



1. Emergency Management

Earthquake

- In an earthquake take immediate cover under a table, desk or counter. If it moves, move with it, holding the legs. Turn away from windows or glass panels.
- The children should keep quiet and listen for further instructions.

Earthquake Drill

It should be emphasized that, in an earthquake, students should remain in the building until the shaking has stopped and/or the 'all clear' is given by the teacher.

- To indicate the beginning of an earthquake to your class use the word 'DROP'.
- Students should take cover under a sturdy desk or table, if one is near, and hold onto its legs
- If no desk or table is available they should drop to their knees (away from windows); keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads; close their eyes tightly and stay in that position until the teacher tells them it is safe to move.
- If students cannot move away from windows they should turn away from the glass to minimize injuries from broken glass.

Safe distance

If the signal to evacuate the buildings is given (continuous ringing of bell) all occupants should proceed to the bottom field, which is a safe distance from any buildings and other potentially dangerous structures, such as power poles and lines.

A safe distance is:

- 20 metres from a single storey building
- 40 metres from a two storey building
- Keep well clear of all overhead power lines.
- Do not move until the Principal (or DP or Team Leader in Principal's absence) tells you to move.

Fire – Drill and Evacuation

- This is signaled by:
 - o A continuous ringing of alarm bells or
 - o Continuous ringing of the hand bell or
 - o Whistle or loud hailer commands or
 - o Combination of the above

All people inside the buildings are to leave by the nearest exit and make their way by the safest route to either **the bottom field or the Junior Field (Refer to school exit strategy).**

The classroom teacher is to place one chair outside the classroom door that you have left from to indicate everyone has left the room.

The supervising adult is responsible for checking that all have left the buildings, including offices, toilets and storerooms, and to take the official class roll to the assembly point.

At the assembly point on the Junior field the following classes are to line up for the roll to be called, then remain as such.

- Rooms 1, 2, 3, 4, 5, 6, 7, 9, and 13

At the assembly point on the bottom field the following classes are to line up for the roll to be called, then remain as such.

- Rooms 8, 10, 11, 12, 14, 15, 16, 17

Teachers at each site will need to advise the chief wardens (Deputy Principals) that all children are present or if there are unexplained absent children. The chief wardens will inform the head warden (Principal) who will inform emergency services.

The Office Administrator will roll check the adults listed as working in the school on that day and will refer unexplained absences to the Principal, who will then inform Emergency Services. The Office Administrator will take the loud hailer to the assembly point.

Remain at the assembly point until instructions have been received from the Emergency Services personnel.

Guidelines

- All exits to be clearly marked
- Exits to remain unobstructed
- A hard copy of current classroom roll to be kept by usual exit – Teachers are responsible for keeping this up to date.
- The adult register and master roll will be kept in the school office
- After checking your roll ensure no children (or adults) leave the assembly point until cleared to do so by the Principal
- Do not leave your group other than to advise the Principal all children are accounted for.
- If parents / caregivers arrive to collect children please mark this on the roll.

Specific Responsibilities

- Emergency Officer Principal
- Office Administrator and Principal – Check administration block
- DPs Kaiawhina room, Deck outside Room 13 / Radio Room
- Room 1/2 (LA) Check wheelchair toilet, HPP Room and Junior playground
- Room 3 Toilets adjacent
- Room 4 Area north of Rooms 3 and 4
- Room 6 Area north of Rooms 5 & 6
- Room 7 Toilets adjacent, PE shed
- Room 8 Deck facing Room 9
- Room 9 Decks and toilet adjacent
- Room 10 Toilets adjacent
- Room 11 Main Field
- Room 12 Main Field
- Rooms 14-17 Deck outside new building
- Rooms 15-16 Breakout space
- Caretaker Swimming Pool, Caretaker area and senior playground
- Office 'Grab Bag' to include: loud hailer, first aid kit, up-to-date school roll and lists of adults present on the day roll.

- ### Assembly Point Plan:



Near- est to Wira Street		Rm 10	Rm 11	Rm 12	Rm 14	Rm 15	Rm 16	Rm 17	Rm 8		Near Senior playgr ound
	<p>Please line classes up close to each other so any messages can be heard by all. Support staff (not attached to particular child) and visitors assemble on the field to the left of Rm 8 to ensure everyone is in sight.</p>										

Line up on the field facing the school

Westies

Near- est to Post office shed		Rm 13	Rm 9	Rm 7	Rm 6	Rm 4	Rm 3	Rm 2	Rm 1		Near Assem- bly area
	Please line classes up close to each other so any messages can be heard by all. Support staff (not attached to particular child) and visitors assemble on the field to the left of Rm 1 to ensure everyone is in sight.										

Lockdown

In line with the MOE document -

"Planning and preparing for emergencies - PRACTICAL INFORMATION AND GUIDANCE FOR SCHOOLS AND EARLY LEARNING SERVICES"

LOCKDOWN DRILLS WILL ONLY TAKE PLACE WHEN CHILDREN ARE NOT ONSITE

This ensures that we are fulfilling the following guideline from the MOE which states "Drills on what to do in violent situations can be practised, but at a time that children/young people are not on-site as the drills may cause undue fear and anxiety".

While we are unable to do lockdown drills with children onsite we will ensure that our children are prepared for any drill. We will do practice drills and other practice-type events for a range of scenarios at different times eg. class time, lunchtime or at assembly. Therefore if we had a lockdown drill our children would know to return to their class and wait for instruction from their teacher.

The Lockdown alarm signal will be made through communication by school management in one of the following ways:

- Intermittent ringing (continuously) of school bell
- Verbally via a runner or loud hailer

In the event of this:

- Close and lock all doors (use slide bolts to lock doors from inside your rooms)
- Close and lock windows
- Draw curtains / pull down blinds
- Turn off lights
- Turn off any equipment that is emitting noise (eg. Computer, CD Players, Computer)
- All staff / children to sit on floor under desks / tables out of sight of windows
- Maintain silence
- Remain in this position until you are advised and the all-clear is made.

If in the playground, proceed to the nearest lockable building/classroom and follow the steps above.

If in the library, remain in there and follow the steps above.

If in the HPP room, or Learning Support office, follow the above instructions placing yourself and the children as much as possible out of view.

Teachers and staff will be notified that the lockdown is over by:

- A knock on the door if the school is involved in a drill
- The DP or Principal will unlock the door and enter the classroom to give the all clear (Principal or DP will be wearing a high viz vest)

Bomb Threats

In the event of a bomb threat, we have procedures in place to minimize risk to everyone on the school grounds. We will seek the advice of the New Zealand Police if a threat is made. Te Kauwhata Primary School follows the advice of all authorities and may evacuate the immediate area if advised. As a general rule, we move all people at least 100 metres away from any item that is suspected to be explosive.

If the school receives a bomb threat over the phone, we follow the guidelines below.

- The person receiving the call should try to keep calm and not interrupt the caller.
- The person receiving the call should take notes, or ask for help to record information from the call (by enabling the speaker on the phone). To support the person taking the phone call we will keep a copy of the NZ Police's Bomb Threat Checklist near the school phone(s). If we receive a suspicious phone call, we pay attention to:
 - The caller's voice
 - Type/tone of language
 - Background noises
- After the call, we report it immediately to the police

Resources:

[New Zealand police - Nga Pirihimana o Aotearoa - Bomb Threat Checklist](#)

[Ministry of Education - Te Tāhuhu o te Mātauranga - Preparing for emergencies, trauma, incidents evacuations and lockdowns](#)

Other Emergencies

In the event of other emergencies please consider procedures for the above- mentioned emergencies and apply where appropriate. If you are unsure please seek immediate advice

from the Principal or Deputy Principal, who if unsure of actions required, will contact appropriate authorities to find out.

At all times human safety will be paramount.

If it is a medical emergency send the closest adult or responsible child to the office or staffroom with '**name of patient**' and the message '**emergency**'. Where there is an identified medical condition appropriate first aid / emergency treatment will be sought and brought to the patient. Stay with the patient and wait for another adult to come to you.

Post Disaster Rescue and Relief

Evacuees may need:

- Access to toilets: As no-one can re-enter the buildings until cleared to do so, this could create a real problem. Using the loudhailer, the Principal (or designated person in charge) will organize groups of children, with adult supervision, to proceed to the public toilets or the church halls and then return to the assembly point.
- Medical Attention: Principal (or designated person in charge) to phone for medical help on 111 using the nearest safe telephone or cell phone. If a phone service is not available a runner will be sent to the local surgery to summon help. **Principal and Office Administrator to keep mobile phones with them at all times.**
- Shelter from rain / wind: Children will quickly become wet and cold so shelter needs to be provided. Under the supervision of the person in charge, the children will be taken to either of the church halls where rolls will be re-checked. The whole group will remain at the hall until advice is received from authorities (eg. Police or Civil Defence). Classes may need to be established in these premises if warranted.
- Emergency Evacuation from this Area: It may be necessary for individuals, groups or the whole school to be evacuated from the immediate area. This will be done under the direction of the Police or Civil-Defence coordinator. The basic plan will be for the children to be escorted by foot to the domain. A base will be established inside the clubrooms. The domain provides for emergency services such as ambulance, helicopter, police / army and could be a first aid station.

Emergency drills will be held twice each year.

1. Sickness, Injury and Accident

First Aid

Interval and lunchtime

If a child is hurt, the support staff in charge of First Aid are available, 1st and 2nd break every day. Children should report to the external staffroom door. If there is a serious accident in the playground, please send a child to the staffroom asking for help.

In-school time

Teachers are asked to keep a supply of antiseptic wipes and plasters in their classroom for minor in-school mishaps. Anything more, please send the children to the office, with another child. A written message sent with the younger children is a big help. If more serious, send a child for assistance in the classroom.

Guidelines for Dealing With Any Injury

Assume that yourself or the injured person has a blood-borne infectious disease.

1. Before treating a person who is bleeding, make sure you cover any cuts or abrasions they may have with a waterproof dressing.
 2. Wear gloves for all procedures.
 3. Don't delay treatment of a person who is bleeding, **under any circumstances** because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc. for an actively bleeding person.
 4. Dispose of used gloves, soiled dressings, sanitary towels, tissues, etc, into the special bins provided in the sick-bay and staff room.
 5. Wipe clean and then sterilise all surfaces and instruments contaminated with blood. Use the solution labelled "bleach" kept in the sick-bay and in the staff room first aid area.
 6. Soak surfaces for 20 minutes and then wipe dry using a paper towel and dispose of it in the special bins.
 7. Wash hands thoroughly when you have finished, using the skin disinfectant solution. This solution is kept in the sick-bay and the staff room first aid area.
 8. When using a school first-aid kit make sure that it includes disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, a skin disinfectant and a bleach solution with instructions for use.
 9. If the injured person requires medical assistance please complete the accident register.
 10. Complete checklist on the clipboard in the trolley, in the staffroom for all minor injuries.
- For obvious serious accidents:
 - (a) Emergency first aid;
 - (b) Seek immediate advice from the Surgery and/or call an ambulance.
 - (c) Contact caregivers as soon as possible.
 - (d) Complete an accident report with the child's details and record of any treatment given. Photocopy this sheet and give one copy to parent / caregiver to pass on to doctor or other medical officer. If the parent / caregiver is not present, ensure the completed report is given to the appropriate person administering medical advice.
 - Children who have no visible signs of injury but
 - o who have fallen heavily or
 - o who complain of pain or
 - o who have bumped their head
 - A: Contact the caregiver for advice immediately.
Record time and result of this contact in Accident Register
 - B: If a caregiver unavailable telephone surgery for advice. Record this in my diary.
 - C: After 30 minutes maximum, if the condition is the same or worsens then get medical advice.
Inform caregiver by telephone - if unavailable, ask the office to continue trying and make sure a note is sent home as soon as possible.
Complete accident report as outlined above.
KEEP CHILD UNDER OBSERVATION UNTIL PARENTS UPLIFT THEM.
 - Special Medical Procedures

A list of pupils with special medical conditions is displayed in the sick bay.
This list will explain condition and the treatment or action to follow.
Life threatening conditions to be highlighted with red sticker.
If treating one of these pupils follow the advice on the chart.

If in doubt contact the surgery immediately

Medication

We do have some children at school who require regular medication.

A list of who receives regular medication, the times it is to be administered, and who is to administer it is on the wall behind the Sick Bay door.

Please ensure that relieving teachers know what and when also.

Infection Control

Staff should inform the Principal or Deputy Principal immediately if they notice any weeping or infected open sores or discharge from sores, eyes or ears.

Introduction

The guidelines are based on available literature and are aimed at providing a safe environment for children, teachers and caregivers.

Hand washing

Hand washing is the single most important procedure in maintaining personal hygiene. Hands must be washed after toilet use, prior to handling food and following contact with any blood or body fluid eg. urine, faeces or vomit. Hands should also be washed after contact with dressings and wounds. Ideally, disposable gloves are worn. Hands must be washed after removal of gloves.

Should staff, parents, caregivers be required to complete head checks, hands must be washed **AFTER** checking each child. This is important as it prevents cross-infection between children. If gloves are used, they must be changed after each head check. Gloves should not be reused or washed.

Hand washing Materials

Hands should be washed with soap and water for at least 20 seconds and dried thoroughly or use the special hand sanitiser ensuring the whole hand is covered. No towel drying necessary when sanitiser is used.

Cuts or Abrasions

Open skin lesions should be covered at all times with an appropriate dressing.

Disposable Gloves

Disposable gloves should be used when there is a likelihood of coming in contact with blood or body fluids.

Cleaning of Instruments

Care must be taken to ensure that instruments such as scissors, forceps or tweezers are cleaned and disinfected appropriately between usages.

After use, instruments should be cleaned in a bowl of warm water and detergent. While cleaning the instrument, if necessary with a soft brush or cloth, the instrument should be kept in the water to avoid splashing. Rinse the instruments with warm water and dry properly. Following the cleaning process, the instrument should be wiped with alcohol (70%) and left to dry. Store the instruments in a plastic container with a lid.

Cleaning Following Body Fluid Spills

All blood and body fluids should be treated as potentially infectious.

Blood - Tell the Caretaker immediately

In the event of a blood spill, for example a significant nosebleed, the following precautions are recommended:

- Put on gloves
- Cover blood spill with paper towels or a cloth rag
- Place used towels or cloth in a plastic bag and dispose of general rubbish.
- Clean the area with detergent or household cleaner and dry.
- Remove gloves and wash hands thoroughly.

Urine and Faeces Spill

- Put on gloves
- Remove spill with paper towel or rag and dispose in toilet or plastic bag in general rubbish
- Clean the area thoroughly with a household cleaner and dry
- Remove gloves and wash hands thoroughly.

Vomit

- Use the special crystals available from the staffroom trolley. Sprinkle on, leave, inform the caretaker

2. Health and Safety of Staff and Students

COVID-19

The following guidelines and safety plans were created to ensure the safety of students and staff through the COVID-19 worldwide pandemic. These procedures and guidelines have been used for the past two years depending on the Alert Level the country was in at the time.

- [Alert Level 3](#) (2021)
- [Alert Level 3 B/C](#) (2021)
- [Alert Level 2](#) (2021)
- [Alert Level 1](#) (2020)
- [Covid Safety Plan](#) (2022)

In 2021, under the COVID-19 Public Health Response (Vaccinations) Order, it was mandated that all school staff would need to have had two vaccinations of the Pfizer vaccine by the 1st of January 2022.

In 2022, all TKP staff were then required to have a 3rd dose of this vaccine. But on the 23rd of March 2022, the government announced that they were revoking the mandate for all school staff to be vaccinated after the 4th of April.

As a PCBU (Person conducting a business or undertaking), the BoT are responsible for the health and safety of staff and students at Te Kauwhata Primary School. This also means that the Board is required to ensure the safety of our most vulnerable students. For this reason the BoT have deemed it necessary that any adults who are working with our most vulnerable students will need to have had at least two doses of either the Pfizer or Astrazeneca vaccines.

While we understand that not all our students are vaccinated and are in classrooms with our most vulnerable students, by asking that all adults who work with that child to be vaccinated we are ensuring the health and safety of these learners.

Absences from School

Absence sheets are collected from the office every morning.

Teachers record on the daily absence sheet any children who are absent from their class as they are marking the electronic roll. They also must go into the previous days roll and change the question marks to an absence code that is recorded on the sheet.

The absence sheet is then returned to the office, ideally by 9am.

Mobile Text phone is checked throughout the morning until 9.30am.

Parents that notify us by phone or text with student absences are written in the diary.

The diary is checked and the absences are coded onto the sheet.

Any children that are absent and we have not been notified an attempt is made to call or text the parents/caregivers. A continual pattern of a child being truant is reported to our local Truancy officer.

Once all the absence sheets are coded and phone calls made and recorded the Receptionist then enters details on to eTap. This allows the teachers to be able to see why the child may be absent from school or record anything that is unusual or significant to the student's situation.

The sheets are then clipped to the Bus List board and used at the end of the day for Checking at Bus time.

Each sheet lasts 2 weeks.

The Office Administrator regularly checks to make sure all question marks and rolls have been completed correctly on eTap. Teachers are advised if any follow-up or further action is required.

Current codes are used as follows:

- L Late
- M Medical
- J Justified, at a Tangi or reasonable excuse, family meeting, missed the bus, car broken down, no lunch etc.
- E Family holiday within NZ, this is any explained but unjustified absence.
- T Truant, attempt made to phone but no answer or contact made
- D Medical Appointment, hospital etc
- Q School camp or school related trip or event
- H Health camp

Duty

There are no teachers on playground duty before school. Teachers are rostered for playground duty for 1st and 2nd breaks. A timetable is displayed in the staffroom.

Eating Supervision

The class teacher is to supervise the eating time, using our agreed system. No release please until the second bell.

Hand sanitiser must be used before each eating time (and after toileting).

Please send any child to the staff room, with a sandwich card, if they have insufficient food.

Wet Weather Supervision

3-bell signal: all children remain in or return to their homeroom.

Teachers to 'buddy up' and supervise two rooms.

Buddy rooms R1/R2; R3/R4; R6/R9; R7/R8; R10; R 14/R15 and R16 / R17

Dismissal on 4 bells - rung by rostered duty teacher

Playground Supervision

If you have a reliever please indicate to them their duty time.

C.R.T. - duty done by teacher.

At first warning bell please assist monitors collecting sports gear.

A Teacher Aide is on First Aid duty each interval and lunchtime.

Some "rules."

If we are all consistent, then it makes it easy for everyone.

Under no circumstances on fine days are children to be in classrooms at 1st or 2nd break unless the teacher is present.

If a ball goes outside the school grounds children must ask a duty teacher and be supervised in its retrieval.

Play Areas

Children may play in any area of the school however only Year 1 and 2 children are permitted on Junior playground and Year 3 - 6 children on Senior playground.

Children must not run on the deck areas.

During Term 1 and Term 4 all children must wear a hat when outside. Children without a hat must sit in a shady area. (Also refer to Sunsmart Policy)

Safety at School

All accidents involving pupils, staff or visitors resulting in First Aid or Medical assistance must be reported immediately to the Principal. The teacher involved with the accident scene must complete an accident report form in the Staffroom in the First Aid trolley. A copy of the report is to be made and the original copy must accompany the child where further medical advice / consultation is sought.

Safety Considerations.

If a child is in danger or in an unsafe situation at school, act immediately to secure their safety. For Example S.O.S. to the Office for help, contact the Police or Ambulance. Do not place yourself at physical risk by interceding between angry parties. Look after the interests of your class and yourself.

Please refer to the following policies for matters of child safety and physical restraint, and follow processes as outlined in them.

[Child Protection](#)

[Physical Restraint](#)

Emotional Safety

Children are at risk emotionally through causal factors such as fear, phobias, loneliness, insecurity, stress and grief. Children facing emotional risk may present as withdrawn, aggressive, tearful, bullies or attention seekers. School performance may suffer and social behaviour may become unacceptable. Teachers may be alerted by their own observations or disclosures by the child or their friends. Please convey your concerns to the Principal or Deputy Principal immediately.

As teachers we must encourage children to talk with us about issues that concern them. Children must be able to feel very secure about any discussions with teachers, but especially when discussing an issue between them and the teacher. Children who feel threatened by this because of their perceived relationship with the teacher should tell a P.M. or another trusted adult.

Physical Safety

The following should be considered to minimise injury risk when children are in activity situations.

Games

1. Warm up and warm down activities
2. Be alert for overheating or chilling
3. Summer sun-protection is a must
4. Check that playing surfaces are appropriate for the activity.
5. Tackle activities or games can only be played under adult supervision and when players have been shown the correct techniques.
6. When games are played in proximity to the bottom goal posts, ensure the protective padding is in place.
7. Game modification.

Generally try and match child sizes.

- | | |
|-------------------------|---|
| o League/Rugby | No push scrums, use touch type tackles, bare feet.
Encourage mouthguards. |
| o Soccer | Bare feet or all wear shoes. |
| o Cricket/Softball | Use the soft pitch, soft-bowl technique and a semi-soft ball |
| o Skipping | Ropes are not to be tied around any part of the body or placed around neck. |
| o Hockey/Unihoc | Sticks are not to be lifted above the shoulder. Use a semi-soft ball. |
| o Games involving a bat | Establish safety zones.
Fielders must be 10 metres minimum from the hitter.
Hitting team must be grouped at least 5 metres behind the batter.
The batter can approach to bat only when instructed.
Spare bats remain on the ground, behind and to the side of the batter. |

8. Remove and report any damaged equipment to the teacher responsible for Physical Education.

9. If a ball goes onto the road, it can only be retrieved under the guidance of an adult.

Excursions - See Education Outside the Classroom section in this document

Care in the sun/hot weather (also refer to Sunsmart Policy)

Children are strongly encouraged to wear hats and sunscreen when outdoors.

- During Term 1 and 4 children without hats at interval and lunchtime must sit under shade areas.
- Shirts must be worn - no "topless" activities.
- If possible, all school outdoor functions will take place under shade.
- Shade area is available at the pool.

Environmental - Grounds and Buildings

Record any hazards in the Hazard Register immediately they are noticed.

Reinforce with your class:-

- to walk round corners and on deck surfaces.
- to remain in the school grounds at all times.
- what to do if they are accosted outside the school grounds.
- that exits must not be obstructed by furniture.
- that there must be a safe zone around heaters.
- that children must not climb certain trees, climb onto a roof, run over garden boxes or play any tripping games.
- not to touch any needles, plastic bags or bottles they find in the school grounds and to tell a teacher or the Caretaker.

Swimming Pool Safety

Swimming Pool

1. Before you leave the pool enclosure

- check the bottom of the pool, changing sheds and toilets for children left behind.
- children leave the enclosure and line up outside waiting for you.
- secure the gate with the double lock.

2. Before you enter the pool enclosure

- children line up at the gate, you unlock and hang the padlock on the wire.
- children enter sensibly and get changed, non-swimmers to the sunshade area.

Children wait until instructed to enter the pool and walk within the enclosure.

Maximum group size for free swim is one to 20

If you are teaching more than 20 at one time, the children must not enter the deep water.

- Enter the pool by ladder backwards or by slipping in keeping one hand on the concrete surround. No dive or jump entry.
- Establish whistle routines.
- Define a boundary.

Deep end use

This is to be for use by competent swimmers supervised by a competent adult who can retrieve children from that depth only.

Diving and Jumping is permitted under these guidelines

- Enter from the end of the pool only - not the sides
- Maximum of 5 children at a time to enter
- Must dive forward and continue momentum past the black lines. Leave the pool by either the shallow end ladder or climb out over the side of the shallow end. Walk back and repeat.
- Children can't enter the water until the lane is clear to the black line.

New children at TKP

- When a child is new at TKP and is older than a Year 2 (6 - 7 years old), it is the teachers responsibility to check with the child the child's swimming ability. The teacher must observe the child swim a width without touching the bottom of the pool before they are allowed to swim in the deep end.

Positive Behaviour @ TKP

C.A.R.E. Ruru Awards



These awards recognise and celebrate positive behaviour and attitude.

Each child will have either a C.A.R.E. ruru in their classroom **or** earn Class Dojo rewards.

Once a child receives 10 stickers on their ruru or 10 rewards on their Dojo, they will earn a certificate from his / her class teacher.

Once they receive their first 30 stickers (their C.A.R.E. Ruru being full) they will receive a Bronze certificate.

- The next 30 will earn them the Silver certificate
- The next 30 will earn them their Gold certificate
- The next 30 will earn them their Sapphire certificate
- The next 30 will earn them their Platinum certificate

Once the children have achieved their Platinum certificate they will have lunch with the principal.

All of these will be presented by the Principal (or a delegated member of staff) at assembly.

These awards will recognise children who:

- demonstrate our values of We C.A.R.E. as set out in the behaviour matrix

This system will give the vast majority of our children the opportunity to be acknowledged for their positive behaviour and allows them to move through different levels so they have something to strive for.

Parents / whānau will be advised when 30 stickers or Dojo rewards have been awarded and invited to attend that week's assembly.

Photos of recipients will be taken and shown on Facebook.

Each class will also have their own Ruru. This Ruru will be awarded weekly at assembly to a nominated member of each class. This child will have demonstrated strongly (either in the class or the playground) one or more of the school values of We CARE.

Parents/whanau of these children will be notified so they can attend the assembly if possible.

'Caught Being Good in the Playground'

To recognise and reinforce positive playground behaviour children will be able to earn 'Caught Being Good' tokens for their Whānau group.

Teachers on duty and peer mediators will be able to give out tokens to children they observe 'being good'.

At the conclusion of each break children will place any tokens they have earned in their Whānau group's specially made whānau box. There is a running google doc that is updated as points come in by the PB4L student leaders.

At the conclusion of the 2nd to last week of each term the tokens will be counted and the winning Whānau group will be awarded a 'surprise' treat during the last week of each term.

The winning group for the whole year will also get a 'surprise' treat.

Organised games - between 1.10pm and 1.40pm

- An organised game will be run on the lower field, supervised by a teacher.

In winter months children may be able to:

- Use chalk on the courts
- Use a classroom space supervised to play board games
- Other activities may be provided as needed.

Behaviour Expectations @TKP

<i>Value</i>	<i>In the classroom</i>	<i>In the playground</i>	<i>Everywhere else</i>	<i>Online</i>
<p>Communicate - We communicate positively through what we say and do.</p>	<p><i>We use our manners and an inside voice</i></p> <p><i>We use positive language</i></p> <p><i>We listen to the person who is talking</i></p> <p><i>We respond accordingly to the level of noise expected</i></p>	<p><i>We use our manners</i></p> <p><i>We use positive language</i></p> <p><i>We set and follow the rules of our games before we begin</i></p> <p><i>We talk through problems and disagreements</i></p>	<p><i>We use our manners</i></p> <p><i>We use positive language</i></p> <p><i>We listen to the person who is talking</i></p>	<p><i>We add appropriate content and comment positively</i></p>
<p>Aspire We aspire to be the best we can be.</p>	<p><i>We set goals for our learning and aim to reach them</i></p> <p><i>We monitor our progress towards our goals</i></p>	<p><i>We talk to Peer Mediators and Duty Teachers when we have a problem</i></p> <p><i>We will be a good friend</i></p>	<p><i>We represent our school with pride</i></p>	<p><i>We know that what we write is there forever</i></p> <p><i>We share work that we are proud of</i></p>
<p>Respect We show respect to people, property, cultures, and our environment.</p>	<p><i>We use kind words and actions</i></p> <p><i>We respect classroom resources</i></p> <p><i>We keep our hands and feet to ourselves</i></p> <p><i>We respect personal space</i></p> <p><i>We understand and accept that everyone is different</i></p>	<p><i>We use equipment appropriately</i></p> <p><i>We take turns and share with others</i></p> <p><i>We keep our hands and feet to ourselves</i></p> <p><i>We respect other groups using the playground</i></p>	<p><i>We actively listen to whoever is speaking</i></p> <p><i>We speak only when it is appropriate e.g. between items at assembly</i></p> <p><i>We keep our hands and feet to ourselves</i></p> <p><i>We walk quietly around school during class time</i></p>	<p><i>We respect computers and other technology</i></p> <p><i>We share devices with our learning buddies</i></p>

Engage We engage by actively participating in all aspects of school life.	<i>We stay on-task and complete set activities</i> <i>We give everything in class a go!</i>	<i>We give different things a go - e.g on the playground</i>	<i>We stop to greet visitors and help new students find their way around school</i>	<i>We find and use appropriate websites</i>
Safety We keep ourselves and others safe.	<i>We walk in the classroom</i> <i>We use classroom equipment appropriately</i> <i>We listen for instructions in an emergency</i>	<i>We use equipment appropriately</i> <i>We walk between buildings</i> <i>We listen for instructions in an emergency</i>	<i>We walk around school buildings</i> <i>We follow the instructions of teachers when outside school</i> <i>We listen for instructions in an emergency</i>	<i>We use appropriate websites and let our teachers know about inappropriate content</i> <i>We are careful where/when to share our personal information</i>

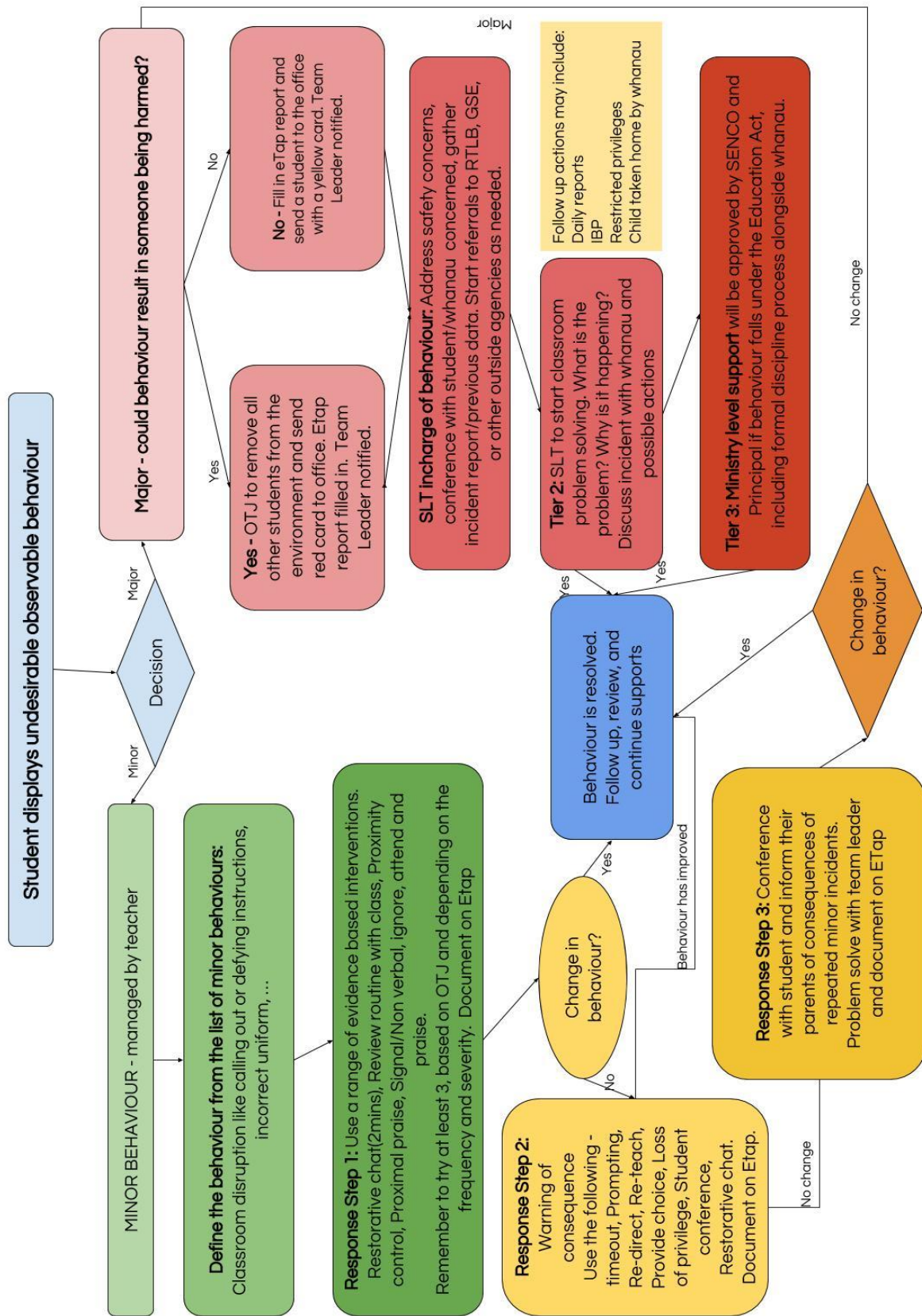
Please Refer to Definition of unacceptable behaviours for a more detailed explanation of these behaviours

Problem Behavior	Definition
Minor Behaviours	
Defiance/ Insubordination/ Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Incorrect Uniform	Student wears clothing that is near, but not within, the dress code guidelines defined by the school.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Property Misuse	Student engages in low-intensity misuse of property.
Tardy / Late	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Inappropriate Location/ Out of Bounds Area	A student is in an area that is outside of school boundaries (as defined by our school - minor offence eg. in the wrong playground area, retrieving a ball without permission)
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates rules.
Forgery/ /Plagiarism	A student has signed a person's name without that person's permission, or claims someone else's work as their own.
Theft	A student is involved by being in possession of, having passed on, or being responsible for removing someone else's property (Classroom only)

Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other protected class.
Other Behavior	A student engages in problem behaviour not listed.
Truancy	Student receives an 'unexcused absence' for ½ day or more
Major Behaviours	
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions or talks back that creates a dangerous situation.
Disrespect	Student delivers socially rude or dismissive messages to adults or students. (Repeated offences 3+ of minor disrespect <u>or</u> one-off event that involves inappropriate language / gestures).
Incorrect Uniform	Student wears clothing that does not fit within the dress code guidelines practised by the school.
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Disruption	A student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Inappropriate Location/ Out of Bounds Area	A student is in an area that is outside of school boundaries (as defined by TKP - major because the child has chosen to leave the school grounds)
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Theft	A student is involved by being in possession of, having passed on, or being responsible for removing someone else's property. They remove the property from the classroom or school grounds.
Physical Aggression	A student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Lying/Cheating	Student deliberately lies to get out of a situation that is considered a major behaviour at TKP.
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Skip class	Student leaves or misses class without permission.
Tardy	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy	Student receives an 'unexcused absence' for 6 ½ day or more
Possession of Alcohol	Student is in possession of alcohol.
Possession of Tobacco	Student is in possession of or is using tobacco.
Self Harm	Student commits a deliberate act of self-harm
Crisis Behaviours	
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-site, near our school, and/or pending explosion.
Inappropriate Display of Affection	A student engages in inappropriate physical gestures/contact, or makes disclosures of a sexual nature to another student/adult.
Use/Possession of Alcohol	Student is using alcohol.
Use/Possession of Combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Weapons	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Self Harm	Student repeatedly engages in actions of harming themselves
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Any incidents of behaviour will follow the above flow chart.

PB4L - SW - Procedures for when a child is removed from the classroom/playground for minor or major behaviours

Supporting documentation for staff

Action	Child	Teacher	Senior Management/Team Leaders
Child is removed from class for repeated minor (escalated following the flow chart)	<ul style="list-style-type: none"> • Child is sent to Team Leader if possible or SLT if not. • Discuss behaviour with the adult that they have been sent to. • Co-construct a behaviour plan with their teacher. 	<ul style="list-style-type: none"> • Child is removed from the classroom with information about why they are there. • Fill in eTAP report. • Provide work for the child to complete if required. • Create a behaviour plan if necessary which is co-constructed with the student. • Contact parent to let them know. • If another child is involved in the incident let that parent know as well. 	<ul style="list-style-type: none"> • Monitor repeated minor behaviours. Feedback to teams on what behaviours are more prevalent. • Teams develop or use lesson plans to teach desired behaviours. • Report back to the classroom teacher the outcome of the conversation with the child. • The child stays with Team Leader until they have had a chance to talk with the student.

<p>A child is removed from class/playground for major behaviour</p>	<ul style="list-style-type: none"> • Child is given an opportunity to calm down e.g. deep breathing, doing something physical, stress ball, drawing, writing • Once calm child engages with an adult to talk through what happened. Bring in any other parties as necessary. • Co-construct a behaviour plan 	<ul style="list-style-type: none"> • Take some time to recentre themselves (cover arranged if needed) • Fill in eTAP report whether that be the classroom teacher or duty teacher. • If it results in the teacher being injured fill in a Worksafe form (see Brian). • Work with senior management to work out ABC's of behaviour (antecedent, behaviour shown, consequences) • Work with senior management and whānau to work out next steps • Co-construct a behaviour plan if necessary with the child and SLT. 	<ul style="list-style-type: none"> • Supervise the child for the rest of the block at least. • Arrange cover for class if needed. • Contact home. • Liaise with the teacher and home to organise a meeting for what the next steps will be. • If restraint was applied fill in MOE Restraint form and TKP restraint reflection • Child to complete classwork whilst out of the classroom. • Teams develop or use lesson plans to teach desired behaviours.
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Stand-downs, suspensions will be made at the Principal's discretion in line with the Ministry of Education guidelines. When suspensions occur the Board of Trustees will meet to follow Ministry procedures.

Assault of Teaching Staff

In the event that a staff member has been attacked or has suffered trauma due to an assault from a child the following guidelines need to be actioned where appropriate:

Immediate response:

- Check to make sure that the staff member is okay
- Principal or DP to release the staff member until they have received medical attention or are ready to return to class

After the incident:

- Principal or DP to hold a debrief meeting with staff member/s affected - ask staff to write down a recount of the assault
- Gather witness/es versions of assault (including students recount)
- Restorative/Mediation meeting between the staff member and student (with family)
- Follow school behaviour policy at all times and refer to Ministry of Education 'Guidelines for Principals and BOT's on stand-downs, suspensions, exclusions and expulsions'
- Inform MOE - contact Education Advisor or Special Education Advisor to inform them of the incident and outcome eg. stand down or suspension
- Notify ENROL if child is stood down or suspended
- Principal will inform & seek advice from NZSTA
- Principal will inform & seek advice from Crombie Lockwood (School Insurance) in the event of a personal grievance or similar action from staff
- Principal will inform & seek advice from NZ Police where appropriate
- Principal will inform & seek advice from Work Safe NZ (if medical treatment is necessary)
- Principal to direct staff member/s to Employment Assistance Programme for counselling and support if counselling or support has not been organised by staff member

Incidents involving disputes/incidents between students will be dealt with as follows in line with the Cool School's Mediation Processes:

Behaviour / Incident	Action / Process
Minor disagreement:	<p>In the playground:</p> <ul style="list-style-type: none"> As above, carrying on with positive play as quickly as possible.
Disputes / disagreements that do not involve any form of violence:	<p>In the playground:</p> <ul style="list-style-type: none"> A Peer Mediator is found OR the children concerned move to the Mediation Station The PM ascertains if the children are willing to participate in mediation. If all parties agree the process commences and is recorded as per the mediation process. If all parties do not agree the PM informs a teacher of the situation. The teacher will strongly encourage the students to participate in the mediation process and support the PM if the parties agree. If the parties continue to refuse mediation the procedure for unacceptable behaviours as outlined in this document will be followed. If time-out of the playground is required the child/ren concerned will be required to take part in the court activities to promote positive participation, but with limited choice. In this scenario the incident will be noted in eTap and the classroom teacher/s advised.
Incidents involving any act of violence or swearing.	<p>in all instances of violence a teacher must be involved immediately and the steps as outlined for major unacceptable behaviour will be followed.</p> <p>In the event of swearing the PM is to record the name of the child responsible for swearing and notify the DP / Principal who will then deal with the matter.</p>

Bullying

The Ministry of Education defines bullying as:

“Bullying is behaviour that repeatedly harms another less powerful person; the victim. Bullying can happen in many contexts and situations, including on websites and by cell phone. Bullying can be:

- verbal, such as teasing, taunting, threatening and name-calling
- physical, such as hitting and punching
- non-verbal such as ignoring and excluding.”

Bullying will not be tolerated at Te Kauwhata Primary School. The school will work closely with their Police Community Education Officer and parents / **whānau** to ensure bullying, and the risk of being bullied, is as minimised as possible and dealt with appropriately. The Police Education programme ‘Kia Kaha’ will be run at least every 2 years. The Police Education Officer will be informed of this and participate in the programme. A parent information meeting will be offered to parents / caregivers.

In the event of bullying the above behaviour management guidelines will apply and support will be sought for the victims to ensure their physical and emotional safety is priority. Those children identified as bullies will be supported to modify behaviour. In all instances parents / caregivers will be expected to play an active role in supporting their child.

Travelling Home Routines

Each child's method of travelling home is recorded on enrolment.

All bus pupils report to the area outside Room 1 & 2 at the end of school.

Please ensure that the children are dismissed promptly.

All teachers are responsible for a bus line. All children must be accounted for each day and marked off in a notebook, kept in the Junior Storeroom. Check with clipboard teacher if a child is not in bus line. Do not trust messages from other children and children must not mark bus lists.

The clipboard teacher collects the lists from the Office of absentees and children who are not travelling home on their normal bus.

Unless contact has been made with the school by Parent/Caregiver to say that a child is not travelling on the bus, children must travel on the bus.

Each bus teacher forwards children onto appropriate bus.

Children who do not travel on buses and walk home meet at the main gate (by Rooms 1 and 2) behind the white line until a supervising adult crosses them. Pedestrians will be encouraged to walk with a buddy and must enter and leave by the top gate. A few children have permission to leave through the rear gate.

Bus travellers will be regularly reminded of the safe travel rules (sitting, no moving around bus, being quiet and orderly).

Cyclists when exiting the top gate must walk their bikes to Mahi Road/Waerenga Road before mounting.

Food at School

Our school promotes healthy eating at school in line with the Healthy Heartbeat Award.

- The school does not offer a lunch service to students.
- Upon presentation of a 'sandwich card, (obtained from their classroom teacher), a student may receive a sandwich at the staffroom for morning tea and/or lunch if they are without, or have insufficient food.
- Teachers monitor carefully the quality and quantity of food that is brought to school so that there will be appropriate intervention if there are care issues involved, by remaining with their class during the first 10 minutes of each break time.
- In accordance with the Food Act 2014 the school is permitted to:
 - Sell food as a fundraiser (no more than x20 per year). All food safety procedures to be followed.
 - Cook food as part of the school curriculum eg. class cooking, garden to table cooking (from Kids Patch)
 - Have children bring food to contribute to a shared lunch (children's allergies or food intolerances must be checked prior to the event).

Hazard Management

A Hazard Register is kept in the school office. It will be monitored and updated by the Caretaker, in consultation with the Principal, each month and/or as required depending on the nature of the hazard and how often it is to be monitored.

Any staff member who identifies a potential hazard around the school should record this on the blank hazard sheets in the register (in the school office). This will be checked daily by the caretaker and acted on as necessary, with outcome/action noted. If immediate attention is required please note the hazard and inform the caretaker immediately.

5. Education Outside of the Classroom

1. Safety Plan for Walking Groups in the Te Kauwhata Environs

Up to and including Roto St

St Andrews on Scott Road including all of the domain area

Corner of Travers and Te Kauwhata Road

End of Blunt Road

Ratio statement

Swimming practice

Before the event remind all children and accompanying adults of the Safety Issues listed in this document.

You must inform the office of the following:

- where you are going
- approximately how long you intend to be out of the school for
- names of any accompanying staff / parents / helpers

On the Day

- Take a head count. Confirm numbers.
- Distribute groups to leaders (if applicable).
- Take mobile phone, first aid kit and whistle
- Check asthma and allergy medications
- Toilet stop

To **Prevent Injury** and **Minimise Risk** reinforce the following with the whole group

Injury Risk / Prevention	Response / Action
<ul style="list-style-type: none">• School bags are light and appropriate.• Sensible footwear where appropriate.• Safe walking practises<ul style="list-style-type: none">- stay on footpaths. Keep well to the right facing on-coming traffic if no footpaths.• Walk with a buddy. Stay with the buddy.• No pushing, tripping or running ahead.• Stay behind leader.• Keep up.	<ul style="list-style-type: none">• If a disabling injury occurs use the 'phone for assistance. Keep the group together at the scene until there are sufficient adults present to allow T.I.C. to continue with the walk/event. Let the school know. The school will contact parents if necessary.• On the spot first aid.
Road Crossing Ideally two adults. One receives, one sends. Children cross smartly on command of adult and wait off the road on either side. Use the pedestrian crossing in Main Street. Stop at intersections and wait.	

Losing a Child <ul style="list-style-type: none"> • Buddy up • Regular head counts especially at leaving of venue. • Tell parents not to pick up children from the venue (or enroute) without clearance first with T.I.C. • Remind children how to keep safe <ul style="list-style-type: none"> - no wandering - stay with group - tell an adult. 	<ul style="list-style-type: none"> • Do a head count - check again. • Identify child • Check with buddy and other adults. • Send children in pairs (or an adult) to check venue toilets etc. • Contact school soonest.
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2. Safety Plan for trips outside the Te Kauwhata Environs

Use this list to help you complete the Safety plan for a trip away from Te Kauwhata environs.

Transporting Students

The following guidelines will apply when planning for a trip outside of the Te Kauwhata environs:

Travel by bus is the preferred option for large groups of children. The bus companies that may be used for such purposes are:

- **Bus with Us, Go Bus or Taverners Buses**

Where smaller numbers of children require transport to a special event within the school cluster / region (Huntly cluster / Te Kauwhata district) private transport may be used following consultation with the Principal.

Transport of 5 and 6 year old students:

All children aged under 7 years must, by law, be seated in an approved car / booster seat. This law must be abided by at all times.

Thus:

- Travel for students aged below 7 will be by bus.

The exceptions to this may include:

- A student /s accompanying a teacher for, as an example Reading Recovery tutorial
- A small group (up to 10) of students traveling for a specific purpose where approved car seats are provided.

If travel is by private vehicle the following must be confirmed by completing

- The driver has a full driver's license
- The vehicle has a current warrant of fitness and registration
- There is an adequate number of seatbelts for the number of children travelling.

Part A

Pre-Trip

In all cases: Determine the number of adult helpers you require to ensure the following ratios are met:

- around water: 1 adult to maximum of 4 children
- non-water: 1 adult to maximum 7 children

- 1 Discuss your proposal well in advance with your Senior Teacher. When the purpose of the visit, the venue and date are decided this should be recorded in the Syndicate Minutes.
 - Contact the Venue and confirm all arrangements. Request a copy of any Risk Management Scheme the Venue might have.
 - Please enter the date on the term calendar.
- 2 If travelling by bus, contact bus company for a costing (Go Bus or Taverners). Discuss the numbers going and how many buses will be required. Ask for a final per bus cost and consider whether Parent Helpers pay or not.
- 3 Draft a letter to all Caregivers, giving all available information, including -
 - Venue and date
 - Times and dates of any pre visit meetings if appropriate.
 - Time of departure and home arrival.
 - Mode of transport, whether bus or car. Note if travelling by car, parents have to acknowledge in writing that they hold a current full licence, that their car is registered, has a current W.O.F. and has sufficient seatbelts.

It is the responsibility of the person in charge of the trip to ascertain that drivers are licensed and cars are registered and warranted and children are wearing seatbelts before they leave the school.

- Costs involved and what the money covers.
 - Special requirements for the trip.
 - Request for Parent Helpers.
 - A return slip giving permission for the child to attend plus any other information including health factors and a contact phone number. The Senior Teacher must approve the letter home and arrange for it to be processed through the office. A copy of all notices home to the office please.
4. It must be clearly established who the person in charge is and their name is to be recorded in the Syndicate Minutes and trip documentation.
 5. If you require Parent Helpers please liaise with all volunteers.
 - Acknowledge offers of help in a timely manner so parents know their help is required
 - Provide them with all details
 - Liaise with all helpers, prior to leaving the school, and ensure they have a written list with the following:
 - names of children they are transporting
 - contact numbers for both the lead teacher and the school in case of emergency
 - Please ensure those parents who are not required are notified and thanked for their offer.

Part B

Knowledge of The Site

- If you are not familiar with the site please arrange a visit to familiarise yourself with it. In particular assess any potential hazards to the group. For example crossing roads, unfenced or dangerous areas, water or height hazards, moving machinery etc.
- Discuss any concerns with the person in charge of the site. They should have a risk and management scheme. Get a copy of it and make sure all adults and children are familiar with the contents.
- Arrange for the site control person to go over with you personally all aspects of risk management. In particular clarify where emergency exits are, assembly points and what the evacuation signal is. If you have any doubts re any safety issues discuss them with the Site Manager and your Senior Teacher. This is especially important for supervision of groups or individuals.
- Leave a copy of this venue/site risk management scheme at school to be filed in the office..

Next

- Finalise arrangements for children not going on the trip. Discuss this at a Team meeting.

Part C

Ensure this section is thoroughly completed prior to the event.

For any Trip or Excursion away from the Te Kauwhata environs.

Complete a Safety Plan using the school forms. These are in the [EOTC shared drive](#).

This must be approved by the Team Leader and the Principal.

- Ask the office to print a roll of all the children travelling. Add names of all the accompanying adults. Include addresses and phone numbers.
- Prepare a list of non-attending children and the classes they will remain in. Update these on the day of the trip. Give a copy of the list to the appropriate teachers and the office.
- Give copies to all accompanying teachers and leave one in the office. This list may be required if there is an emergency situation.
- Print the names of the children in the group and distribute to the adult leaders on cards. Include the school phone number, mobile numbers of other adults on the trip and a map showing how to get to destination.
- Arrange for a meeting of all accompanying adults. Go over the safety plan with them.

Ensure they know:

- all that is required of them
- who the person in charge is
- trip rules
- outlines of potential hazards
- any health problems among their team.
- where the medications are kept
- where first aid and asthma kits will be
- what to do if things go wrong
- there is at least one cell phone available
- how to dial 111 on a cellphone/pay-phone

- o how to dial any number on a cellphone/pay-phone
- o what to do if the behaviour of a child is unacceptable
- o what to do if someone is sick or injured
- o what to do if someone goes missing
- o what to do if someone is harassing the group
- o what to do if there is a vehicle breakdown
- o they must maintain supervision over the group at all times and the importance of regular headcounts. (Clearly explain headcount procedures)
- o that casual stop-overs should not occur. (e.g. one car stop off for ice-creams)
- o that on arrival at the venue emergency exits and assembly points are established and what to do if an emergency occurs.

On the day

- o take first aid kit
- o take asthma kit
- o take cell phone/s
- o ensure the children have appropriate clothing.

V.I.P

If a problem develops on the trip your first responsibility is to secure the safety of the group and then deal with the situation the best you can. At the first opportunity contact the school and appraise them of the situation.

Camps / Excursions that involve overnight stays

The above procedures and guidelines apply.

In addition to these:

- All planned activities for a camp must be thoroughly checked and all Risk and Management documentation checked and obtained.
- The suitability of accommodation and ablutions must be determined during the pre-visit
- A full medical consent must be obtained for each child.
- Ensure parents / caregivers have contact information for the venue; a list of parent helpers and a programme of events for the duration of the stay.
- All Risk Management documentation must be made available to parents.
- Police vetting will be carried out for all those helpers taking part in the camp. This is carried out by the Principal and signed consent for this must be obtained from the helper prior to this vetting being applied for.

6. School Visitors

All visitors to the school are required, for safety purposes, to sign in and out at the school office. In the event of an emergency the Office Manager will ensure they are accounted for at the assembly point. If you are working with a school visitor at the time of an emergency please instruct them as necessary following the school's procedures.

7. Sexual Harassment

A full set of procedures and guidelines has been prepared by the Ministry of Education in the form of a Sexual Harassment Folder.

In dealing with sexual harassment matters this school will follow the procedures outlined in this document. The document is kept in the teachers professional shelves in the staff room.

A staff member who has a concern about a sexual harassment matter should read the appropriate section of the sexual harassment folder mentioned above. Please do not remove the folder from the school but photocopy the section you need.

8. Equity

Each child deserves to be given every opportunity to reach his/her full potential, e.g. teacher assistance, resources, opportunities, special skills, according to the individuals' needs.

We will

- take steps to ensure equality of educational opportunity in our school.
- examine materials and attitudes with a view to achieving equal opportunities.
- take steps to ensure equality of employment opportunities in our school.
- encourage free choice of activities and pursuits.
- be aware of the principles of equity when making selection of learning topic materials.
- provide models in order to convey the non-racist/non-sexist outlook of our school.

Guidelines:

1. Provide exposure to multi-cultural activities, with a Maori Language Programme to cater for the Maori perspective.
2. Be aware of discriminating inferences in our existing resources, and ensure the selection of new ones is appropriate to our policy.
3. Acknowledge the existence of non-traditional roles in our working community.
4. The opportunity should be provided for either sex to participate in the sport or activity desired, when practical (i.e. when that sport/activity is available).
5. Employment - refer 1.4 Primary Teachers Award - 29th September, 1989 (negotiated by N.Z.E.I.).
6. Disadvantaged children - see Special Needs Policy.
7. No child should be excluded from educational activities because of his/her financial position.

9. Care of Animals at School

Animals (in the widest sense) often feature in classrooms in one of two ways.

(1) They are temporary additions to the room environment e.g. brought along for "show and tell" and would be at school short term.

(2) They are more permanent e.g.

- fish display in a tank
- mice in a cage
- caged birds
- animals used as part of a science unit

In either case the teacher must make every effort to keep the animal "safe". This could include:

- making arrangements to feed it
- housing it adequately
- not exposing it to any form of stress
- not allowing it to be part of any experiment or activity that will cause it pain or

distress

The teacher should also consider sounds and smells that might emanate from the animals in-class and be distracting.

The over-riding consideration should be that there would be no interference with the normal behaviour, body structure or workings of any live animal.

All living creatures must be treated with care and kindness and teachers must ensure their class

is well aware of the responsibilities involved.

If animals feature in a class display they should be returned to their natural environment as soon as practicable.

Approved by:

_____ (Board Chairperson)

Date: November 2021

_____ (Principal)

Date: November 2021