

THE SUMMIT ACADEMY



Safe Environment Guidelines and Procedures

HEALTH MATTERS

ACCIDENTS SICK CHILDREN

Any child injured at school or feeling unwell should be sent to Staff Room at SPS to be attended to by Anna Schurink (or Rebecca Elias). If very unwell or seriously injured enlist the help of another adult e.g. send a child to the office or next-door classroom to ask for assistance. Anyone going to the sick bay must alert the office staff (Ruby). Office (or administration) staff will have current First Aid Certificates. Opportunities will be provided for all teachers and support staff to have ongoing training in First Aid. These guidelines are to be kept in the First Aid folder; teachers need to ensure that relievers and student teachers know the procedures.

The following procedures should be carried out if a child is to be sent home:

- Ring the parents and make arrangements for the child to be collected from school.
- If the parents cannot be contacted by telephone, the child should remain in the Huia Room.

Students and staff shall not be subjected to an unsafe physical or emotional learning environment. Therefore the principal shall ensure that:

- All reasonable steps are taken to protect students from unsafe or unhealthy conditions
- A risk analysis management system (RAMS) is carried out where and when appropriate
- Health and safety is everyone's responsibility

- If the child is in a serious condition and the parents cannot be contacted, an ambulance is to be called, and the Principal or Senior Teacher is informed of any action taken.

In the event of a serious accident or illness all the following actions should be taken:

- Make the patient comfortable and administer first aid.
- Ask for assistance from another staff member.
- Ring the ambulance.
- Contact the child's parents.
- Write a report of the accident and action taken in the child's file
- Communicate incident to the Health and Safety Officer who will advise Worksafe.
- Complete any follow up needed e.g. notification of a hazard.

Allergies and Bee Stings

Some pupils require medication for allergies and bee-stings. It is a wise precaution to determine if any children in your class require medication for any complaint that may occur suddenly and ensure it is available. The pupil database contains health information, which is updated regularly, and teachers need to consult this at the start of every year.

Photos of children with medical conditions, along with instructions, are displayed in the staff room and in the blue class register folder in the larger black metal filing cabinet.

Medical Room

This is used for the treatment of accidents or illness. The office staff run it during school hours. Staff must wear the gloves supplied when tending any patient who is bleeding.

ADMINISTRATION OF PRESCRIBED MEDICATION in non-emergency situations

- Parents or guardians will provide the school with a signed statement agreeing to a staff member taking responsibility for administering the medication. All signed agreements are in Medical record folder in filing cabinet.
- Appropriate information and guidance will be given to staff members who elect to administer medication to students.
- All responsible care will be given by the school to provide security where medication and drugs are held or administered on school premises. In lockable filing cabinet in staff room.

Accident register Accidents and medical incidents are to be entered into the accident register book in the black metal filing cabinet. Analysis of accidents is ongoing. The Teacher Aide or Office Admin staff with responsibility for First Aid manages the register. Serious accidents to staff are to be reported to Staff Accident and illness folder in lockable filing cabinet in staff room.

Sickness and Injuries

- Essential information relating to children's health will be obtained on enrolment and updated where necessary by the caregiver. At the beginning of each year, parents will be asked to confirm and/or update these details. The responsibility of recording these details (stored on our TSA Google Drive) normally belongs to the Office Administrator. Where children have severe health conditions or allergies, the staff member with responsibility for First Aid will update the register and display on the Staff Room wall. The teacher, in whose class the child is for that year, is to have a copy of his/her relevant details inside the Student record folder so that the information is available to other teachers, especially relievers. A copy will be found in the lockable foling cabinet in the staff room.
- Parents/caregivers will be contacted whenever a child has received a significant injury (all head injuries come into this category).
- The teacher/staff involved ensures that specialist aid is obtained immediately (e.g. St John's) when required.
- Duty teachers are responsible for ensuring that all injury accidents occurring in the playground are attended to promptly and an incident and /or injury report is completed. For each serious injury (all head injuries) parents/caregivers should be contacted as soon as possible.
- Staff will receive basic first aid training to update their certificates, with the Board meeting the cost of obtaining the certificates.
- All first aid supplies are safely stored, checked and restocked when required by the staff member responsible.
- Prescribed medications, which require ongoing medicating by a teacher, requires a note from the child's doctor. Prescribed medication which is self-medicating requires a note from the child's parents. Short term prescribed medications require a note from the child's parents.
- All medications are stored in a central secure place and the administering teacher signs off on going prescribed medications.
- Class teachers notify the office/admin staff of any child removed from class because of sickness or injury, during teaching time. When necessary, a parent will be asked to collect the child. If no immediate contact can be made, the child will remain under the care of the school office/admin personal until home arrangements can be made. For serious injuries and illness, an ambulance will be called.

Communicable Diseases

- We will promote immunisation as a means of reducing the spread of vaccine preventable diseases.
- We will ensure parents/guardians/caregivers provide confirmation of their child's immunisation status on enrolment of their child.
- When relevant, through the school newsletter, posters and pamphlets, we will aim to raise awareness among parents/guardians/caregivers, staff and pupils, of Communicable Disease and health issues.
- We will ensure that staff are adequately trained and resourced to provide health education on health issues.

- When children or staff members have blood born viruses, we will ensure that the principles of the Privacy Act 1993 are met.
- In the absence of immunisation records parents/guardians/caregivers will be asked to consent for TSA management/staff to obtain this information from the family doctor.
- In the event of a vaccine preventable disease outbreak parents/guardians/caregivers of pupils not immunised, or whose immunisation status is unclear, may be requested to keep their children at home for their own protection, until cleared by the Medical Officer of Health professional.
- The BOD will encourage Hepatitis B immunisation for staff.
- Questions and advice to the school community on any communicable disease issue may be directed to the Public Health Service.
- The school will arrange for education sessions for staff, on current practices concerning communicable disease prevention.
- For people with blood borne viruses who:
 - a) are healthy and able to work and study
 - b) need a supportive environment
 - c) are of little risk to others, when the appropriate safety precautions are universally followed
 Employment/enrolment at the school will not be jeopardised by the presence of blood born viruses.
- The school will have in place standard safety and hygiene procedures, which adequately deal with infection control in the school community.
- Health information is stored and used according to the principles of the Privacy Act.
- Health information is only used for the purpose in which is collected.
- Health information is collected and disclosed with consent.
- Statistics are reposted in a way that pupil or staff members are not identifiable.

RESPONSIVE CLASSROOMS (BEHAVIOUR MANAGEMENT)

The Summit Academy

Positive behavior can be taught. The approach to discipline at TSA helps children develop self-control, understand how positive behavior looks and sounds, and students come to value such behaviour. Our aim is to work and play in harmony with each other. We will care for each other and will be co-operative in our outlook and in doing so, build up a school climate, which is supportive, friendly and positive. We want the school to be a pleasant place for all children and adults.

At TSA we endeavour to:

- Establish clear expectations for behavior from day one
- Teach students how to articulate their learning goals for school
- Create classroom rules that connect to students' goals

- Use techniques such as interactive modelling to teach positive behavior
- Reinforce positive behavior with supportive teacher language
- Quickly stop misbehavior
- Restore positive behavior so that children retain their dignity and continue learning

We will be encouraged to take responsibility for our:

- Social and academic attitudes
- Social and academic choices
- Social and academic behaviour
- Social and academic learning

Our guidelines for acceptable behaviour are firmly focused on our school motto, school values. These, and other intervention methods (counsellors and psychologists) programmes considered from time to time, address particular issues and help develop and build on the life skills needed for growing up confident and resilient.

School Motto: We set the bar high, but not out of reach.

Summit values (R.I.S.C)

- **Responsibility** – we are accountable for our learning and our actions
- **Integrity** – I am who I am, no matter where I am or whom I am around
- **Safety** – we are more confident and courageous when we feel safe and valued
- **Community** – learning is about relationships, working together with common goals

Acceptable behaviour at TSA:

Our school values and school/ class rules will be referred to often so that all children are aware of expectations. Acceptable behaviour is the norm and it is what is expected of all children and adults at school. Acceptable behaviour ensures that all children and adults are given the opportunity to achieve their best in a happy, safe environment.

Strategies for Responding to Misbehavior

One of the most important things to keep in mind when responding to misbehavior is to address the behavior as quickly as possible. When children's behavior goes off track, they need immediate feedback from adults to help them break their momentum and get back on track. Although this might sound obvious, adults often let small misbehaviours go, waiting to address them until they've escalated and are much more difficult to reverse.

Three response strategies we use which are especially effective before misbehavior escalates are 1. Visual and verbal cues, 2. Increased teacher proximity, and 3. Logical consequences.

1. Visual and Verbal Cues

Once teachers have modelled expected behaviours and given children opportunities for practice, a visual or verbal cue will often stop misbehaviour and help a child get back on track. Simply looking briefly into a child's eyes can powerfully send the message that "I know you know how to do this; now let's see you do it." Other examples of visual cues are a writing gesture for "This is writing workshop; get to work" or a finger against your lips for "Remember, silent lips when someone is sharing."

2. Increased Teacher Proximity

Sometimes all that's needed to re-establish positive behavior is for the teacher to move next to a child. For example, if children have been taught how to sit safely in chairs, and a 'student' has just started tipping her chair back during direct instruction, simply moving to stand by the student can communicate, "Sit safely" without drawing undue attention to 'student' or disturbing other children. Once the 'student' sits safely, the teacher's staying nearby for a bit helps the child understand that she must continue to sit safely.

3. Logical Consequences

Logical consequences are another strategy that teachers can use to stop misbehavior while helping children see and take responsibility for the effects of their actions. Logical consequences differ from punishment in that, unlike punishment, logical consequences are relevant (directly related to the misbehavior), realistic (something the child can reasonably be expected to do and that the teacher can manage with a reasonable amount of effort), and respectful (communicated kindly and focused on the misbehavior, not the child's character or personality).

E.g. a 'student' scribbles on her desk. Having her clean the desk would be a relevant, realistic, and respectful logical consequence. Having her miss recess would be irrelevant.

Goals for Responding to undesirable behaviour:

At TSA our approach to discipline, the overarching goal is to keep the focus on learning, while maintaining a classroom that's physically and emotionally safe for all. To achieve this, responses to misbehavior should:

- Stop the misbehavior and re-establish positive behavior as quickly as possible
- Maintain children's dignity
- Develop children's self-control and self-regulation skills
- Help children recognize and fix any harm caused by their mistakes
- Demonstrate that rules help make the classroom a safe place where all can learn

In classrooms where this approach is used, adults respond quickly, firmly, and respectfully when children misbehave. Minor problems are addressed before behaviour gets out of control. Children are held accountable for their behavior, reminded of our class generated rules (based on individual and class goals), with adults guiding their learning so they can make better choices next time.

Above the Line Below the Line A simple method for adults and children in school to judge our own behaviour or responses to a situation is to measure it for ourselves in the following way:

Am I taking **O**wnership, **A**ccepting my part, taking **R**esponsibility (using my **OAR**)?

Or am I **B**laming, making **E**xcuses, **D**enying what I have done (lying in my **BED**)?

The next step is “now what do I need to do about it?”

An adult or a peer can guide children through this process. Older children may well become quite independent in making accurate self-assessments with appropriate follow-up action.

Conflict Resolution: The aim of which is Reconciliation

Solving difficult behavior problems with children leads to long-lasting change. Arguing, excluding classmates, forming cliques, “forgetting” to do homework, difficulties in sharing, refusing to do work—these common but challenging misbehaviours often disrupt learning, frustrate children, and exhaust teachers.

- Problem-solving conferences
- Role-playing
- Individual meetings
- Small group meetings
- Class meetings
- Individual written agreements

For those children who choose not to act in an acceptable (desirable) way at school, the following steps will be taken:

Behaviour in the Learning Spaces:

- With on going discussions, adaptations the team at TSA will implement a fair and consistent approach using the Responsive Classrooms that allows the child to know what level their behaviour is on – school values; motto; Above the Line/Below the Line, you break it you fix it.

We use the Take a Break approach: When undesirable behaviour takes places, disrupting the teacher and learning environment the student is asked to go to the Take a Break chair. The issue/s will be explicitly explained to the student in question. A sand timer is used to measure the amount of time a student is required to spend there. It reduces anxiety on the student’s part and relieves the teacher of having to keep time when busily teaching.

- One warning will be given. This may be verbal or non-verbal.
- One further warning – again verbal or non-verbal will follow this initial warning.
- If unacceptable behaviour continues, the teacher will quietly remove the child (take a break time) in the classroom.
- Two take a break are advisable and on third the student is asked to take a lesson sheet our of the blue class folder and visit Claire Knight or myself. This allows the class to continue working and the student in question to not miss out of any class work. This is not punitive. A reflecting session is held before the student re-joins the classroom.

- For serious, unacceptable behaviour (see definition below) the child will be taken straight to the Principal or, in her absence, Claire Knight. Parents are call in an incidence where the teacher believes the student is displaying unsafe behaviour towards staff, students and/or themselves.

Behaviour in the Playground or other environments

At TSA we will endeavour to implement “verbal choices” and “nonverbal choices” to solve “minor problems”. Based on Kelso’s Choices.

Kelso the frog teaches students how to solve “small” problems on their own. “Small” problems include conflicts that cause “small” feelings of annoyance, embarrassment, boredom, etc. “BIG problems” always need to be taken to an adult. These are situations that are scary, dangerous, illegal, etc.

Verbal choices:

- Make a Deal
- Tell them to stop
- Apologize
- Talk it out

Nonverbal choices:

- Wait and cool off
- Walk away
- Go to another game
- Ignore it

If behaviour persists (students unable to manage the situation themselves), a verbal warning by the duty teacher will be given. The student will be asked to reflect on one of our school values and/or our strategies: e.g. Above the Line/Below the Line etc. and/or Reflect of Kelso’s choices.

- In the case of difficulties or misunderstandings, the teacher will guide the children through the conflict resolution process.
- If unacceptable behaviour continues, the child will be required to, remain with the duty teacher, go to a designate time out place or sent to work in the staff room or classroom (supervised by an adult).
- For serious, unacceptable behaviour the child will be taken to the Principal or other Leadership team member. The matter will be investigated and appropriate steps will be taken.

Serious Unacceptable Behaviour

Teachers are counselled to use their professional judgement and remain calm when dealing with behaviour issues. Things that can be considered serious include:

- Deliberately and seriously hurting a child or adult
- Wilfully damaging property

- Swearing, particularly in an insulting and crude manner
- Repeated, continued disobedience that the child has been warned about – e.g. continually using the internet unsupervised at break times
- Bullying: that is, threatening or insulting behaviour towards another, which may be a one off or repetitive.

Unacceptable behaviour which can cause serious harm or damage (physical and/or emotional) to self, others or property may result in a stand-down or suspension. The Director and with the help of the senior management team (and BOD) under the guidelines set out by the Ministry of Education would manage such a situation, as well as consultation with parents and family members.

KEEPING OUR SCHOOL SAFE

Hazards

1. The Property Manager maintains regular checks of the outside areas of the school, including the playground and liaises with the Principal to ensure repairs are made to any unsafe equipment. However it is also the responsibility of staff members to be vigilant and proactive in keeping an eye out for any problems, particularly while on duty.
2. Teachers report to the Health and Safety Officer (Principal and/or Senior management team member) any unsafe equipment in their rooms and to the Property Manager of any unsafe equipment in the playground, both verbally and by documenting and dating the details in the Health and Safety book located in the school office. The Principal/Property Manager ensures that repairs are undertaken as soon as possible. Hazardous equipment is removed and the area cordoned off, if necessary.
3. All new glass within the school is to comply with current safety standards.
4. In winter very wet surfaces are to be carefully monitored.'

Sun Smart

1. Children are taught about the need to be aware and take responsible action to protect against the dangers of exposure to the sun.
2. Parents are requested to use sunscreen on their children before coming to school in terms 1 and 4. Sunscreen is to be taken and used on any outdoor activity (as above).
3. Sunhats, part of the school uniform, are to be worn every day in terms 1 and 4.
4. Children not wearing sunhats have to stay in the shade or inside.

Playground supervision

1. School staff, wearing High-Vis vests (and sunhats in term 1 & 4) and a whistle, carries out playground supervision in a careful manner.
2. Rosters are displayed in the staffroom, outside wall of staffroom area and a copy will be given to each staff member, and in classrooms.
3. Duty teachers (and volunteers parents) need to be active and focused.

4. If unable to a duty, the staff member should arrange for a replacement. When a teacher is absent, the reliever will normally cover any duty. The school personnel will also check to ensure coverage of duties each day.
5. If there is a serious incident or accident, the staff member should immediately send another child to the office or staffroom for assistance.
6. Where possible all staff members will have a current first aid certificate. When in doubt over treatment or seriousness of an injury, the attending staff member is to seek advice from the staff member with responsibility for First Aid Joshua Pinho or a member of the Leadership team.
7. If first aid is administered (even a minor injury but there's been blood) parents or caregivers must be notified by txt, email or phone call.
8. Any incident needs to be recorded with an incident form (see Duty container in hallway).
9. Serious accidents need to be recorded on the child's file.
10. All matters of a serious nature need to be recorded and reported to the Principal or Deputy Principal.
11. The boundaries and areas for play are outlined at the first staff meeting of the year and to the children in the first week of term.

Healthy Eating

Children are encouraged to eat healthy food and drink water. Sweets and too much processed food in lunches is discouraged.

Car parking

Access to the school can be difficult at peak times so we ask that parents take extreme care at all times. The vehicle entrance is off Fred Thomas Drive with a 10km speed limit.

Children must wait in a supervised pick up area for collection after school, and/or lets the supervising teacher know before leaving for home.

School Buses/Carpooling

Transport vehicles pick the children up outside the school grounds.

Parents will provide children's transport details to the school at the beginning of each year or when there is a change.

The office staff will ensure that van/transport lists are current and kept in the school office.

For children's first time on the bus either to or from school supervision should be arranged by parents to familiarise the child with what he/she needs to know and do.

After School Arrangements

Children should be encouraged to make "after school play" arrangements the night before, and not expect to make phone calls from school to arrange this.

It is preferable that children know, except in case of an emergency, what the after school arrangements are.

If a child is to be picked up by someone other than the usual parent/caregiver the teacher should be advised prior to the end of the school day. Note that messages left on the answer phone after 12pm may be missed. It is advisable to ask parents to email, txt or call if there is a change in person collecting student/s.

KEEPING SAFE IN THE DIGITAL WORLD
DEVICES AND INTERNET USE
COMPUTER, DIGITAL DEVICES & INTERNET USE PROCEDURE AND GUIDELINES 207

We put measures in place to ensure the cyber safety of The Summit Academy outlined in our Cyber Safety document are based on our core values and in line with Net Safe NZ.

https://www.netsafe.org.nz/?gclid=CJG8_OW6hdUCFcsDKgodpugLWw

<http://www.cybersafety.org.nz/kit/policy/template.html>

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at The Summit Academy, and to the effective operation of the school.

Our school has rigorous cyber safety practices in place, which include cyber safety use agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a cyber safety culture, which is in keeping with the values of the school, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cyber safety breaches, which undermine the safety of the school environment.

All students will be issued with a use agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment/devices.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site.

The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

These rules will help us stay safe when using ICT at school

1. I cannot use school ICT equipment until my parent/s have signed my use agreement form (see Section C) and the completed form has been returned to school.
2. I can only use the computers and other ICT equipment for my schoolwork and only with my teacher's permission.
3. I can only go online or use the Internet at school when a teacher gives permission and an adult is present.
4. If there is something I'm not sure about I will ask my teacher.
5. I will not use the Internet, email, mobile phones or any other ICT equipment to be mean, rude, or unkind about other people.
6. I will not tell anyone my password.
7. If I find anything that upsets me, is mean or rude, or things I know are not acceptable at our school, I will:

- Not show others
- Turn off the computer
- Get a teacher straight away

8. I must not bring any ICT equipment/devices to school unless requested or given permission from my teacher/school. This includes things like mobile phones, iPods, games, cameras, USB drives and software.

9. I will ask my teacher's permission before I put any personal information online.

Personal information includes:

Name

Address

Email address

Phone numbers

Photos.

10. I will be careful and will look after all our school ICT equipment by:

Not being silly and playing around with it

Following our school cybersafety rules

Telling a teacher about anything wrong or damaged.

11. I understand that if I break these rules the school may need to tell my parents.

Student use of the Internet

All students are to sign the School Devices and Internet Use agreement and have the signed permission of a parent/caregiver before using the Internet at school. These documents are to be kept on file in the school office. The appropriate staff member will then be informed when children in their care have returned the signed agreement.

Students may send and receive email through their class email address when class teachers monitor this. Downloading of programmes, games or music are not allowed without the express permission of the child's teacher. Normally no games or music from home are to be used on computers unless teacher or teacher assistant has given permission.

Students can use the Internet only during class time unless given special permission, in which case a teacher or staff member must supervise.

Any use of the Internet other than that specified here, e.g. by custodial staff, staff or students family, or use after hours, must be with the agreement of the Principal.

A student can be any young person whether or not a student of the school. For example a staff member's child can use the school Internet facilities only after signing the Student Devices and Internet Use Agreement and under supervision approved by the Principal. This applies to use at school or in the staff member's home.

Safety Issues

No one using the school devices and Internet is permitted to access pornographic, illegal, violent, racist, or religiously offensive material. Norrcom has set up our server and Internet connection with a built-in firewall to protect our Internet system against viruses, spam and pornography. The Internet Safety Procedure will be clearly displayed in each classroom. The school will continue to refine methods of improving safety on the Internet. All children who use the Internet will be taught Internet safety.

DEVICE AND INTERNET USE AND PROCEDURE GUIDELINES 2016

We wish to promote and ensure the welfare and safety of children and young people when using the Internet.

We provide Internet access to enhance learning and we aim that staff and students can:

- become effective and safe users of the Internet
- extend their awareness and knowledge of the Internet
- become motivated, responsible, independent users of the Internet.

Use of the Internet facilities at our school is strictly for educational purposes. This includes personal use and use for the professional development of staff.

Device and Internet Use Policy and Agreement to be read and signed by parents and students year 2 and above, on enrolment (forms are kept on file in the school office). Staff members are also to sign the appropriate forms and return to the Executive Officer.

Staff use of the Internet

Training for staff is available and is essential for the safety and protection of staff, students and equipment. Students will normally be directed to sites on the Internet or approved search engines, which is why staff members will gain sufficient experience using the Internet before allowing their students to use it.

Teachers must not let children have unsupervised surfing the net or accessing YouTube, Facebook or other Social Networking site.

As part of training the students in Internet use, students know what to do if something unacceptable appears on the screen; press the back button and alert the teacher straight away. Teachers should record any such incidents; likewise, if staff members inadvertently access extremely inappropriate material, they should exit immediately, record time, date and incident and advise their supervising teacher.

Teachers should check the history (from students browsing) regularly.

A deletion of personal history is not acceptable.

Staff accessing email, Facebook or other social networking site, Trade Me or similar for personal reasons, during class time is not considered acceptable use.

All staff members are to read and sign a copy of this school Internet Safety Procedure assessing the Internet at school. This documentation will be kept on file by the school.

Teacher's laptops and issued iPad, when used at home, must be treated as school property and the same guidelines are to be followed.

Students' use of the Internet

All students should have signed the School Device and Internet Use Agreement or class digital citizen agreement and have the signed permission of a parent/caregiver before using the Internet at school. Annually the Office Administrator will make sure the procedure is followed.

Students may send and receive email through their class email address when class teachers monitor it.

Downloading of programmes, games or music are not normally allowed without the express permission of the child's teacher. Normally no games or music from home are to be used on the school devices.

Students can use the Internet on any device only during class time, unless given special permission, in which case a teacher or staff member must supervise.

Any use of the Internet other than specified here, e.g. by custodial staff, staff or student's family, or use after hours, must be with the agreement of the Principal.

A student can be any young person whether or not a student of the school. For example a staff member's child can use the school Internet facilities only after signing the Student Devices and Internet Use Agreement and under supervision approved by the Principal. This applies to use at school or in the staff member's home.

Safety Issues

No one using the school devices and Internet is permitted to access pornographic, illegal, violent, racist, or religiously offensive material. Norccom has set up our server and Internet connection with a built-in firewall - Watchguard - to protect our Internet system against viruses, spam and pornography. The Internet Safety Procedure will be clearly displayed in each classroom. The school will continue to refine methods of improving safety on the Internet. All children who use the Internet will be taught Cyber safety.

SIX UNDERPINNING PRINCIPLES FOR DIGITAL CITIZENSHIP: Netsafe advocates for the following six principles to underpin approaches to the development of digital citizenship:

Ako | Young people are "active agents" in the design and implementation of digital citizenship, including approaches to online safety

Whānaungatanga | An unbounded, coherent home-school-community approach is central to the development of digital citizenship and online safety management

Manaakitanga | Approaches to digital citizenship are inclusive, responsive and equitable in design and implementation

Wairuatanga | Digital citizenship in action positively contributes to wellbeing and resilience development enabling safer access to effective learning and social opportunities

Mahi tahi | Digital citizenship development and online safety incident management are fostered through partnership approaches, coherent systems and collaboration

Kotahitanga | Evaluation and inquiry underpin the ongoing design of digital citizenship approaches, based on rich evidence from young people and their whānau.

The white paper provides a detailed explanation of the model and principles.

Cell Phones

Children may bring cell phones, for practical reasons, if authorised by their parents. They are to be turned in to classrooms teacher during the school day (between 8.45am and 3pm) and are to be stored securely in storage container supervised by classroom teacher. The school takes no responsibility for these phones. Any misuse will result in confiscation, with phone redeemed from the office only by the parent.

KEEPING SAFE OUTSIDE THE CLASSROOM

Health Programmes

Parents are to be consulted on the health programme and particularly for the Keeping Ourselves Safe, Kia Kaha, Human Sexuality components.

EDUCATION OUTSIDE THE CLASSROOM

We aim to develop sound practices and parameters when planning and undertaking education outside the classroom.

1. All activities outside the school are to have prior approval from the Principal or Deputy Principal, after considering safety, cost, supervision, transport and relevance to the curriculum. (Please refer to EOTC folder on Google Drive for all relevant forms and guidelines). All education outside the classroom (trips, camps, visits etc.) requires Principal approval. Each time a Risk Analysis Management Plan is to be completed and submitted to the Principal or Deputy Principal for approval. These must include a full risk, analysis and management plan for each programme providing assurance that all reasonable steps have been taken to identify, minimise and manage foresee and unforeseen hazards and ensure that a high level of safety will be maintained with appropriate and competent supervision at all times throughout programmes. These are to be available for annual audit and kept on file.
2. The principal seeks BOT approval for overnight stays and camps and keeps them informed,
3. Programmes, visits etc. need to cater for the interest, age and learning opportunities to suit those taking part.
4. The costs for transport for in and out of district visits and visiting entertainers/professionals per child are catered for under the Activity contributions and paid annually. Camps and other activities over and above those budgeted for, are to have Principal approval before parents are asked for financial contributions.
5. Parents/caregivers are to be included as appropriate in the planning, preparation and participation in excursions, providing them with appropriate instructions as required.
6. The Principal has discretion to include or exclude voluntary help.
7. Parents/caregivers are to be provided with advance notice of planned excursions detailing costs and requirements, including permission slips, medication notification etc.
8. It is important to ensure programmes are equitable and accessible to all children regardless of circumstance.
9. All education outside the Classroom programmes are smoke, drug and alcohol free.
10. Parent consent form to be sent out at the beginning of the year. **Specific** notices and consent forms need to be sent out from the class teacher as required.

Absences from school: Refer to the “Legal Requirements Procedure”.

Schools (boards, principals, and individual teachers), along with parents and guardians, are responsible for making sure students attend school regularly.

Under Section 25 and section 31 of the The Education Act 1989, every school board must take all reasonable steps to make sure students attend school when it is open. Although there are some practical requirements, including maintaining a daily attendance register, it is up to individual schools to identify the scope of ‘all reasonable steps’ in their attendance policies. School boards must give support when attendance issues arise.

PROTECTING CHILDREN

Child Abuse

We take all the responsible steps to protect and uphold the well being of children at risk from any form of abuse and to ensure that any suspected child abuse is reported on appropriately.

Reporting Suspected Child Abuse

SOURCE: s15-16 Children, Young Persons and Their Families Act 1989

<http://www.legislation.govt.nz/act/public/1989/0024/latest/whole.html>

S15. Reporting of ill-treatment or neglect of child or young person

Any person who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived, may report the matter to a Social Worker or a member of the Police.

S16. Protection of person reporting ill-treatment or neglect of child or young person

No civil, criminal or disciplinary proceedings shall lie against any person in respect of the disclosure or supply, or the manner of the disclosure or supply, by that person pursuant to section 15 of this Act, of information concerning a child or young person (whether or not that information also concerns any other person), unless the information was disclosed or supplied in bad faith.

1. Confidentiality is to be maintained. Information is to be shared only with those who need to know.
2. Teachers, nor other staff members, who have a disclosure made to them in class, accept the disclosure with little or no comment, inform the Principal or Senior Management Team Member and follow up with the pupil and appropriate external agency without delay.
3. An appropriate person from the School Management Team (or Board of Trustees Chairperson is the suspected abuser is a staff member) is to be kept informed.
4. Those keep dated, accurate records, of all relevant events, involved in cases where abuse is suspected. These records must be kept confidential.
5. When the abuse stems from outside the family, parents/caregivers are contacted and directed to the Child Protection team (CYFS).
6. When the abuse stems from inside the family the Child Protection team is notified.
7. If a staff member or Principal has been implicated as being responsible for the abuse, the Board of Trustees Chairperson is to be informed immediately.

Court Orders/Custody Issues

Ensure the school has received all necessary paperwork.

Ensure that notes are made on the Class Description Form (on Google Drive and with Teacher) and updated as required.

Keep the Principal (DP) informed and other staff as necessary.

Do not take the law into your own hands; always seek advice.

A parent always has the right to see a child unless there is a specific court order (seen by the school) preventing this from happening.

Where there is an issue of safety or breach of a Protection Order, the staff member notifies the Police and the custodial aren't immediately. Where the possibility of this happening is known to the school, there will be specific procedures in place. If uncertain, check with the Principal. The Principal or one of the Associate Principals must be notified of any incidents and subsequent action as soon as possible. The Principal will keep the board chair informed as necessary.

Consent, Emergency Contact and Change of Details, Computer and Internet Agreement, Cell Phone Use and Education outside the Classroom forms:

These are to be prepared by the office administrator at the beginning of each year to be sent home within the first 2 weeks of Term 1 each year.

They are to be filled out by parents and returned to school.

Teachers are to record in the Roll Book or a class list in the administration folder, when received, sending Emergency forms to the Office and keeping the consent and Internet agreement forms.

Notify the Office Administration about families who haven't returned the forms so these can be followed up (check with other teachers first in case siblings have returned the form).

All updated information is to be entered and stored on our Google Drive the end of February and up-to-date family lists provided for the office staff and Principal. This is on going.

Prohibition of the use of force (corporal punishment)

Hitting or striking children is against the law and also against the spirit of our school. Where a child is behaving violently and likely to cause harm to others, an adult who will call for further adult assistance immediately may restrain him.

Stand-downs, Suspensions, Exclusions & Expulsions

Refer to MOE "Guidelines for Principals and Boards of Trustees of State and Integrated Schools"
www.minedu.govt.nz/print-doc.cfm?layout=document

Surrender and retention of property & searches of students

Refer to MOE "Guidelines for Principals and Board of Trustees of State and Integrated Schools"
<http://www.minedu.govt.nz/Boards/SupportForBoards/SurrenderAndRetentionOfPropertyAndSearches.aspx>

The guidelines are intended as a resource/thinking tool to assist principals and Boards to deal with situations where the safety of students, staff or the school is compromised. There can be no definitive way of dealing with each and every scenario and Principals and Boards will most often be required to look to their own experience and judgement. Often the circumstances will be straightforward and responses will be routine, but there will be occasions when the best course of action is not obvious. Where a range of

responses is available, Boards and staff are encouraged to exercise judgement that is based on what is *reasonable* in the circumstances.

The fundamental principles are:

Principle 1: All schools are required to provide a safe physical and emotional environment for students and staff and this is of paramount importance and therefore must be given primacy when applying the guidelines.

Principle 2: Parent, students and the public will have a legitimate expectation that the school environment will be free from drugs, weapons, alcohol and cyber bullying.

Principle 3: Parliament has given new powers and clarified the law in relation to searchers and retaining student property. In exercising these powers, schools must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.

Principle 4: Students are protected under Section 21 of the New Zealand Bill of Rights Act 1990, which states “everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise”. This section does not prohibit searches or seizure of student property but schools must be able to justify their actions as reasonable and necessary to maintain a safe environment.

KEEPING SAFE IN EMERGENCIES

EVACUATION/CIVIL DEFENCE EMERGENCY

We follow the guidelines issues by the Ministry of Education and local Civil Defence.

Refer to - Codes of Practice and Accepted Best Practice

- Worksafe at schools – Emergency Management MOE Guidelines

Emergency Procedure – Practices

- Fire drills are carried out a minimum of once a term and earthquake and lock-downs twice a year. This coincides with St Joseph’s drills.
- All details for evacuations are displayed in each room
- Continuous ringing of the bell means an evacuation (controlled by St Joseph’s School).
- Children stand and leave the room in an orderly manner, walking to the correct marshalling area
- Teacher closes the door, notifies warden that the room is clear, counts children as a double check and takes any queries to the chief warden
- Wardens check areas they are responsible for
- Evacuations are timed and analysed
- Evacuation times are varied
- At the beginning of each school year, evacuation procedures are introduced to or reviewed by the staff, and subsequently by the children.

Lock-down procedures

A lock-down would be used anytime students need to be contained and protected inside school buildings.

- In the event of a critical incident requiring “lock down”, the person witnessing the incident must try to notify the school office to raise the alarm.
- The office staff member receiving the incident call with notify the Principal or Deputy Principle who will determine the need for “lock down” and ask that the appropriate alarm be sounded (school electric bell with intermittent 5 seconds on/off). A message “lock down now. Please go or stay inside” will be given by classroom teacher to each or all classes.
- The Principal, or person in charge, shall immediately contact the Police (unless the command has been given by them already).
- When the alarm is sounded, children and teachers are to stay in their classroom.
- If the “lock down alarm” is sounded when the children are outside (before school, morning tea and lunchtime) they have to move directly to their classroom, as long as it is safe to do so, or to proceed to the nearest indoor space. Support staff are to move promptly to the playground areas and direct students to their classrooms or nearest inside space, if it is safe to do so.
- Staff must be mindful that children from other classrooms may seek sanctuary in their room.
- Lock classrooms and other doors.
- Close and lock windows.
- Close curtains or blinds, turn off lights and computer monitors.
- Each person should stay away from windows and doors and remain low to the ground.
- Everyone is to remain quiet.
- No one is to answer the door under any circumstances.

- Teachers to inform the office (email or mobile phone (on silent)) if any children are missing or if children from other classrooms are present in their classroom.
- Parents may be contacted via text and email on school links advising of the situation.
- Students and staff should stay where they are until official notification is provide by the Principal or an identified Police Officer that the lockdown is over.
- All personnel will be informed as soon as possible if the lock down is likely to persist for a long period.

The following is to be displayed in each classroom in offices and foyers:

EMERGENCY PROCEDURES

FIRE

Chief Warden: Claire Knight

Claire Knight to sound alarm, ring fire brigade, bring school master roll, teachers report to her.

Wardens: Leonie Bloor/Joshua Pinho

Signal: Continuous ringing of firm alarm

Gathering Area: St Joseph's School field adjacent to the church.

Procedure:

- Children stand, put chairs in, walk quietly to the field
- Teachers check that all doors are closed in their rooms and indicate to chief warden that room is all clear
- Teachers and other staff members check areas they are responsible for
- Teachers to take a iPad from room, if safe to do so, and to double check children on etap????
- Office Administrator to collect & bring the Master Class Lists & current attendance data
- Evacuation to be timed and evaluated
- Children stand quietly and remain so until directed otherwise

Checked Areas:

- All teachers check own class and adjoining areas and indicate **all clear** to warden once in Gathering Area
- Principal: Office/foyer
- Teacher Assisstants - area currently working in
- Hall??

Wardens:

- Check building including toilets area clear and ensure doors closed
- Check classes are completed and all children accounted for
- Indicate to Chief Warden when this is done

Chief Warden:

- Sound alarm (if designated person or the person who detected the fire hasn't already done so)
- Ring Fire Brigade 111
- Receive information from Wardens
- Make changes if needed
- Ensure results reported to BOT via the Principal and changes made if required

Ring Fire Brigade: Office Administrator or person most efficiently able to

EARTHQUAKE

- Short Intermittent ringing of the fire bell
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- Teachers give “earthquake” call
 - Children go under desks or tables
 - Adults under furniture or door frame
 - If in the hall go under the seats; in hall or outside, crouch and cover head
 - If evacuation not required the all clear signal is given over the school intercom??
 - Evacuation procedures as above
-

LOCK DOWN

Signal: 5 second Intermittent ringing of fire bell and LOCK DOWN NOW over the intercom

- Children stay Calm, listen to teacher instructions
 - If outside go to your own classroom or nearest inside space
 - Pull curtains/blinds, lock doors and windows.
 - Turn off lights.
 - Turn off any equipment emitting noise or bring lights.
 - Sit on floor out of sight of windows.
 - Maintain silence.
 - Take roll and report to the office (email or mobile phone) if any children are missing or if any children from other classrooms are present.
 - Do not open the outside doors to anyone unless authorised by the Principal or Police.
 - Remain in this position until a second communication giving the “all clear: is made.
-

KEEPING ADULTS SAFE

HARASSMENT

We uphold the right of all members of the school community to work and learn in an environment free from harassment.

The following procedures allow any member of the school community who believes they have cause for concern or complaint, to approach another person within the school in confidence, knowing that person has a level of skill and understanding and the concern will be settled in a confidential manner, that is fair and humane.

Definitions:

Harassment is defined as any verbal or physical act, which is unsolicited, unwelcome and offensive, or might be reasonably perceived by the complainant as being unwelcome and offensive, detrimental and/or persistent.

Sexual Harassment is defined as any verbal or physical act of a sexual nature, which is unsolicited, unwelcome and offensive, or might reasonably be perceived by the complainant as being unwelcome and offensive, detrimental and/or persistent.

The behaviour may include: unwelcome and deliberate physical conduct/contact; verbal comments or abuse; threats; requests for contact or activities of a sexual nature, either overt or subtle, which may be accompanied by threats; the open display of sexist material.

Racial Harassment is behaviour that is uninvited and humiliates, offends or intimidates someone because of their race, colour or ethnicity or national origin. Whether it involves language or is written or visual material, the effect on the recipient is invariably negative. In the school setting racial harassment can affect academic performance, undermine people’s confidence and leave them feeling fearful, humiliated, angry or ashamed of their origins. In some instances, people remain scarred for life.

Belief:

Any member of the school community who believes they have cause for concern or complaint, may approach another person within the school in confidence, knowing that person has a level of skill and understanding and the concern will be settled in a confidential manner, which is fair and compassionate.

Action:

Instances of harassment are dealt with at three levels:

SELF HELP: If an act of 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.

INFORMAL INTERVENTION: If self-help is not possible, or if the behaviour persists, the complainant approaches the principal, member of the leadership team or BOD chair.

The person so approached 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 that solution is working to everyone's satisfaction

FORMAL COMPLAINT: 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 Principal or Board Chair (in the case of the principal being the harasser), who investigates the complaint and takes appropriate disciplinary action. Expertise from NZEI or STA may be useful.

Communication – Keeping informed-knowing what to do and who to contact

The school newsletter is published fortnightly and is available on the school website and is sent as an attachment via email.

Most information will go to parents via school emails. Through these emails, we aim to welcome, acknowledge, inform, consult, make requests and sometimes challenge. Dates for events are published on the newsletter and are on the school website calendar.

The class teachers need to be available to talk about or listen to any concerns or enquiries concerning children in their class. It is recommended, however, that parents make an appointment, informing the teacher what it is they wish to discuss. This will help teachers prepare, so that communication will be informed and useful.

If parents have worries or concerns, the teacher is always the first person to talk to. If for some reason, a parent feels unable to do so, then the Principal will be available to talk things out with you. Again, making an appointment is helpful.

Our aim is to be approachable and make communication a priority. An open and friendly school benefits everyone.

CONCERNS AND COMPLAINTS PROCEDURE

Purpose

To ensure that we have a safe and supportive school environment, and recognising that sometimes actions or behaviours occur that are not consistent with our schools values and that misunderstandings occur, we want concerns and complaints to go through the right channels and be dealt with satisfaction.

Guidelines

- It is highly recommended to all members of our school community, regardless of role, to ensure that concerns or complaints are calmly, rationally and politely addressed to the person concerned as soon as possible.
- For an incident or problem concerning a child within class, playground or Education outside the Classroom, parents should first approach the class teacher or appropriate staff member.
- If the matter is unresolved, the parents should approach the Principal.
- For serious matters concerning abuse, cruelty, neglect or incompetence, complaints should be directed to the Principal.
- Should the serious matter, as above, relate to the Principal, the complaint should be directed to the chairperson of the Board of Directors.
- In all instances of serious nature, the Principal will keep the Chairperson of the Board of Directors informed.
- If a concern is taken to a Board of Directors member, the matter should be referred to the Principal.
- Formal complaints are to be made to the Principal or Board in writing.

Procedure

Parents/Caregivers

1. Contact the class teacher/staff member and arrange a time for an interview
2. Make sure of your facts/concerns and have them ready
3. Listen to the teacher/staff member, taking note of details
4. Arrange a time for a follow-up visit
5. Contact the Principal if the matter is unresolved

Teachers/Staff Members

1. Listen to the concerns/complaints from parents, taking note of details (ask for another teacher to be present if you wish)
2. Describe the situation as it happened, if this is possible, or assure parents that you will investigate the matter
3. Make a definite time commitment
4. Inform the Principal

5. Investigate the problem and, if necessary, seek advice from the Team members/Deputy Principal and/or Principal
6. Put steps in place to resolve/rectify the situation
7. Notify the parents of action taken
8. Keep the Principal informed

Board of Directors

1. Listen to the concerns/complaints objectively
2. Do not attempt to solve the problem
3. Advise complainant to:
 - (a) Contact the person concerned in the first instance
 - (b) Contact the Principal about concerns if these have not been addressed
 - (c) Put a formal complaint in writing to the Principal if not satisfied with the response or action
 - (d) Put a formal complaint in writing to the Board Chairperson if there has not been a satisfactory outcome