services to the kura, staff and tamariki.

The Board of Trustees has an obligation to ensure the wellbeing of tamariki in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all tamariki. The safety and wellbeing of the tamaiti is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Children, Young Person and Their Families Act 1989, any person in our kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused or neglected, or



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deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate responsibility sits with the Board, the Board delegates responsibility to the principal to ensure that all safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the tumuaki must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school;
2. Comply with relevant legislative requirements and responsibilities;
3. Make this procedure available on the school's internet site or available on request;
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required;
5. Ensures that the interests and protection of the child are paramount in all circumstances;
6. Recognise the rights of the whānau to participate in decision-making about their children;
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response;
8. Support all staff to work in accordance with this procedure, to work with partner agencies and organisations to ensure child protection policies are understood and implemented;
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise concern without fear of reprisal;
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the Board or designated person;
11. Seek advice as necessary from NZSTA adviser on employment matters and other relevant agencies where child safety issues arise.
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy;
13. Ensure this procedure forms part of the initial staff induction programme for each staff member.

Definitions

Child abuse refers to the harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect, or serious deprivation of any tamaiti, young person (Section 2 Children, Young Persons, and Their Families Act 1989).



This includes actual, potential and suspected abuse:

- Physical abuse – any acts that may result in physical harm of a child or young person.
- Sexual abuse – any acts that involve forcing or enticing a child to take part in sexual activities, including child sexual exploitation, whether or not they are aware of what is happening.
- Emotional abuse – any act or omission that results in adverse or impaired psychological, social, intellectual or emotional functioning or development.
- Neglect—the persistent failure to meet a child’s basic physical or social needs, leading to adverse or impaired physical or emotional functioning or development.

Child/Tamaiti refers to any tamaiti under the age of 14 years.

Child protection refers to activities carried out to ensure that tamariki are safe in cases where there is suspected

Child, Youth and Family refers to the agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need.

Disclosure refers to information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect.

Confidentiality and information sharing

All observations, after an investigation has been notified, shall be kept in writing but the file will be sealed for confidential reasons.

The Privacy Act 1993 and the Children, Young Persons, and their Families Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under Section 16 of the CYPF Act, any person who believes that a tamaiti has been, or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child, Youth and Family or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment

Safety checks will be carried out in accordance with the Vulnerable Children Act 2014. For all staff this will include: a police vet and identity verification. For all potential new staff this will include: a police vet; identity verification; reference checks and an interview. A work history will be sought and previous employers will be contacted. If there is any suspicion or evidence that an applicant may pose a risk to a tamaiti, the applicant will not be appointed.



Training, supervision and support

We are committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to abuse through appropriate training and the provision of resources and advice to ensure all staff can carry out their roles in terms of this policy:

- Understanding child abuse and the indicators of child abuse.
- How to reduce the risk of child abuse.
- Understanding and complying with legal obligations in regards to child abuse.
- Working with outside agencies on child abuse issues.
- Planning of environment and supervision to minimise risk.
- Dealing with tamaiti/mātua/whānau.

As part of their induction, new staff are made aware of the policy on child protection.

Child Protection Procedures - Reporting Suspected Child Abuse

- All concerns of potential, suspected or alleged abuse must be brought to the attention of the Designated Person for Child Protection. If the Principal is unavailable then consultation should occur with the Deputy Principal. A decision will be made as to whether to seek further advice or notify Child Youth and Family. See diagram below.
- If a child makes a verbal disclosure to a member of staff it is important that staff take what the child says seriously.
- Under no circumstances should a member of staff attempt to conduct an investigation or deal with concerns regarding child abuse alone.
- All decisions taken, including if the concern does not require notifying Child Youth and Family, must be recorded accurately in writing, dated and kept securely in a Child Protection file with the reasons clearly identified and explained. These records are to be kept confidential.
- Confidentiality is to be maintained. Information is to be shared only with those who need to know. However, giving information to protect children better is not a breach in confidentiality. Wherever possible eg where abuse is by someone outside family, the family/whānau should be kept informed of what information has been shared and to which agency, and for what purpose. Guidance of sharing information with family/whānau is to be sought from either the Police or Child Youth and Family. When the abuse stems from inside the family the Child Protection team is notified directly.

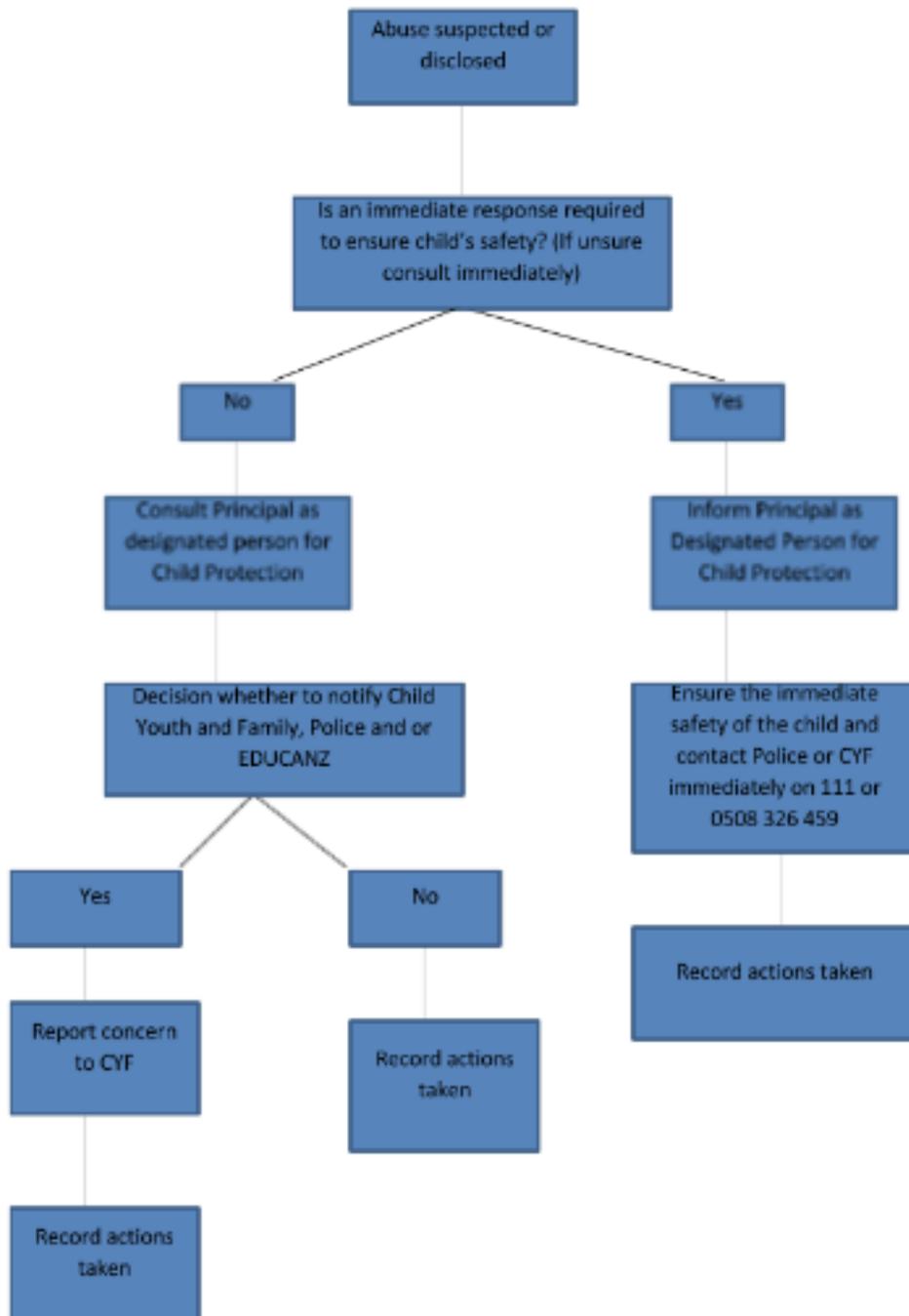
Principle 11 of the Privacy Act, 1993 states "disclosure of the information is necessary to prevent or lessen a serious threat".

Adapted from "Creating a Safe School" Child Matters NZ



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Reporting Suspected Child Abuse





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BEHAVIOUR MANAGEMENT PROCEDURE

Mauria te pono

RATIONALE

- Ko te putake o tō mātou kaupapahere me ngā pūnaha whakahaere, ko ngā uara, ngā mōtika, ngā haepapa, ngā whakatauākī me ngā pepehā o ngā mātua tūpuna.
- Tawhero School recognises that students and teachers have the right to enjoy their days at kura in a stable and safe environment.
- Student, staff and parents are to be responsible for their own actions and show respect for each other, their property and their environment.



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- We support our students to develop appropriate social skills and personal behaviour.

PURPOSE:

- To practice a partnership model of teaching where we work alongside the students with mutual respect.
- To help students appreciate the rights of all to learn in a safe and secure environment.
- To practice positive discipline.
- To negotiate class agreements of appropriate behaviour so the class develops a sense of ownership.
- To help students appreciate the consequences of their behaviour and to understand that unhelpful behaviour is a choice.
- To learn and teach alternative strategies for managing behaviour.
- To develop co-operatively nga punaha whakahaere.
- To develop a clear set of disciplinary steps to deal with problem behaviour.
- To involve parents with the ongoing implementation of our behaviour policy.

GUIDELINES:

- Nga punaha whakahaere are known and understood by the whole kura, whānau, kaiako and tamariki.
- All members of the kura community are expected to abide by nga punaha whakahaere..
- Whānau are contacted and their co-operation requested when their child's behaviour at kura is causing concern.
- All consequences of unacceptable behaviour are viewed as learning opportunities.
- Opportunities will be provided for staff who wish to pursue professional development in behaviour management.
- A school record will be maintained to record incidences of inappropriate behaviour.
- Children who are identified regularly will be added to the At Risk Register.
- Support agencies will be contacted when needed i.e.: RTLB, Social Worker, Special Education.
- School-wide behaviour management programmes will be implemented to help our students develop appropriate social skills and personal behaviour. This will include co-operative learning.
- Tamariki will be able to articulate and model the school's values, rights and responsibilities.



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NON-VIOLENCE PROCEDURE

Mauria te pono

RATIONALE:

School should be a safe place for pupils. Tawhero School will enable students to meet their potential emotionally, physically, socially and academically. Fear of bullying and violence can prevent this happening. Our school recognises that bullying and aggressive behaviour can happen. This policy aims to ensure victims learn skills to overcome bullying and bullies are encouraged to consider other ways of behaving. The school staff and pupils accept the need to develop skills of negotiation and to use these in the classroom and playground. Parents and caregivers will be invited to learn these and practise them with the pupils at home.

PURPOSE:



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To establish recognised procedures and strategies that will work towards eliminating violence, bullying and unmanaged anger at Tawhero School

GUIDELINES:

The Peer Mediation Programme will be taught and used in the playground. Each year a teacher will have the delegated responsibility of overseeing this.

- Conflict resolution skills will be taught and used in the classroom.
- The school acknowledges that bullying and violence happen and that pupils should be encouraged to report it both to the school and their parents.
- Complaints about bullying and aggression will always be written down and taken seriously.
- Children who talk to adults about being bullied or hurt will be looked after by teachers.
- Parents and caregivers of bullies and victims will be talked to by teachers so they know what has happened. Monitoring and follow up will take place to ensure that aggressive behaviour stops.
- Some anger management training such as the exercises in “A Volcano in my Tummy” will be taught in all classes each year. All classes will learn “TheAngerRules”.
- Life Education will take tamariki through their Bullying Programme
- Because the people least likely to be bullied are confident, assertive, like themselves, and go around with good friends, the school will concentrate on developing these skills through both self esteem and the classroom climate.
- The Policy will be monitored by the tumuaki, Senior Staff and the Poari.

CONCLUSION:

Violence and bullying have existed for a long time. In order to remove it from the school there must be a school wide commitment from pupils, staff and parents and caregivers. Working together we can all find a better way.



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CYBERSAFETY PROCEDURE

Mauria te pono

PURPOSE

- To maximise the educational benefits of communication technologies while minimising the risks for both staff and students.
- To provide a safe learning environment in the use of information and communication technologies by taking all possible precautions to ensure safe use.

RATIONALE



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- This policy is designed to meet the school's statutory obligations to maintain a safe learning environment and to consult with the community. As well, the Board is aware of its responsibilities to be a good employer. The overall goal is to maximise the educational benefits of communication technologies while minimising the risks.
- Use of the Internet and other communication technologies at Tawhero School is to be limited to educational and personal usage appropriate in the school environment. Appropriate use also includes staff professional development.
- 'Other communication technologies' include the mobile phone and technologies associated with Internet use e.g. digital camera and web cam. Included, too, are similar technologies still being developed.
- The communication technologies at Tawhero School are available to staff and students under certain conditions, as outlined in their signed Use Agreements. The school will make basic training available for staff using these technologies. Associated professional development needs will be considered.
- Appropriate cybersafety measures will be put in place and enforced by the school. In order to ensure the safety of the school learning environment, action should be taken if these safety regulations are breached by students or staff.
- This Cybersafety Policy applies to all employees of the Board (i.e. teaching, support and ancillary staff) and to all students and any other authorised users of the computers, and any other programme run by the school or on behalf of the school by subcontractors. It also applies to teacher and other professional trainees assigned to the school from time to time, relief teachers, and staff and students in the Community Education programme.
- The Principal will report regularly to the Board on the school implementation of this Board policy.

GUIDELINES:

- All students must read and sign a Computing / Cybersafety Use Agreement outlining the regulations and conditions under which computers and communication technologies may be used while at school or in any way which affects the safety of the school learning environment. The agreement must also be signed by a parent/caregiver.
- Students will be supervised while using school facilities; the degree and type of that supervision may vary, dependent on the type of technology concerned, where the equipment is physically situated and whether or not the activity is occurring in the classroom authorised users.
- All staff must sign a Cybersafety Use Agreement which includes details of their professional responsibilities and the limits to their own use of the Internet.



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- Educational material on cybersafety will be provided by management to staff and students, and to parents/caregivers. As well, additional safety education will be delivered, where relevant, through teaching programmes.
- Basic training for staff will be made available by management, as will appropriate professional development.
- The necessary procedures will be put into place by the school to address cybersafety issues in all venues where the Internet and other communication technologies are accessed by staff or students.
- The school will provide an effective electronic security system, which is financially practicable. The school will continue to refine methods to improve cybersafety.
- The Principal will be responsible for the establishment and maintenance of a cybersafety programme in the school. (The Principal may well delegate that responsibility to a member of the Senior Management Team.)
- The Board supports the right of the school to check communication technology -related work or data of staff or students at any time, and to carry out a comprehensive investigation of any breaches of the school's Cybersafety policies. Such breaches will be taken seriously and be dealt with through the school's disciplinary and support systems. In such incidents, there will be special attention paid to the need for specific procedures as regards the gathering of evidence. If illegal material or activities are suspected, the matter will be reported to the Police or the Department of Internal Affairs Censorship Compliance.
- The school will consult with the wider school community and provide opportunities to learn about cyber safety issues e.g. through Parent Information Evenings.
- Communication technologies include computers, video cameras, digital cameras, still cameras, fax, phones (not cell phones), scanners, OHP, projectors, the Hall Audio system, class CD's, listening posts, microphones, smartboard, photocopiers, mobile phone and technologies still being developed.
- Use of the Internet and other communication technologies is limited to educational and personal usage appropriate in the school environment.
- The tumuaki is responsible for the establishment and maintenance of a cyber safety programme in the school.
- Cybersafety procedures apply in all venues where the Internet and other communication technologies are accessed by staff or students including classrooms, offices and library. Cybersafety rules should be displayed at all work stations.
- The cybersafety programme includes three components:
 - Policies, Procedures and Use Agreements
 - An effective electronic security system
 - A cybersafety education programme
 - Professional development will be available for staff in the use of these technologies as well as on cybersafety.



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- On enrolment **all students** must read and sign a Computing / Cybersafety Use Agreement outlining the regulations and conditions under which computers and communication technologies may be used while at school.
- The agreement must also be signed by a **parent/caregiver**. The agreement will be filed in the school office. Staff will have access to the agreement. Students for whom there is no agreement will not be able to access the relevant school technologies.
- At the commencement of employment, **all Board employees** (including support staff, teacher trainees and relief teachers) must sign the Cybersafety Staff Use Agreement.
- Any use of school facilities by persons other than the kura staff and students must first be approved by the tumuaki. Those persons must be made aware of school policies re cybersafety (a formal agreement may not be necessary) and be supervised by a staff member or other approved person.
- The school will provide an effective electronic security system, including filtering software. The school will continue to refine methods to improve cybersafety.

- The school is not, and cannot be held responsible for the loss of material, accidental corruption or any other action that might affect transmission or loss of data.
- The school may carry out regular audits of communication technology-related work or data of staff or students at any time.
- Any breaches of cybersafety regulations will be taken seriously and should be reported to senior management or the tumuaki as soon as possible and dealt with through the school disciplinary and support systems.
- Breaches may result in loss of privilege or follow up which may include retraining, counselling or support.
- In such incidents special attention will be paid to the need for specific procedures regarding the gathering of evidence, appropriate documentation and external consultation. If illegal material or activities are suspected, the matter will be reported to the Police or the Department of Internal Affairs Censorship Compliance. The Board will also be informed and legal advice sought.
- The school will consult with the wider school community and provide opportunities to learn about cybersafety issues e.g. through Parent Information Evenings.



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CYBER SAFETY STAFF USE PROCEDURE

Mauria te pono

GENERAL POLICY

- Use of the Internet and other communication technologies at the kura by staff or students is to be limited to educational and personal usage appropriate in the school environment. Appropriate use also includes staff professional development.



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- Staff need to be aware that any incident involving material, which is deemed 'objectionable' under the Films, Videos and Publications Classification Act 1993 could constitute criminal misconduct necessitating the involvement of law enforcement. As well, involvement with any material, which, while not illegal under the Act, is nonetheless detrimental to the safety of the school environment, may constitute professional misconduct serious enough to require disciplinary response by the school.

STAFF USE

All staff must read the Cybersafety Policy and sign the Use Agreement and return the Agreement portion of the document to the tumuaki. The Policy pages should be retained for later reference.

- All staff will have access to school computers, including the internet and email, and will be provided with an individual login user name and password. This needs to be kept confidential and not shared with anyone else; any illegal and/or inappropriate use of the kura computer facilities can be traced to the user by means of this login information.
- Staff will be provided with individual Internet e-mail accounts.
- Links to appropriate websites can be placed on the school web pages (home pages for the browsers) to provide quick access to particular sites (once established).
- Staff need to be aware of confidentiality and privacy issues when accessing student or staff information via the school network.
- If the Internet and other communication technologies (e.g. mobile phone) are used to facilitate misconduct such as harassment or involvement with inappropriate or illegal material, the matter will be taken very seriously by the school and could result in disciplinary action. Illegal



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material or activities will also necessitate the involvement of law enforcement.

STAFF RESPONSIBILITIES WHEN USING THE INTERNET WITH STUDENTS

- Before ANY student can make use of the Internet, the kura Computing/Cybersafety Use Agreement (obtainable at enrolment or from the Cybersafety Officer/Team) must be filled in and signed by both student and caregivers.
- This form should be returned to the school office where it will be processed and recorded on the computerised Pupil Files.
- As this permission form needs to be completed only once in a student's time at school, office staff will on request print off a class list for staff so that it is clear which students do not yet have permission to use the Internet.
- UNDER NO CIRCUMSTANCES may a staff member permit a student to use the Internet unless that staff member has sighted proof that the school has on record a Use Agreement signed by both the child and a parent/caregiver.
- It is the staff member's responsibility to ensure that this condition is met.
- Staff who are not confident of their Internet skills may request help from the ICT Manager/Team.
- Only one Window is to be used with the Browser at any one time.
- The staff member must be in the room, remain there and actively supervise while the students are using the Internet. No students may be unsupervised to use the Internet, in or out of classtime. This includes use in places like the Library and as well as classrooms.
- Students should be regularly reminded of the contents of the Use Agreement they have signed and that there are can be serious penalties (including possible involvement of law enforcement) for significant breaches of this agreement.
- If students are permitted email accounts (or accessing accounts outside of school) staff will be advised as to what is appropriate.



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- Students need to be directed to places on the Internet, rather than be permitted to surf. The teacher will need to have gained experience using the Internet before permitting students access.
- Inappropriate use of the Internet or any other communication technologies by a student must be reported immediately to the Cybersafety Officer/Team. If the CO is absent, then another senior member of staff should be notified.

MONITORING

- Staff and students need to be aware that with the current systems set up to access the Internet, a record is kept of which sites are visited, how often and from which terminal.
- Filtering software will be deployed where appropriate to restrict access to certain sites.
- If deemed necessary, auditing of the school computer system could include all aspects of its use e.g. personal network storage folders and e-mail accounts.

CYBERSAFETY USE AGREEMENT FOR STAFF

- Please fill in and sign the attached sheet regarding Student Safety, Professional Development, and your agreement to the school's policy and procedure.
- The Agreement Form should be returned to the tumuaki.



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CYBERSAFETY STAFF USE AGREEMENT

Student Safety (tick one)

I have the appropriate knowledge to safely supervise student Internet use.

I need training in basic Cybersafety issues before I supervise student



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Internet use. **Staff Professional Development** (tick one)

No professional development on Internet use is required at present.

I would like additional training in Internet use.

I understand and agree to follow the attached CybersafetyUse Policy as it applies to use of Internet and other communication technologies by staff, and by students under the direction of staff.

Name:

Date: Signature:

STAFF USE OF ICT DEVICE AGREEMENT

The following agreement is between **the kura** and _____ for the use of the school owned ICT device. This computer may be used for both professional and personal use. It is expected that the ICT device will be at school each day.

TERM OF AGREEMENT



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Use of this ICT device is from _____
until _____

RELEVANT POLICIES AND LEGISLATION

School policies on Cybersafety, Internet and Email Use and Publication of Staff and Student Images and Work and the Cyber safety Staff Use Agreement apply to all use of this computer. The Privacy and Copyright Acts are also applicable in terms of any information about staff and students which may be held on the computer. The school reserves the right to audit the ICT device at any time.

SECURITY

Security of the ICT device is a priority at all times. When not in use at school it is expected that the computer will be secured either in your class or in the office. You are also expected to take security precautions for the ICT device when it is not at school.

INSURANCE

The ICT device is covered by the school insurance policy providing it is being used for school business. Other wise it will be the user's responsibility. Acts of carelessness could mean that replacement may have to be covered either personally or by your insurance.

DISPUTES

All reasonable steps will be taken to resolve any dispute which may arise inconnection with this agreement. Any concerns or problems should in the first instance be taken up with the tumuaki.

END OF USE PERIOD

At the end of the use period the computer and all attachments is to be returned to the tumuaki. All personal information will have to be removed by the user so that the computer is left ready for the next user.

TERMINATION OF AGREEMENT

This agreement may be terminated if there is any breach of terms of this agreement.
ICT device Serial No.

Received _____ Returned _____

Signed _____ Signed _____



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CYBERSAFETY USE AGREEMENT FOR STUDENTS

This document is comprised of this cover page and three sections:

- Section A: Introduction
- Section B: Cybersafety Rules for Students
- Section C: Cybersafety Use Agreement Form.

Instructions for parents*/caregivers/legal guardians



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- Please read sections A and B carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible.
- Discuss the cybersafety rules with your child.
- Sign the use agreement form (Section C) and return that page to the school office.
- Please keep Sections A and B for future reference.
- * The term 'parent' used throughout this document also refers to legal guardians and caregivers.

Important terms used in this document:

- The abbreviation '**ICT**' in this document refers to the term 'Information and Communication Technologies'
- '**Cybersafety**' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- '**School ICT**' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- The term '**ICT equipment/devices**' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use
- '**Objectionable**' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.
- Additional information can be found on NetSafe's website www.netsafe.org.nz/ua

SECTION A

INTRODUCTION

- The measures to ensure the cybersafety of Tawhero School outlined in this document are based on our core values.
- The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Tawhero School, and to the effective operation of the school.
- Our school has rigorous cybersafety practices in place, which include cybersafety use agreements for all school staff and students.
- The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. This use agreement includes



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information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

- All students will be issued with a use agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment/devices.
- The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on *or* off the school site.
- The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.
- The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

SECTION B - USE AGREEMENT FORM FOR PARENTS

To the parent/caregiver/legal guardian, please:

- **Read this page carefully** to check that you understand your responsibilities under this agreement
- Sign the appropriate section on this form
- Detach and return this form to the school office
- **Keep the document for future reference**, as well as the copy of this signed page which the school will provide.

I understand that Tawhero School will:

- Do its best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school ICT equipment/devices at school, or at school-related activities
- Work progressively with children and their families to encourage and develop an understanding of the importance of cybersafety through education designed to complement and support the use agreement initiative. This includes providing children with strategies to keep themselves safe in Cyberspace
- Keep a copy of this signed use agreement on file
- Respond to any breaches in an appropriate manner
- Welcome enquiries from parents or students about cybersafety issues.



My responsibilities include:

- I will read this cybersafety use agreement document
- I will discuss the information with my child and explain why it is important
- I will return the signed agreement to the school
- I will support the school's cybersafety programme by encouraging my child to follow the cybersafety rules, and to always ask the teacher if they are unsure about any use of ICT
- I will contact the principal or school cybersafety manager to discuss any questions I might have about cybersafety and/or this use agreement and I am welcome to do this at any time.

**Additional information can be found on the NetSafe website
www.netsafe.org.nz/ua**

Please detach and return this section to school. Parents / Caregivers

I have read the School Cybersafety Policy and Use Agreement and understand that my child may not access the Internet at school without this Use Agreement being signed and returned to school. I also understand there may be serious consequences if the rules are broken. I have gone over the information with my child and explained its importance. I understand that if my child steals or damages equipment this could result in the home receiving a bill for the cost of replacement parts or repairs.

I understand that while the school will do its best to restrict student access to offensive, dangerous or illegal material on the Internet or other communication technologies, it is the responsibility of my child to have no involvement in such material or activities. I also understand this Agreement applies to communication technologies my child brings into the school environment.

I give my permission for Room to be given access at school to computers, the Internet and other communication technologies.

Name:

Signature of Parent/Caregiver: **Date:**

I have read this cybersafety use agreement and I am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.

Name of student:

Student's signature:

Name of parent/caregiver/legal guardian:

.....

Parent's signature:.....

Date:.....



**Tawhero
SCHOOL**

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.

Please return this to your teacher after it has been signed

OUTSIDE AGENCY PROCEDURE

Mauria te pono

AIM

- To protect the rights of children in our care



PURPOSE

- To establish procedures for any agency wishing to interview children in our school grounds

GUIDELINES

- Any person/agency wishing to interview a child must meet with the tumuaki or Deputy (if tumuaki is absent).
- They must establish a 'legitimate right' to meet with the child. This must be proved in writing and be supported by a relevant Act of Parliament.
- If 'legitimate right' has been established the tumuaki or Deputy should then determine the appropriate course of action. This could include:
 - Parent or Caregiver being notified
 - Other staff consulted
 - Other staff involved in the interview process
- Agencies could include Police, Child Youth and Family Services (CYFS), Health Authorities, legal counsel.
- Generally parent permission is required. However in an emergency e.g. a child protection safety situation, the parent may not be notified. (Refer also to Child Abuse procedures)
- A record of all action taken pertaining to an interview shall be kept by the tumuaki.
- All records are to be kept confidential.
- An agent of the tumuaki can only be the tumuaki tuarua or the Board of Trustees Chairperson.

WORKPLACE HARASSMENT PROCEDURE

Mauria te pono

AIM

- To ensure that no form of harassment occurs within the school



PURPOSE

- To maintain a safe physical and emotional environment for students and staff.
- To respect individual differences including gender, ethnicity, sexual orientation, disability, physical appearance.

DEFINITION

- Harassment is defined as behaviour which is unwelcome or offensive to a student, staff member or caregiver. It may be physical, verbal, emotional, written, actual or implied, involve sexual innuendo, possible promise of preferential or detrimental treatment, threats.
- The behaviour may be between adults, adult to child, child to child or child to adult.
- The behaviour is of such significance that it has a detrimental effect on that person's schooling, parenting, job satisfaction or job performance.

GUIDELINES

- Anyone experiencing workplace harassment should immediately make it clear to the person responsible that such behaviour is unwarranted and unacceptable.
- Should the unacceptable behaviour continue the Complaints procedure should be initiated.
- Should there be more than one complainant they are to be interviewed separately.
- The school's policy and the Human Rights Act are to be explained to the defendant who will have right of reply.
- In informing the Board of Trustees the tumuaki may keep confidentiality of parties involved until the complaint is upheld.
- If the case proceeds to Board level possible action to be taken includes:
 - Correction and/or counselling
 - Warning and reprimand in writing
 - Suspension
 - Dismissal
 - Referral to Police or other agencies
- In determining appropriate action, consideration will be given as to whether or not it is the first

complaint, the seriousness of the offence, length of service, job performance of a staff member, effect of the disciplinary measure on a student's schooling. Consideration has to be given to the safety of others.



**Tawhero
SCHOOL**

- If a staff member is involved consideration needs to be given to the relevant collective or individual employment agreement.
- Advice and support may be engaged from NZSTA, NZEI, and the Human Rights Commission.

EMERGENCY MANAGEMENT PROCEDURE

Mauria te pono

AIM



Tawhero SCHOOL

- To provide plans for managing any emergency situation which may arise in the school.

PURPOSE

- To have emergency evacuation procedures in place to quickly and safely evacuate all children, staff and visitors without further endangering lives.
- To provide guidelines for managing specific emergencies
- To create an environment of planning and preparation not panic in an emergency.

GUIDELINES FOR EVACUATIONS

- Trial evacuations will be held each term. Evacuation Procedures are displayed in each room.
- When alarm is signaled teachers will check:
 - all exits are clear
 - close windows and classroom door – DO NOT LOCK
 - all students have exited including “at risk” students identified as possibly needing support for medical, behavioural or other reasons
 - are accounted for and are supported during the evacuation.
- The teacher will lead classes quickly and quietly to the designated assembly point **ON THE FIELD**.
- Those with designated responsibility will check specific building areas, closing fire stops doors after them, before going to assembly areas.
- A roll is taken by the class teacher at the assembly point. With our electronic roll system class registers are brought to the assembly area by the Administration Officer and distributed to classes for roll call.
- Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
- Class teachers must report to the tumuaki whether or not all children are accounted for. Any absences must be reported immediately to the tumuaki and last whereabouts, if known, listed for checking.
- All visitors to the school must sign in at the school office. During an evacuation, visitors, parent/caregivers, volunteers and contract workers must be checked off this list, brought out by the Administration Officer.

- Any student or staff member leaving the school grounds is also required to sign out and in for emergency purposes.
- Staff and students should regularly familiarise themselves with emergency procedures including :
 - Building and Emergency Exits -
 - Location of Fire Alarms -



Tawhero SCHOOL

- Building Wardens and Responsibilities -
- Procedures for Specific Emergencies

FIRE

Location of Fire Extinguishers Evacuation Assembly Area Nearest Phone and that it works

Raise the alarm – Fire alarm will ring continuously

- Dial 111 for the emergency
- Follow the correct procedure and advise operator of the emergency.

Evacuate the area

- Ensure that students and visitors have evacuated the area
- Shut doors as you leave.

Proceed to assembly area

See evacuation notices displayed for the assembly area.

Ensure that you tell the tumuaki 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.

EARTHQUAKE

Before an earthquake

Identify safe places within the classroom e.g. under a sturdy table, or under the doorway.

During an earthquake

- Move to the nearest safe place, **DROP, COVER AND HOLD**
- Stay Inside. If Outside stay where you are. Do not run to buildings.
- In the event of an earthquake, students and teachers will seek refuge under desks until appropriate time enables buildings to be vacated.

When shaking stops



Tawhero SCHOOL

- Treat injuries and put out fires
- Turn off water, electricity, gas and heating at mains if it is safe
- Evacuate if fire cannot be controlled
- Be prepared for after shocks

HAZARDOUS OR CHEMICAL SPILL

Raise the alarm

Dial 111 for the emergency that is required

Remain in Class and wait for decision re Evacuation

Close all windows

Reassure students and remain calm.

Advise emergency services of any effects being felt – irritation to eyes, nausea Block doors and windows with any available material, such as tape or blankets. Evacuate immediately when requested to

Evacuate the area

- Check to ensure staff and students have evacuated the classrooms.
- Shut all doors as you leave
- Proceed to the assembly area
- Tell tumuaki/warden that you are safe

Stay in assembly area until you are told it is safe to leave Leave clean up to emergency services

FLOOD

Before a Flood

- Find out about the flood risk and know how to reach the nearest safest ground

When a Flood threatens

- Listen to the radio for information and follow civil defence instructions
- Disconnect electrical devices
- Avoid flood areas
- Ensure any chemicals, toxins stored above water level.



**Tawhero
SCHOOL**

**POLICE EMERGENCY (ARMED OFFENDERS, HOSTAGE,
THREATENING VISITOR)**

- Advise office immediately if a situation arises so tumuaki and/or Police can be called
- Everyone to remain inside until all clear is given to vacate the buildings.
- All doors and windows to be closed/locked
- Children to be occupied.
- Parents/caregivers to be advised where appropriate.

PANDEMIC PLANNING PROCEDURE

Mauria te pono

PURPOSE:



Tawhero SCHOOL

- It is essential that schools take all practical steps to protect staff and students from a possible pandemic outbreak.
- A pandemic outbreak of Influenza is used here as a generic example for planning and response purposes

GUIDELINES:

- The Pandemic Manager for Tawhero School will be the tumuaki.
- The school will develop a pandemic action plan. This is to be reviewed on an annual basis.
- The school protocol for dealing with sick staff/students.
- Cleaning requirements and practices in case of a pandemic outbreak.
- Consultation procedures to be used in each stage of pandemic.

This procedure uses guidelines and protocols found in the *New Zealand Influenza Pandemic Plan: A framework for action (dated 30 April 2010)* as its base for responding to pandemic outbreak.

PANDEMIC PLAN

Mauria te pono

New Zealand pandemic planning is based around a six-phase strategy:

1. 1) Plan For It (planning and preparedness)
2. 2) Keep It Out (border management)
3. 3) Stamp It Out (cluster control)
4. 4) Manage It (pandemic management)
5. 5) Manage It: Post-Peak



6. 6) Recover From It (recovery).

The following sections of the plan have specific actions that the kura must undertake

STAGE 2 KEEP IT OUT

Actions:

- Update and activate staff and BOT telephone and email trees.
- Check all contact details are correct:
 - Staff
 - Students
 - BOT Members
- Ensure MOE local office has updated BOT / tumuaki contact details.
- Brief staff on roles and responsibilities including:
 - Local status
 - Actions taken with students, including closing school and sending children home where necessary.
 - Outline to parents possible methods of future communications e.g. national and local media and school website.
 - With students, implement programmes to limit spread of influenza e.g. hand hygiene, cough and sneeze etiquette, not spitting, staying at home when sick. Advise cleaning contractors of need to implement Pandemic Cleaning Procedure. Since the school holds the cleaning contract the procedures in such an event will be to use detergent and/or bleach to clean all surfaces as advised by the MOH public health.
- Review schools resources to ensure that there are sufficient supplies of: Cleaning materials

STAGE 3 STAMP IT OUT

Actions:

- Through consultation with local DHB emergency planner, local MOE, local Principals and BOT Chairperson the Principal will make the decision of the need to close the school.
- Communicate through established means the decision.
- Take care of students showing influenza symptoms:

Set up isolation room(WharePukapuka).

- In consultation with group (Action Point 1) arrange to send children home.



Tawhero SCHOOL

- Only children to go home are those whose parents either collect them from school or have given permission via phone or email that they are to go home.
 - Notify any cases to health authorities as are requested
Children staying at school to be kept in normal classes where possible (dependant on number of staff available) until children are collected or until end of school day.
-
- Cancel all extra curricular activities and planned class / school trips.
 - Introduce extra cleaning as per outlined schedule. This will be determined by the nature of the pandemic and will be advised by the MOH community public health.

STAGE 4 & 5 MANAGE IT

Actions:

- Close school to students
- Advise all staf
- Post notices of closure on entry points – office, library, hall and each classroom block entrance.
- Through local media (radio, television),voice message – telephone inform all interested groups:
 - o Local station of pandemic
 - o What the school is doing
 - o What parents could be doing with students
- Collaborate with local agencies in making school facilities available in pandemic response efforts.

STAGE 6 RECOVER FROM IT

Actions:

- Through media (radio, newspaper, and television), school website, telephone message and email /telephone,advise that school is reopen,0800 to be supplied by MOH.
- As necessary arrange for trauma / grief counselling – contact M.O.E Group Special Education.
- With BOT and Senior Management undertake debrief of procedures undertaken.
- Staff revisits importance of keeping safe guidelines with students (see Stage 1 Point 7).

PROCEDURES:



Tawhero SCHOOL

A. School protocol for dealing with sick / staff and students:

- Take care of students and staff showing influenza symptoms
- Set up isolation room (Whare Pukapuka).
- Send children home. Only children to go home are those whose parents either collect them from school or have given permission via phone or email that they are to go home.
- Notify any cases to health authorities as requested
- Children staying at school to be kept in normal classes where possible (dependant on number of staff available) until children are collected or until end of school day.
- Cancel all extra curricular activities and planned class / school trips.

Cleaning requirements and practices in case of a pandemic outbreak:

Cleaning contractor to provide procedures for the extra cleaning required in a pandemic, as part of their contractual obligations.
This will be dependent on advise from MOH Public Health as to suitable agent to clean all services (detergents and /or bleach).

C. Consultation procedures.

The attached letter will be distributed to all parents/caregivers in the event of a pandemic.

Tēnā koutou e te whānau o te kura,

We have been advised by the Ministry of Health of a serious pandemic outbreak and have been advised, for health and safety reasons, to close the school.

In order to ensure the health and safety of your children, we are advising you of the closure of the school until further notice.

Please ensure that your children are kept at home until this closure has been lifted. Regular updates on the situation can be ascertained from local and national media and via email.

*Nāku iti nei
Nā Ngā Apai, Chairperson*

CONCLUSION:

The safety of Tawhero School staff and students will be managed during a pandemic outbreak by following the above guidelines.



Tawhero
SCHOOL

LOCKDOWN PROCEDURE

Mauria te pono

PREAMBLE

- A lock-down would be used anytime students need to be contained and protected inside school buildings.
- A chemical spill, for example, could put students and staff at risk of toxic inhalation if allowed outside. Also, a fugitive abandoning a car chase to flee on foot could pose the risk of a hostage situation. In both these cases the Police would request a lock-down of the school to prevent putting students and staff in danger.



Tawhero SCHOOL

- An unarmed intruder inside the building can also be cause to implement the lock -down procedure, separating the intruder from students. In this case a lock-down may also help to prevent confusion, and to make it easier for staff to account for all students as it is simpler to determine if a student is missing when the students are at least standing still.
- When the 'lockdown' signal is given, teachers go to their class room doors, listening, and then looking for a sign of imminent danger. If it's safe to do so, they pull in any students on the decking or nearby toilets, then close and lock the door and turn off the lights.

POLICY STATEMENT

The Tawhero School Board of Trustees believes that the safety of students and staff in our schools is paramount and takes every precaution to ensure the safety of all. The Board believes that schools need to be secured in an appropriate manner when dealing with a perceived or actual threat to the school community.

RATIONALE

Tawhero School's Board is committed to providing a safe and caring environment for students and staff. Therefore, the school will develop a plan to respond to a perceived or actual threat to their school community.

GENERAL EMERGENCY LOCKDOWN PROCEDURES

Mauria te pono

COMMUNICATION

In the event of a critical incident requiring 'Lock Down', the person witnessing the incident must try make sure the tamariki are safe and they notify the police.



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The tumuaki and/or the person-in-charge (PIC) at the time of the incident will determine the need for a 'Lock Down' and contact the police and locals and provide as much information as possible. Fire evacuation alarms are not to be sounded.

PROCEDURES

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

All staff need to be mindful that children from other classrooms may seek sanctuary in their room.

- Lock classroom and other doors.
- Close and lock all windows. Close curtains.
- Turn off lights and computer monitors.
- Each person should stay away from windows and doors, and remain low to the ground.
- Everyone is to remain quiet.
- Do not allow students to use the kura or classroom phones. They must be kept free for communication with office.
- No one is to answer the door under any circumstance.

STAND DOWN AND SUSPENSIONS PROCEDURE

Mauria te pono

AIM



Tawhero SCHOOL

- To provide a process for stand down or suspension of a student if that student's behaviour is deemed to present a danger to him/herself or to other students or if that behaviour constitutes gross misconduct or repeatedly unacceptable behaviour.

PURPOSE

- To ensure that the rights of all students are upheld and the learning environment is orderly and safe.
- To ensure that all regulatory and legal requirements regarding stand down and suspension are met
- To provide clear guidelines for cases where a child is to be stood down, suspended, excluded or expelled.

GUIDELINES

- The tumuaki will, after consultation with staff and where necessary caregivers, make a decision to stand down/suspend a child and will document reasons for this action including prior behavioural management strategies that led to this decision being made.
- The kura should ensure that the families of the students concerned are informed as quickly as possible of the stand down/suspension, of its implications and of their rights and responsibilities.
- The tumuaki has the power to stand down or suspend students without referral to the Board. The tumuaki will, however, inform the Chairperson of the Board of Trustees.
- In the case of a stand down, the tumuaki may reconsider whether the stand down is to continue the full number of days, or whether the stand down can be shortened. Relevant possibilities and strategies will be put in place so that the child's education can continue positively. This meeting could include parents/caregivers, the classroom teacher and the child.
- All relevant discussions and decisions will be documented.
- In the case of a suspension, a special Disciplinary Committee convened by the Board of Trustees will be held 'in committee' (public excluded) with the child, parents/caregivers and their support, according to the requirements of the guidelines on Stand down, Suspension, Exclusion and Expulsion. A decision will be made in the best interests of the child. Options include:
 - the suspension be lifted with out conditions
 - the suspension be lifted but with conditions attached
 - the suspension be continued for a further period because of special circumstances the child be excluded.
- The Ministry of Education will be informed of the decision made.



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SCHOOL**

- The school will assist with the re-establishment of a child who is excluded.
- The school will endeavour to work closely with the family concerned in any disciplinary action at all times.
- The caregivers have the right to appeal a decision made by a Disciplinary Committee to the Board of Trustees.

SUN SAFE PROCEDURE

Mauria te pono

RATIONALE

With the increase in UV light in Aotearoa and the increased awareness of the possibility of harmful effects of the sun, it is imperative that the kura ensures protection from the sun during school activities **during Terms 1 and 4.**



PURPOSE:

To ensure the kura provides guidelines for protecting staff and students in regards to sun exposure.

GUIDELINES:

- Sun protection is incorporated into educational programmes and prevention measures in the Hauora Programme of the school.
- Regular reminders of the requirement to wear broad brim or bucket hats and sunscreen (SPF Broad spectrum 30+) during kura activities, both in and out of the kura grounds, are given in the kura pānui.
- Tamariki without hats are required to remain in the shaded areas of the kura
- All staff act as a role model by:
 - Wearing appropriate hats and clothing for all outdoor activities
 - Using sun screen for skin protection
 - Seeking shade for any outdoor activities where possible
- Positive reinforcement is provided for children wearing hats and sunscreen
- Outdoor activities are reduced during summer between 11:00 and 3:00
- The Board reviews the school environment to ensure adequate shade areas are available in the kura and that budget provision is made for re-locatable and fixed sunshade areas.
- Encourage children to wear clothing that protects their skin from the sun.

ADMINISTERING FIRST AID & MEDICATION PROCEDURE

Mauria te pono

AIM



Tawhero SCHOOL

- To facilitate the administration of prescribed medicines to ensure that a child's health does not jeopardise school attendance.

PURPOSE

- To cater for basic first aid, illness and medical conditions.
- To provide procedures for establishing permission to administer medication
- To outline the process for managing medication and its administration

GUIDELINES

First Aid

- The Sick Bay is to be supervised by Administration Support Staff at all times
- Administration Staff and at least one staff member in each syndicate are to have an up to date First Aid Certificate. First Aid certificates are checked annually to ensure they are current.
- All children will report to the office area before entering the Sick Bay.
- First Aid supplies are to be securely stored.
- Children requiring special medical support will have details recorded on their files and a record and treatment plan kept in Sick Bay e.g. asthma, allergies. These children are identified on enrolment and the person in charge of sick bay and the class teacher informed.
- All treatment for First Aid or illness is to be recorded in the accident and illness registers in the Sick Bay and the Support Staff Office.
- Gloves must be worn at all times when treating blood related injuries.
- Linen will be washed on a regular basis.
- Any serious injury or illness will be reported to the tumuaki.
- Duty staff are responsible for ensuring that all accidents/injuries in the playground are attended to or referred to the Sick Bay.
- If in the opinion of the duty staff member or admin staff supervising sick bay, an injury or illness is sufficient to require closer examination parents/caregivers will be contacted and the tumuaki informed.
- If the parent/caregiver cannot be contacted, the emergency contact may be called or the school may be responsible for taking the student to the Doctor or hospital.
- Children are not to remain in the Sick Bay for long periods of time but should be sent home.

Skin Infections

- Skin infections such as impetigo (school sores) and boils are caused by bacteria and are contagious. They can spread to other parts of the body if left untreated and from an infected person to others they are in contact with. Many young children have cuts and scratches which



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explains why they get skin infections so easily. They spread more easily in hot humid weather. The end of summer is when you are most likely to see them.

- Impetigo – the germs enter the body where there is an opening on the skin caused by cut, scratch, insect bite, scabies or burn.
- Boils – the germs enter through broken skin or down a hair follicle. Boils are often found on the back of the neck, armpits or the buttocks. A carbuncle is a collection of boils.

Treatment for Skin Infections

- Send child to the Sick Bay for the sores to be covered
- **DO NOT** put any lotion or cream on them
- If concerned, make a referral to the Public Health Nurse and/or the tumuaki who will arrange to send a letter home informing parents and suggesting need for follow up treatment.
- The child may still attend school but ensure that all open sores and boils are covered. A staff member can discuss with the student how easily the infection is passed on without making the child feel ashamed. The child's co-operation is sought.
- Children with a skin infection are not permitted to swim or to be involved in contact sports until the sores are healed.
- If it appears that the child is not receiving appropriate treatment, the child is to be referred again to a health professional.

Administering Medication

- School staff will not administer prescription medication at school unless it is absolutely essential that the child have the medication at school.
- All requests containing full details should be on the appropriate parent request form and agreed to by the tumuaki.
- Parents/guardians must provide a medical statement that it is acceptable for a non- medical staff member to have responsibility for administering the medication.
- No non-prescription drugs are to be sent to school – teachers will not administer these under any circumstances.
- The first dose of any medication is to be given at home.
- The medication must be kept in a locked place, if possible in the school's administration area, in a child-proof container.
- The tumuaki may delegate the administering of medication to another/or other persons. Staff members have a right to choose whether or not to take the responsibility for administering the prescribed medication to a student.
- The delegated person/s will administer the medication as requested by the parent/caregiver
- Administering of medication will be witnessed by another adult and a record initialed by both adults.



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SCHOOL**

- Where no staff member is agreeable to administering the medication the responsibility will remain with the parent/caregiver.

ADMINISTRATION OF MEDICATION AT SCHOOL

Child's Name _____
Room _____



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DaytimeContactNumber _____
or _____

Name of Medication

Dosage

Doctor

Permission Given for Non-Medical Personnel to Administer Medication YES/NO

Itneedstobetakenat _____(time)

orwhenneedsdictate(pleasecircle)

Start Date _____ Finish
Date _____

My child will administer his/her own medication

My child needs supervision with taking his/her medication

My child requires an adult to give the medication

My child is taking this medication because he/she has;

YES / NO YES / NO YES / NO

- ***I accept full responsibility for maintaining supplies, having my child's name, the name of the drug and the correct dose on the container, and that the supplies will not have passed the expiry date.***
- ***I have given permission for a member of the school staff to administer the medication according to my child's needs as indicated above and accept that this may not be the same staff member each time.***
- ***I accept that the school will take due care with the administration of this medication but I release the school and the school's staff from any responsibility associated with it.***
- ***I understand that the school cannot be held responsible for any injury or fatality if correct procedures and systems have been followed.***

Full Name of Parent

Signature _____

Date _____ **Phone** _____

Emergency Phone _____

Approved by tumuaki:

Signed _____ **Date** _____



Tawhero
SCHOOL

SERIOUS INCIDENT MANAGEMENT PROCEDURE

Mauria te pono

AIM

- To establish a process for managing a variety of serious incidents.

PURPOSE

- To respond appropriately to a crisis situation



Tawhero SCHOOL

- To reduce the likelihood of risk to other staff or students
- To provide appropriate support for those involved in the crisis situation
- To provide assistance in coping with the physical and emotional impact of a traumatic incident.

GUIDELINES

When a Serious Incident occurs the tumuaki is informed immediately, who then advises the Chairperson of the Board of Trustees, and establishes a Serious Incident Management Team including some / all of the following:

- Tumuaki
- Board Chairperson
- Kaiako
- Appropriate representatives of outside agencies

The Serious Incident Management Team will implement the management plan (attached).

All media releases are to be handled by the tumuaki or Board Chairperson.

The Ministry of Education (Special Education) team may be contacted for assistance with managing the incident, including dealing with any counselling or media enquiries.

SERIOUS INCIDENT RESPONSE PLANS

Mauria te pono

These guidelines are established to assist kura staff, Board Members and the community deal with a range of serious incidents which could possibly occur both on-and off-site. The school will be supported in such events by the community emergency and social services, and the Ministry of Education' s regional Special Education (SE).



ACCIDENT RESPONSE SEQUENCE – SOMEONE IS INJURED

Steps 1 to 7 are a sequence.

- 1) Approach the victim safely/look out for danger and take charge of the situation
- 2) Check responsiveness. Talk to Victim .
- 3) Determine extent of injury by performing a rapid initial assessment using ABC
 - i) (Initial Survey)
 - ii) A - Airway
 - iii) B-Breathing
 - iv) C - Circulation
- 4) If necessary act to stabilise the patient by performing urgently needed first aid.
 - i) Open the airway
 - ii) Perform either CPR or resuscitation,
 - iii) Stop/control bleeding iv) Treat for Shock
- 5) Check for other injuries by carrying out a thorough body search (Secondary survey)
- 6) Act on what you find to make the patient comfortable
- 7) Hand over to medical/emergency people
- 8) Look after self and any other people. Treat for shock.
- 9) Record the vital signs throughout- and post-emergency
- 10) Fill out Accident/Incident form.

In the case of serious harm OSH will need to be informed.

- Inform the tumuaki
- Tumuaki talks to Board, SE, parents, staff, other students and media
- Activate trauma plan if needed with help of SE



RESCUE PLAN SOMEONE NEEDS RESCUE FROM FURTHER HARM

All of the following should occur simultaneously if possible

- Take charge
- Look after yourself (and the group by way of delegation)
- Assess the environment, the victim and your options
- Set up the site where the victim is to be placed
- Stabilise the victim if required
- Move the victim

After Incident

- Arrange medical or other support necessary - as for Items 11 – 14 above

THE EVACUATION PLAN – SOMEONE NEEDS MOVING TO MEDICAL CARE WHICH IS SOME DISTANCE AWAY

- Assess the patient for stability
- Assess the resources you have (personnel and equipment)
- Assess the environment (easy terrain?)
- Decide on either Action Plan A or Action Plan B

Action Plan A PREPARE PATIENT AND CARRY THEM	Action Plan B CALL FOR HELICOPTER VIA POLICE
Action A will be appropriate if 1, 2 and 3 are in your favour.	Action B will be necessary if any one of 1, 2 and 3 is unfavourable.
1 Construct or go get stretcher	1 Send out a message – written message with runners preferable OR
2 Prepare stretcher and patient for trip	2 Call Police on 111 requesting a helicopter
3 Select the route	3 Prepare the heli site (anchor things Down)
4 Prepare the team	4 Care for patient and group
5 Carry patient to pick up point and/or medical care	5 Attract helicopter to site
6 At all times look after group	

SEARCH PLAN – SOMEONE IS MISSING IN OUTDOORS OR SCHOOL ENVIRONMENT

1, 2, 3 and 4 are sequential



Tawhero SCHOOL

- 1) Question witnesses to establish the circumstances of loss and the Point Last Seen
- 2) Look in possible hiding places to eliminate these first
- 3) Alert the police and tumuaki
- 4) Compile clues from any witnesses to the time leading up to the discovery that the person is missing

5, 6, 7, 8, and 9 can be concurrent depending on the resources you have

- 5) Check place last seen
- 6) Check areas of high probability (what excited/intrigued the person?)
- 7) Set up confinement/road blocks
- 8) Check paths of least resistance
- 9) Deploy attraction such as calling out their name, lighting a fire, shining a torch
- 10) Evaluate the situation. If you have found them be positive. Give TLC.

If the subject is still missing

Contact the tumuaki who will contact parents, other students and staff, the Board and deal with media.

THE FATALITY PLAN

The order of the steps may vary

- Look after the group: shelter, fluids and food
- Cover the body & create a no-go zone
- Contact the TIC, the tumuaki & Police
- Allow for grieving (the language of death is sometimes an issue. It is accurate and no less caring to use the term 'died')
- Abandon the activity
- Tumuaki informs the Board, parents, staff, other students and media

FOLLOW UP FOR ANY EVENT

Some useful steps following any event



Tawhero SCHOOL

- All cases of serious harm must be reported to OSH immediately
- Contact with parent(s)/caregiver(s) must be immediate
- Develop a support plan for the group, the staff and your relationship with the victim and family, and implement that plan (the MOE SE (Ministry of Education –Special Education will help)
- Keep in contact with all parties including the media
- Look after your own welfare
- Investigate the incident and report to the BOT

TRAUMA PLAN

The School Trauma Team meets to

Establish the facts

Establish/confirm the support systems already in place Undertake a needs analysis

Decide on the actions required (refer to B below) Allocate roles

The School Trauma Team actions, as appropriate, the following

Look after those involved e.g. students, staff trauma team, families directly and indirectly involved

Oversee the involvement of the media, police & other services

Maintain a clear paper trail

Staff the phones

Contact of SE (Special Education)

Control of information

Convene progress meetings

Prepare communiqués

Make available an appropriate/separate space Monitoring of the Trauma

Team Debrief/evaluate actions

Identify areas of ongoing support

Acknowledge the contributions of those involved Identify any Professional Development need

SPECIAL NOTES FOR ANY EVENT

Investigation.....

The school's **incident investigation plan** would be activated after any incident. **Recording....**

All incidents/accidents including near misses relating to students, staff, contractors and volunteers must be recorded in the OSH document held in the school office.

Communication:



**Tawhero
SCHOOL**

- As is good practice, send out a written message with at least two runners if radio/phone is not appropriate.
- The tumuaki is the only staff member authorised to talk to the media.
- The BOT spokesperson is the Chairperson.

WATER SAFETY PROCEDURE

Mauria te pono

AIM:

- To provide all children with a safe environment when engaged in an activity in, on, or near the water.

PURPOSE:



Tawhero SCHOOL

- To promote the teaching of sound water safety skills, knowledge and attitudes.
- To recognise that school and teachers are ideally situated to demonstrate and promote best policy, practice and programming for water safety education.

GUIDELINES

- The school will support and promote water safety by:
- Providing teachers and instructors with professional development and operational guidelines for safe teaching of all water related activities.
- Ensuring that parents/caregivers and others used to assist in conducting water-based activities have appropriate supervisory skills and training.
- Identifying and utilising, where appropriate, water safety programmes offered by external organisations that assist in the teaching of swimming and safety.
- Developing evaluation processes that ensure regular review and revision of the teaching of water safety skills and knowledge.
- Ensuring that the school provides adequate resources for the effective teaching and promotion of water safety education and evaluate the management of water safety policy and practice.
- Ensuring fair and equitable access for all students with regards to the teaching of swimming and water safety.
- Ensuring fair and equitable provision of resources for the teaching of swimming and water safety, particularly with regards to the provision of swimming pool access, transport where necessary, equipment, and other teaching resources.
- Establishing approval processes and regulations to govern school activity conducted with in the school environment where water safety is a consideration.
- Establishing appropriate approval processes on the use of venues and other organisations outside the school that involve an aquatic environment and related aquatic activity.
- Ensuring consultation with appropriate authorities in formulating and reviewing the water safety policy.



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AUAHI KORE PROCEDURE

Mauria te pono

AIM:

- To provide a healthy, smoke-free environment

PURPOSE:

- To comply with the Smoke-Free Environments Act 1990

GUIDELINES:



Tawhero SCHOOL

- Smoking shall not be permitted anywhere within the buildings or grounds of the school or any official school activity such as field trips, sports events.
- Organisations or individuals using the school facilities must be advised of this policy as a condition of use.
- Contractors and others working within the school property are to be advised of the school's smoke-free policy and that this policy applies to them whilst on the property.
- Signs shall be displayed at the entrance to the school and in the office foyer and any place or places that the board of trustees may consider appropriate.
- Regular reminders of the Smokefree policy will be made in the school newsletter as well as at school functions.
- Staff are encouraged to be good role models for students and where requested given support to become smokefree.

PROCEDURE FOR STAFF HAVING NON-ENROLLED CHILDREN AT KURA

Mauria te pono

RATIONALE:

- The task of teaching is a full time one and involves being responsible for the learning, social, and safety needs of the children in the class throughout the day.



Tawhero SCHOOL

- To divide time between the competing needs of the children in the class and a non-enrolled child may mean that neither is adequately catered for.
- The Whānau / Board of Trustees exposes itself to risk under the Health and Safety in Employment Act by condoning this type of activity.

PROCESS:

- A staff member may not bring a child to school that is not an enrolled student at the school during the course of the day.
- It is accepted that there may be emergency situations when it is necessary for a staff member to care for a non-enrolled child at school. By their very nature, such occasions will be rare and one -off. Approval for this needs to be obtained from the tumuaki
- Beyond this, staff will need to make other arrangements for a non -enrolled child in their care.
- A staff member who is not on duty, or another person who brings a non-enrolled child to school is solely responsible for that child and may be directed by the tumuaki or Chairperson of the Board of Trustees to remove that child (if it is considered necessary).

LEAVING SCHOOL GROUNDS PROCEDURE

Mauria te pono

RATIONALE:

It is imperative that children's welfare and safety whilst at school is paramount.

PURPOSE:



Tawhero SCHOOL

To formally establish that the kura staff and whanau are responsible for implementing this policy from the official start and end of each school day.

GUIDELINES:

- Every child comes under the care of the kura staff and whanau from 8.30 am to 3.30 pm of each official school day.
- Under the Health and Safety Requirements of the Ministry of Education the welfare and care of each child is priority
- Those physical, spiritual, emotional and mental aspects of their development are nurtured in a safe and secure learning environment.
- Written or verbal permission must be forthcoming prior to leaving the school grounds either from the legal caregiver/s, staff member and or tumuaki.
- Failure to abide by the above requirement will mean that no child is able to leave the school grounds during the official hours of a school day.

CONCLUSION:

The “Leaving School Grounds” Policy is a means of ensuring the welfare and safety of children is to the forefront of our minds at all times.

EDUCATION OUTSIDE THE CLASSROOM (EOTC) PROCEDURE

Mauria te pono

RATIONALE:

- Education Outside the Classroom encompasses those activities outside the school environment which enriches all aspects of the curriculum and provides further opportunities for learning, personal growth and social development with safety of all being paramount.



Tawhero SCHOOL

- This range may include curriculum related field studies, environmental education and visits to places and people of educational interest, along with noho marae, camping, tramping and outdoor pursuits.
- Areas may include the immediate neighbourhood, the local community and its outlying environment.

PURPOSE:

- To stimulate language, children's creativity and aesthetic appreciation.
- To nurture children's curiosity in the environment.
- To interact socially with the wider community e.g. parents, other children, other adults.
- To foster opportunities for the children to live in a co-operative environment e.g. noho marae, camps and overnight stays.
- To extend social development and holistic awareness of people.
- To encourage physical growth and development.
- To make children aware of challenges and possible dangers in the environment.
- To utilise resources outside the school environment.
- To provide opportunities for the community to participate in children's education.
- To enhance self-esteem in children by developing strengths and abilities.
- To develop in children the knowledge and skills to meet challenges and dangers of the environment.
- To enrich the children's knowledge through first-hand experience outside the classroom.

GUIDELINES:

The school will provide Education Outside the Classroom which takes into account

- the environment, facilities/activities available
- the needs of the students
- skills and experiences of staff
- finance/financial resources
- safety procedures applicable to activities chosen

Programmes including Education Outside the Classroom Will

- Have specific activities related to educational objectives
- Be within the capabilities of all taking part
- Be adequately supervised as per Implementation Policy
- Have the support of the community
- Foster an awareness of and sensitivity to the whole environment

Teachers need to: -

- Have teaching skills appropriate to different environments



Tawhero SCHOOL

- Have the ability to capitalize on opportunities for personal growth of students
- Show informed, good judgement when dealing with emergencies and to take the first aid kit with them on all excursions
- Be aware of their legal responsibilities for students participating in Education Outside the Classroom
- Attend to Health & Safety requirements prior to excursions
- Attend to form filling and checklists – (Risk Analysis and Management Systems – RAMS, Health & Permission Form, Pre-Excursion checklist)

CONCLUSION:

It must be recognised that EOTC is part of children's growth in all areas. It also provides teachers the opportunities to get to know students outside of the classroom area.

THE SAFETY OF ALL IS PARAMOUNT

HEALTH & SAFETY PROCEDURE

Mauria te pono

PURPOSE



Tawhero SCHOOL

Tawhero School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

THIS IS ACHIEVED BY:

All staff having individual responsibility for health and safety

- Being informed
- Understanding, and
- Accepting the irresponsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
- Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management
- Ensuring union and other employee representatives are consulted regarding health and safety management
- Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
- Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
- Minimising the effects of hazards, if they cannot be practicably eliminated or isolated
- Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
- Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace
- Providing appropriate orientation, training and supervision for all new and existing staff
- Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
- Accurate recording, reporting and investigating injuries
- Board of Trustees commitment to continuous improvement in health and safety
- Board of Trustees commitment to comply with all relevant health and safety legislation
- Supporting the safe and early return to work of injured employees
- Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy



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ROAD SAFETY PROCEDURE

Mauria te pono

RATIONALE:



Tawhero SCHOOL

- It is the duty of the kura to consider at all times the safety and physical wellbeing of each individual child placed in their daily care.

PURPOSE:

- To ensure the safety of children as they travel to and from school while attending school routines and activities.
- To demonstrate to all children that rules are made for their own safety by people who care.
- To encourage children to take some responsibility for their own safety on the road.

GUIDELINES:

Bus Safety

- Teachers have a responsibility to ensure that the children are seated and to reinforce the school's behaviour expectations.
- Children will be given regular instruction on general bus rules, emergency procedures and conduct expected when boarding or leaving the bus.
- Travelling by Motor Vehicle Children will be regularly instructed in correct procedures for travelling in a car.
- Where private vehicles are used for a school trip the school is to have procedures to ensure that seat belts, licences and warrants comply with law.
- When children are to be picked up after school they are to follow procedures established by the school.

Cycling

- No child to ride a bike to school under the age of 10 years unless accompanied by an adult.
- All children to wear a cycle helmet correctly fitted and fastened as legally required.

General:

- The priorities given to road safety for school children reflect the needs of the local community and legal requirements.

WAIPIRO AND TARUKINO PROCEDURE



**Tawhero
SCHOOL**

Ka noho te whānau o Tawhero School hei taurira mo ā tātou tamariki mokopuna.

- E kore e tukuna te waipiro me te tarukino ki runga i te papa o te Kura.
- He wāhi kore kaipaipa katoa ngā whenua o te kura
- Kia kua ngā kaimahi me ngā whānau e kuhu mai ki te kura, mēnā ne haurangi, kua heahea rānei i te tarukino.
- Kia kua hoki te kura e whai wāhi ki tētahi mahikohi moni mana, kei rita te waipiro i hokona atu ana.

SICK CHILD & INJURY PROCEDURE

Mauria te pono



Tawhero SCHOOL

- All injuries are to be recorded in the Accident Book. Details of the accident will include **date**, time, name of the tamaiti, accident details, treatment details, location of the accident, and signature of the
- Parents and teachers share the responsibility for creating a healthy kura environment, which will protect and nurture tamariki.

Parent/Whanau Responsibilities

- Parents, guardians or whanau should not send their tamaiti to Tōku Māpihi Maurea KKM if the tamaiti is sick.
- Allow your tamaiti time to recover before returning to kura.
- Any tamaiti presenting at kura with an infectious disease such as chicken pox, a fever, or contagious skin disorder, will be sent home.
- Any seriously injured tamaiti will be directed to medical help, e.g. breaks or concussion.
- Any medication brought to kura will be kept in a safe place and given to the tamaiti according to the instructions, and signed authority given by family/caregivers.
- Every possible action will be taken to ensure all equipment is maintained to a safe standard.
- All surfaces where tamariki may fall more than a height of one metre will be protected by a soft fall surface.
- All medications are kept away from tamariki in a secure place, e.g. refrigerator in the kitchen.
- Families/whanau are asked not to leave medications in a tamaiti's bag.

If a tamaiti is sick or injured during the day:

- Family/whanau will be contacted by telephone, email, texting, etc.
- If family/whanau cannot be contacted the alternative contact person on the tamaiti's
- Enrolment Form, will be notified.
- The tamaiti shall be isolated with staff supervision, if required.
- If no contact can be made the person responsible will decide if medical help should be sought.



Tawhero SCHOOL

If serious injury or sickness occurs the Ambulance Service will be contacted while the tamaiti receives **first aid** treatment from a staff member who holds a current first aid certificate.

Tawhero School tamariki will be protected from sickness and injury wherever possible. If sickness or injury occurs during the day, tamariki will receive the best possible care from staff dealing with the incident. Families shall be informed of an accident other than minor bumps, bruises and scrapes, because it may need more attention. All head injuries or blood injuries will be brought to the family's attention.

All medication is to be recorded in the Rongoā Book. Details will include date, name of tamaiti, medication name, dosage, frequency or time to be given, and family's authorizing signature. When medication is given, the staff member responsible will counter-sign the book and record time of medication.

- If you are worried about your tamaiti's health please seek GP advice before bringing your tamaiti to kura.
- Discuss concerns about tamariki's health with teachers at kura.
- Let teacher's know if you have given medicine to your tamaiti during the night or prior to arriving at kura.
- Collect tamariki within one hour if unwell.
- Provide kura with up to date emergency contact numbers.

Kura Responsibilities

- Parents will be contacted if there are concerns about a tamaiti's health and may be asked to take the tamaiti home.
- First aid will be administered where required. Tamariki who are unwell will rest in a well-ventilated and warm room away from other tamariki until collected
- Efforts will be made to ensure tamariki are comfortable and emotionally supported and supervised.
- All treatment will be recorded in Hauora Book. Names of tamariki in Ruma Hauora will be recorded on Whiteboard
- Medical help will be sought if a tamaiti becomes more ill which may include ringing 111 for an ambulance.
- We may suggest that you consult a GP for diagnosis and treatment.



Tawhero SCHOOL

- We will obtain up to date health information and advice from the Public Health Service . All teachers are responsible for the health and safety of the tamariki whilst attending Te Kura o Te Wainui-ā-Rua.
Staff are responsible for monitoring tamariki's health and passing on concerns about tamariki's health or well-being to the tumuaki.
- The tumuaki is responsible for reporting notifiable diseases to the Regional Public Health and providing the Ministry with any relevant information in consultation with parents.
- The tumuaki reserves the right (in consultation with the teaching team) to exclude any tamaiti who appears too unwell to be attending kura.
- Tumuaiki to notify the Ministry of Business, Innovation and Employment if "serious harm" occurs as soon as possible.