



Health and Safety Policy

Tahakopa School provides a safe physical and emotional environment for students, employees, parents and visitors through complying with any legislation currently on force or that may be developed to ensure the safety of students, employees, parents and visitors.

In order to meet these requirements:

The Board of Trustees develop and implement procedures for:

- Sexual Harassment
- Child Abuse
- Smoke-free environment
- Sun Protection
- Harmful Substances
- Privacy
- Hazard Identification
- Water Testing
- Civil Defence
- Traumatic Incident Management
- School bus transport safety
- Lock-down

The Principal and Staff, in conjunction with BoT develop and implement procedures for:

- Education outside the classroom (EOTC) Risk Management
- Behaviour management - Anti Bullying, Truancy
- Dealing with sick or injured children
- Blood/Body Fluids
- Internet safety
- Pandemic Planning

Through the development of these Health and Safety procedures and practice, Tahakopa School ensures a safe physical and emotional environment for students, staff and visitors.

Date:

Chairperson:

Principal:.....

Sexual Harassment Procedure-General

Aim

1. The Tahakopa Board of Trustees regards Sexual Harassment as an offence and it will not be tolerated.
2. Sexual harassment is offensive, unasked for behaviour and usually occurs when a person is subjected to unwelcome verbal or physical conduct of a sexual nature.
3. Sexual harassment can be detrimental to work performances, to learning and to self-esteem and reputation. All employees and students must be able to work and learn in an environment free from sexual harassment.
4. Education programmes such as Keeping Ourselves Safe will be part of the teaching programme.
5. All complaints of sexual harassment will be taken seriously and investigated quickly, confidentially and fairly.
6. If anyone wished to make an enquiry or complaint about sexual harassment they should approach a contact person.
7. Instances of sexual harassment are dealt with at three levels:

a) SELF HELP

If an act of sexual harassment occurs, the complainant immediately makes it clear to the offending person that their behaviour is unacceptable and offensive. This may be done face to face or in the presence of a third party chosen by the complainant.

b) INFORMAL INTERVENTION

If self-help is not possible, or the behaviour persists, the complainant approaches the school's contact persons of their choice. The contact person must:

- Let the harasser(s) know about and give explanation to any allegations
- Involve all parties in a decision on a working solution
- Check independently with all parties that they feel comfortable with the solution
- Monitor progress to ensure the solution is working to everyone's satisfaction

c) FORMAL INTERVENTION

If self help and informal intervention have not worked or if the allegation is, in the complainant's view, sufficiently serious to warrant formal disciplinary action, the complainant submits a written detailed complaint to the contact person who investigates the complaint and takes the appropriate disciplinary action.

Sexual Harassment Procedure-Staff

Purpose

To safeguard against sexual harassment, including procedures for making and dealing with complaints.

Procedural Objectives

1. In the event of a complaint relating to sexual harassment the complainant may approach:
 - An NZEI counsellor.
 - A contact person
 - The Principal
 - The Board Chairperson
2. The complainant will prepare documented evidence with the assistance of his/her elected support person.
3. If it is decided that further action should be taken, the parties concerned have access to support personnel of their choice as in Objective 1, and all parties concerned will be presented with documented evidence.
4. If the decision to take further action is made, all parties should be informed and the complaint should be made through one of the following avenues:
 - The Principal or Board of Trustees
 - For a Personal Grievance: through an Industrial Advocate or NZEI Field Officer
 - The Human Rights Commission
5. Support will be made available to all staff

Sexual Harassment Procedure- Students

Purpose

To safeguard against sexual harassment, including procedures for making and dealing with complaints.

Procedural Objectives

1. Pupils should be informed about what sexual harassment is and how it is unacceptable in our school setting.
2. In the event of a complaint relating to sexual harassment the complainant may approach a contact staff member.
3. The contact person will treat all cases seriously and document what the child says
4. The contact person will either apply informal/ formal interventions as outlined in the Sexual Harassment Policy.
5. Parents should be contacted and informed of complaints, action taken and support available.
6. Support will be made available to all students.

7. Staff who are aware of a potential child abuse will report it to the Principal, who will bring it to the attention of Child, Youth and Family services or Police. Staff can bypass the Principal if that person is the alleged or suspected abuser.

Child Abuse

Procedures to follow to help identify children possibly at risk.

- Staff must be sensitive to children so they feel listened to and believed.
- Keeping safe and self worth units will be taught as part of the Health Curriculum to increase children's self efficacy in dealing with uncomfortable situations, and to help raise teachers consciousness of the issues.
- Keeping in mind children's welfare is paramount. Parents may be consulted about changes in behaviour to try to identify a reason. It may be caused by a change in the family's home circumstances.
- Accurate and full records shall be kept of disclosures for the duration of the child's stay at the school. This information will be forwarded to the child's next school at the discretion of the principal.
- Where further investigation is necessary, the principal will contact the appropriate agency, give them the relevant information, and leave it in their hands. It is important to name the child as information may already be held by CYPF
- Whenever an interview is held with a child, a staff member or an appropriate adult whom the child trusts must be present. The welfare of the child must be first priority and should that be compromised the interview will be terminated

Procedures to follow in situations when a child discloses abuse. (See also Protected Disclosure- Employer Responsibilities Policy)

- If the child is in danger or is unsafe, act to secure their immediate safety.
- Listen to the child and reassure them but do not make promises or commitments you cannot keep.
- Ensure that the child has an appropriate person taking responsibility for supporting them.
- Write down what the child says
- Do not formally interview the child. Obtain only necessary relevant facts if and when clarification is needed.
- Refer to CYPF or police. Await further contact before taking any action.

Indicators of child abuse are:

1. **Physical Neglect** – The child is not given proper food, clothing, shelter, medical attention, or supervision to the extent that there is serious risk to health and/or safety of that child.
2. **Emotional Neglect** – (*this is very hard to define and detect*). It is often the case that the child is only ever criticised, always told that it is stupid, naughty or the cause of all the family's problems.
3. **Physical Abuse** – Where injuries are not caused by accident
4. **Sexual Abuse** – This includes all situations where a parent, caregiver or other person involves a child in sexual activity. This can range from touching to penetration or even the death of the victim.

Indicators of sexual abuse in a child are:

- Physical injury
- Signs of physical illness possibly related to genital or urinary infections, headaches or upset stomach.
- Becomes unusually fussy.
- Washes frequently.
- Refuses his/her favourite food; or in an older child may suddenly refuse food.
- An unusual fear of strangers.
- Sudden extreme shyness.
- Lack of enjoyment of favourite pastimes, TV programmes and activities.
- Clinging to parents or extreme fear of being left alone.
- Difficulty going to sleep.
- Sudden fear of the dark.
- Nightmares.
- Bedwetting.
- Return to earlier forms of behaviour or skills.
- Changes in school behaviour.
- Loss of child's sense of security.
- Unable to adjust to the normal schedule
- Showing loss of memory, sometimes appearing preoccupied or troubled.
- Depression.
- Advanced sexual behaviour
- Acting out the sexual abuse with playmates.
- Suicidal tendencies.
- Alcohol and drug abuse.
- Running away.

- Increased irritability and angry outbursts.
- Pseudo-maturity, taking over parental responsibilities (*usually associated with incest*).
- Prostitution.

Smoke Free Environment

Procedures to follow to keep the school smoke free.

- The school buildings and grounds must remain smoke free at all times (legal requirement).
- Teachers and staff who smoke must recognise their responsibility as role models and not smoke on the school grounds.
- Smoke free programmes will be part of the health curriculum.
- The BoT will ensure that others using the school facilities are aware of the non smoking regulations.
- 'No Smoking' signs must be evident around the school.

Sun Protection Guidelines

The sun protection procedure is implemented during Terms 1 and 4, especially between 10am and 4pm, when ultraviolet radiation levels are most intense.

- All children will sit in approved shade areas for lunch.
- SPF30 Broad Spectrum, water resistant sunscreen will be available for staff and children, and its use encouraged, especially when children are outside for extended periods such as sports days and school camp.
- The use of sun protective clothing is encouraged (sleeves and collars)
- Shade trees will be maintained so children can play in the shade.
- Where possible outdoor activities and sports will be scheduled for the mornings during Term 1 and term 4. Sun protection will be considered in all EOTC plans for outdoor activities.
- Children will wear bucket hats with a 6cm brim and deep crown or legionnaire hats, that protect the face, neck and ears while they are outside, or sit in shaded areas during term 1 and term 4.
- Staff will act as role models by employing appropriate sun protective behaviour for outdoor activities (wearing appropriate hats and clothing for all outdoor activities, wearing sunscreen, as above and seeking shade wherever possible).
- Programmes on sunsmart behaviour will be incorporated into the school curriculum, especially from Term 4 to Term 1 (summer).
- The Sun Protection Procedure will be regularly reinforced in a positive way through newsletters, parent meetings, student and teacher activities and parents will be informed of the Sun protection procedure at enrolment.

This procedure will be reviewed by the BOT and Principal once every three years.

Harmful Substances Procedure

- Any student caught using, possessing or under the influence of harmful drugs, alcohol or solvents or caught smoking or possessing cigarettes, cigars, and/or tobacco at any time while under the school's jurisdiction will be referred to the principal who will notify the parents in writing and suspension may be considered in certain circumstances. A second offence will be considered as continual disobedience and may result in suspension. In all circumstances parents and caregivers will be notified as well as appropriate authorities.
- Any student caught in possession of or under the influence of any of the substances above will be given appropriate support and guidance that will be negotiated with the family/guardian.

Privacy Procedures

1. The school enrolment form will contain information about the purpose, use and disclosure of the information collected.
2. Personal information will only be available to relevant authorities eg health nurse, psychologist, dental nurse, teachers,
3. A Privacy officer will be appointed, complying with the provisions of the Privacy Act 1993
4. A welfare file will be kept in a place known only to the Principal.
5. All personal information that the school holds will be stored so that only authorized persons have access to it.

Hazard Identification

Procedures to follow to deal with identifying hazards around the school:

Regular checks will be carried out, and repairs made as necessary:

- Furniture legs secure; no worn or missing leg ends (to prevent wear and tear on floor coverings)
- Power outlets all in excellent condition
- Pathways and card court area free from broken or slippery surfaces
- Floor coverings sound and secure
- Doorways clear of obstruction
- Buildings secured
- Drains free from blockage
- All taps functioning well: no leakages
- Light fittings all operating correctly
- Electrical equipment in safe working order
- All hazardous materials stored safely
- Spoutings and downpipes free from obstruction
- Trees and shrubs clear of buildings and spoutings
- Outdoor play equipment is undamaged and secure

- Establish communications with the emergency services and Civil Defence.

Evacuation – applicable to all procedures.

All staff will:

- Ensure all areas are clear of people as they evacuate the building.
- Ensure doors and windows (where time permits) are closed

The principal will collect the roll and check:

- Toilet areas
- Out buildings
- Staff room.
- The principal will account for all staff and the roll will be called. If anybody is not accounted for, this will be reported to the emergency services personnel on site.
- No person may re-enter the building until the “all clear” is given by the principal.

Fire procedure

- The person who discovers the fire will ring the school bell
- The principal will dial 111
- The building will be evacuated
- Attempt to extinguish small fires with extinguishers only if you consider it safe to do so.
- Under no circumstances is anybody to re-enter a burning building.

Earthquake procedure

During a major or moderate earthquake, the greatest immediate hazard to people in or near buildings is the danger of being hit by falling objects. During ground shaking, the school population is safest finding immediate shelter under desks or tables.

If indoors:

- Stay inside, move away from windows, shelves, heavy objects and furniture that may fall. Take cover under a table or desk and hold onto the furniture.

If outdoors:

- Stay outside. Move to an open space away from buildings and trees. Lie down or crouch low to the ground as your legs will not be steady. Keep looking around to be aware of dangers that may demand you moving.

Indoors or outdoors – when an earthquake occurs – take action at the first indication of the ground shaking.

- The decision to evacuate buildings will be made by the principal, only if he/she considers them to be unsafe.

Windstorm procedure

- If the opportunity presents itself, secure and put away outdoor furniture and equipment. Be aware of high wind warnings and act on them.
- During high winds, keep children indoors and away from windows.
- Put tape on windows if you consider them a risk of breaking.
- Open windows on the downwind side of the building if you consider there is a risk of the roof lifting.

Electrical storm procedure

- All children and staff will remain indoors away from windows.
- Be aware that when outside, tall objects (people, trees) and metal poles will attract lightening strikes.

Flooding/snow procedures

- Parents/caregivers of children should be contacted early if this is a risk.
- Identify alternate carers who can collect affected children.

Release of children

- Details of which children have left, and with whom, will be recorded.

Fire drills

- The school will carry out a fire evacuation drill once every school term.
- Practices will be held at different times of the day
- Various people will assume responsibility for leadership.

Earthquake drill

- The school will carry out earthquake drills on a six monthly basis, when pupils will be taught the 'Drop, Cover, Hold' drill

Lock- down

1. A lockdown can be activated by the teacher, who will phone the police.
2. An email will be sent to the police (dcc.southern@police.govt.nz)
3. Police will create an outer cordon, inner cordon, have a safe point and make contact with the offender. There will also be a designated code word used by police if they require entry to classroom, this will be made available to all staff.
4. If students are out of class they are to go to the nearest room.
5. A lockdown drill will occur on an annual basis.
6. A debrief is to be held in class at the end of each lockdown drill.

Upon the lockdown being signaled.... (LOCKDOWN)

Teacher to...

- Lock or wedge doors
- Close and lock windows
- Turn off lights
- Check all students are present
- Phone the police (mobile phone on board in class)
- Take cover under the desks and tables

Remain in Lockdown until all clear is given (from the teacher/police)

Students to...

- Move away from doors and windows
- Take cover under the desk
- Remain silent
- Follow teacher instructions

Traumatic Incident Management Plan (From MoE guidelines)

Purposes

1. To ensure the safety and wellbeing of all pupils and staff in the event of a traumatic incident such as the serious injury or death of student or a staff member, or other traumatic incident.
2. To ensure effective and appropriate action is taken in the event of a traumatic incident or disaster.

What is a traumatic incident or disaster?

Disasters are usually defined as overwhelming events that can involve destruction of property, include injury or loss of life, affect communities and are shared by many children and families. In addition, disasters are viewed as being out of the realm of 'normal' human experience and as such are viewed as traumatic, meaning that they can lead to or result in stress reactions.

Traumatic incidents in New Zealand schools have been broadly defined as events that:

- cause sudden and/or significant disruption to the operation, of a school, or community
- create significant dangers or risks to the wellbeing of children, young people or people within a community
- attract media attention or a public profile for the school as a result of these incidents.

In the event of a traumatic incident

If you receive a call regarding a traumatic incident:

- listen to what has happened
- record the caller's name and phone number
- record the names of others involved
- check that appropriate emergency services have been contacted.
- inform the caller of any actions you will take (such as informing the Principal/ BOT Chairperson...)
- immediately the call is over make contact with the principal/chairperson

The Principal/Chairperson may:

- record: the facts of the event
the individuals involved
any actions taken
- inform the board of trustees (BOT) and any other schools that may be affected
- contact the school traumatic incident team (BOT) to coordinate support and further arrangements
- contact the Ministry of Education traumatic incident coordinator service.

The School traumatic incident team may:

- inform all staff of the event and identify and notify other key people
- seek cultural assistance as appropriate (eg, Kaumatua, Māori staff)
- prepare written statements that are factual and accurate to inform staff, children and young people, the media and community. In the case of a death, family/whānau affected consult in culturally appropriate ways and share the content of any written statements
- clearly assign roles and clearly communicate these to staff and other key people
- support the varying reactions of school members through maintaining normal structures, gathering accurate information about reactions, positive messages, activities in classrooms and licensed spaces, support rooms as appropriate, extra staff as needed etc
- accurately record and monitor all staff and children and young people's attendance and whereabouts
- assist with planning for media attention such as the time journalists will arrive, who they see and where they go
- develop an at risk register
- plan for the collection of deceased children's, young people's and/or staff's personal belongings and equipment to return to the family/whānau in culturally appropriate and sensitive ways.
- plan for the next day, and future events
- keep written records of all actions.
- compile a report of actions at the conclusion of the incident in consultation with all traumatic incident team members, with recommendations on future actions as needed.

Bus Transport Procedure

Guidelines:

1. The rules and regulations for bus transport assistance are set by the Education Act 1989
2. Eligible pupils for a transport allowance are those who are :-
 - Aged under ten year and live more than 3.2km from the school
 - Aged ten years and over, and live more than 4.8km from the school
 - Disadvantaged through disability
3. Eligible pupils are normally required to make their own way up to 1.6km to the bus stop.
4. The school bus controller is responsible for:
 - Liaising with the parents and the local bus driver
 - Informing the Board of Trustees of extensions required or deletions to the bus route
 - Arranging bus lists of eligible pupils at the commencement of each school year and the marking of daily rolls by the bus duty teacher.
 - Dealing with, and informing the principal and parents of any complaints regarding the service, or conduct of pupils
 - Eligible pupils will have the first right to transport in the event of overloading
5. The Health and Safety programme will include aspects of bus safety
6. The BOT takes the view that final responsibility for acceptable conduct of pupils on the bus rests with the parents. The Board has the right to withdraw any child who continually offends from the service. This applies also to those children traveling to and from manual training classes, and on any other school trips. The Board delegates the decision to the principal in the role of school management.
7. In the event of a serious accident the school staff, BOT, the Education Service Centre and Ministry of Education are in no way liable for any ensuing parental legal action.

SCHOOL BUS SAFETY RULES

1. Sit down quietly in your seat.
2. Put your bag on the floor or on your knees.
3. Stay away from open windows at all times.
4. Do not throw anything out of the windows.
5. Do not eat or drink on the bus.
6. Do not distract the driver while the bus is moving.
7. You may talk quietly on the bus.
8. Keep your hands, feet and objects to yourself.
9. Wear your seatbelts if you have one, while traveling on the bus.
10. Wait until the bus stops before you leave your seat.
11. Walk quietly from the bus.
12. If you have a concern, please tell the bus controller.
13. If the bus driver reports a concern, this will be investigated and a parent/child meeting with Bus Controller/ or Principal will arise:
 - You may be :-
 - Stood down for a predetermined time from traveling on the bus.
 - Excluded from traveling on the bus.
 - Shifted to a new seat on the bus.

EOTC

Rationale:

Children learn by enjoying experiences appropriate to their needs and environment. Varied experiences are necessary for maximum development, and all learners should be given opportunities to explore and learn from the world outside the classroom.

Procedures: EOTC programmes at Tahakopa School will be designed to:

- Enhance learning, through a variety of carefully planned, first-hand experiences.
- Provide experiences for learners that encourage awareness of the values and philosophies of the tangata whenua, along with other cultures with the school community.
- Increase learners' knowledge, understanding, and appreciation of the school area, local district and other places, including some familiar places.
- Help develop self-confidence and a sense of adventure.
- Assist learners in their social development by placing them with others in unfamiliar situations.
- Help learners develop an attitude of responsibility, particularly towards their own safety and that of others.

Our school will:

- Require parents to sign a permission form at the beginning of each year to cover permission to local events including sports events and cultural events in the South Otago area. A local area SAP form will be signed by the Principal before each outing.
- Any EOTC activity to be undertaken by the school beyond the local area will need permission to be given by the board before the event. Any overnight event SAP will be signed by the BoT Chairperson.
- In these events, Ministry of Education regulations and guidelines on safety and supervision will be followed. The Ministry of Education resource toolkit for EOTC events will be used as templates for the permission, health and risk management forms required for any events beyond the South Otago area.

Implementation

- Board of Trustees Pupil: Adult ratio and risk factor guidelines
- For local visits, eg Hall 1:10
- For local visits where there is water in close proximity 1:4
- Other day visits 1:6
- Overnight trips/ overnight stays 1:5
- Trips to beach/ stream 1:4

School Camps

Procedure

The purpose of this procedural document is to cover the situation when a group of pupils is involved in a programme which is more than an 'overnight' stay away from home, and will involve organized accommodation and programmes lasting more than 36 hours.

1. Approval in principle
 2. Important issues to be addressed
 3. Principal's approval
 4. Staff familiarization visit or contact
 5. Parent information
 6. Adult/ pupil ratio
 9. Permission slip contents
 10. First Aid and Medical issues
 12. Safe loading in cars and buses
1. Staff must be fully conversant with safety requirements associated with each planned activity
 2. Qualified/ Expert Risk Management Instructors should be consulted for any 'risk' before and after the camp.
 3. A full balance sheet will be presented to the principal and BOT at the conclusion of the camp.
 4. Any planned fundraising activity shall be approved by the Principal and BoT Chairperson.
 5. Local Police and medical Practitioner shall be notified of the activity if necessary.
 6. Full and comprehensive appropriate gear and clothing lists shall be drawn up and insisted up on for specialized activities.
 7. A fitness/ safety awareness programme shall be part of the run-up to a camp.
 8. Pupils unable to attend will be allocated to other classrooms for the duration of the camp.
 9. Planned activities are to be within the safe range of a pupil's competency, level of ability and fitness.
 10. Final payment of all fees and full permissions will be in hand at least FIVE school days before the camp.

Behaviour Management

Rationale

Children learn in an environment which is positive, encouraging and just, and which is founded on clear guidelines for acceptable behaviour.

Purposes

1. To build positive relationships amongst all members of the school community.
2. To develop self discipline, self-esteem and a sense of personal and group responsibilities.
3. To develop respect for property and environment.
4. To ensure the safety and well being of all in the school environment.
5. To establish clear guidelines of acceptable behaviour
6. To establish procedures for dealing with unacceptable behaviour.
7. To teach children to be accepting of one another and to tolerate each other's special differences and social needs.
8. To develop skills and procedures for handling conflict.

Procedures

- Children will be made aware of behaviour expectations using positive language i.e. telling the children the way they are expected to behave rather than pointing out inappropriate behaviour.
- Staff will be given the opportunity to participate in professional development on behaviour management as appropriate.
- Staff will work in partnership with parents to manage the behaviour of difficult students.
- If necessary, staff will implement a behaviour management plan with either the whole class or with individuals.
- The Skills for Growing programme, DARE and Kia Kaha will be addressed as part of our Health programme, as appropriate, where the skills of listening, negotiating, problem solving and critical thinking will be taught and will assist children to handle conflict positively.
- Children are clearly informed of the acceptable boundaries and consequences within which they will work and play in the school environment.
- The school will work in conjunction with support agencies such as RTLB teachers, Public Health Nurses, Police and CYPs.
- Tahakopa School does not condone the use of corporal punishment.

Remember the needs of all children, but especially these children:

- PRAISE the positive
- MODEL the behaviour expected of children
- Show that you CARE

- Be CONSISTENT
- Be PATIENT
- Above all else, PERSEVERE

CLASS RULES

The class will develop its own set of rules appropriate to the level of the children in the class, and the management needs of the teacher. A classroom system of positive behaviour management and consequences in line with school policy and guidelines will be established and approved within each class.

PLAYGROUND RULES

At all times children will:

- *Politely do what teachers say*
- *Be considerate of others:*
 - help those in need
 - look after school and other children's property
 - speak and behave politely
- *Keep safe*
 - keep to the right places, inside if allowed, otherwise outside.
 - stay inside the school grounds unless given permission to go out by a teacher.
 - be kind to others and play sensibly and safely.
- *Look after your own and school equipment and treat your school with respect*
 - keep the playground clean and tidy
 - look after the gardens and plants
 - keep valuables, toys etc at home
 - take care of your classroom sports gear

If in doubt about what to do--- ask the Duty Teacher.

System for Behavioural Management

LEVEL ONE

Class teacher attempts to solve problem
 Consultation with Principal and other staff
 Strategies planned with immediate implementation
 Parents notified by teacher- consultation.

LEVEL TWO

Teacher shares problem- staff discussion
 Case data discussed
 Experts invited to participate with staff and parents
 Action Plan formulated and implemented in consultation with parents

LEVEL THREE

Isolation- contract drawn up
 Child withdrawn from class/ school activity
 Child returned to class only when agreement is reached to abide by contract
 Parental responsibility- child is collected and taken home by parent and returned next day
 Isolated until contract agreement reached
 Stand down / Suspension

Fast Track or Emergency Provisions

Actions by children involving violence, vandalism, obscene language and blatant anti-social behaviour will require immediate actions by teachers. This may involve immediate detention and/or parent contact.

Repeat or Serious Offending

The School behaviour system may include intervention from the Principal and in some cases the use of outside support personnel e.g. RTL, Behaviour Support Team.

Serious negative behaviours and/ or continuing refusal to adhere to the requirements of the Behaviour Plan could result in:

- Stand down
- Suspension

- Appearance before Board of Trustees Disciplinary Committee
- (Options available to the Board include lifting the suspension, a suspension with conditions, or exclusion. The current MOE guidebook will be used to ensure that the rights of all parties are considered, and that procedures are correct.)
-

Suspension

Suspension may be an option when the principal, after due deliberation, is of the opinion that:

The student's gross misconduct or continual disobedience is a harmful and dangerous example to other students or because of the student's behaviour it is likely that the student or others at the school will be seriously harmed if the student is not suspended. There are clear guidelines to be followed.

Education Act 1989

As a guide Serious Offences may include:

Verbal, sexual or physical abuse/ assault of a student/ a staff member

Behaviour that endangers others, the property of others or defaces or damages school buildings or property

Continual Disobedience, Theft, Use of cigarettes or misuse of prescription or non-prescription drugs

When a pupil returns to school after a stand down or suspension he/she is to be accompanied by a parent/caregiver, interviewed by the Principal and/or Disciplinary Committee who will reiterate the gravity of the offence and inform the family of the consequences of any further offence.

A Framework for our Positive Discipline Programme

We have a Positive Discipline Programme at Tahakopa School, based on the principles that children need self-discipline and should be responsible for their own actions. They should learn from positive role models and from their own mistakes. To achieve this:

- Appropriate behaviours are recognized and celebrated
- Inappropriate behaviours are handled with sensitivity using a structured programme

Behaviour Management Steps

Steps in this programme come from a self-esteem programme where each child is valued, respected and encouraged.

Praise- Encourage	Carefully observe children's behaviour. Where possible ignore inappropriate behaviour and reinforce appropriate.
Quiet- Warning	Quietly and unobtrusively talk with the child stating clearly the problem as you see it.
First Step	Name on the board or in the book, Teacher/ Child interview <i>This is your second and last warning.</i> <i>Why is your name on the board/ in the book?</i> <i>What will happen next?</i> <i>How can you stop this from happening?</i>
Second Step	Time out. 10 minutes
Third Step	Behaviour Think Sheet. Notice for home. Teacher to call parents
Fourth Step	Child rings home. <i>You ring home and tell Mum/Dad what you have done and arrange for an interview after school.</i>

Removed to Principal /isolated in staffroom area until the interview has taken place.

Appropriate action negotiated and carried out.

Anti Bullying Procedure

Definition

Bullying is a form of anti-social behaviour that has no place at Tahakopa School.

Bullying has three common features:

- it is deliberate
- it is repeated over a period of time

- it is difficult for those being bullied to defend themselves

There are three main types of bullying:

- Physical: hitting, kicking, taking belongings...
- Verbal: name-calling, insulting and racist remarks
- Indirect: spreading nasty stories, excluding from groups

Guidelines

- All members of the school community have responsibility to recognize bullying and to take action when they see it happening. Bullying can include racism, homophobic bullying, sexual harassment and bullying of children with special needs.
- The Kia Kaha programme will be run at all levels of the school, as appropriate. This will be supported by the school-wide messages on the issue and a parent evening when necessary.
- All staff will treat any report of bullying seriously and take action. A staff meeting will be held when necessary to discuss the issue and review strategies and remedial approaches.
- Staff will first listen to the student(s) and make enquiries as may be necessary to clarify exactly what has happened.
- The student(s) should be assured that they have acted correctly in reporting the bullying.
- The staff member should make a written summary of the information and inform the Principal.
- The emphasis must be on changing the behaviour of the bullying student(s) while providing support for the student(s) who has/have been bullied.
- Parents of the involved students will be contacted.
- Staff will seek advice from Help Agencies in severe cases (in consultation with parents) e.g. GSE, RTLB

Truancy Procedure

- The Principal is to be notified immediately if children who were at school in the morning, leave or cannot be found.
- Children who have failed to attend school without reasonable excuse, or have been absent for five continuous school days, or whose absences have been one or more days every week or patterns of several days absence shall be referred to the Principal for action as part of the second tier of the Behaviour Management Programme. Parents are to be fully advised of instances of truancy by their children and the consequences.
- Accurate written records of absences, telephone calls, home visits, letters sent and explanations given (*including time, date, and place*) must be kept by those involved.
- The Truancy Officer will be involved through the Principal
- Where any child has failed to attend school without reasonable excuse, and required interventions have failed to ensure a return to school attendance, or the absences have been continuous for 15 school days, or one or more days a week, or patterns of several days absence which persist for a school term, the truant will be referred to the Truancy Officer. Any child who has not attended school for twenty school days without written reason will be withdrawn from the school register. The Truancy Officer will be notified of this action.

Dealing with sick or injured children

Procedures to follow to deal with sick or injured children:

- At least one staff member will be first aid trained. Staff will have current first aid certificates.
- A register of children with specific medical conditions will be kept
- Gloves must be worn at all times when treating blood related injuries. (See Blood /Bodily Fluids below)
- A staff member who observes that a child has infected sores/headlice is to inform a parent or caregiver .
- A child with a skin infection is able to attend the school as long as the lesions are covered with a clean dressing or gauze.
- Parents should contact the school before 9:00am if their child will not be attending school.

➤ **Injury to students**

Parents are to be contacted about injury to their children if:

- Their child has received a bump to the head
- Their child's injury required a doctors opinion

- Their child's injury is likely to leave a mark, welt or bruise, a deep cut to the skin, or there is significant bleeding
- Their child has been assaulted by another child resulting in a disciplinary action, ie: it was serious.
- Their child has been traumatized.

➤ **Serious Illness or Accident**

In some cases the child should not be moved.

- Caregivers are to be contacted immediately
- Ambulance service to be called if necessary
- The child should not be left alone.

➤ **Sending Injured or Unwell Students Home**

If a child is unwell they will be looked after/ monitored (*in the classroom*) until home can be contacted:

- A child will only be sent home once a caregiver has been contacted and permission given for the child to leave.
- In general it is expected that a caregiver will collect the child
- Parents are encouraged to keep sick children at home.

➤ **First Aid**

A reasonable stock of first aid items will be readily available. This will include a list of pupils' conditions. Ice packs are kept in the staff room refrigerator.

➤ **Field Kits**

The school maintains two small field first aid kits. These are used on visits away from school. If items are used these should be noted so that they can be replaced. An emergency contact list should accompany the kit.

➤ **Log Book**

The logbook is to be filled in to record ALL treatments other than minor. A full accident report is to be completed for major incidents. A major incident is defined as one that prevents a student returning to class, where treatment is sought from a doctor or hospital. If there is any doubt, contact the parent. **It will be noted if parents are contacted.**

➤ **Medication**

Any medication will be stored in the office. No medication will be administered without parental consent.

Blood/body fluids

Aim- The school is committed to the safety of its staff and students in managing the risks associated with Human Immunodeficiency Virus (HIV), Acquired Immune Deficiency Syndrome (AIDS) and other blood-borne viruses such as Hepatitis B and C, and recognizing the rights and privacy of individuals.

Objectives

1. The Board recognizes that a child's health status should not affect their right to an education
2. In dealing with any injury, all children should be treated as if they have a blood-borne disease.
3. The Board will abide by its legal and contractual obligations in accordance with:

- *Education Act 1989, S3*
- *Human Rights Act 1993, S21 and 57*
- *Health Act 1956*
- *Health (infectious and notifiable diseases) Regulations 1996*
- *Privacy Act 1993, S6*
- *Health & Safety in Employment Education Act 1992*
- *National Education Guidelines 1993*

Guidelines

1. All staff will know how to carry out the school's first aid safety procedures for blood-borne viruses
2. On enrolment, parents will be asked to make a declaration as to a child's infectious status to the Principal, who will use his/her discretion in deciding who needs to know of the child's status.
3. Health Education programmes for pupils will promote safe practices and be based on the Health and PE curriculum.

Procedures to follow to deal with blood and body fluids:

Staff should pay attention to their own cuts or broken skin, protecting them from direct contact with body fluids. Any cut, (*less than 24 hours old*) should be covered by an impermeable dressing before treating a child who is bleeding.

1. Wear gloves for all procedures and wash hands thoroughly with soap and water after removal of gloves.

2. If disposal gloves are unavailable at the time, wash your hands and lower arms and any other body parts in contact with or splashed by blood, thoroughly
3. Don't delay treatment of a child who is bleeding- **under any circumstances**- because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc for an actively bleeding child.
4. Wipe down the benches or other bloodied areas with cold or tepid tap water and then with household bleach eg (Janola) freshly diluted 1 to 10 with water. Soak all surfaces for 20 minutes and then wipe dry.
5. Wash scissors or other instruments thoroughly in cold tap water to remove any blood, then instruments can be effectively sterilized by boiling for at least 10 minutes or by soaking them for 30 minutes in household bleach diluted 1 part to 10.
6. Make sure that first aid kits include disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, a skin disinfectant and a bleach solution (or hypochlorite solution/ granules) with instructions for use.
7. Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds
8. Dispose of used gloves, soiled dressings, sanitary towels, tissues etc, in a sealed bag for disposal.
9. Wash hands thoroughly when you have finished.
- 10.

Internet Safety

Rationale

To promote and ensure the welfare and safety of children and young people when using the Internet. The school intends to ensure that information from the Internet is available to students and staff. The school acknowledges that some information may be offensive, dangerous or inappropriate for students and seeks to ensure that such information is not made available.

Purposes- So all staff and students can become motivated, responsible, independent users of the internet

Procedures to follow to keep students safe on the internet.

- Use of internet facilities is for educational purposes, and only available to supervised students with permission.
- All students (with parental permission) and staff must sign the school computer and internet use agreement.
- Learners will be given guidelines on how to gather, select and process information to support their learning
- Learners are to take responsibility for their behaviour when using digital devices
- Students are not to deliberately access material that is inappropriate. Any such material must be reported immediately