

Complaints involving sexual abuse

Relevant documentation is available to all staff to assist with training in the recognition of abuse. Where training is available, staff members will be trained in recognising signs of sexual abuse.

Staff who suspect abuse must report the matter to the Principal or to a relevant agency, such as Oranga Tamariki or the Police.

The school's health programme will include aspects of dealing with abuse.

If a student or parent wishes to lay a complaint, or wishes to alert someone to abuse of themselves or someone they know, will be made aware of the processes to follow.

The confidentiality of the informant will be protected at all stages.

If a complaint is received against a staff member, we will follow the appropriate procedure as described in the relevant employment contract and our complaints policy. The school's insurance company must be informed about any complaint against a member of staff.

In cases involving a complaint against the Principal, the appropriate employment contract clauses will be involved.

Civil Defence

Each individual household and the wider community needs to have its own preparedness plan that can be put into action in the event of a Civil Defence emergency.

Individuals and organisations need to monitor any developing situation by listening to local radio.

Civil Defence Emergency Management (CDEM) is the responsibility of the local council. Up to date information for households and workplaces relating to Civil Defence can be found on the Civil Defence website, which also has links to local council information.

As a school, we:

- make every effort to work cooperatively with Civil Defence authorities
- recognise that disaster could strike at any time and have systems in place for such events
- have emergency planning procedures and an emergency kit for managing emergencies during the school day.

Waituna Creek School may be used as an emergency facility by members of the local community if a situation develops. The Civil Defence kit is stored in the office. The Civil Defence radio, linking us with the council, is located in the office alcove.

For information and resources, also refer to:

- <http://www.getthru.govt.nz>
- www.whatstheplanstan.govt.nz

Accident notification procedure (for students and employees)

Accident register

Our school maintains an accident register which includes reports of all accidents and potential hazards to students and staff. Our accident register is not a separate form; it is the collection of pages of the first aid log, accident investigation forms, and notifications of serious harm.

Our accident register is maintained by the Principal and staff, and kept in the office.

All serious harm incidents, and potential hazards that could have caused serious harm, must be reported to Worksafe. The Chair of the Board of Trustees must be notified in the event of a death or serious harm injury.

Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ its crisis management plan.

Students	
Minor (not reported to parents)	Record in the first aid log
Moderate (reported to parents)	Record in the first aid log
Serious (reported to parents)	Record on: <ul style="list-style-type: none"> • Notification of serious harm form • Accident investigation form All serious harm incidents must be reported to Worksafe. Reporting to Worksafe is the responsibility of the Principal. https://worksafe.govt.nz/notify-worksafe/

Employees	
Minor (not reported to next of kin)	Record in the first aid log
Moderate (reported to next of kin)	Record in an accident investigation form
Serious (Reported to parents)	Record on: <ul style="list-style-type: none"> • Notification of serious harm form • Accident investigation form All serious harm incidents must be reported to Worksafe. Reporting to Worksafe is the responsibility of the Principal. https://worksafe.govt.nz/notify-worksafe/ <p>Note: This applies whether the employee is at work, or in another place as part of their work, e.g. on a school camp or with a sports team.</p>

Visitors and contractors	
Moderate (reported to parents/ employer)	Record in an accident investigation form
Serious (reported to parents/employer)	<p>Record on:</p> <ul style="list-style-type: none"> • Notification of serious harm form • Accident investigation form <p>All serious harm incidents must be reported to Worksafe. Reporting to Worksafe is the responsibility of the Principal. https://worksafe.govt.nz/notify-worksafe/</p>

Note: If a potential hazard is identified (including hazards identified through an accident), a hazard identification form must be completed. If the hazard is not eliminated, it must be entered on to the hazard register in the office.

Administration of medication

Note: No medication may be administered to a child without parental consent. Paracetamol may be given with written consent from a parent.

The school has a responsibility to ensure that if students are taking medication, procedures are followed to make sure it is kept securely and taken appropriately.

The school administers medication with due care and attention to the instructions, but takes no responsibility for any problems arising from this treatment.

When a parent or doctor needs to be consulted, this is done as soon as practicable. Emergency allergy medication is kept in the medical room with the first aid kit.

Storage and recording of medication

- Medication for specific allergies or other needs will be stored in the locked student files cabinet.
- A full list of children's medical conditions is in the green contacts book. All medical conditions are in red. Staff are required to make themselves aware of this list. Office staff will update this list as new information comes from parents.
- All medication is dispensed through the staffroom.
- Records are kept of all treatments and any medication dispensed.
- Medication is not the responsibility of the class teacher. Children may not hold medicine in the classroom, with the exception of asthma inhalers.

Some medications, for example, drugs that adjust student behaviour, need to be carefully monitored so that parents/caregivers can check that it is being taken regularly.

Guidelines for dispensing medications

The school will only administer prescription medication to students whose parents have made a formal request. The following guidelines apply.

- Parents/caregivers must complete a medicine authority form, and notify the school in writing of any variation in dose.
- Members of the school administration team:
 - have the authority to administer medication on behalf of parents/caregivers
 - will ensure that medication is stored safely
 - will make sure appropriate records are kept.
- Medication (e.g. tablets administered on behalf of parents/caregivers to a student suffering from a medical condition):
 - must be delivered to school by parents/caregivers, not by students
 - must be stored in a container labelled with the name of the student, the name of medication, dose required, and the time the dose is to be taken.
- To ensure the safety of staff administering medication:
 - forms from parents/caregivers are stored in a file
 - all medication is stored in a specific cabinet or fridge
 - all medication given to students is recorded in the medical log book, which is kept with the medication in the office.

- The record is signed by the staff member, and shows:
 - the name of the student
 - the dose given
 - the time and date given
 - any other action taken.

Emergency and evacuation procedures

In the event of a disaster or fire, the school electronic alarm system with voice commands will sound to warn everyone to vacate the buildings.

In the event of an earthquake, pupils and teachers will seek refuge under desks until it is an appropriate time for buildings to be vacated.

Teachers, with their attendance registers, will lead their class to a designated assembly point using the marked exits. Once at the assembly point, a roll will be taken.

Staff members who have been designated responsibility will check specific building areas, closing firestop doors behind them, and then go to the assembly area for the roll call.

Any absences must be reported immediately to the Principal, and whereabouts, if known, listed for checking.

All visitors to the school must sign in at the school office. On evacuation, visitors must be checked off this list. Any person visiting the school who will need assistance in an emergency will have that noted, along with details of their whereabouts in the school.

Once the emergency or drill is over, an 'all clear' bell will sound a continuous alarm, to signal return to class.

Details of evacuation procedures and assembly points must be posted in a prominent place by the exit of each classroom, office etc.

A whole school drill will be undertaken each term, so that all students, staff and visitors are familiar with emergency procedures.

Emergency procedures plan

(Also refer to Civil Defence procedures above)

Types of emergency covered in this plan

- Fire
- Explosion
- Earthquake
- Hazardous substance spill
- Lockdown

Instructions for staff

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

- Building or emergency exits
- Location of the fire extinguishers
- Location of the fire alarms
- Nearest telephone
- How the phone system works (you may need to dial another number to obtain an outside line)
- Where the evacuation assembly area is and who to report to.

When calling emergency services

- Wait until the service answers
- Tell the operator the service you require – Fire, Police or Ambulance
- State the nature and situation of emergency
- Tell the operator exactly where you are:
178 Waituna School Road, RD 8, Waimate 7978.

Arrange for somebody to meet the emergency service and direct them to the emergency.

Remember

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

Phone numbers for emergency services (both urgent and non-urgent) are listed in the first pages of the phone book.

See the following pages for specific guidance for each type of emergency.

Fire

Raise the alarm.

Dial 111 and ask for the Fire Service.

Follow the steps above for calling 111, and advise operator carefully.

Evacuate the area.

Check other pupils/visitors in the area are evacuated.

Shut any doors as you leave.

Proceed to the assembly area. This is shown on the evacuation notices displayed by each exit.

Make sure you tell the Principal that you are safe.

Stay in the assembly area until you are advised that you can leave.

Do not re-enter the area until the all clear is given.

Explosion

Raise the alarm.

Dial 111 for emergency services. You may need all three emergency services.

Follow the steps above for calling 111, and advise operator carefully.

Secure the explosion area to avoid further injuries.

Water, gas and electricity supplies are likely to be ruptured.

Make victims (if any) as comfortable as possible. Cover them to keep them warm.

Do not attempt to move any victims if they are unable to tell you their condition. Arrange for immediate first aid.

If a fire follows the explosion, evacuate the area following the procedures for Fire.

Earthquake

Safety measures indoors

Do not evacuate the area.

Take cover beneath a strong desk or table or a doorway

Remain calm and give reassurance.

Evacuate the area **only** when instructed to do so or if the building is obviously structurally unsafe.

Check others in the area are evacuated.

Shut any doors as you leave.

Ensure all electrical or gas supplies are turned off.

Proceed to assembly area.

Tell the warden that you are safe.

Stay in the assembly area until you are advised that you can leave.

Do not re-enter the area until the all clear is given.

Safety measures outside

Move clear of all buildings and potentially dangerous structures.

20 paces is a safe distance for a single storey building.

Leave the swimming pool immediately (if applicable).

Hazardous substance spill

Raise the alarm.

Dial 111 for emergency service required.

Follow the steps above for calling 111, and advise operator carefully.

Evacuate the area.

Check other workers in the area are evacuated.

Shut any doors as you leave.

Proceed to assembly area.

Ensure that you tell the warden that you are safe.

Stay in the assembly area until you are advised that you can leave.

Leave the clean up to the emergency services.

If you are unaware of what is needed to neutralise the hazardous material phone the poisons and hazardous chemicals phone number:

Urgent information

03 474 7000

Non urgent & general information

03 479 1200 (business hours)

Assist in clean up **only** if you have the full protective safety gear as recommended by the emergency services and **only** if asked.

Do not re-enter the area until the all clear is given.

Lockdown

If a staff member notices a dangerous situation arising on school grounds, they will contact all staff using a combination of the following: school network, cell phones, email or, if in the office block, the fire system.

Incidents that could be deemed dangerous include:

- an armed or dangerous person on the school grounds
- an animal on the loose
- a swarm of bees or other natural hazard (e.g. high winds) where it is deemed safer to stay inside

The incident controller or Principal will take control of the situation.

If appropriate, notify emergency services by dialling 111.

Each year the police will come and give staff training in lockdown procedures.

Responsibilities

Teachers need to get children inside, into a safe position away from the windows and lock doors. Teachers then take the roll.

Office staff will lock all doors if it is safe to do so.

Children, staff and parents who aren't in a class will proceed to the nearest classroom.

No one will move around the school.

Children should be supervised at all times. If appropriate keep out of sight or assemble in the safest place.

The incident controller or Principal will call the Police or relevant agency and ask that they remove the hazard that has caused the lockdown.

Emergency rolls will be taken as soon as possible. Teachers should notify the incident controller or Principal immediately if any students are not accounted for.

In the event of a lockdown being activated while students are outside for lunch, students must return to their classrooms where staff will start lockdown procedures.

eTAP can be used in emergencies and the Principal can email parents if a lockdown is needed.

School closure

It may be necessary to close the school due to extreme weather conditions or a local emergency.

The Principal must consider the following actions.

- Consult with permanent teaching staff and the Board Chair
- If the closure is weather related, monitor the forecast closely – <http://www.metservice.co.nz/public>
- Any decision to close the school should be made by the Principal, in consultation with the Board Chair, as soon as possible
- Update any voice message system/Facebook with the new status of the school
- Put signage up at the school gate
- Liaise with other agencies affected e.g. bus company, dental clinic, etc.
- Inform local radio stations of the closure
- Inform staff of the closure, and any expectations of their attendance
- Keep any children who arrive at school safe and arrange for their pick-up.

If closure is required during the school day:

- teachers will maintain an appropriate programme in the classrooms, keeping children safe and occupied
- teachers are tasked with signing out children to parents or caregivers
- teachers may not leave the school until the Principal gives permission.

It is important to maintain up to date contact lists for students and all staff.

Note:

The school must advise the Ministry of Education of the closure as soon as possible, and apply to reduce the number of half days it must be open for the year under Section 65E(2) of the Education Act 1990.

Dealing with crisis situations

For the purposes of this procedure, a 'critical event' includes death or serious accident, contagion, and intrusion by an armed or dangerous person.

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

If a critical event is discovered, first response procedures must be carried out. Also refer to the school procedure for **dealing with sick or injured children** (below).

The school, ideally the Principal, should be notified as soon as possible. A crisis team will be formed to handle events and contacts.

In the event of an **armed or dangerous intrusion**, lockdown and isolation procedures should be implemented. Notify the Police.

The school must designate a specific person to notify parents and to deal with the media. This is normally the Principal or Board Chair, depending on who is most appropriate in the situation. All media engagement and related activity must be coordinated by the Board Chair or delegated person(s).

Group Special Education's crisis team need to be urgently contacted to work with the school crisis team, especially in the event of death or severe trauma. In the event of **death or serious accident**, student profiles of the victims should be obtained and provided to the crisis team.

Notify the Ministry of Education of details of the event and of the actions taken to date.

The school crisis team will prepare a communication strategy and written message or statement for staff to give to children.

A staff meeting will be called as soon as possible to inform all staff of the events and of actions taken. The meeting should be at interval, lunchtime or after school. Staff will be kept informed of any relevant developments at meetings over the following days.

Any students or staff who are 'at risk' and may be in need of counselling will be identified.

The Board, through the Chair, will be kept fully informed throughout the crisis. A full report will be provided for Board discussion following the crisis.

In the event of **death or accident**, at an appropriate time, the Principal will meet with the family to offer aid and support.

In the case of **contagion**, the Principal and Board will need to work closely with Ministry of Education officials and health officials so they can appropriately inform the community, staff and students. There will be a consultative decision on school closure, health checks, medication etc. If necessary, a pandemic action plan will be created using the templates and procedures outlined on the Ministry of Education website

<https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/work-place-management/pandemic-planning-kit/>

Dealing with sick or injured children

Prevention

The school attempts to prevent accidents and illnesses by:

- complying with health and safety regulations including hazard identification
- encouraging parents to keep ill children away from school
- encouraging parents to immunise their children
- notifying parents of outbreaks of infectious diseases and having infection control procedures in place
- providing health education
- providing supervision.

Illness

Always follow the correct procedure for dealing with blood and other bodily fluids.

If a student is or becomes ill at school, take them to the medical room and inform the office.

Contact the parent/caregiver and arrange for the student to be collected from school. No student is sent home unless a caregiver has been contacted and gives permission for the student to leave.

The office staff or Principal is informed in every case, and will inform the teacher if a student from their room is sent home.

Notes

- No medication may be administered to a child without parental consent. Paracetamol may be given with verbal consent from a parent.
- Follow infection control procedures including implementing heightened hygiene practices in the event of a significant viral outbreak such as norovirus or influenza.

Managing minor or moderate Injury

Always follow the correct procedure for dealing with blood and other bodily fluids.

Minor injury

If a student sustains a minor injury, take them to the medical room and inform the office if necessary. After treatment, the student can return to the class or playground. Record the injury and any treatment in the first aid log.

If it is a head injury, you must contact the parents/caregivers and notify the Principal. The student will need to be monitored for delayed concussion.

Moderate injury

Take the student to the staff room and inform their teacher if necessary. Administer first aid as appropriate. Collect the names of any witnesses to the incident.

If it is a head injury, you must contact the parents/caregivers and notify the Principal. The student will need to be monitored for delayed concussion.

Parents need to be notified of any moderate injuries.

If the student requires attention from a doctor, or to rest for an extended period, ask the parent/caregiver to collect the student. The Principal or another teacher may need to take the student to a doctor or medical centre if the parents can't be contacted.

No student is sent home unless a caregiver has been contacted and gives permission for the student to leave. The Principal is informed in every case, and informs the teacher if a student from their room is sent home.

Record the injury and any treatment in the first aid log.

Notes

- No medication may be administered to a child without parental consent. Paracetamol may be given with verbal consent from a parent.
- Any bite inflicted by a student must be washed, and seen by a doctor as soon as possible if the skin has been punctured. Contact the parents of the student that was bitten.

Managing serious injury

Always follow the correct procedure for dealing with blood and other bodily fluids.

Comfort the patient but do not move them or leave them unattended.

Assess the scene to ensure your own safety and that of the first aiders.

Keep calm.

Ask for help to:

- summon the trained first aiders
- call an ambulance if necessary. Do not hesitate to do this.
- prevent further injury if a hazard was involved (e.g. direct traffic away)
- notify the Principal
- secure the scene
- record names of witnesses
- keep unnecessary people away from the site.

If the injured person is a student, contact their parents/caregivers as soon as possible. Record and report as appropriate.

The Chair of the Board of Trustees must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the school's crisis management plan .

Definition of a serious harm

Examples of serious harm injuries include:

- amputation of a body part

- burns requiring referral to a specialist registered medical practitioner or specialist outpatient clinic
- loss of consciousness from lack of oxygen
- loss of consciousness or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion of any substance
- any harm that causes the person to be hospitalised for a period of 48 hours or more (commencing within seven days of the incident that caused the harm)
- any of the following conditions that causes permanent loss of bodily function, or temporary severe loss of bodily function:
 - respiratory disease
 - noise-induced hearing loss
 - neurological disease
 - cancer
 - dermatological disease
 - communicable disease
 - musculoskeletal disease
 - illness caused by exposure to infected material
 - poisoning
 - vision impairment
 - chemical or hot metal burn of eye
 - penetrating wound of eye
 - bone fracture
 - laceration
 - Crushing

First aid

Staff are encouraged to keep their knowledge of first aid procedures up to date. Any first aid given to a student must be recorded in the first aid log.

First aid kits

A first aid kit is kept in the medical room, along with a current first aid manual, a list of staff with current first aid certificates, and a list of student medical conditions.

First aid kits should contain gloves, disposable wipes, and plastic bags for contaminated waste. Ice packs are kept in the office fridge.

Traveling first aid kits

The school maintains a small travelling first aid kit. Any teacher taking a class on a visit away from school must take the travelling first aid kit. If any items are used during an outing, these should be recorded. Notify the Administrative Assistant on return so that the items can be replaced.

Notifying parents

Notifying parents in the event of an injury has two purposes.

- It keeps parents informed
- It protects the school by allowing the parent to come and see for themselves how their child is, and whether further action is necessary.

We keep family and emergency contact numbers in the office and in our on our computerised student files. Parents must be contacted if their child receives a head or spinal injury. When in doubt, contact the parents.

Accident reports should state who will contact the parents, and should be initialed when this has been done.

Contact with blood and other bodily fluids

There are recognised risks from coming into contact with blood and other body fluids. Several diseases can be contracted from infected blood or body fluids, including AIDS and Hepatitis B.

To keep safe, follow this rule: don't touch until there is a barrier between you and the spill.

All blood and other bodily fluid should be treated as potentially infectious. This includes:

- blood spills: all cuts, abrasions or punctures to the skin or mucous membranes; menstrual, nose, and anal bleeding
- vomit
- saliva
- urine and faeces.

All staff must be aware of the procedures to use when dealing with blood and bodily fluids, both in attending to the child, and cleaning up afterwards.

The school will provide the necessary equipment, i.e. disposable gloves, cleaning materials and fluid.

Staff should cover any cuts they have, especially those on their hands or arms.

Dealing with blood and bodily fluids

- Whenever possible, get the patient to deal with their own blood spill. Instruct them quietly and firmly to apply a band aid, hanky, towel or jersey to the area, and to apply pressure and elevate the bleeding area if possible.
- Do not let a student attend to another student's injury.
- Use disposable gloves and wash your hands thoroughly with soap and water after you remove the gloves.
- If you did not use disposable gloves, after handling blood, thoroughly wash your hands, lower arms and anywhere else that has been in contact with or splashed by blood.
- Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds.
- Keep people away from body fluid spills.

Cleaning up

- Put the used gloves and any cotton wool, gauze, etc.that has had contact with moist body substances into a plastic bag and seal it for disposal.
- Wash off any spills on your skin with water or diluted bleach solution (1:10).
- Wipe down benches and other affected areas with cold or tepid tap water and then with diluted bleach solution (1:10).
- Wash carpeted areas with soap and water.
- Wash scissors or other instruments thoroughly in cold tap water to remove any blood before sterilising them by either boiling for at least 10 minutes, or soaking for 30 minutes in diluted bleach solution (1:10).

Head lice

Head lice infection is not a problem of schools but of the wider community. Parents have the primary responsibility for the identification, treatment and prevention of head lice in a family.

The school educates and reminds parents of their responsibilities for the prevention and treatment of head lice.

- When head lice are detected at school, the teacher/office contacts the parent and treatment information is sent home to the affected student/s.
- The public health nurse does not undertake hair checks, but can provide a parent education meeting to discuss prevention and treatment and to answer questions. The public health nurse is also available to liaise with families individually at their homes. This service can be accessed through the school office or by ringing the public health nurse directly.
- Information about head lice will be distributed to families during outbreaks.
- The school's health coordinator includes regular reminders promoting family hair checks in the school newsletter.

Wording of the school head lice letter

We have identified a case of head lice at school and we want to make sure you are informed. While lice are nothing more than a nuisance, it's important that children are checked on a weekly basis so that any head lice can be dealt with quickly, before they are allowed to spread too far. As there has been an outbreak, we suggest that you check your child's head as soon as possible and treat as required.

As head lice are highly contagious, we recommend that you examine and treat all members of the family at the same time. Each person in the family should have their own hairbrush. Wet combing using a cheap hair conditioner and a metal nit comb 2–3 times a week should help you stay on top of the problem. Alternatively you can visit the pharmacy for advice and treatment applications.

Lice themselves are often hard to find because they move around on the head. Therefore, you should be looking for the eggs (nits). These appear as tiny silvery white specks attached to the hair near the scalp. Dandruff and hair spray may look similar but these are easily brushed away; eggs are not. Other signs of lice infestation may be a red rash and scratch marks on the scalp, nape of the neck or behind the ears.

After treating it is advisable to wash bedding and hats. Keeping long hair tied up may also help limit the spread of head lice.

Thank you to the families that have brought this to our attention. If we know about these cases we can do something to advise our families to try and stop any further spread of the head lice.

Playground supervision

The purpose of duty at break times is to ensure that play environment is physically and emotionally safe for all students at all times.

The duty teacher must deal with issues raised by students while on duty. Students need to feel that their complaints and concerns will be taken seriously, and that they will not be refused support.

The Principal oversees playground duty. A rostered timetable is displayed in the staffroom and is issued to each teacher and teacher aide at the start of the year. It is updated as required.

The following guidelines ensure effective playground supervision.

- One teacher is rostered to cover supervision at breaks.
- Relievers are required to do duty for the teacher they replace.
- Teachers and teacher aides report on duty in a timely fashion.
- Teachers are alert to problems in the playground, and use the school's code of conduct as a guide. Teachers patrol proactively. This involves doing four circuits of our playground at main break times.
- Any injuries or illness in the playground should be treated according to the school's procedures for **dealing with sick or injured children** (above).
- Children involved in violent playground behaviour are managed with the school's **behaviour management procedures** (below)
- On wet days, duty is as normal for duty staff, but senior students can assist with supervision of junior classes.
- Students must sit and eat their lunch for fifteen minutes at the start of lunchtime.

Behaviour management

All schools have discipline issues from time to time. We manage behaviour using restorative justice procedures, which are followed by each teacher.

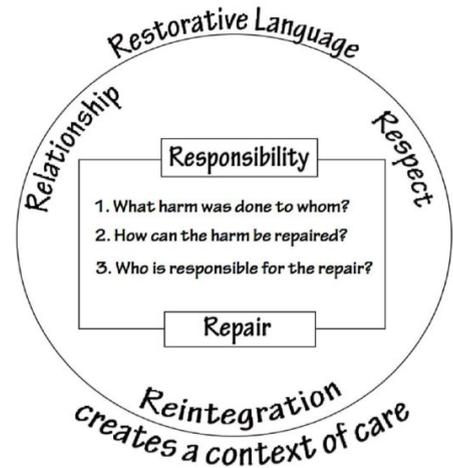
Restorative Questions

To respond to challenging behavior...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
 - In what way?
- What do you think you need to do to make things right?

To help those harmed by other's actions...

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Behaviour Management Objectives

- The school consistently uses restorative chats throughout the school when dealing with children and issues.
- Teachers maintain positive classroom climates and relationships with students.
- The school makes a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students. This is displayed in classrooms and around the school.

In cases of extreme and persistent behaviour, the school will use the procedures outlined by the Ministry of Education for the stand down, suspension, or expulsion of students.

Privacy

This relates to NAG 3, NAG 5 and NAG 6.

The Board of Trustees of Waituna Creek School must comply with all aspects of the Privacy Act 1993 as employer and in its role as the body with overall responsibility for running the school.

The Privacy Act 1993 is designed to promote and protect individual privacy. It establishes certain principles in relation to:

- the collection, use, and disclosure, by public and private sector agencies, of information relating to individuals, **and**
- access by each individual to information relating to that individual and held by public and private sector agencies.

Our privacy procedures will comply with the requirements and principles of the Privacy Act, including:

- our purpose for collecting personal information
- the source of personal information
- how we collect information
- the storage and security of information
- access to personal information and how we will provide this to you
- obtaining your own personal information
- checking accuracy
- how we hold information that we no longer use
- limits on the use of information
- limits on disclosure
- assigning unique identifiers.

All staff, including teaching and non-teaching staff, will be made aware of key relevant provisions of the Privacy Act and how they relate to school activities.

Each year we will make sure parents are informed about how the Privacy Act is applied in our school and how it relates to access of information and reporting requirements.

Privacy policy dated: 19 February 2018

Privacy Officer role description

This role description must be read with the privacy policy details above.

The Board of Trustees will appoint a Privacy Officer. This position is confirmed annually. Currently the Board Chair and the Principal hold the position of Privacy Officers. The school is within its rights to have more than one Privacy Officer.

The role of the Privacy Officer is to:

- encourage compliance with the principles of the Privacy Act
- deal with requests made under the Privacy Act
- work with the Privacy Commissioner in relation to any investigations into complaints
- ensure the school complies with the provisions of the Act.

If there is a privacy issue that the Privacy Officers are unable to help with, they will refer the person to the Privacy Commissioner for guidance. Note that it is not the role of the Commissioner to provide legal advice or guidance on a hypothetical situation.

In the event of a complaint to the Privacy Commissioner, Privacy Commission staff may contact the school's Privacy Officers to discuss the complaint and work towards settling the matter. The Privacy Officers need to provide whatever assistance is necessary.

School responsibilities

The school will:

- make sure that the Privacy Officers have the resources to carry out their responsibilities properly
- publish the names of the Privacy Officers each year
- make sure that all members of the school management team, including the Board of Trustees, have knowledge of the information privacy principles and the Privacy Act.

Publishing student information

The school sometimes publishes students' photographs or work in our newsletter and/or online. Images of students and/or their work are published to recognise student achievement, report on learning to the school and wider community, and to promote the school.

We have an obligation to:

- protect students' privacy and safety in relation to information about them or images of them that are published by the school
- protect students' copyright in relation to the material they create.

The following guidelines help us to protect our students.

- We seek parents' written consent before a child's photo or work is published online. Parents give consent at enrolment, or as needed if the child is already enrolled, by completing the student information consent form. Parents can withdraw their consent at any time.
- The school takes special care with personal information about students, i.e. information that identifies an individual. With consent, we share no more than a student's first name and/or photograph via the newsletter, or the wider online community via the school website or Facebook page.
- The school publishes photos and students' work that show the student and school positively.
- The school seeks students' consent before publishing their work.
- As the author of a copyright work, a student has the right to be identified when their work is exhibited in public, including online. We prefer to identify the student by their first name and year at school only, to protect their privacy. Requests for a child's full name to be published are considered by our Privacy Officers.

If the school is aware of special circumstances regarding a student's presence at the school, such as a court order preventing access to the child, any information that could identify the child is kept out of the website/newsletters.

Note: Parents are welcome to contact the school's Privacy Officers to discuss these issues.

Also refer to the Ministry of Education's guidelines on privacy, safety and copyright associated with student material

See www.tki.org.nz/r/governance/curriculum/copyguide_e.php

Non-custodial parents procedures

Parents are responsible for informing the school of their marital situation and custody and access arrangements. Any dispute over the rights of separated parents regarding their child's schooling, access rights or communication should be resolved by the parents or through the courts. It is not the Principal's job to adjudicate.

Custody and guardianship

Custody is the right to possession and care of a child.

A person with custody of a child is the guardian of that child. This refers to parents who live together and to separated parents who share custody of a child.

When parents separate, it is usual for one to be granted custody. Having sole custody doesn't give a parent sole control over the child's education. Guardians also have rights.

Increasingly, parents share custody and arrange the day to day care of the child between themselves. In the absence of formal custody arrangements, both separated parents retain custodial and guardianship rights.

It is very rare for a person to lose guardianship. If someone claims this, ask to see the court order authorising it.

A testamentary guardian is a person whose guardianship of a child has been appointed by will or deed.

Access

A care and custody order from the courts states the right of one parent to day to day care, and defines the access of the non-custodial parent.

Wardship

A child may be made a ward of court, i.e. placed under guardianship of the court. Both parents retain guardianship, so the child has three guardians. The Court, as the child's guardian, decides the control and care arrangements of the child, and can overrule the rights of the parents. Oranga Tamariki (Ministry for Children) may be appointed the sole guardian of the child to the exclusion of the parents.

Rights of the guardian

Both parents, as guardians, are entitled to:

- receive a copy of the child's reports
- discuss educational progress with the Principal and teacher
- contribute to major educational decisions, for example, which school the child attends, special class admission, religious instruction, etc.
- participate in the Parent's Association and other school functions
- see normal school records.

The guardians themselves must take the initiative in exercising these rights.

Access rights

A non-custodial parent who wishes to see their child during school hours should go to the office first. The Principal will only grant access during class hours if the care and custody order specifies that time for access.

With older students, the wishes of that child are important and should be respected.

If the Principal is suspicious about why a person wants to contact a child at school (for instance, doubt over identity, good faith, or legal rights), they should consider the following actions.

- Contact the custodial parent and ascertain the person's right of access.
- If the person claims access under a court order, ask to see the court order or to contact the person's solicitor.
- If the court order says '*reasonable access*', the Principal may refuse access to the child until after school hours to avoid disruption of the child's learning and the running of the school.
- If it is suspected the person may remove the child from school, the Principal should deny unrestricted access to the child.
- Supervise the meeting with the child in the Principal's office.
- Use professional judgement.

The welfare of the child is the paramount consideration.

We consider that it is inappropriate for a non-custodial parent to send personal mail to a child at school. A pattern of mail should be queried by a teacher.

Surnames

Both guardians, not the custodial parent alone, determine the surname of a child. Where conflict arises, the school should note both names in all official records.

Sun protection

These procedures are reviewed at least every three years.

All staff and parents/caregivers will be informed of our sun protection procedures and its intended practice.

Our sun protection procedure is implemented during Terms 1 and 4, when ultraviolet radiation levels are most intense.

- All students must wear a Waituna broad brimmed hat when outside.
- Students who are not wearing a hat must play in allocated shade areas.
- We encourage the use of SPF 30+ broad spectrum sunscreen.
- We encourage the use of clothing that provides sun protection (e.g. sleeves and collars).
- We encourage staff and parents to act as role models by practising SunSmart behaviours.
- SunSmart education programmes are integrated into the curriculum at all levels, every year.
- An annual shade assessment is completed at the end of Term 3 as part of our property health and safety checklist
- We consider our sun protection procedures when planning any outdoor event. When we conducting an outdoor activity between the hours of 10am and 4pm, teachers will consider the best possible location and clothing to make sure we are SunSmart.

Alcohol on school grounds

Visitor procedures

It is the school's responsibility to take all practicable steps to ensure visitors and contractors are safe during their contracted work.

Good practice suggests that the school Principal or Caretaker should meet any contractor before they start any work, and brief them on relevant health and safety information, including:

- hazards that exist where they are working
- school rules about health and safety
- emergency procedures and first aid facilities
- procedures for reporting any new hazards that may be identified.

Contractors are responsible for complying with relevant health and safety legislation, and for recording and reporting any accidents that harm themselves or any other person.

Contractors should plan their work activities and inform the school of:

- any hazards that arise from the work they are doing
- safety procedures for other people who may be affected by that work, including the public
- any safety equipment that may be necessary.

Hazard identification

The hazard register lists all known hazards and the steps that have been taken to control them.

Our regular audit looks at existing controls and makes sure that the hazard is still being controlled. Existing controls must be re-evaluated at least annually to check that they are still adequate.

The audit can be done using an audit form, or simply from the hazard register. The Principal is responsible for the audit but may **delegate** areas as appropriate.

Current active hazard registers are maintained by the Principal and kept in the office. Staff members must report hazards to the Principal. The Principal is responsible for making sure all staff are kept aware of new and existing hazards.

Education outside the classroom (EOTC)

EOTC is defined as all events that occur outside the classroom, both on- and off-site, including all curriculum, sporting and cultural activities.

EOTC activities are defined by their level of risk. Planning and consent requirements are different for each level. **See risk levels in EOTC** (below).

The school's EOTC activities support and enhance the New Zealand Curriculum.

Children learn through experiences appropriate to their needs and environment. Children need a variety of experiences for maximum development, and should be given opportunities to explore and learn from the world outside the classroom.

All EOTC activities must be approved by the Principal. Overnight camps are approved by the Board of Trustees, who holds the ultimate legal responsibility for approved excursions.

All school health and safety policies apply to EOTC activities.

Our EOTC programmes:

- enhance learning, through a variety of well designed, first hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of tangata whenua and with other cultures within our school community
- increase students' knowledge, understanding, and appreciation of the school area, local district and other familiar and unfamiliar places
- promote ecological awareness and personal responsibility towards the environment
- develop students' skills in observation, recording and organisation
- help students develop self confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- provide students with opportunities to work together in a group.

To make EOTC effective and safe, the school will:

- involve students, parents, caregivers, and the community at all relevant stages of planning, preparation, performance and evaluation
- be aware of cultural considerations for participants
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students who are unable to participate
- liaise with local early childhood centres and with contributing and receiving schools, where appropriate, so that EOTC programmes are coordinated
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training and assessment schemes.

Taking children out of the school environment can provide them with life changing experiences which they will remember for the rest of their lives. It can also put them at risk and in unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

Also refer to the following relevant legislation

- Crimes Act 1961
- Children, Young Persons and Their Families Act 1989
- “In Loco Parentis”
- Health and Safety in Employment Act 1992
- Accident Compensation and Rehabilitation Insurance Act 2001

Risk levels in EOTC

Risk level	Activity	
1	Low At school, or within the immediate local area. E.g. sports events, fun days, nature studies, a walk to local park, day trips	Level 1 activity
2	Off-site low risk Events that occur entirely in school time and finish no later than 4pm. E.g. zone sports, class trips to the museum	Level 2 activity
3	High risk Off-site or on-site events occurring in one day that involve risk assessed to be greater than that associated with the average family activity. E.g. water activities (apart from swimming sports), rock climbing	Level 3 activity
4	Overnight Events involving an overnight stay. E.g. school camp	Level 4 activity

Organising a Level 1 activity

A Level 1 activity occurs at school or in the immediate local area. It is a low risk activity, such as a sports event, fun day, or nature study.

Parents must sign a permission form. Teachers must check with the office that consent has been given for each student in the class.

Follow this process to organise and run a Level 1 activity.

Responsibility	Action
Class teacher	Decide on an activity to tie in with the curriculum. Prepare and submit a safety action plan (SAP) and a day trip form to the Principal outlining the activity. Prepare a notification letter to parents, if required, and submit it to the Principal. Parental consent and a notification letter to parents will be required if you are leaving the school grounds, or need helpers or resources for the activity.
Principal	Confirm the risk level of the activity.
Class teacher	Inform the office staff and any other people potentially affected by the students' absence from the classroom. Get the Principal's signature on the day trip form.

Organise parent help, if required.
 Put copies of all documents into the day trip folder in the office.
 Prepare a class list that includes current health information.
 Consider requirements for special needs students.

Organising a Level 2 activity

A Level 2 activity occurs off site during school hours. It is a low risk activity, such as zone sports, swimming sports, or a class trip to the museum.

Follow this process to organise and run a Level 2 activity.

Responsibility	Action
Class teacher	<p>Decide on an activity to tie in with the curriculum.</p> <p>Prepare and submit an event proposal form to the Principal that outlines the activity, and a safety action plan (SAP).</p> <p>Prepare a notification letter to parents, if required, and submit it to the Principal.</p>
Principal	<p>Assess the proposal and approve or decline it, as appropriate.</p> <p>Request risk management documents from the teacher.</p>
Class teacher	<p>Make any necessary arrangements, such as booking bus transport.</p> <p>Inform the office staff, dental nurse, and any other people potentially affected by the students' absence from the classroom.</p> <p>Organise parent help, if required. Parents will need to fill out a transport safety and driver's form.</p> <p>Consider requirements for special needs students</p> <p>Prepare a class list that includes current health information.</p> <p>Get the Principal's signature on the SAP form.</p> <p>Put copies of all documents into the SAP folder in the office.</p>

Organising a Level 3 activity

Level 3 activities are off-site or on-site events that occur in one day and involve risk that is assessed to be greater than that associated with the average family activity. This might include water activities, rock climbing, etc.

Follow this process to organise and run a Level 3 activity.

Responsibility	Action
Class teacher	<p>Decide on an activity to tie in with the curriculum.</p> <p>Discuss the goals and objectives with senior management.</p> <p>Complete a safety action plan (SAP) and give it to the Principal.</p>

	Make enquiries, tentative bookings, etc.
Principal	Assess the proposal and approve or decline it, as appropriate. If a proposed event involves hazardous activities such as kayaking or rock climbing, the Principal needs to submit the SAP form to the Board of Trustees for approval, along with a risk management plan. The Board may request other forms or information, such as details of travel costs or and information about the relevance of the experience to the NZ Curriculum.
Class teacher	Obtain consent from parents. Request and organise parent help. Parents will need to fill out a transport safety and driver's form. Organise transport. Prepare and send home health profile forms (see risk management procedures below) for each person involved in the event. Prepare a class list recording consent from parents and each student's home and emergency phone numbers. Consider requirements for special needs students. Complete risk management Get the Principal's signature on the SAP form. Create a gear list and send it to parents. Organise equipment and a first aid kit. Prepare a class list that includes current health information. Put copies of all documents into the SAP folder in the office. Give your intentions to the office and write your return time on the whiteboard. Inform the office staff, dental nurse, and other people potentially affected by the students' absence from the classroom.

Organising a Level 4 activity

Level 4 activities involve an overnight stay, such as a school camp.

Follow this process to organise a Level 4 activity. Also see **Level 4 activity forms**.

Responsibility	Action
Class teacher	Decide on an activity to tie in with the curriculum. Discuss the goals and objectives with senior management. Complete an overnight trip proposal form and give it to the Principal. Make enquiries, tentative bookings, etc.
Principal	Assess the proposal and approve or decline it, as appropriate. Request more information if appropriate. Because the proposed event involves an overnight stay, the Principal will submit the Safety Action Plan (SAP) form to the Board of Trustees for their approval, along with a risk management plan. The Board may request other forms or information, such as details of travel costs or and information about the relevance

	of the experience to the NZ Curriculum.
Class teacher	<p>Obtain consent from parents.</p> <p>Request and organise parent help.</p> <p>Prepare and send home health profile forms (see risk management, below) for each person involved in the event.</p> <p>Prepare a class list recording consent from parents and each student's home and emergency phone numbers.</p> <p>Consider requirements for special needs students.</p> <p>Organise transport.</p> <p>Complete risk management and SAP form.</p> <p>Create a gear list and send it to parents.</p> <p>Organise equipment and first aid kit.</p> <p>Inform the office staff, dental nurse, and other people potentially affected by the students' absence from the classroom.</p> <p>Inspect facilities and take an inventory.</p> <p>Prepare a budget.</p> <p>Organise an evening meetings to brief adults involved in the trip.</p> <p>Check students' gear.</p> <p>Prepare evaluation forms/activities, if required.</p> <p>Prepare follow up activities, as required.</p> <p>Prepare a class list that includes current health information.</p> <p>Put copies of all documents into the SAP folder in the office.</p> <p>Give intentions to the office and write on the whiteboard of return time.</p>

Risk management

Safety action plans (SAP) and **risk management plans** help identify the possible risks and hazards involved in an event, and the steps to minimise them.

These are important planning documents that ensure that appropriate safety strategies and supervision are in place, and that the proposed activity is suitable for the intended participants.

The Principal must approve events at all levels, including the safety plans.

- A Safety Action Plan is suitable for simple day trips where some risk management is required.
- For hazardous or overnight events, you must add Risk Analysis and Management System (RAMS) to the SAP form. You can use a RAMS provided by the venue as long as it is reviewed and adjusted to meet student needs, environmental situation, etc.

Use the risk assessment checklist and risk matrix to help you complete these forms.

The teacher in charge of an event must make sure that:

- they have arranged adequate supervision
- all staff have a copy of the risk management plan and take it with them
- there will be appropriate equipment for emergency evacuation and first aid, and en route to, all events. This equipment could include a phone, cell phone, mountain radio, first aid kit, etc.
- evacuation and safety procedures are established for each camp venue, and practised.

If, during an activity, it becomes apparent that risk is occurring, or there has been a change in the risk profile (e.g. rapidly changing weather), all supervisors should:

- discuss and assess the level of risk
- verbally agree to any changes to the risk assessment plan
- act on any changes or mitigations that have become necessary.

Note: At swimming, river, and beach activities where there are multiple groups, there must be a person monitoring the whole event.

Risk consent and health profile forms

The purpose of these forms is to:

- assist in providing the right care for each participant
- provide optimal staffing levels
- meet the specific needs of participants
- maximise the event's educational value
- comply with the school's health and safety requirements.

Every participant, **including adults**, must complete one of these forms. The student's parent or caregiver fills in the student's form.

Each attending adult must fill in their own form, whether they are staff, volunteer helpers or contractors.

One copy of the forms must be taken the event. Another copy is held at school, in the SAP forms folder in the office. This copy is signed by the Principal.

Parental Consent

Parent consent is needed if children are off site. Permission forms must be completed for every off-site activity.

For higher-risk activities or overnight camps, informed consent forms are needed. These must describe the planned activities and their associated risks, and give logistical information.

Each student must bring a signed permission slip from their parent before they can participate in the activity.

Levels of activity and the consent required

Risk level	Activity	Consent
1	Low At school, or within the immediate local area. E.g. sports events, fun days, nature studies, a walk to local park, day trips	Parent/caregiver informed consent is required for each specific event.
2	Off-site low risk Events that occur entirely in school time and finish no later than 4pm. E.g. zone sports, class trips to the museum	Parent/caregiver informed consent is required for each specific event.
3	High risk Off-site or on-site events occurring in one day that involve risk assessed to be greater than that associated with the average family activity. E.g. water activities (apart from swimming sports), rock climbing	Parent/caregiver informed consent is required for each specific event.
4	Overnight Events involving an overnight stay. E.g. school camp	Parent/caregiver informed consent is required for each specific event.

Supervision ratios

The supervision ratio is established as part of the SAP form. The teacher in charge determines the ratio based on the following considerations.

- The competence of the staff, including volunteer assistants and student leaders
- First aid cover
- Gender, age, behaviour and ability of students
- Any special needs of students (medical, educational)
- Duration and the nature of the activity, for example, whether it is land-based or water-based
- Nature of the site and its remoteness
- Contingency options
- Access to emergency services

- Time of year
- Weather forecast

For help determining ratios for an event, refer to the EOTC guidelines

http://eotc.tki.org.nz/content/download/2819/11347/file/EOTC%20Guidelines%20Update%20APR%202018_01.pdf