

APPENDIX 6

BEHAVIOUR MANAGEMENT GUIDELINES

The principles and practices outlined below will be implemented by all staff (teachers, tutors, auxiliary staff and volunteers). The procedures form a coherent programme designed to encourage appropriate or desirable behaviours in young people, and to reduce or eliminate undesirable ones.

The philosophy underlying this manual assumes physical or emotional punishment is unacceptable and teaching and encouraging appropriate behaviour is paramount to the approach. The use of consequences for unacceptable behaviour is, at times, appropriate. Consequences should be time-limited and correspond as logically as possible to the behaviour concerned. Behaviour management practices should incorporate opportunities to learn new ways of behaving.

The adherence to and implementation of KKO's behaviour management guidelines will provide staff with a repertoire of behaviour management procedures, which will increase the effectiveness of the young persons' learning experiences and promote a consistent professional approach.

The approach used in behaviourally based programmes is influenced by personal style. A strict, rigid and uncompromising style of managing behaviour may keep students in line, but such an approach fails to promote the ability of young people to regulate their own behaviour. This authoritarian style of managing behaviour is opposite to the one used by permissive teachers, who do not set rules and fail to put consequences in place for young people exhibiting out of control behaviour. Permissive management fosters disrespectful and out-of-control behaviour.

An authoritative management style of managing behaviour is the most effective, and teachers who adopt this style do not fall into the trap of being too controlling or too lax. This style of management promotes the setting of appropriate rules and consequences, effective communication between children and parents, and healthy relationships.

Teaching Staff want to care for children in the best possible way, and undoubtedly, strive to do so. However, one's own parenting, stress, money, or lack of it, work, relationships and a variety of other environmental factors may constrain a professional, practising as the teacher she/he wants to be. Feeling inadequate as a teacher, or experiencing guilt because a professional is not meeting her/his own expectations, or ones placed on her/him by others, will act as a further constraint. Believing that an individual is doing the best she/he can is the first step to becoming an effective manager of behaviour.

The Art of Encouraging Good Behaviour

Good behaviour is reinforced by praise, and Teachers need to train themselves to notice when the young person in their care behaves in a positive way, and reinforce them positively later for the behaviour. Remember; praise the behaviour rather than the

young person. For example, say, “it is good that you are completing your assignment quietly,” rather than, “you are good for completing your assignment quietly. The same process applies to inappropriate behaviour; if you disapprove of what a young person is doing; focus on the behaviour not the young person. Also, be specific with your instructions. Ask a young person to work quietly, rather than asking him/her to be good today.

Developing a reward system for students is very important if you are to promote and/or reward positive behaviour. Special privileges and class outings are examples of rewards that can be used on a weekly basis. Daily rewards could involve the student being allowed additional computer time or extra time with the horses etc.

Behavioural change usually takes two to three weeks to accomplish and the reward system you put in place needs to be used consistently and intensively during this time. When change has occurred the rewards need to be given out on a sporadic basis. For example, Johnny may be taken on a special outing at the end of the week because his behaviour has been exceptional. However, continue to consistently praise positive behaviours whenever the student exhibits them.

Consequences

Consequences should be put in place if a student does not follow your direction. For example, refusing to work and engaging in inappropriate verbal interactions with other students may mean a loss of privileges.

Natural consequences are handed out in the real world. For example, a student may miss out on going to the gym if she/he forgets to take the appropriate shoes etc. Teachers frequently shield students from natural consequences by doing things for them, such as, providing gear which they need in order to attend the gym. Shielding students from the consequences of their actions does not prepare them to be responsible adults.

Changing Behaviour

Focus on two or three behaviours at a time rather than using a change-everything-at-once approach, which will most likely leave you and the student in an even worse position. Develop a workable behavioural change plan using the example below and completing the following steps:

Make a list of all the negative behaviours you would like to change and enter them on the behavioural change work sheet. Be specific. For example, Johnny may only stay on task one out of the four times you ask him to:

1. Choose three behaviours you would like to focus on and write a behavioural goal for each one. If Johnny does not stay on task, you might set a goal for him to stay on task for 15 minutes three out of the four times you ask him to. Do not expect perfection, if you do you will only set yourself up for failure.
2. Choose a number of strategies, from the list, you wish to employ in the behavioural change process and write them down in the column next to the behavioural goals.
3. Develop a reward system and incorporate it into your plan. Always include praise in the reward system.

Behaviour Change Plan (example)		
Behaviours I want to change	Behavioural Change Goals	Strategies
Johnny ignores me when I ask him to stay on task and only attends to his work one out of the four times I ask him to	I would like Johnny to stay on task for 20 minutes three out of the four times I ask him to	<ul style="list-style-type: none"> • Make clear requests, for example, "I would like you to work on your project for 20 minutes without talking to other students". • Praise Johnny's attempts to attend to his work without talking to other students. Use praise after Johnny has been quiet for a short period of time, for example, 5 minutes. • Give immediate rewards, for example, Johnny gets additional privileges after he has stayed on-task for 20 minutes. • If Johnny continues to ignore instructions a consequence could be used. For example, Johnny is placed in a quiet room to work alone

Behaviour Management Strategies	
A. Encouragement <ul style="list-style-type: none"> • Positive Attention • Positive Attention for Alternative Behaviour • Incidental Teaching • Directed Discussion • Conversation • Introducing a New Activity • Rewards 	B. Consequences <ul style="list-style-type: none"> • Clear Commands • Planned Ignoring • Verbal Reprimands • Natural Consequences • Limited Options • Logical Consequences • Pay Back

Positive Attention:

Positive attention helps to increase a young person's desirable behaviours by giving time recognition, feedback and praise when she/he behaves in an appropriate and positive way.

It can involve any comment which refers positively to the young person or the young person's behaviour through offering approval and/or encouragement. It can also involve non-verbal responses such as smiling, shaking hands, or simply joining in, in an activity to indicate that the behaviour pleases you.

How to Give Positive Attention

- Attend Immediately

Observe the young person demonstrating a positive behaviour. Seek her/his attention. Give positive attention to the desired behaviour immediately you notice it. If you delay, other behaviours may occur which cause you to withhold attention.

- Be Specific

The most powerful positive attention is specific. Describe what the young person has done that pleases you (e.g. "John, thank you for taking out the rubbish"). Specify the behaviour, rather than simply praising the young person. (i.e. Do not just say "Good one").

- State your positive feelings
In giving positive attention it often helps to state your feelings about the behaviour using "I" statements. (e.g. "I appreciate your help", "I have enjoyed shopping with you". "I've been able to help Janet while you completed your work".)
- Attend to Improvements
Give your positive attention to small improvements, and not just too perfect performances. This helps shape the young person to the desired behaviour.
- Avoid the Criticism Trap
Don't qualify a positive comment by adding a negative. (e.g. "I like the way you are working quietly. Why can't you always do that?")
- Attend Often
At the beginning you should give positive attention to a desired behaviour virtually every opportunity you get by being specific and enthusiastic. This will require watching the young person so that you observe them being good. Later, less attention will be required to maintain the improvements.
- Use Non-verbal Positives
Smiling, sitting close, shaking hands or joining in an activity can all demonstrate to young people that their behaviour pleases you. Such messages may not, however, be as clear as words, so it is helpful to be specific by using words first. An interested comment or a brief conversation about the appropriate activity a young person is engaged in can be a powerful form of positive attention. Simply watching a young person perform in an interested way can provide a context for a young person to initiate a conversation, which they might otherwise have found difficult. Non verbal positives can be used effectively with young people who are embarrassed to receive praise or adult attention, particularly in front of a peer group.

Positive Attention for Alternative Behaviour

This is a positive means of reducing a mildly undesirable behaviour. It involves either:

- a) Focusing on a desirable behaviour which the child may be performing at the same time
- or
- b) Focusing on another child in the group who is behaving in the desired manner.

In both situations positive attention is given to the desirable behaviour.

How to give positive attention for alternative behaviour:

- Select the Alternative Behaviour
When undesirable behaviour occurs, observe whether some desirable behaviour is also occurring at the same time. (E.g. a) a young person is yelling while setting the table; b) one young person out of four is sitting quietly in a skills session.)
- Ignore the inappropriate behaviour

- Gain the Young Person's Attention
Call her/him by name.
- Reinforce appropriate behaviour
Attend to the young person by praising the appropriate behaviour.

Examples:

"That's a nice job you're doing setting up the room Karen."

"You're sitting listening very quietly, John."

Incidental Teaching

Incidental Teaching involves making the most of a naturally occurring opportunity such as when a young person asks for something or when a young person is having difficulty with a new skill.

This is an ideal time for teaching new skills and a more effective way of seeking help, because the young person initiates the learning sequence.

How to use incidental teaching

- Be alert to demands
Look for young person-initiated requests (or demands) for assistance. Many of these will occur at very inconvenient times, such as when you are trying to finish a job of your own. Nevertheless, it is important to respond to as many of these as possible, since each is a powerful opportunity for the young person to learn language and social skills.
- Prompt appropriate behaviour
Respond to the request or demand by prompting a more appropriate statement, or by asking the young person to complete part of a task he or she wants help with.
- Reinforce appropriate behaviour
Reinforce the behaviour by supplying when appropriate, the requested object or assistance. Add positive attention for desirable behaviour.

Directed Discussion

Directed Discussion is a way of prompting and then reinforcing alternative behaviours when a young person is behaving inappropriately. The discussion is directed towards teaching appropriate behaviour.

How to use directed discussion:

- Obtain the young person's attention
- State the problem
State simply and calmly what the problem is, or what rule was broken. e.g. "John your muddy gumboots are making the floor dirty." Alternatively, ask the young person to state the rule. e.g. "What is the rule about dirty gumboots?"
- Avoid Criticism
e.g. "You really disappointed me."
- Prompt or describe the appropriate behaviour
Prompt the young person to suggest the correct behaviour. e.g. "Where would be a better place to put your gumboots?" If he or she is unable to do this, then describe the correct behaviour yourself.
- Rehearse
If there is an opportunity to practice or go through the appropriate behaviour rehearse it immediately (e.g. "Now, what should you do with your muddy gumboots? You show me").

Another rehearsal strategy useful in a group situation is to ask the child to point out another young person who is performing the particular appropriate behaviour and then ask her/him to behave in a similar way.

- Give positive attention
End the discussion by giving positive attention to the child when the correct behaviour is performed.

Conversation

Engaging young people in conversation is useful for teaching desirable behaviour in a number of ways:

1. It is one way of showing interest or approval of the behaviour being performed.
2. It provides an opportunity for young people to practise social skills, such as reporting on events that have occurred or asking questions.
3. A pleasant conversation with a young person can often lead to the young person's initiating an opportunity for the incidental teaching of skills.
4. It is a very appropriate procedure for use with a young person who is not engaged in any activity.

How to use Conversation:

- Observe a young person who is engaged in some desirable activity.
- Approach - Use a casual approach, within range of quiet conversation.
- Wait quietly, making yourself available for any young person initiated request or comment (e.g. watch the activity he or she is doing for several minutes).

- Withdraw - If the young person reacts negatively to your presence, withdraw immediately. Do not put yourself in the position of triggering undesirable behaviour.
- Comment - Offer a brief interested comment or question about what the young person is doing.

Example:

"I wonder what Donald will do now?" (Comment on T.V. programme).

"That was a good goal I saw you get just then." (Comment on activity).

"How did you like your art lesson today?" (Question on past event).

"What will you do now you have finished early?" (Comment on activity and future plan).

Follow up the young person's response with further comments or conversation.

- Share information
Conversation is a two-way exchange of information and comment. Avoid a continuous line of adult questions. Volunteering information about your own preferences, feelings, or activities provides a context or setting for young people to ask questions and maintain the conversation, and so improve their social skills.

Introducing a New Activity

Introducing a new activity is a way of changing behaviour by altering the situation in which it occurs. This procedure can be used either:

- a) when anticipating undesirable behaviour - even when the current behaviour is satisfactory
- or**
- b) to alter mildly undesirable behaviour, without having to implement consequences.

A new activity can be introduced when working with individual young people or with groups. It is particularly useful when a young person or young people does/do not appear to be engaged in any activity.

How to introduce a new activity

- Anticipate difficulties
Observe the young person's current behaviour and consider whether or not the present behaviour is likely to lead to undesirable behaviour. This could happen, for example, when young people are getting tired of a particular game or activity which has gone on successfully or when a young person who is an "expert" is about to join a game played by two other young people who are learning a new skill.
- Select an alternative activity
Choose an activity which you can conveniently introduce, either for the whole group or for one or two young people. Check that any necessary toys or materials are available and that you have sufficient time for the activity.
- Offer a new activity
This will either be a direct (verbal) approach to a particular young person or young people or a more indirect approach to the group generally.

Example

"Let's play a game of . . ."

"Let's go outside and play"

"Who'd like to come out and throw frisbees?"

"Let's go and make some scones."

- Involve the young person

Begin the new activity as quickly as possible. Engage the young person or young people in preparing the activity. Introduce new topics for conversation where appropriate.

Example

you might just start a game of tag

kick a ball towards a young person

young people becoming disruptive during class time.

- Reinforce participation

Give positive attention for young peoples participation in the new activity. Gradually withdraw your direct involvement once the new activity is successfully underway.

NB

Introducing a new activity can often provide an opportunity for giving instructions, or for incidental teaching of language or skills. These in turn, can lead to continued positive attention and positive interaction with adults, particularly for young people lacking in those areas.

Monitoring Behaviour

For young people with notable behavioural difficulties, their behaviour is monitored throughout the day. Behaviour is rated as unacceptable, acceptable, good and excellent. The ratings are quantified and a reward system is built around the results.

Behaviours Monitored

1. On task behaviour
2. Appropriate verbal or physical interactions with other students
3. Appropriate interactions with staff
4. Appropriate use and treatment of property

Guidelines for Rating Behaviours

<u>Behaviour</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
On-task	Refuses to stay on task throughout period	Works on task for more than 50% of allotted time	Works on task for more than 70% of allotted time	Works on task for 80-100% of allotted time
Appropriate verbal and physical interactions with other students	Talks throughout work periods	Chatters to other students less than 30% of the allotted time	Chatters less than 20% of the time	Chatters less than 10% of the allotted time
	Discusses antisocial acts e.g. drug taking	Does not engage in unacceptable interactions with other students	Does not engage in unacceptable interactions with other students	Does not engage in unacceptable interactions with other students
	Hits or coerces other students			
	Creates disturbance			
	Disrupts class			
Appropriate interactions with staff	Continually answers back	Answers back 1-2 times during a period	Answers back once	Does not answer back
	Refuses to follow instructions	Follows instructions 75% of the time	80%	90-100%
	Swears at staff	Does not swear at staff	Does not swear at staff	Does not swear at staff
	Hits pushes or intimidates staff	Does not hit push or intimidate staff	Does not hit push or intimidate staff	Does not hit push or intimidate staff
	Uses demanding or lewd language when talking with staff	Uses respectful language when talking to staff	Uses respectful language when talking to staff	Uses respectful language when talking to staff
Appropriate treatment of property	Damages property	No damage to property	No damage to property	No damage to property
	Throws equipment across the room	Treats equipment in a way which does not have the potential to damage it	Treats equipment well	Is really careful with equipment
			Puts equipment away in its proper place 80% of the time	Puts equipment away in its proper place all the time

Date:
Student:

Key

Unacceptable = 1 Acceptable = 2 Good = 3 Excellent = 4

<u>Behaviours Monitored</u>	<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>
On-task behaviour				
Appropriate verbal and physical interactions with students				
Appropriate interactions with staff				
Appropriate treatment of equipment				
	Score =	Score =	Score =	Score =
<u>TOTAL SCORE =</u>				

Weekly Rating of Behaviour

Student:

Week beginning:

Reward given:

<u>Day</u>	<u>Present/absent</u>	<u>Score %</u>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Total score =		
Potential score =		
Overall rating = (unacceptable, acceptable, good or excellent)		

Rewards

Rewards are graded from one to three. The value of the reward increases from one through to three.

It is possible for each student to exhibit excellent behaviour one hundred percent of the time they spend at KKO.

A student gains daily/weekly rewards when her/his behaviour is rated 50% or better. The system for grading rewards is illustrated below.

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Weekly total</u>
Excellent	16	16	16	16	16	80 = 100%
Good	12	12	12	12	12	60 = 75%
Acceptable	8	8	8	8	8	40 = 50%
Unacceptable	4	4	4	4	4	20 = 25%

Grade one reward 50% - 60%

Grade two reward 65% - 80%

Grade three reward 80% - 100%

Behaviour Management

Rewards for Acceptable Behaviour

Daily

- Incentive rewards, i.e. listening to music, extended breaks for individuals and trips to the shop for lunch.
- Minor daily prizes for the highest points on a day or most improved.
- Certificates of achievement given for outstanding work completed that day.
- Natural rewards, i.e. praise, work satisfaction, personal pride (to be actively promoted by the teacher). Peer praise and recognition also to be actively encouraged.

Weekly

- Movie passes.
- Music vouchers.
- Fully paid outside trips (including spending).
- In house celebration (party) for a collective weekly achievement (not points based).
- Outside trip as a weekly incentive for those achieving a minimum number of points.
- Natural weekly rewards, i.e. praise students when reflecting on the week.

* Rewards to be posted in the classroom and meeting area.

Consequences for Unacceptable Behaviour

Daily

- Loss of incentives.
- Relocation within the classroom.
- Isolation.
- Extra work tasks.
- Limited options.
- Natural consequences.

* Based on points system and repeated (more than twice) non-compliance.

Weekly

- No outing, supervised by a member of staff at school.
- An option for the student to be isolated for a longer period of time (a whole day).
- Phone call home.
- Extended loss of privileges.
- Placed on a behaviour modification plan/report.

* The consequences to be used based on a points system for the week.

Clear commands

A clear command is a simple unambiguous statement to which an immediate response could reasonably be expected.

Clear commands give the young person an opportunity to comply within a specified time. Compliance is followed by praise or acknowledgement, while non-compliance is followed by a consequence.

How to make clear commands

- Obtain the young person's attention.
- Tell rather than ask.
- Say exactly what you mean e.g. "Please put the equipment in the box" rather than "Tidy the room please". One thing at a time to avoid confusion.
- Avoid persuasion, coaxing or discussion.
- Wait a reasonable time (e.g. 25 seconds) to give the young person time to comply.
- Repeat the command if necessary. This time make your command firmer.
- For co-operation - give positive attention. Be specific and enthusiastic for new skills, while a simple "thank you" may be all that is needed for a young person who regularly complies. Compliance with the second command may not be responded to quite so enthusiastically as compliance at the first opportunity.
- If the young person does not comply with the second command, a consequence is required.

Planned Ignoring

Planned Ignoring is a way to decrease the less severe undesirable behaviours which appear to be maintained by adult social attention. It is implemented by not paying attention to the young person while the undesirable behaviour occurs.

Planned Ignoring often replaces attention from staff which may inadvertently encourage inappropriate behaviours. This attention is commonly demonstrated in staff responses such as repeating instructions, nagging, pacifying or coaxing. When planned ignoring is used, young people learn that irritating behaviours such as whining, demanding or interrupting no longer work to get attention. They then have to learn more appropriate ways of interacting with others.

Planned ignoring is not an appropriate procedure to use in a group context when the undesirable behaviour is being reinforced by peer attention.

How to use planned ignoring:

- Ignore immediately
If you decide to ignore a behaviour, do so immediately.
- Make ignoring obvious
To ensure that young people know you are deliberately ignoring them, make it obvious by immediately turning away from the young person, and if necessary walking away, busying

yourself in some activity or starting a conversation with someone else. Don't answer their questions about why they are being ignored and avoid eye contact.

- Be consistent
Often when staff start to use Planned Ignoring, young people try even harder to get their attention by being more displeasing and annoying than usual. It is essential to be consistent. Keep on ignoring the behaviour, and ignore it each time it occurs. However, if the behaviour becomes more severe (e.g. damaging property, hitting others), stop ignoring and proceed according to the plan for dealing with that behaviour (e.g. isolation).
- Give positive attention for desirable behaviour
When the undesirable behaviour stops, wait a few seconds and then give positive attention to the child for behaving correctly once again. Do not go on ignoring after the undesirable behaviour has ended. Remember that it was a particular behaviour you were ignoring, not the young person.
- Provide a warning
In some situations it is helpful to warn a young person that you will ignore specified behaviours. e.g. "Michelle, if you interrupt me again I will ignore you."

Verbal Reprimands: Instructions to Stop

Verbal reprimands are clear, unambiguous instructions to a young person to stop engaging in some undesirable behaviour. They should not include negative statements, or "put down" comments about the child. Reprimands are always followed by some other management procedure - e.g. positive attention after the young person stops.

How to Use Verbal Reprimands

- Reprimand immediately
Verbal instructions to stop doing something should be used as soon as you see the behaviour occurring. Do not wait until it has happened three or four times.
- Obtain the young person's attention
As soon as you observe the problem behaviour occurring, stop what you are doing and gain the young person's attention. Address the young person by name.
- Tell him/her to stop
Clearly and firmly tell the young person to stop what s/he is doing.
e.g. "Richard, stop that rough play immediately!"
"Don't jump on the furniture, Karen"
"Chris, stop interrupting!"
- Give positive attention
When the young person does stop the undesirable behaviour, give positive attention for this.
e.g. "Thank you for stopping, Karen"
"That's good, thank you Robert"
"Thanks Chris - your turn next."
- Prompt desirable behaviour
If appropriate, describe or explain the correct behaviour in a calm manner
e.g. "The sofa is for sitting on".
Alternatively, when appropriate, state the rule that applies to the situation.
e.g. "You finish your jobs before going out to play"

“Put up your hand Matt, if you want to ask me something.”
Invite the child to state the correct behaviour.

- Attend to desirable behaviour
Wait for the correct behaviour to occur, and then give positive attention for behaving appropriately.

Note the young person’s improvements; otherwise he/she may start misbehaving again.

- Follow-up non-compliance
If the behaviour continues, implement one of the procedures for moderate undesirable behaviour (e.g. natural and logical consequences, isolation).

Natural Consequences and Limited Options

- Natural consequences result from letting the young person experience the reality of nature. They require no intervention by the adult.
E.g. Janet refuses to eat a KKO lunch, so the consequence of her action is feeling hungry until the next meal.
- Limited options acknowledge mutual rights and mutual respect. They permit choice.
E.g. “Jim, you are riding the horse too hard. I realise that you enjoy riding fast, but we are trying to treat the horses in the most humane way. So, either go easy on the horse or go back to the tack room. You decide which you’d rather do.”

The advantage of natural consequences and limited options are:

1. They hold young people responsible for their own behaviour.
2. They allow young people to make their own decisions about what courses of action are appropriate.
3. They permit children to learn from the (impersonal) natural or social order of events, rather than forcing them to comply with the wishes of other people.
4. They provide an alternative way of dealing with children’s behaviour which is not severe, and which can be used without prior setting up.

Logical Consequences

A logical consequence is another less severe option for dealing with young people’s behaviour, which can be used without prior setting up. It involves use of consequence which follows logically from the unacceptable behaviour. For example, a game is temporarily removed from two young people who are fighting over it, or a young person is sent to another room for making too much noise and disturbing others who are working.

- Warning
Immediately after you notice the behaviour occurring, gain the young person’s attention and clearly state what they must do. For example, “John, stop wrecking your game”. Use one verbal reprimand or two clear commands. Try not to get angry or emotional. Be sure to respond each time the behaviour occurs. If this works, be sure to praise them for doing what they are told.
- Apply the consequences for non-compliance
Remove the activity from the young person or remove the young person from the activity.
- Give an explanation

Tell the young person why you are doing this. For example, "I am taking away your radio away because you are not listening to it properly".

- State the time period
State how long the activity has been withdrawn for. For example, "You can have your game back in 5 minutes", or the period to which the penalty applies. Keep to the conditions and allow the young person access to the activity when the period is over.
- Ignore arguments
Ignore any complaints following application of the penalty. However, if more serious disruptive behaviour occurs (e.g. tantrum, aggression), follow up with an appropriate procedure (e.g. time out or pay back).
- After the incident
Do not mention the incident again after the penalty has been applied and/or activities are returned. Wait for the young person to continue some appropriate activity, and then praise for behaving correctly. Do not ignore a young person after the incident.

Pay Back

Pay Back is a consequence where a specified work task is given to the young person. It may be applied immediately after undesirable behaviour, or delayed to a more convenient time e.g. on arriving home after a car trip.

- Inform the young person of pay back with reasons.
- Select a task appropriate to the behaviour. Have the necessary equipment available and specify exactly how much work is to be done. Ensure the young person remains in an isolated, specified work area until the task is completed.
- Give the minimum attention required for supervision to the young person while the work is being done. Ignore complaints. Do not give positive attention to the pay back work, or allow attention from other young people.
- When the task is completed as specified tell the child his/her pay back is over.
- Later reinforce positive behaviour. Give positive attention at the first available opportunity after the task is completed.

4.2.2.7 Safety strategy, policy and procedures

KKO is committed to ensuring the safety, as far as is practicable, of students, employees and visitors both at school and when away from the school on school business.

Our Health and Safety policy enables us to:

- provide a safe physical and emotional environment for students and staff
- meet our legal requirements to ensure the safety of students, employees, and visitors
- manage hazards
- report accidents

The following steps allow us to carry out the aims of our health and safety policy:

- The school has a Health and Safety committee
- The school has internal staff procedures for health and safety issues, implemented by staff every day which cover the following areas:
 - administering medication, dealing with communicable diseases, handling of blood

- duty, road patrol, playground emergencies
- visitors to the school
- crisis management
- evacuation
- absence notification
- The school maintains a hazard register and any identified hazard is eliminated, or isolated, or minimised.
- The school maintains an accident register, and informs the Department of Labour as soon as practicable when a serious harm incident occurs in any place controlled by the school.
- The school has up to date emergency plans and evacuation procedures.
- Employees take all practicable steps to ensure their own safety and that of other people.
- The staff is kept informed of the results of health and safety monitoring and review, and consulted in the development and review of these procedures.
- The staff understands and implements all health and safety procedures, and is kept trained and supervised in their implementation.
- The school promotes healthy food and nutrition for all students.

The Health and Safety in Employment Act, 1992, requires every workplace to have systems in place for managing health and safety, and focuses on the prevention of harm.

As an employer, the school is expected to:

- take all practicable steps to ensure a safe and healthy workplace
- identify hazards and eliminate them where possible isolate, or at least minimise, hazards that cannot be eliminated
- provide information about hazards
- provide protective equipment and/or clothing, if required
- ensure adequate training and supervision of all staff
- maintain an accident register
- report employee serious harm injuries to Occupational Safety and Health.

Staff and students are expected to:

- follow instructions
- use protective equipment
- report hazards and accidents
- report any unsafe work condition or equipment
- take all practicable steps to ensure their personal safety and the safety of others.

The Health and Safety Committee

The Health and Safety Committee is selected on an annual basis. The Health and Safety Committee's responsibilities include:

- informing staff of the committee's makeup, roles, and responsibilities
- monitoring and reviewing the school's health and safety compliance
- conducting an internal audit in September each year.
- reviewing safe practices in using school buildings, plant, operation, EOTC, and emergency procedures, and reporting on this to the Board of Trustees once each term.

The Smoke-free Environments Amendment Act, 2003, directs that all buildings and grounds are smoke-free, 24 hours a day, seven days a week (with no exemptions). The education provisions in the Act aim to:

- prevent the exposure of children and young people to second-hand smoke
- prevent children and young people being influenced by seeing others smoke
- send a positive message about a smokefree lifestyle as the norm.

Our Smoke-free policy allows us to comply with Smoke-free legislation, and promote a smoke-free lifestyle to all members of the school community.

The Act applies to anyone on the school grounds including students, staff, visiting parents, contractors, and people hiring or using the school facilities outside school hours.

To comply with the legislation, schools must ensure that everyone coming on to the school site is aware that the entire grounds are smoke-free at all times.

This means:

- displaying smoke-free signs at every entrance to the school grounds and the outer entrance of every building
- advising contractors and other people working at school of our Smoke-free Policy
- communicating the policy to parents through the newsletter and other means
- ensuring that people hiring or using the school facilities are aware of the policy and accept that there are no exemptions and that it applies 24 hours a day, seven days a week
- having a procedure for breaches of the policy.

Failure to take these steps may result in the management of the school being fined up to \$4,000 for non compliance.

Smoking is the single most preventable cause of premature death and ill-health in New Zealand, and most people who take up smoking do so by the age of 18. According to the Ministry of Health's 2006 Tobacco Use Survey the age of smoking initiation in New Zealand is 14.6 years.

Exposure to second hand smoke (passive smoking) affects the health of non-smokers, especially babies and children. As well as the well documented health issues for children, recent studies have shown that exposure to passive smoking affects a child's behaviour and ability to learn (see helpwithsmoking.com).

Children who receive consistent messages, see smoke-free role models, and grow up in a smoke-free environment are less likely to smoke. Our school aims to reduce smoking uptake among students and work towards a smoke-free society through:

Consistent messages:

- We prominently display our Smoke-free Policy in the staff room and the public area of the office.
- We display Smoke-free signs and ask anyone smoking to stop.
- We do not provide ashtrays or smoking areas.
- We educate students through the curriculum about the harmful effects of smoking and exposure to second-hand smoke.
- Where possible, we provide staff with smoke-free-related professional development.
- We communicate our smoke-free policy to the school community via the newsletter and other means, and promote Quit Smoking programmes as appropriate.
- We inform parents of new entrants, and prospective employees, of our school's Smoke-free Policy.

Role models

- Young people are more likely to start smoking if they see adults smoking.
- We promote all school activities outside of our school's premises as smoke-free, e.g., EOTC activities, sporting events, etc., and remind parent helpers that they must not smoke while looking after students.
- We include the school road crossing (and rostered adults) in our smoke-free zone.
- We regularly remind current employees of the policy and ask them to ensure they cannot be seen smoking by students even when they are off the school grounds.

Smoke-free environment

- There is no smoking anywhere at school at any time.
- Parents are encouraged to embrace a smoke-free lifestyle.

Breaches of the smoke-free policy

Students found smoking in or around school are offered appropriate counselling and education. Parents are contacted and encouraged to deal with the smoking as a health issue rather than a discipline issue.

Adults smoking in or around school environment will be reminded that the school is smoke-free by law and asked to stop smoking or leave the premises.

All complaints involving smoking are referred to the principal, who may pass these to the board of trustees for investigation. Investigations take place within 20 working days of the complaint or incident and follow the procedures laid down in the Smoke-free Environment Amendment Act, 2003.

Briefly, these are:

- Any complaint about smoking in the workplace should be made to the principal (who may refer it to the board) or to the Director General of Health. Complaints made to the Director General are referred back to the board in the first instance.
- The principal/board has 20 working days to investigate whether there has been a breach of the Act, and to try to resolve the complaint. This involves being assured by the person in possible breach of the Act that there will be no further cause for such a complaint.

Employees are entitled to have a workplace representative present at any meeting called by the employer to resolve the complaint.

- If the principal/board is unable to resolve the complaint within 40 working days of receiving it, they must refer it in writing to the Director General of Health.

Employment relationship issues arising from smoking in the workplace are dealt with in terms of the Employment Relations Act.

This policy is based on the following sources:

- Smokefree Schools Ngā Kura Auahi Kore
- Ministry of Health
- National Drug Policy New Zealand
- www.healthed.govt.nz
- <http://www.secondhandsmoke.co.nz>
- The Public Health Service

Care and Management of Children

- All students are treated with care, courtesy, and appropriate language.
- Teachers avoid physical contact with students which could be considered intimate, threatening, sexual, or violent.
- Corporal punishment is prohibited.
- All cases of bullying are regarded seriously, investigated, and dealt with through the school's behaviour plan (see "Behaviour Management section").
- If a child leaves the school without permission or goes missing during the school day, the missing student protocol is immediately followed.
- Teachers take particular care with students who express themselves freely and seek close physical contact. When this is a problem, it is always discussed with the child's parents.
- When staff are counselling or teaching a student one to one, they ensure wherever possible that the space is not closed off from other people.
- If a student cannot be restrained in any other way, the adult physically restrains the student as appropriately as possible, and seeks other adult support.
- If a teacher is attacked by a student, they protect themselves without causing injury to the student involved, and immediately report this incident to the principal.

- Staff have a professional responsibility to report any allegations of indecency, abuse (see "Abuse Reporting Procedure" , or other professional misconduct to the principal, or deputy principal or NZEI networks.
- Toileting of special needs students is only carried out by an appropriate teacher or a trained support staff member, and another staff member is informed.

Emergency Planning and Procedures

IMPORTANT: KKO will maintain a paper version of the emergency procedures.

The following topics relate to emergency procedures that KKO may need at a time when KKO cannot access their online procedures (for example during a power cut).

Earthquakes

Fire

Electrical Storms

Evacuation Procedure

Assembly Areas

Emergency Kit

Disaster Management Plan

Crisis Management

Tsunami Procedure

Reverse Evacuation Procedure

Earthquakes

The first indication of a real earthquake will not be bells. You may notice a gentle shaking, or the swaying of pot plants and light fittings, or hear objects wobbling on shelves. You may be jarred by a sharp jolt, or hear a low or loud rumbling noise. When the shaking starts it will be very difficult to move from place to place. As the shaking increases, so does the danger.

Regular checks of classroom hazards may prevent injuries in an earthquake.

Note: The noise of an earthquake can be very stressful. It may include the sound of falling and breaking items, doors banging, screeching, and fire alarms. The noise may be frightening but is not necessarily dangerous. Talk about the noise with students as part of earthquake preparation. Remind students that there may be aftershocks after the initial earthquake that will require them to take cover again.

The signal for an earthquake drill is the intermittent (pulsing) ringing of the bell.

Practise these drills with your students.

Procedure to use inside the classroom:

- 1) Teachers should use the command, "Earthquake! Drop!"
- 2) On the command DROP students should immediately take cover under desks or tables and face away from windows.

- Students should be on their knees, face down, making themselves as small as possible and gripping the desk legs to keep the desk steady. Hands should be positioned just below the desktop.
- Stress the importance of looking down, not sideways, to protect heads from flying glass.
- Students should remain in this position until you tell them to get up.

All students should be under desks within four seconds. You may have to repeat the drill until this is achieved. Teachers should also get under desks – unless you are safe how will you assist following the earthquake?

In the hall or in an open room with little or no furniture, students should " make a turtle" on the floor.

3) Stress the importance of remaining quiet. It is vital that the students can hear your instructions, and that you can hear the cries from injured or frightened students.

4) Remind your students to stay calm and take deep breaths. Keep talking to them.

5) Students must stay under their desks until the teacher gives the All Clear and tells them to stand up. Before giving the all clear the teacher must check for hazards such as broken glass, dangling lights or heaters, etc, and clear them away, if possible.

6) Following the shake, classes should use the evacuation procedure (on page ??).

Procedure to use inside but not in a classroom:

In an area where no cover is available, such as a stairway or hall:

- Move to an interior wall. Turn away from any windows, kneel alongside the wall and bend close to your knees. Cover both sides of your head with your elbows and clasp your hands behind your neck.

In libraries or storerooms:

- Move away from shelves and windows and take appropriate cover or "make a turtle". In the hall, e.g., at assembly:
- Students on bench seats should cover their heads with their hands and lean forward, face down to their knees.
- Students sitting on the floor should cover their heads with their hands, get on their knees, make themselves small and stay crouched together.

Procedure to use outside a building:

1) Students should turn their back towards any building and move to an open space, away from buildings and overhead power lines.

2) Students should crouch down low and keep scanning for dangers such as parked cars, large trees, collapsing playground equipment, or power lines.

3) Following the shake, all students should move to the assembly areas designated in the evacuation procedure.

Note: students will not be released to go home after a major earthquake until signed out by a caregiver. Students may be distressed by the earthquake and anxious to be with their parents. Continually provide reassurance that they are best to stay at school until their parents collect them.

Earthquake Response for Special Needs Students

Where possible, special needs students should be positioned in the classroom away from glass doors and windows, video trolleys, etc., and out of the path of potential falling or moving items.

Wheelchairs should have the wheels locked when in class.

Hazard management is even more important in a class with a special needs student.

During an earthquake:

Teachers/carers must attend to their own safety which may mean taking cover and giving instructions from a safe place.

Special needs students who cannot get under their desks themselves must be shown how to protect their heads by lowering them and covering their heads and necks with their hands and ears with their arms, or covering their heads with a suitable item within reach such as an open book, or jacket.

If a carer is with the student they may be able to get them to a safe place such as under the desk or in a doorway. Otherwise, help the student cover their head and neck.

Where there is more than one special needs student in a class without one-on-one attention, hold drills more regularly. Increased confidence helps to reduce panic in an emergency.

Classroom Hazards

These guideline identifies hazards in your classroom that can be eliminated at little or no cost, but which could cause injury and damage in an earthquake.

- Are freestanding cabinets, bookshelves, and wall shelves fastened to a structural support?
- Are cupboards latched, preventing them from opening in an earthquake?

- Have I removed heavy objects, such as pot plants and stereo equipment, from high shelves
- Are the TV monitor, OHP, and video securely attached to a portable cart with lockable wheels or placed on rubber cups?
- Are desks and chairs far enough apart to allow students to safely and quickly get under their desks during an earthquake?

Reassess classroom layout after an earthquake drill.

- Is the piano secured so that it will not roll?
- Are any hanging plants secured against swinging and breaking windows, or falling?
- Are aquariums, birdcages or other hazardous displays located away from seating areas, and secured?
- Are mounted objects (clocks, maps, etc) secured against falling?
- Are sharp objects locked away in a cupboard?
- Do I make sure my desk is not surrounded by bookshelves, windows, and other equipment that could cause injury?
- Is the space under my desk clear so that I could get under it during an earthquake?

Fire

Anyone finding a fire should raise the alarm immediately. Go to the closest call point (fire alarm switch - usually in red mounting with a glass front) and activate it. If possible, contact the office.

The principal or a designated person will contact the fire service from a safe telephone, and start the signal for evacuation/fire. The signal for evacuation/fire is the continuous ringing of the bell.

The evacuation procedure should start immediately.

Note: Only if conditions permit should any adult attempt to put out a fire.

The following guidelines ensure that everyone is well prepared in the case of a fire at school:

- Teachers practise the evacuation procedure with their students.
- All teachers know the positions of fire alarms around the school, and how to use them.
- All teachers know how to use fire extinguishers and hoses.

Electrical Storms

In an electrical storm, stay inside.

Wherever possible, turn off and unplug electrical appliances and phones.

Shut down computers, unplug them and disconnect the internet cables.

Evacuation Procedure

Note: This procedure is for moving people out of the school buildings to a place of safety. In situations where it is safer to be inside, use the reverse evacuation procedure.

Following an earthquake, during an evacuation drill, or ringing of the fire alarm, students need to be moved from their classrooms to a place of safety, and checked against an accurate list of attending students.

Any event that requires evacuation could be stressful for students (and staff). Be calm, and encourage the children to be calm.

The target for an evacuation is within two minutes, and is timed by the person instigating the drill. Drills should be held at different times of day to practise all contingencies, such as evacuation during assembly, during normal class time, and during lunch breaks.

The following guidelines ensure that everyone is well prepared for an evacuation procedure:

- Evacuation drills are held each term. The dates of the drills will be noted in the principal's reports to the board of trustees, and by individual staff in their planning records.
- The school may at times liaise with the local Fire Service in arranging evacuation drills.

- Evacuation procedures and escape routes are displayed in all classrooms and spaces around the school.
- All teachers record attendance before 8.45 am, and keep their class list in a consistent place.
- All teachers know the best route for their class to take to the assembly area.

The Evacuation Procedure

- 1) After an actual earthquake, or on hearing the school evacuation alarm (continuous ringing or siren (fire), or a series of pulsing bells or siren blasts (earthquake drill)), take the students out through the nearest exits. Check all adjacent rooms, toilets, and other non-classroom areas. If it is safe to do so, close doors as rooms are vacated.
- 2) Walk students in an orderly manner to the assembly area and assemble in class lines.
- 3) Office staff bring a first aid kit from the school office to the assembly area.
- 4) Take a roll check of your students and advise the principal.
- 5) Do not allow any student to leave the assembly area until authorised by the principal. If necessary, the principal implements the disaster management plan.

Note: Staff are not free to leave until all students have been safely removed from the school.

Assembly Areas

- Staff and students regularly practise orderly evacuations to the assembly areas as part of the evacuation drill.
- Our evacuation assembly area is the front court.

If circumstances demand it, the principal will authorise an alternative assembly area.

Reverse Evacuation

In certain situations it may be necessary to move, or keep, all students inside. These situations include severe storms, a major accident in the school vicinity, or other dangerous situation.

Emergency Kit

In the event of an emergency, you may need all or some of the following items. Keep them in a place known to all staff, and regularly check that all items are present and up to date.

The emergency kit could contain:

- a first aid kit
- several copies of maps and floor plans of the entire school
- details of power, gas, and water mains
- a list of evacuation sites
- several complete sets of keys, preferably master keys
- a list of teachers with their room numbers
- a staff list with their next of kin details
- a student list with their next of kin details
- radio and spare batteries
- torch(es) and spare batteries.

Disaster Management Plan

Immediately following any disaster and evacuation procedure during the school day, the principal, or acting principal, must:

- 1) Establish a control centre.
 - 2) Appoint a senior staff member to take charge of all activities.
 - 3) Check the school roll, including all staff and any visitors.
 - 4) Staff the sick bay to handle any injuries.
 - 5) Assess the disaster and decide whether school evacuation is required.
- If students are moved to a place of safety offsite, make sure notices are taped in a relevant place advising student location to parents or caregivers who turn up.
- 6) make sure that students are only released to parents or caregivers, and mark each release on the register.

- 7) Approve any staff member's departure from the school.
- 8) Begin planning to support any people unable to leave the school at the end of the day.

After the disaster

If anyone at the school has been seriously injured or killed as a result of the disaster, the principal must employ the crisis management plan.

If a decision was made to close the school, the principal, in conjunction with relevant board members, must assess the circumstances and decide when the school will reopen, and advise the Ministry of Education.

Before the school is reoccupied, the principal must check the condition of the buildings. If there is any structural damage, the principal must arrange for a qualified person to inspect them before reoccupation.

Crisis Management

When a crisis, such as the death or serious injury of a student or staff member, strikes a school, there is little time to consider the best course of action, or to set up strategies to contact parents. These procedures must be in place and known to all staff well in advance. The school has separate planning in place for emergencies and natural disasters, which can also require crisis management.

Make sure that the Crisis Management Plan is readily available. If a crisis occurs, print out the plan and use it as a checklist. The principal, or acting principal, implements the appropriate aspects of the crisis management procedure and forms a crisis management team.

In the event of sudden death or serious injury to a child or staff member, the school's immediate response should be to dial 111 and involve the appropriate emergency services. Informing the parents or next of kin is usually the responsibility of the NZ Police, who will often involve staff or Victim Support if appropriate. It is possible, however, that the news could reach family members through informal channels, and Crisis Management Planning should be prepared for this.

Involve the Ministry of Education Trauma Team from the early stages to provide trained support.

Ministry of Education TI Team

Freephone 0800-TI Team (0800-84 8326)

www.minedu.govt.nz Traumatic Incidents

School Closure

It may prove necessary to close the school due to extreme weather conditions or some local emergency. The principal must consider the following actions:

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

If closure is required during the school day:

- Teachers maintain an appropriate programme in the classrooms, keeping children safe and occupied.

- Teachers are tasked with signing out children to parents or caregivers.
- Teachers may not leave the school until the principal gives permission.

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

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

Civil Defence Emergency Management

In the event of a civil defence emergency, each individual household and the wider community needs to action its own preparedness plans. Individuals and organisations must monitor any developing situation by listening to local radio.

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

KKO makes every effort to work co-operatively with Civil Defence authorities, recognising that disaster could strike at any time, and that systems must be in place for such events.

KKO has emergency planning procedures and an emergency kit for managing emergencies during the school day.

KKO may be used as an emergency facility by members of the local community if a situation develops.

The civil defence kit is stored in the office.

Also see <http://www.getthru.govt.nz> and

<http://www.whatstheplanstan.govt.nz/mcdem/index.html> for information and resources.

Pandemic Management

Follow this process to prepare your school and your staff for a pandemic. When you prepare your Pandemic Plan, assign each task to a person or group as appropriate for your school.

Responsible Action

Principal: Brief staff on the need for pandemic planning. Advise all staff that a Pandemic Plan will be developed, and explain how they can access it.

Secretary: Create a folder that contains the school's completed Pandemic Plan (100 Pandemic Plan) and other resources (110 All Resources). This is a living document that you will keep up to date from now on.

Principal and staff: Introduce and reinforce hygiene practices to minimise the risk of infection.

Health and Safety Officer/Committee: Train staff in recognising influenza symptoms and in pandemic response processes. Document the training sessions in your plan.

Purchasing Officer: Decide what hygiene supplies are required, and get them in. Document this in your plan and ensure that the supplies are always in place.

Senior Management: Decide whether the school will make any school-owned education resources available to parents. Document this in your plan.

Principal: Decide what infrastructural and staffing arrangements you need. Document this in your plan.

Secretary: Compile the Key Pandemic Contacts list and ensure this is filed in your plan.

Principal: If your school hosts international students, complete the actions listed on the checklist.

School Caretaker: Check that any air-conditioning systems are maintained and performing according to the NZ building code.

Why Plan for a Pandemic?

Background

The potential for a new strain of the influenza virus to evolve with serious consequences for people globally (i.e., a pandemic) has been well publicised internationally, nationally, and locally. Should it eventuate, and reach New Zealand, there would be a significant increase in sickness in the general population when the community and the medical system are least able to respond. For this reason, if Boards of Trustees have not already closed schools, your

Medical Officer of Health will close schools using powers under the Health Act (1956). There is now good evidence that early closure of schools (and delayed reopening of schools) reduces the spread of influenza in the whole community, as children act as a vector for the spread of influenza.

The Ministry of Health and local District Health Board will monitor international and national developments around any such pandemic. Their objectives are to:

- Keep it out of the country, and if that fails, to
- Stamp it out by isolating identified cases to stop it spreading, and if that fails, to
- Manage it by closing places of public congregation (for example, schools), continuing to operate our commercial and social systems as effectively as possible with a reduced workforce and while implementing social distancing strategies, and treating and caring for people as the virus works its way through our communities, and then to
- Recover from its impact by progressively returning to normal activities.

Planning assumptions

1) If schools have not already been closed by the Boards of Trustees, schools will be instructed to close by the regional Medical Officer of Health as soon as a few cases of pandemic influenza are confirmed regionally (or possibly even if there are a few cases nationally). That is, no school will be open to pupils when there are known cases of pandemic influenza in their community.

2) During a heightened pandemic alert phase, schools will have to be vigilant for suspected cases of pandemic influenza. If any person is suspected of having the virus the school will isolate them, call an ambulance, and inform the parents. In the meantime, school activities carry on as usual.

3) If the case is positive, then the Public Health Dept swings into action, and the school and pupils must comply with cluster control and tracking processes. At that point, all schools in the region are likely to be instructed to close immediately.

4) Upon the closure instruction, the school implements its pandemic procedures for closure, including communicating with parents, erecting signage, and then organising educational support for parents.

5) In preparation for a possible pandemic, the school must have improved hygiene/infection control processes in place as a matter of standard operating practice, and heightened procedures for a pandemic alert situation.

Minimise Risk of Infection

The school community is susceptible to a wide range of bacterial and viral infections throughout the year. When infections affect a high proportion of students they can have detrimental impacts on student and teacher health, educational achievement, and the wider community.

The spread of infections amongst students can be minimised by applying appropriate hygiene practices.

The policy of this school is to encourage basic hygiene practices amongst students and staff at all times, and to apply heightened hygiene practices when there is a known presence or risk of highly contagious and debilitating infections (e.g. norovirus or a pandemic influenza virus).

Familiarise Staff with Symptoms and Processes

The school recognises the importance of staff being able to rapidly identify children with flu symptoms and to then follow processes to isolate those children and take other actions as are appropriate in the circumstances.

To that end:

- All staff must engage with this pandemic plan and processes,
- The school will hold training sessions for staff on the pandemic response processes,

The following documents will be posted in the sick bay:

- An influenza symptoms list (400 Influenza vs Cold), and

- A flowchart for actions to take during heightened alert if a person appears unwell (320 If a Person Appears Unwell Poster). The school will maintain a record of training sessions in its Pandemic Plan.

Plan Essential Hygiene Supplies

The school will ensure that there are adequate supplies of the following basic hygiene consumables at all times:

- Soaps.

Note: Alcohol-based hand sanitizers are recommended for classrooms and offices, so that staff and students can easily keep their hands clean without constantly running to the hand basins.

- Paper hand towels, roller towels, or air towels.
- Toilet paper. Additionally, when there are indications of an international pandemic situation arising, and thus potential disruption of the supply chain, the school will stock up on these basic supplies to ensure that it carries a minimum of 4 weeks' supply at any time.

Personal Protection Supplies

Sick patients, and staff with the responsibility for caring for them, must wear properly fitted surgical masks.

The school administration ensures that adequate supplies of the following resources are available in the sick bay at all times, specifically to protect anyone caring for someone with suspected pandemic influenza:

- N95 surgical masks (available from all pharmacies).
- Latex gloves.
- Disposable apron.
- Tissues.
- Paracetamol (tablets).
- Paracetamol (suspension).
- Disinfectant (or a 1% bleach solution).
- Paper towels.
- Alcohol based soaps.

Plan Home-based Education Resources

The school may provide some specific direction for pupils staying at home (in small numbers or en- masse) during a pandemic alert. It will include in its communications with parents information on education resources they can access or obtain for use in the home.

The decision about what (if any) school owned education resources will be made available to parents is recorded in the Pandemic Plan.

When a Heightened Alert is signalled, classroom teachers will compile an email distribution group for all their students in their laptop computer address books. If an email address is not available, this will be noted, and a phone number will be recorded instead.

Teachers will email class members with age and stage appropriate generic ideas for internet and book based research for students in Y7 and above.

Teachers will be expected to respond with comments to content sent by students in response to these ideas.

Plan Pandemic Staffing Arrangements

Based on advice from the Ministry of Health, in the event of any confirmed pandemic cases in our region, if Boards of Trustees have not already closed their schools, the Medical Officer of Health will enforce the closure of schools under Section 70 (m) of the Health Act (1956). Therefore, we do not anticipate running normal school activities at any point while the pandemic virus is present in our community.

We expect to send most staff home while the school is closed. Staff will continue to be paid and are expected to work at home on school-related tasks unless they are sick, caring for immediate family members, or on leave.

This work may include:

- Planning,
- Monitoring school-related emails and issues,
- Communicating with parents and children via the internet, and
- Suggesting and monitoring internet and book based research for children in year three and above

The school has considered the essential functions that need to continue operating while the school is closed.

Therefore:

- The school will be inspected each day, and any issues will be reported to the principal.
- The mail will be collected, opened, and actioned as required.
- Accounts will be paid.
- Payroll issues will be monitored and reported.
- Communication with absent staff will be maintained via email and phone.
- Any other school-specific issues will be resolved as part of the school's Pandemic Plan.

Prepare Key Pandemic Contacts List

The school recognises the need to maintain relationships with and up-to-date contact details of:

- The school's public health nurse.
- The local Civil Defence Officer.
- Neighbouring schools (for sharing of information, resources, staff).
- Suppliers of hygiene related consumables.

The school will ensure these are kept comprehensive and up-to-date, and retain at least one current copy in the Pandemic Plan. Additionally, staff and parent contact details must be kept up-to-date within the school's information systems.

Pandemic Planning for International Students

If your school hosts international students under the age of 18 who are not living with their parents, you are responsible for ensuring their welfare during a pandemic. When you prepare your Pandemic Plan for International Students, assign each task to a person or group as appropriate for your school.

The checklist below relates specifically to planning for a pandemic.

Responsible Action

Principal: Ensure that you have designated the following roles to specific individuals or teams, and document this in your plan:

- Pastoral Care Provider and backup
- Accommodation Coordinator and backup Pastoral Care Provider

For each international student, ensure you have the following details in the Contacts

Register:

- Name
- Date of birth
- NZIS Client number (from passport)
- Physical home address, email address, and all available telephone numbers of parents
- Physical home address, email address, and all available telephone numbers of NZ caregivers
- Name of first language interpreter and backup
- Name and phone numbers of the relevant embassy

Check that you have a copy of each student's medical and travel insurance on file.

Create a master list of all interpreters, including language(s) spoken, email addresses and all phone numbers. If possible, identify at least one backup for each interpreter.

Check the effectiveness of the buddy network which ensures that students:

- Know other domestic students in their neighbourhood, and
- Know other students (domestic or international) or share a similar culture and/or language.

Maintain Preparation

The school will ensure staff, students, and parents stay prepared to respond effectively to a pandemic situation.

Every Term

Responsible Action

Principal Review and update the key decisions and information in the Pandemic Plan, including, but not limited to the:

- Pandemic staffing arrangements □ Pandemic hygiene supplies (check supplies are in stock and not perished)
- Infection control measures
- Home-based education resources list
- Key pandemic contacts

Teachers

Include at least one reminder session on correct hand hygiene and washing in each class's normal teaching.

School Caretaker

Check and ensure that all relevant notices on hand hygiene and washing are visible and up-to-date in all relevant locations.

Every Year

Responsible Action

Principal

Write to parents (300 Pandemic Planning Letter) to:

- inform them of the school's pandemic plans,
- seek their assistance with engendering effective hygiene practices in their children, and
- obtain up-to-date contact details.

School Secretary

Update the school's information systems with the latest contact details of parents.

Principal

If your school hosts international students, complete the actions listed on the checklist.

Principal/Health and Safety Committee

Ensure staff are familiar with the pandemic plans and response processes. Consider running scenario based quizzes at staff meetings (410 Pandemic Scenarios).

Pandemic Response Procedures

In the event of a pandemic situation arising internationally, the school will monitor public information sources and the following web sites for warnings and advice:

- The New Zealand School Trustees Association (NZSTA).
- The New Zealand Principals' Federation (NZPF).
- Ministry of Health website. Information can also be gained from the Emergency Preparedness Network.

Depending on the advice received, the school will take one of the following actions:

- 1) Continue monitoring and take no further action, or
- 2) Move to heightened alert status, or
- 3) Close the school to pupils, or
- 4) Re-open the school.

Heightened Alert

The school will move to heightened alert status if public and education sector information suggests a reasonable likelihood of the pandemic virus reaching New Zealand.

Under heightened alert status, the school will:

- Implement heightened hygiene practices
- Inform parents of the change of status (310 Pandemic Status Letter), and potential implications
- Revisit its Maintaining Preparation processes
- Increase vigilance for symptomatic students and staff
- Isolate and report symptomatic students or staff

Isolating and reporting symptomatic people

If a student feels ill or someone observes that another person is exhibiting symptoms of influenza, they should tell a teacher or the school secretary immediately.

The teacher or school secretary must then:

- 1) Isolate the person from other students or staff (ideally in sick bay).
- 2) Put on protective equipment.
- 3) Assess whether the person is likely to have influenza.

As a guideline, the person may have influenza if they have a fever (temperature over 38 deg C) and one or more of the following symptoms:

- Headache, fatigue, and weakness.
- Sore throat, cough, chest discomfort, difficulty in breathing.
- Muscle aches and pains.

Refer to 400 Influenza vs Cold for more detailed symptom information.

4) If the sick person does not appear to have influenza, reassure them. If they are an adult, advise them to see their GP if they are still concerned. If the sick person is a student, advise their parents or whānau to pick them up from the sick bay, monitor their condition, and if concerned, take them to their GP.

5) If the sick person does appear to have influenza, treat them as a “suspect case” :

- Call an ambulance and inform them it is a suspected pandemic influenza case.
- Call the person's parents / next of kin, and inform them of the situation.
- Reassure the person, but keep them isolated until the ambulance arrives.
- Await information and instructions from the Medical Officer of Health, who will have been informed by the hospital and ambulance of the situation, and will advise you as to whether the patient has been confirmed to have the virus or not.
- If it is a confirmed pandemic influenza case, the Public Health Department will advise the school of next steps.

Closing the School

Closure of the school during a pandemic alert is likely to be in direct response to an instruction from the Medical Officer of Health.

Closing schools to students would not necessarily mean that facilities would be closed in a quarantine sense. Staff may still go to work, work remotely, or carry out ‘alternative duties’ for other agencies with their board’s pre-approval. Facilities may also be used for alternative purposes such as Community Based Assessment Centres.

Preparing for Closure

- Maintain contact with your local District Health Board for updates on status.
- Inform staff to prepare for closure.
- Inform parents that imminent closure is possible.

Closing the school

- Notify students and parents.
- Post "School Closed" notices at entry points and on main buildings (350 School Closed Notice).
- Close down the school and lock all buildings.

Legal Issues

The Education Act 1989 gives principals and boards powers to exclude particular students and staff or to close their school in certain circumstances:

- Section 19 provides that a principal may exclude a student who may have a communicable disease (communicable diseases are specified in the Schedule to the Act. Highly Pathogenic Avian Influenza or ‘bird flu’ (HPAI subtype H5N1) was added

on 12 February 2004. In practice, schools would generally proceed subject to advice received from health authorities.

- Section 65E provides that a board may close a school in an emergency such as an epidemic.
- The Health (Infectious and Notifiable Diseases) Regulations place duties on schools, teachers and parents in the case of a pandemic.
- Regulation 14 provides that schools must exclude teachers and students who have an infectious disease.

Schools have legal and moral responsibilities under the Crimes Act and these continue to apply in a pandemic emergency.

For example:

A cluster outbreak is declared in Wellington in the morning. By the afternoon public gatherings are banned, education facilities are closed to students and public transport ceases to operate. Many people are trapped in the city and cannot get home easily. Your school finds that eight of its 400 students have not been collected by a parent. The moral requirement is obvious. You cannot leave the students at the school and go home.

Legal requirements in this situation are in:

- Section 151 - Duty without lawful excuse to provide the necessities of life. This applies to all persons who have de facto charge of other persons and that includes teachers. This section makes the person in charge criminally responsible for omitting without lawful excuse to provide the necessities of life to a person if death or injury occurs or the person's life is endangered.
- Section 154 - Abandoning a child under six years is a criminal offence but it is strict liability, that is, no injury or death has to occur, the trigger for liability is the act of abandonment itself. In this scenario the school principal would need to do all that he or she could be expected to do to ensure that the eight children were appropriately cared for.

For information on staff entitlements see Staff Entitlements.

Relevant Legislation: Education Act, 1989 Crimes Act, 1961

This information is based on the Ministry of Education "Influenza Pandemic Planning Guide for Schools" (p7).

Staff Entitlements

Attendance at work

State and state-integrated school employees will continue to be paid their normal salary during a pandemic, provided, with their board's pre-approval they:

- come to the school to work (with suitable protection measures in place - including social distancing, personal hygiene, cleaning regimes); or
- work remotely from home; or
- carry out pre-approved alternative duties for their employer or another agency; or
- are on sick leave (using sick leave entitlements, anticipated sick leave or other leave entitlements); or
- are looking after sick dependents (using sick or other leave entitlements or anticipated sick leave).

These sections of the Health and Safety in Employment Act should be considered when dealing with a pandemic.

Section 6: All practicable steps

"Every employer shall take all practicable steps to ensure the safety of employees while at work; and in particular shall take all practicable steps to:

- provide and maintain for employees a safe working environment
- provide and maintain for employees while they are at work facilities for their safety and health..."

Section 28: Employees may refuse to perform work likely to cause serious harm

“An employee may refuse to do work if the employee believes that the work that the employee is required to perform is likely to cause serious harm to him or her....”

Independent contractors and volunteer workers have the right to withdraw their labour or services at any time, including when they feel the work environment presents an unsatisfactory level of risk.

If your school is in an area affected by the pandemic, employees have the option of leaving their jobs. They also have the right to refuse to perform work if they believe it is likely to lead to their suffering serious harm. However, their belief must be on reasonable grounds, and they must have attempted to resolve the matter with their board before they can refuse. The right to refuse unsafe work does not apply unless the risks of the work have materially increased. To avoid such situations it is best to have had discussions with staff before a pandemic occurs.

Relevant Legislation:

Health and Safety in Employment Act, 1992 Civil Defence Emergency Management Act, 2002 Employment Relations Act, 2000 Holidays Act, 2003 Wages Protection Act, 1983

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http://www.med.govt.nz/templates/MultipageDocumentPage____14469.aspx#P196_21975
Planning Guide for Infrastructure Providers

Re-Opening the School

The Ministry of Health will advise schools when it is safe to re-open. If some children develop symptoms of influenza (which could mean a “third wave” of pandemic, as occurred in 1919) local schools should consider reclosing.

Infection Control

The school community is susceptible to a wide range of bacterial and viral infections throughout the year. When infections affect a high proportion of students they can have detrimental impacts on student and teacher health, educational achievement, and the wider community.

The spread of infections amongst students can be minimised by applying appropriate hygiene practices.

The policy of this school is to encourage basic hygiene practices amongst students and staff at all times, and to apply heightened hygiene practices when there is a known presence or risk of highly contagious and debilitating infections (e.g. norovirus or a pandemic influenza virus).

Basic Hygiene Practices

1) Educate students about basic personal hygiene practices:

- Cover nose and mouth when sneezing and coughing (preferably with a disposable single use tissue).
- Dispose of used tissues immediately.
- Adopt good hand washing and drying practices, particularly after coughing, sneezing or using tissues.

Make it a fun activity by using a product such as Glo Germ (which is available in New Zealand).

- Keep hands away from the mucous membranes of the eyes, mouth, and nose.

“Hands below chin” is a game a class can play. Points can be scored (or lost) every time any child spots another child touching their face or hair. This can be done during other activities, such as reading.

2) Ensure that adequate supplies of hand hygiene products are available.

- Hand-washing kits for schools are available from local public health units, the local (school) public health nurse, or the local hospital’s infection control nurse.

3) Post hygiene notices in all workplace entrances, washrooms, hand washing stations and public areas:

- 210 Hand-washing - Adults
- 220 Hand-washing - Children

- 230 Cover Your Coughs and Sneezes

Heightened Hygiene Practices

Heightened hygiene practices are applied when there is a known presence or risk of an infectious and debilitating virus (e.g., norovirus or a pandemic influenza). This will be signalled by news broadcasts and Ministry of Health advisories.

Increase awareness of the risk and safe practices:

- Reiterate all basic hygiene practices
- Post notices and inform students of symptoms:
- 330 If You Have Influenza Do Not Enter
- 240 If You Don't Feel Well
- Post influenza warnings at workplace entrances to prevent people who may be affected from entering.
- Remind staff and students not to share cups, dishes and cutlery; and ensure that these items are washed thoroughly after use.

Encourage social distancing:

Social distancing is a strategy to protect staff and students during a pandemic alert by minimising their contact with others.

- Events involving large gatherings should be avoided, whether inside or outside. A distance of at least one metre should be maintained between people wherever practical.
- Use the telephone, video conferencing and the internet to conduct business as much as possible - even when participants are in the same building.
- Avoid any unnecessary travel and cancel or postpone non-essential meetings, gatherings, workshops or training sessions.
- Encourage students and staff to avoid recreational or other leisure classes or meetings where they might come into contact with infectious people.
- Introduce staggered lunchtimes and morning teas for staff and students to reduce the number of people congregating in one spot.
- Set up systems where families and staff can request information via phone, email, or fax.

If a face to face meeting is unavoidable:

- Minimise the meeting time.
- Choose a large, well ventilated meeting room.
- Sit at least one metre away from the other people.
- Avoid shaking hands.

Step-up school cleaning practices:

During a heightened alert you will need to clean more thoroughly to minimise the risk of contamination. This applies particularly to hard surfaces (for example, sinks, handles, railings, objects and counters). Viruses may live up to two days on hard surfaces.

- Clean surfaces with a neutral detergent followed by a disinfectant.
- Clean surfaces that are frequently touched by hands every day.

Inform parents:

- Send a letter to parents informing them of the risk and measures being taken:
- 310 Pandemic Status Letter
- 400 Influenza vs Cold

Consider cancelling travel plans:

It is likely that in the event of a pandemic, the New Zealand border will be closed. To avoid the possible spread of influenza within New Zealand, all travel should be cancelled.

Accidents and Illness

Despite everyone's best efforts to prevent them, accidents and illnesses will occur.

The following policies and procedures enable us to:

- manage the inevitable injuries and illnesses as safely and effectively as possible

- ensure that people with infectious diseases can be safely employed or enrolled at school
- fulfil our administrative and legal requirements.

Prevention

The school attempts to prevent accidents and illnesses by:

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

Managing Minor/Moderate Injury

Note: Always follow the correct procedure for dealing with blood and other body fluids.

Minor Injury

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

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

Moderate Injury

Take the student to the sick bay and inform the office, if necessary. Administer first aid as appropriate. Collect the names of any witnesses to the incident.

If it is a head injury, you must contact the parent/s and notify the principal. The student will need to be monitored for delayed concussion. Moderate injuries require parents to be notified.

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

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

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

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

Note: Any bite inflicted by a student must be washed, and seen by a doctor as soon as possible if the skin has been punctured. Contact the bitten student's parents.

Managing Serious Injury

Note: Always follow the correct procedure for dealing with blood and other body fluids.

Comfort the patient but do not move them, or leave them unattended. Assess the scene to ensure your own safety and that of the first aiders. Keep calm.

Ask for help to:

- Summon the trained first-aiders
- Call an ambulance, if necessary. Do not hesitate to do this.
- Prevent further injury if a hazard was involved, for example, direct traffic away.
- Notify the principal
- Secure the scene
- Record names of witnesses
- Keep unnecessary people away from the site. If the injured person is a student, contact their caregivers as soon as possible.

Record and report as appropriate.

The chairperson of the board of trustees must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the Crisis Management Plan.

Definition of a Serious Harm

Examples of serious harm injuries include:

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

Dealing with Blood and Other Body Fluids

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

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

All moist body substances should be treated as potentially infectious.

They include:

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

All staff must be aware of the procedures to use when dealing with moist body substances, both in attending to the child, and cleaning up afterwards.

The school must provide the necessary equipment, i.e., disposable gloves, cleaning materials and fluid. Staff should cover any cuts they have, especially those on their hands or arms.

Dealing with moist body substances:

- Whenever possible, get the patient to deal with their own blood spill. Instruct them quietly and firmly to apply a band aid, hanky, towel or jersey to the area, and to apply pressure and elevate the bleeding area if possible. Do not let a student attend to another student's injury.

- Use disposable gloves and wash your hands thoroughly with soap and water after you remove the gloves. If you don't use disposable gloves, thoroughly wash your hands, lower arms and anywhere else that has been in contact with or splashed by blood, after handling blood. Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds.
- Keep people away from body fluid spills.

Cleaning up:

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

First Aid

Staff are encouraged to keep their knowledge of first aid procedures up to date.

Any first aid given to a student must be recorded in the first aid log.

See Managing Minor/Moderate Injury.

First Aid Kits

A first aid kit is kept in the sick bay, along with a current first aid manual, a list of staff with current First Aid Certificates, and a list of student conditions.

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

Travelling First Aid Kits

The school maintains a small travelling first aid kit which must be uplifted by any teacher taking a class on a visit away from school. Any items used during an outing should be recorded and the school secretary notified on return so that they can be replaced.

Notifying Parents

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

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

The school has family and emergency contact numbers filed in the office and available on the school's computerised student files. Parents must be contacted if their child has received a head or spinal injury.

When in doubt, contact the parents.

Note: The accident report should state who will contact the parents and should be initialed when they have been contacted.

Reporting and Recording Accidents and Incidents

Each school maintains an accident register which includes reports of all accidents and near misses to students and staff. It is not a separate form, it is the collection of pages of the first aid log, accident investigation forms, and notifications of serious harms. At this school the accident register is maintained by the secretary and kept in the office.

All serious harm incidents, or near misses that could have caused a serious harm, must be reported to the Department of Labour.

The chairperson of the board of trustees must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the Crisis Management Plan.

Accidents and incidents are recorded as follows:

Students	
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Minor (not reported to parents)	record in the first aid log.
Moderate (reported to parents)	record in the first aid log.
Serious harm accidents (reported to parents) Reporting to the Department of Labour is the responsibility of the principal.	record on a Notification of Serious Harm form and an accident investigation form. A serious harm must be reported to the Department of Labour by phone as soon as possible, and the completed forms sent within seven days of the accident.

Contact Centre: 0800 20 90 20

Employees	
Minor	record in the first aid log.
Moderate	record on the accident investigation form.
Serious harm Reporting to the Department of Labour is the responsibility of the principal.	record on a Notification of Serious Harm form, and an accident investigation form.. A serious harm must be reported to the Department of Labour by phone as soon as possible, and the completed forms sent within seven days of the accident.

Contact Centre: 0800 20 90 20

Note: This applies whether the employee is at work, or in another place as part of their work, for example, on a school camp or with a sports team.

Visitors and Contractors	
Moderate	record on the accident investigation form.
Serious harm Reporting to the Department of Labour is the responsibility of the principal.	record on a Notification of Serious Harm form and an accident investigation form). A serious harm must be reported to the Department of Labour by phone as soon as possible, and the completed forms sent within seven days of the accident.

Contact Centre: 0800 20 90 20

Note: If a hazard is identified through an accident or near miss, a hazard identification form must be completed. If the hazard is not eliminated, it must be entered on to the hazard register.

Illness

Note: Always follow the correct procedure for dealing with blood and other body fluids.

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

Contact the parent/s and arrange for the student to be collected from school. No student is sent home unless a caregiver has been contacted and permission given for the student to leave. The office staff or principal is informed in every case, and informs the teacher if a student from their room is sent home.

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

Follow infection control procedures, including implementing heightened hygiene practices in the event of a significant viral outbreak such as norovirus or influenza.

See the Pandemic section for more information if the illness occurs during a Yellow Alert in a pandemic.

Medicines

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

The school has a responsibility to ensure that if students are taking medication, procedures are followed to ensure that it is kept securely, and taken appropriately. The school administers medication with due care and attention to the instructions, but takes no responsibility for any problems arising from this treatment.

Medication for specific allergies or other needs is stored in the secretary's office with a complete list of students' conditions. Staff are required to make themselves aware of this list. All medication is dispensed through the school office, and all treatments and the dispensing of medication is recorded. Medication is not the responsibility of the class teacher. Children may not hold medicine in the classroom, with the exception of asthma inhalers.

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

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

The following guidelines are observed:

- Parents/caregivers complete a Medicine Authority form, and notify the school in writing of any variation in dose.
- Members of the school administration staff have the authority to administer medication on behalf of parents/caregivers, and ensure that medication is stored safely, and appropriate records kept.
- Medication (e.g., tablets, administered on behalf of their parents/caregivers to a student suffering from a medical condition):
 - must be delivered to school by parents/caregivers, not by students
 - must be stored in a container labelled with the name of the student, dose required, and the time the dose is to be taken.
- To ensure the safety of staff administering medication:
 - all medication is stored in a locked cabinet
 - all medication given to student is recorded on a card kept with the medication
 - the record shows the name of the student, the dose given, the time and date given, any other action taken, and is signed by the student
- forms from parents/caregivers are stored in a file. When a parent or doctor needs to be consulted, this is done as soon as practicable.

Emergency allergy medication is kept in the sick bay with the first aid kit.

Asthma

Asthma is unusually prevalent in New Zealand. Symptoms of an attack include:

- shortness of breath
- difficulty breathing
- audible wheeze
- coughing
- difficulty speaking
- increased respiratory rate and respiratory effort (use of tummy muscles to help breathe). The parent of any child with severe asthma needing supervised treatment at school must complete and sign a full medical protocol with the office. The register of medical conditions includes asthma, and should include any details of a child's allergy to an asthma medication.

As children may require their medication at any time, it is inappropriate for it to be stored in the sick bay and issued under any formal protocol. Children hold their own asthma medication, named and stored in their desk or school bag.

An appropriate dose for most children suffering mild asthma is two puffs of their reliever medication. This can occasionally be increased to six when asthma is moderate or severe. Children cannot overdose on this dosage.

If a child requires self-medication more frequently than four-hourly, their parents should be notified and the child collected from school.

Note: Call an ambulance immediately if a child shows severe symptoms of asthma, especially the inability to speak or move about.
The emergency treatment dose for any asthmatic child is six puffs via a spacer, repeated almost continuously until the ambulance arrives.

Hazard Management

A hazard is defined as any potential or actual source of harm.

A significant hazard is one that may cause serious harm or significant property damage.

All hazards must be identified, and eliminated where possible. If it is not possible to eliminate a hazard, it must be isolated or minimised, and people made aware of the hazard.

Hazards are identified by regular audits, and by staff reporting any new hazards.

Staff use the Hazard Identification form to report a new hazard. The form describes the hazard, and the actions taken to eliminate, isolate or minimise it. If the hazard can't be eliminated, it is entered on to the hazard register to be monitored and audited.

All permanent hazards are monitored, and audited regularly using the hazard register. This is the responsibility of the principal.

Also see Classroom Hazard in the Emergency Planning section for a guide to minimising earthquake injury/damage in the classroom.

Hazard Register and Audit

The hazard register lists all the known hazards and the steps taken to control them. The regular audit ensures that the hazard is still being controlled and also looks at the existing controls. The existing controls must be re-evaluated at least annually to check that they are still adequate.

The audit can be done using an audit form, or simply from the hazard register.

The principal is responsible for the audit but may delegate areas as appropriate.

Current active hazard registers are maintained by the caretaker and kept in the office. Staff members report hazards to the caretaker who ensures that all staff are kept aware of new and existing hazards.

Contractors Working at School

We are committed through our Health and Safety policy to provide a safe and healthy environment for students, staff and visitors, including contractors.

It is the school's responsibility to take all practicable steps to ensure contractors' safety during their contracted work. Good practice suggests that the school principal or caretaker should meet any contractor before any work is started, and brief them on relevant health and safety information, including:

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

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

Contractors should plan work activities and inform the school of:

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

Staff Working Alone Outside School Hours

Staff working alone are expected to take sensible safety precautions, including the following:

- lock yourselves in
- carry a cellphone
- inform someone of your intention to be at school. Comply with the requirements of your school's security policy.

Stress in the Workplace

The Health & Safety in employment legislation recognises workplace stress as a hazard. This policy enables us to:

- identify the stressors in our workplace
- provide procedures for identifying and managing risk factors
- educate staff members about stress
- ensure that the employer and employee jointly accept responsibility for stress management.

Stress describes our physical and emotional response to a demand or 'stressor' in our environment. It is a natural occurrence in life and everyday stress is necessary for growth and development. Individuals react to different amounts of stress and respond in a variety of ways. Feeling stressed for any length of time can have a very negative impact on an individual, and consequently, the organisation they work in.

At school, working together to develop a healthy work environment that minimises workplace stress has far reaching and positive results.

If a staff member attributes stress to the workplace they must provide the principal with detailed information regarding the diagnosis, symptoms, or prognosis. The principal will work with the staff member to develop an appropriate stress management action plan.

Should the board of trustees be asked to consider leave, then they will act in good faith on the basis of information and advice available at the time its decisions are made, and in the best interests of all students, parents and staff.

The Occupational Safety and Health website has a comprehensive booklet about stress in the workplace with tips for identifying and managing workplace stress.

Harassment

Schools are required to provide a safe physical and emotional environment.

Harassment, including sexual and racial harassment, is any behaviour that is on-going or repeated, and is embarrassing, intimidating, intrusive or offensive to the receiver. It is not tolerated at Windsor School. Any student, member of staff, or volunteer, who feels that they are suffering harassment, should follow the complaints procedure.

The school's harassment policy enables us to:

- work towards a safe and effective learning environment where staff and students are free from harassment
- provide educational programmes which promote positive attitudes to racial and other differences, and to the bi-cultural heritage of New Zealand
- educate and inform the school community about what is acceptable, and what is unacceptable behaviour
- follow appropriate and proper procedures to handle complaints of harassment
- meet the requirements of the Human Rights Commission and employment legislation.

Note: If a complainant feels that their complaint is not dealt with or followed up satisfactorily, they may have grounds to take a Personal Grievance procedure against the school.

Also see Bullying.

Relevant Legislation: Human Rights Act, 1993 Crimes Act, 1961 Employment Relations Act, 2000

Definitions of Harassment

Harassment is any unwanted comment, conduct or gesture directed toward an individual or a group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or an isolated incident which is so significant that it adversely affects someone's performance, contribution or work environment. Harassment is a form of discrimination.

Sexual Harassment

Sexual harassment is broadly defined as the unwanted imposition of sexual behaviour. Any verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- it is unsolicited, unwelcome or repeated

- submission to such conduct is implicitly or explicitly a term or condition of an individual's employment
- submission to such conduct is implicitly or explicitly a term or condition for decisions which would affect promotion, course completion, salary, or any other job, working or studying condition
- such behaviour creates an intimidating, hostile or offensive work environment for one or more employees or students.

Examples of sexual harassment:

- sexual jokes
- offensive telephone calls, texts, internet or social site postings
- displays of obscene or pornographic photographs, pictures, posters, reading material
- offensive email messages, screensavers or computer graphics
- sexual propositions or repeated requests for dates
- physical contact such as patting, pinching or touching in a sexual way
- unnecessary familiarity such as deliberately brushing against a person
- uninvited kisses or embraces
- unwelcome and uncalled for remarks or innuendo about a person's private life
- wolf whistles, cat calls, obscene gestures
- stalking
- indecent exposure.

Racial Harassment

Racial harassment is behaviour and/or practices that exclude students, staff or parents from participating in the activities of the school on the basis of race. Racial harassment is broadly defined as the use of language (whether written or spoken) or visual material, or physical behaviour that:

- expresses hostility against, or brings into contempt or ridicule, any other person on the ground of the colour, race, or ethnic or national origins of that person
- is hurtful or offensive to that person
- is either repeated, or of such a significant nature, that it has a detrimental effect on that person.

Examples of racial harassment:

- racist jokes
- graffiti
- verbal abuse
- unwanted nicknames
- posters, cartoons, etc.
- violence
- comments or behaviour suggesting one race is inferior
- shunning a person because of their race
- wearing racist badges or insignia.

Harassment Complaints Procedure

Many harassment complaints can be resolved informally through confronting the person responsible, explaining that their behaviour is offensive and seeking an assurance that it will stop. It may be necessary to approach another staff member for support at this stage. If the harassment is very serious, or continues after an initial confrontation about it, the person being harassed should report it to one of the following:

- the school management, as a formal complaint
- the police, if the harassment involves sexual or physical assault
- the Human Rights Commission, if the complainant doesn't want to complain to the school management, or is not satisfied with the result of an internal investigation.

Note: strict confidentiality must be maintained in both informal and formal management of a harassment complaint to avoid victimisation, humiliation, and defamation.

Defamation

A complaint of harassment is potentially very damaging to a person's character or reputation. Anyone involved in a harassment complaint must maintain strict confidentiality and only discuss the complaint with those responsible for dealing with it.

One person can sue another for defamation if they believe that they made a false statement likely to expose them to contempt, hatred or ridicule and which injures their reputation. It only needs to be a statement made by one person to another.

Sometimes, the first reaction of a respondent accused of harassment is to threaten to sue for defamation. It is not defamatory for the complainant to confront the alleged harasser directly and in private, or to send them a private letter outlining the offensive behaviour. It is not defamation if the complaint is made honestly, and only to those responsible for dealing with it.

There may be a case for defamation if a complainant speaks to anyone other than the alleged harasser, or those with a genuine need to know.

Personal Grievance

An employee who has a personal grievance has the right to pursue that grievance against their employer under the Employment Relations Act 2000.

Reasons for taking a personal grievance may include the claim:

- that the employee has been unjustifiably dismissed
- that the employee's employment was affected to the employee's disadvantage by some unjustifiable action by the employer
- that the employee has been discriminated against in the employee's employment
- that the employee has been sexually harassed in the employee's employment
- that the employee has been racially harassed in the employee's employment
- that the employee has been subject to duress in the employee's employment in relation to membership or non-membership of a union or employees' organisation.

A personal grievance must be made within 90 days of the alleged grievance.

The employer may be liable for harassment of a staff member by the employer personally, a representative of the employer, a co-worker, or student (customer) of the employer.

If the personal grievance is not settled in discussions with the employer, the grievance may be referred to mediation provided by the Employment Relations Service or Employment Relations Authority.

The Employment Relations Act sets out the awards that may be made by the Employment Relations Authority or Court.

These can include:

- compensation of money lost by the employee as a result of the grievance
- compensation for pain and humiliation, and other loss of benefit
- a recommendation to the employer concerning possible actions regarding the behaviour of the harasser, for example, disciplinary or rehabilitative action.

Relevant Legislation: Employment Relations Act, 2000

Abuse Reporting Procedure

KKO is committed to the care and protection of its students.

Staff must be receptive and sensitive to students so that students feel listened to and believed. Staff members are trained triennially to recognise the definitions and symptoms of neglect, and physical, sexual, and emotional abuse of children.

The Children, Young Persons and Their Families Act 1989, defines child abuse as the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.

The Act states that any person who believes that any child or young person has been, or is likely to be, harmed (physically, emotionally, or sexually), ill-treated, abused, neglected, or deprived, may report the matter to a social worker or a member of the police.

Unless the information was disclosed or supplied in bad faith, the person making the disclosure cannot be prosecuted.

If you believe a student is being abused, act immediately to ensure their safety.

- Listen to the student and reassure them, but do not make any promises or commitments.
- Ensure that any information or disclosures made by the student are written down.
- Ensure that there is a responsible adult at the school who is available to the student throughout the investigation, and afterwards.
- Do not formally interview the student. Only obtain necessary and relevant facts. If clarification is needed, write down exactly what the student says.
- It is recommended, but not mandatory, to inform the principal (or acting principal) and agree on an appropriate course of action.
- Make a referral to Child Youth and Family:
- CYC Contact Centre: 0508 EDASSIST (0508 332 774)
- Email: CyfCallCentre@cyf.govt.nz This is a secure email notification system. Use this email address for reports of concern. Use the CYF Referral form.
- For other education email enquiries, use edassist@cyf.govt.nz
- Fax: 09 914 1211
- Private Bag 78907 Auckland
- for an urgent referral, call the CYF Contact Centre 0508 EDASSIST (0508 332 774), or the Police.
- for a non-urgent referral, fax or email the CYF Referral form.
- After making the referral get support for yourself from appropriate persons, if needed.

Note: Any person can make a direct referral to the Police, or Child, Youth and Family, if they believe a child is being abused.

Definitions and Indicators of Child Abuse/Neglect

Definition Possible Indicators (look for clusters of symptoms)

Neglect

Failure to provide a child's basic needs. The child is not given adequate food, clothing, shelter, medical attention or supervision.

- unsuitable clothing for weather
- being dirty or un-bathed
- extreme hunger
- apparent lack of supervision

Physical Abuse Any non-accidental physical injury to a child.

- unexplained burns, cuts, bruises, or welts in the shape of an object
- anti-social behaviour
- problems in school
- fear of adults
- drug or alcohol abuse
- self-destructive or suicidal behaviour
- depression or poor self-image

Emotional Neglect/Abuse

(This is very hard to define and detect). Neglect is a lack of emotional support and love, such as not attending to a child's need for affection, or providing necessary psychological care. Abuse may involve ignoring or rejecting the child, failing to praise or positively reinforce the child, yelling and screaming, belittling, using derogatory names, criticising, and threatening or frightening the child.

- apathy
- depression
- hostility

- lack of concentration
- eating disorders

Sexual Abuse

Any sexual act between an adult and a child. This can range from touching, through to penetration or even the death of the victim. Enticing children to pornography, and violating their privacy are also considered abuse.

- inappropriate interest in or knowledge of sexual acts
- avoidance of things related to sexuality, or rejection of own genitals or bodies
- physical injury or illness
- nightmares and bed wetting
- drastic changes in appetite
- over-compliance or excessive aggression
- fear of a particular person or family member
- withdrawal
- sudden fear of the dark
- extreme fear of being left alone
- secretiveness
- loss of memory
- depression
- suicidal behaviour
- eating disorders
- self-injury

Behaviour Management

All schools have discipline issues from time to time. Managing behaviour relies on consistently applying both a formal discipline plan and strategies to promote positive student behaviour.

Individual programmes and strategies for difficult students are devised with parents and staff, and outside agencies if necessary, and these students are dealt with outside the formal discipline plan.

Objectives

- Teachers maintain positive classroom climates and relationships with students.
- The school makes a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students, and displays it in classrooms and other places around the school.
- The school consistently applies a formal discipline plan in all cases of unacceptable behaviour. In cases of extreme and persistent behaviour, the school actions the procedures outlined by the Ministry of Education for the stand-down, suspension, or exclusion of students.

See Behaviour Management plan and School Rules.

Stand-down, Suspension, and Exclusion Procedures

All New Zealanders between the ages of 5 and 19 have the right to a free education under section 3 of the Education Act, 1989. Between the ages of 6 and 16 it is compulsory for students to attend school.

From time to time it is necessary to stand down or suspend a student from school for his/her own safety and/or to enable other students to pursue their education without severe and/or repeated interruption from another student. A student so stood down or suspended continues to have a right to an education and is required to attend until the age of 16.

These definitions are taken from the Ministry of Education website: Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting.

Following a suspension, the board may decide to:

- lift the suspension without conditions
- lift the suspension with reasonable conditions
- extend the suspension with reasonable conditions for a reasonable period
- exclude or expel the student.

Exclusion means the formal removal of a student aged under 16 from the school. The principal is usually the person with the delegated authority to stand-down or suspend a student.

The principles of natural justice must be applied to any process leading to stand down or suspend a student. There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the student and any parent/caregiver must be recognised throughout the process.

There is a clear procedure which must be followed. See Guidelines for Principals and Boards of Trustees on Stand-downs, Suspension, Exclusions and Expulsions on the Ministry of Education web site for comprehensive information and resources.

Bullying

Bullying is a form of harassment, and usually refers to intimidating behaviour between school students, but may involve staff. It is deliberate, hurtful behaviour that is often repeated, or continues over a period of time. It is difficult for those being bullied to defend themselves.

All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Students should be encouraged to tell about bullying to a contact person/staff member.

Student bullying is dealt with through the school's behaviour plan.

Note: If the bullying involves staff and students, follow the Harassment procedure.

The school's bullying policy enables us to:

- identify bullying/intimidating behaviour
- prevent bullying behaviour within the school
- provide guidelines for dealing with bullying
- maintain a zero tolerance for bullying.

Examples of bullying behaviours include:

- Physical, for example, hitting, kicking, taking belongings
- Verbal, for example, name calling, insults, racist remarks
- Indirect/Emotional, for example, spreading nasty stories, excluding from groups, threats, stand-over tactics. These behaviours are usually on-going and repeated.

Visit the following sites for advice, information, and resources for tackling bullying, including text and cyber bullying:

- NetSafe
- Team-up

General Safety Information

Missing Student Protocol

Occasionally, a child will leave the school without permission. If a child should disappear, the following steps are actioned immediately:

- 1) The office is informed of the disappearance.
- 2) All available staff are mobilised to search the school for several minutes, and visual checks are made at each of the school exits.
- 3) If the child is still missing, some staff leave the school and begin combing the local area, while the rest of the staff continue to search the school. The child's parents are informed of the situation.
- 4) After twenty minutes, the police are called to assist.

Parents are always informed if a child leaves the school property.

Playground Supervision

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

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

The deputy principal administers playground duty. A rostered timetable is displayed in the staffroom and issued to each teacher and teacher aide at the start of the year, and updated as required.

The following guidelines ensure effective playground supervision.

- Four teachers are rostered to cover all supervision duties.
- Relievers are required to do duty for the teacher they replace. Duty teachers carry the duty pouch, wear high visibility vests, and in terms 1 and 4, a hat.
- Teachers and teacher aides report on duty in a timely fashion.
- Teachers are alert to problems in the playground, using the school rules as a guide. Teachers patrol proactively, moving around their designated area.
- Treat injury or illness in the playground according to the school's procedures for minor/moderate or serious injuries.
- Children involved in violent playground behaviour are managed with the school's behaviour management procedure.
- On wet days (declared by the senior teacher in charge of duty), duty is as normal for duty staff, but senior students assist with supervision of junior classes.
- Students are required to sit and eat their lunch for fifteen minutes at the start of lunchtime. Teachers are encouraged to interact in a proactive way becoming involved in games and activities rather than policing the grounds. The high visibility vests enable them to be easily located by any child in need.

Road Patrol

The NZ police and school work together to create the School Traffic Safety Teams which are run by students and supervised by adults. See the police School Traffic Safety Team Manual for comprehensive information about setting up and running a school traffic safety team. The booklet includes a traffic infringement notice and sample letters and contracts about traffic safety.

Guidelines for our school:

The crossing is patrolled between 8:30 and 8:55 am, and 3:00 - 3:15 pm.

Adult supervisors must:

- stand close to the leading patrol member so that they can communicate quickly and effectively in any emergency.
- use their judgement to keep students safe as they use the crossing, and at times, must overrule patrol member's decisions.
- record the details of any traffic offence occurring on the crossing, including registration numbers, time, weather and road conditions, and names of patrol members. Complete the offence notification form and fax it to the local police station.

Students in the team must:

- complete their traffic safety training
- wear the appropriate gear and use all equipment correctly.

Sun Protection

New Zealand and Australia have the highest melanoma rates in the world. Episodes of sunburn (even just one), caused by excessive exposure to ultraviolet radiation (UVR) in childhood and adolescence, have been shown to cause skin damage and to increase the risk of melanoma and other skin cancers later in life. Overexposure to UVR can also cause eye damage, and can suppress the proper functioning of the immune system.

Living in New Zealand, we can enjoy the sunshine and protect ourselves from harm by being sun smart. Sun smart behaviour is particularly important for children as the potential for

developing skin cancer during their lives is determined to a substantial degree by their sun exposure in childhood.

Note: The Ultraviolet Index (UVI) is an international, scientific measure of the level of ultraviolet radiation (UVR) reaching the Earth's surface. New Zealand has particularly high levels of UVR during the daylight saving months. UVR levels also vary throughout the day, peaking at solar noon (1 - 1:30 during daylight saving) and high between 11 am and 4 pm. It is important to note that UVR levels are not related to air temperature or weather. The level is highest in the middle of the day, even if the maximum temperature is later in the day. During the months of daylight saving (particularly between 11 am and 4 pm), protection is required against the high levels of UVR even on cloudy and/or cool days.

Our sun protection policy, which applies only during Terms 1 and 4, has two main aims:

- to protect our students and staff from excessive exposure to the sun's UVR while they are at school
- to educate the whole school community about the harmful effects of excessive exposure to the sun's UVR, and how to keep themselves safe. During Terms 1 and 4, between 11 am and 4 pm, the school models "sun safe" practices and ensures that staff and students take the following steps to protect themselves.

The staff:

- encourage children to protect themselves with broad spectrum SPF30+ sunscreen and by sitting/playing in the shade where possible.
- require students to wear hats which protect the face, neck, and ears, whenever they are outside and involved in school activities.

Students at school without a hat must remain in an allocated shaded area or inside at break times.

Hats must be broad-brimmed (min. 7.5 cm), or legionnaire/bucket hats (min. 6 cm brim, deep crown). These hats provide significant protection to the eyes.

- model appropriate sun safe behaviour when they are outside and involved in school activities, by wearing hats, and making use of shade whenever possible. Parents are also encouraged to wear sunhats and be positive role models when picking up children or participating in school activities.
- recommend the use of t-shirts and rash vests or suits when students are at risk of extended exposure, such as during swimming or picnics.
- encourage children to wear clothing that protects the skin from the sun (for example, shirts with sleeves and collars).
- try to schedule outdoor activities to minimise exposure to the sun during the summer.
- include sun protection in the risk management plan developed for EOTC activities.

The school educates the whole school community by:

- providing information about skin cancer and its health risk in class programmes every year (www.sunsmartschools.co.nz).
- alerting caregivers and the community to the health problem of excessive UVR by posters, pamphlets, and information in school newsletters.
- informing enrolling parents of the school's Sun Protection policy.

The board of trustees:

- includes shade creation as a priority for its property planning.
- ensures on-going assessment of Sun Smart behaviour, shade provision, and curriculum emphasis.
- reviews the Sun Protection policy with the staff and parents at least every 3 years.

What about Terms 2 and 3?

Note: There are benefits from sun exposure, including Vitamin D absorption which is important for the development of healthy bones, muscles, and teeth. During Terms 2 and 3, students do not need to wear hats or sunscreen, or stay in the shade. They should be encouraged to actively enjoy the sun.

Alcohol/Drugs and Other Harmful Substances

KKO is committed to a safe and healthy environment for students and staff. This policy refers to alcohol, illegal drugs, prescription drugs, and solvents.

It is not acceptable for students to supply, consume or be under the influence of alcohol, illegal drugs, solvents, or other harmful substances on school premises, or while travelling to and from school, or while taking part in any activity organised by the school or on behalf of the school.

Staff will not consume or be under the influence of alcohol, illegal drugs, solvents, or other harmful substances when the school is open for instruction or they have responsibility for students, including EOTC activities. See Education Outside the Classroom.

Other adults supervising students taking part in any activity organised by, or on behalf of, the school are also bound by this policy.

Students or staff using medication that may impair their ability to function normally should not be at school. Prescription medicine required at school by students is managed under the school's medicines procedure.

Relevant Legislation: Crimes Act, 1961; Health and Safety in Employment, 1992; Breaches of the Alcohol/Drugs Policy

No student should be using, possessing, or under the influence of harmful drugs, alcohol or solvents at any time while under the school's jurisdiction. If a teacher believes that a student is breaching this policy, the student will be referred to the principal and dealt with under the school's behaviour management procedure. Parents and caregivers will be notified, as well as the appropriate authorities.

The school will offer offending students appropriate support and guidance, negotiated with the family/guardian.

A breach of this policy by a staff member will be referred to the Employment and Personnel Committee. A breach of this policy by any other person will be considered on a case-by-case basis by the board.

Alcohol on School Property

Alcohol will not be consumed on school property when the school is open for instruction.

The school sometimes runs and hosts social events where the consumption of alcohol on school property may be appropriate. With the prior approval of the principal, alcohol may be consumed by staff and invited guests at least half an hour after school closing when no students are present.

Organisers of functions on school property must send a written request to the board of trustees if they wish to serve alcohol at the function. The organisers must have this consent before any alcohol is served.

The board of trustees will consider:

- the nature and purpose of the event
- the location of the event (on or off-school site)
- the nature and level of supervision □ the aims and purposes of the alcohol policy, and host responsibility.
- the need for the organisers to apply for a Special Licence, if alcohol is to be sold or supplied. Contact the local District Licensing Agency at your nearest City or District Council. Many councils have this information on their website.

Host Responsibility

The overall responsibility for the implementation and supervision of this policy rests with the manager in charge of the occasion. At any school event that involves alcohol being served, a staff member is designated to ensure that the policy is adhered to.

If alcohol is served at a function, the following points must be observed:

- Food must be available, and in sufficient quantities to last throughout the function.
- A range of alternative drinks, including low alcohol and alcohol-free beverages must be available for the duration of the event.

- Practices that encourage intoxication are not acceptable, and anyone who becomes drunk will not be served further alcohol. If someone does become drunk, every effort will be made to protect their safety both at the event and afterwards.
- Staff members and guests who are under the age of 18 years will not be supplied with alcohol.
- Provision must be made to ensure that guests do not drive if they are near, or over, the legal limit.

Cybersafety

Cybersafety Policy

Technology has an increasing role in teaching and learning, in running our workplaces, and in our daily lives. We value our internet facilities and ICT equipment and the benefits they bring us in learning outcomes and the effective operation of the school. We also acknowledge that as well as benefits, the technology brings some risks to users by facilitating anti-social, inappropriate, and even illegal, material and activities.

In keeping with our Health, Safety, and Welfare policy, we maintain comprehensive cybersafety policies and procedures to guide our use of the internet, mobile phones, and other ICT devices and equipment. These include filing signed cybersafety agreements for staff and students.

The cybersafety policy allows us to maintain a cybersafe school environment, by:

- educating students and the school community about the safe and responsible use of information and communication technologies
- allowing for professional development and training for staff
- setting clear guidelines about acceptable and unacceptable use of the technology
- following clear guidelines about publishing student information online
- having a clear process for dealing with breaches of the policy or agreements
- ensuring that all members of the school community understand the policy, and commit to it by signing the appropriate Use Agreement. The policy applies to every member of the school community authorised to use the ICT equipment, including staff, students, volunteers, trainees, contractors, special visitors, and board members. It applies to ICT devices/equipment owned or leased by the school and also those privately owned. It applies whether the ICT equipment is used at the school, or any other location for a school based activity. This includes off-site access to the school network.

ICT equipment includes computers, storage devices, cameras, mobile phones, gaming consoles, video/audio devices, whether owned by the school, or privately.

The school maintains the right to monitor, access, and review ICT use, including email use; and to audit at any time material on the school's equipment. The school may also ask to audit privately owned ICT devices/equipment used on the school site or at any school related activity.

The school upholds its information privacy principles with the privacy guidelines in the Privacy policy.

The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents involving staff will follow the school's procedures which detail how to Investigate a Formal Complaint or Serious Allegation. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

The school's cybersafety practices are based on information contained in the latest version of the NetSafe® Kit for Schools, which is endorsed by the New Zealand Ministry of

Education as best practice for New Zealand schools. For more information, go to the NetSafe website.

Cybersafety Use Agreements

All School Staff:

Cybersafety Use Agreement This document comprises this cover page and three sections:

- Section A: Important Cybersafety Initiatives and Rules
- Section B: Some Important Staff Obligations Regarding Student Cybersafety
- Section C: Staff Cybersafety Use Agreement Form.

Instructions for staff

- 1) Please read the entire document carefully.
- 2) If any clarification is required, it should be discussed with the cybersafety manager or the principal before the document is signed. Additional background information on use agreements can be found on the NetSafe website www.netsafe.org.nz/ua
- 3) Detach Section C, sign and return it to the office.
- 4) It is important to retain the remaining pages for future reference.

Important terms used in this document:

- The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies'
- 'Cybersafety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- 'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use
- 'Objectionable' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.

You can find additional information on NetSafe's website www.netsafe.org.nz/ua

Section A: Important KKO Cybersafety Initiatives and Rules The measures to ensure the cybersafety of KKO outlined in this document are based on our core values.

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

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

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

1) Cybersafety use agreements

- All staff, students and volunteers, whether or not they make use of the school's computer network, Internet access facilities, computers and other ICT equipment/devices in the school environment, will be issued with a use agreement.
- Staff are required to read these pages carefully, and return the signed use agreement form in Section C to the school office for filing.
- The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate

to the school environment. Staff may also use school ICT for professional development and personal use which is both reasonable and 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.

- Any staff member who has a signed use agreement with the school and allows another person who does not have a signed use agreement to use the school ICT, is responsible for that use.

2) The use of any privately-owned/leased ICT equipment/devices on the school site, or at any school-related activity must be appropriate to the school environment. This includes any images or material present/stored on privately-owned/leased ICT equipment/devices brought onto the school site, or to any school-related activity. This also includes the use of mobile phones.

3) When using school ICT, or privately-owned ICT on the school site or at any school-related activity, users must not:

- Initiate access to inappropriate or illegal material
- Save or distribute such material by copying, storing, printing or showing to other people.

4) Users must not use any electronic communication (e.g., email, text) in a way that could cause offence to others or harass or harm them, put anyone at potential risk, or in any other way be inappropriate to the school environment.

5) Staff are reminded to be aware of professional and ethical obligations when communicating via ICT with students outside school hours.

6) Users must not attempt to download, install or connect any software or hardware onto school ICT equipment, or utilise such software/hardware, unless authorised by the ICT Manager.

7) All material submitted for publication on the school website/intranet(s) should be appropriate to the school environment. Such material can be posted only by those given the authority to do so by senior management.

8) Any photographs of students, or examples of their work, published online must meet the school's guidelines for publishing student information. This includes checking that parents have given consent for their child's image or work to be published, and obtaining the child's permission to use their work.

9) All school ICT equipment/devices should be cared for in a responsible manner. Any damage, loss or theft must be reported immediately to the ICT manager.

10) All users are expected to practise sensible use to limit wastage of computer resources or bandwidth. This includes avoiding unnecessary printing, unnecessary Internet access, uploads or downloads.

11) The users of school ICT equipment and devices must comply with the Copyright Act 1994 and any licensing agreements relating to original work. Users who infringe copyright may be personally liable under the provisions of the Copyright Act 1994.

12) Passwords must be strong, kept confidential and not shared with anyone else. A strong password is at least 8 characters in length with a mix of lower case (abd . . .) and upper case (ABC . . .) letters, symbols (#*@ . . .) and numerals (123 . . .).

13) Users should not allow any other person access to any equipment/device logged in under their own user account, unless with special permission from senior management.

14) The principles of confidentiality and privacy extend to accessing, inadvertently viewing or disclosing information about staff, or students and their families, stored on the school network or any ICT device. The Ministry of Education guidelines

(www.tki.org.nz/r/governance/curriculum/copyguide_e.php) should be followed regarding issues of privacy, safety and copyright associated with student material which staff may wish to publish or post on the school website.

15) Dealing with incidents

- Staff must follow procedures relating to the school cybersafety incident book.

- Any incidents involving the unintentional or deliberate accessing of inappropriate material by staff or students, must be recorded in handwriting in the cybersafety incident book with the date, time and other relevant details.

In the event of access of such material, users should:

- Not show others
- Close or minimise the window, and
- Report the incident as soon as practicable to the cybersafety manager.
- If an incident involves inappropriate material or activities of a serious nature, or is suspected of being illegal, it is necessary for the incident to be reported to [the appropriate person] IMMEDIATELY.

16) Any electronic data or files created or modified on behalf of Windsor School on any ICT, regardless of who owns the ICT, are the property of KKO.

17) Monitoring by the school

- The school may monitor traffic and material sent and received using the school's ICT infrastructures.
- The school reserves the right to deploy filtering and/or monitoring software where appropriate to restrict access to certain sites and data, including email.
- Users must not attempt to circumvent filtering or monitoring.

18) Breaches of the agreement

- A breach of the use agreement may constitute a breach of discipline and may result in a finding of serious misconduct. A serious breach of discipline would include involvement with objectionable material, antisocial activities such as harassment or misuse of the school ICT in a manner that could be harmful to the safety of the school or call into question the user's suitability to be in a school environment.
- If there is a suspected breach of the use agreement involving privately-owned ICT on the school site or at a school-related activity, the matter may be investigated by the school. The school may request permission to audit that equipment/device(s) as part of its investigation into the alleged incident.
- Involvement with material which is deemed 'objectionable' under the Films, Videos and Publications Classification Act 1993 is serious, and in addition to any inquiry undertaken by the school, the applicable agency involved with investigating offences under the Act may be notified at the commencement, during or after the school's investigation.

19) The school reserves the right to conduct an internal audit of its computer network, Internet access facilities, computers and other school ICT equipment/devices, or commission an independent audit. If deemed necessary, this audit will include any stored content, and all aspects of its use, including email. An audit may include any laptops provided by or subsidised by/through the school or provided /subsidised by the Ministry of Education. Please note that conducting an audit does not give any representative of Windsor School the right to enter the home of school personnel, nor the right to seize or search any ICT equipment/devices belonging to that person, except to the extent permitted by law.

20) Queries or concerns

- Staff should take any queries or concerns regarding technical matters to the ICT manager.
- Queries or concerns regarding other cybersafety issues should be taken to the cybersafety manager, or to the principal.
- In the event of a serious incident which occurs when the cybersafety manager and the principal are not available, another member of senior management should be informed immediately.

Section B:

Some Important Staff Requirements Regarding Student Cybersafety

- Staff have the professional responsibility to ensure the safety and wellbeing of children using the school's computer network, Internet access facilities, computers

and other school ICT equipment/ devices on the school site or at any school-related activity.

- If staff are aware that a student has not signed a use agreement, the student will not be permitted to use school ICT unless there are special circumstances approved by the principal.
- If staff are aware of any students who have not signed a use agreement their names should be reported to the principal, or to the cybersafety manager.
- Staff should guide students in effective strategies for searching and using the Internet.
- While students are accessing the Internet in a classroom situation, the supervising staff member should be an active presence. The cybersafety manager will advise about cybersafety protocols regarding Internet access by students in other situations.
- Staff should support students in following the student use agreement.

This includes:

- Endeavouring to check that all students in their care understand the requirements of the student agreement
- Regularly reminding students of the contents of the use agreement they have signed, and encouraging them to make positive use of ICT.
- Staff are expected to follow the instructions of the cybersafety manager regarding their role in maintaining cybersafety if students of the school are permitted email accounts. (Student email accounts may involve remote access, or access to private non-school email from within the school or on the school network.)

Section C:

KKO Staff Cybersafety Use Agreement Form Please complete, sign, and date this Staff Use Agreement Form which confirms your agreement to follow the obligations and responsibilities outlined in this document. The key obligations and responsibilities are:

- All ICT use must be appropriate to the school environment
- Passwords will be kept confidential
- The principles of confidentiality, privacy and copyright apply.
- If you have any queries about the agreement, you are encouraged to discuss them with the cybersafety manager or the principal before you sign. Once signed, this form should be returned to the school office to be passed on to the cybersafety manager for filing with staff records.
- A copy of the signed form will be supplied to you.

You can find additional information on the NetSafe website www.netsafe.org.nz

Please tick one:

- ☐ I believe that I have sufficient knowledge to safely supervise the use made by students in my care of the school's computer network, Internet access facilities, computers and other school ICT equipment/devices.
- ☐ I require additional training/professional development in order to safely supervise the use made by students in my care of the school's computer network, Internet access facilities, computers and other school ICT equipment/ devices.

Use agreement

I have read and am aware of the obligations and responsibilities outlined in this Staff Cybersafety Use Agreement document, a copy of which I have been advised to retain for reference. These obligations and responsibilities relate to the cybersafety of students, the school community and the school environment.

I also understand that breaches of this Staff Cybersafety Use Agreement will be investigated and could result in disciplinary action, and where required, referral to law enforcement.

Name:

Role in the school:

Signature:

Date:

Intermediate/Senior Students (Y7 – 13):

Cybersafety Use Agreement

This document comprises this cover page and three sections:

- Section A: Introduction (on page 158)
- Section B: Cybersafety Rules for Intermediate/Senior Students
- Section C: Cybersafety Use Agreement Form
- Background Information for Parents of Intermediate/Senior Students.

Instructions for parents, caregivers, and legal guardians

- 1) Please read sections A and B carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible.
- 2) Discuss the cybersafety rules with your child.
- 3) Sign the Use Agreement Form (Section C) and return that page to the school office.
- 4) Please keep sections A and B for future reference.

Important terms used in this document:

- The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies'
- 'Cybersafety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
- 'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use
- 'Objectionable' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.

You can find additional information on NetSafe's website www.netsafe.org.nz/ua

Section A:

Introduction

The measures to ensure the cybersafety of KKO outlined in this document are based on our core values.

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

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

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

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

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

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

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

Section B:

Rules To Help Keep KKO Students Cybersafe As a safe and responsible user of ICT I will help keep myself and other people safe by following these rules

- 1) I cannot use school ICT equipment until my parent(s) and I have signed my use agreement form (see last page) and the completed form has been returned to school.
- 2) I can only use the computers and other school ICT equipment for my schoolwork.
- 3) If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
- 4) If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my user name.
- 5) I will not tell anyone else my password.
- 6) I can only go online or access the Internet at school when a teacher gives permission and an adult is present.
- 7) I understand that I must not, at any time, use the Internet, email, mobile phones or any ICT equipment to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our school, or the school itself, even if it is meant as a 'joke'.
- 8) While at school, I will not:
 - Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing
 - Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school.
- 9) 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
 - Click on the 'Hector Safety Button' or turn off the screen and
 - Get a teacher straight away
- 10) I understand that I must not download or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws.
- 11) I will not connect any device (such as a USB drive, camera or phone) to school ICT or run any software, without a teacher's permission. This includes all wireless technologies.
- 12) The school cybersafety rules apply to any ICT brought to school like a mobile phone.
- 13) I will ask my teacher's permission before giving out any personal information online. I will also get permission from any other person involved.

Personal information includes:

- Name
- Address
- Email address
- Phone numbers
- Photos.

- 14) I will respect all school ICT and will treat all ICT equipment/devices with care.

This includes:

- Not intentionally disrupting the smooth running of any school ICT systems
- Not attempting to hack or gain unauthorised access to any system
- Following all school cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
- Reporting any breakages/damage to a staff member.

15) I understand that if I break these rules, the school may need to inform my parents. In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs.

Section C:

KKO Intermediate Cybersafety Use Agreement Form

To the parent/caregiver/legal guardian,
please:

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

I understand that KKO will:

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

My responsibilities include:

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

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

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

Please detach and return this section to school.

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

Name of student:

Student's signature:

Name of parent/caregiver/legal guardian:

Parent's signature:

Date:

KKO Background Information for Parents of Intermediate/Senior Students Dear parent(s)*,
This background information may be helpful as you read through and discuss the cybersafety use agreement with your child.

There are the sixteen rules to help keep students cybersafe as outlined in the cybersafety use agreement that you have been asked to sign.

1) I know I cannot use the school ICT equipment until my parent(s) have signed the use agreement and it has been returned to school. All students must have a use agreement signed by their parent. Year 7-13 students sign their use agreements along with their parents. Use agreements are an essential part of cybersafety policy and programmes for schools and other organisations.

2) I can only use the computers and other school ICT equipment for my school work. This helps to ensure the equipment is available when students need to use it for their learning. It will also help to reduce the likelihood of any inappropriate activities taking place which put the safety of the learning environment at risk.

3) If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first. This helps children to take responsibility for their own actions, and seek advice when they are unsure of what to do. It provides an opportunity for the teacher and child to work through an issue, and so avoid the child making an unwise decision which could possibly lead to serious consequences.

4) If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my user name. The user name is the unique identity by which the network recognises an individual. There are never two users with the same user name and this allows the school to track the activity of any student. A user name could be misused if a student's password was known and then used by others.

5) I will not tell anyone else my password. Passwords perform two main functions. Firstly, they help to ensure only approved persons can access the school ICT facilities. Secondly, they are used to track how those facilities are used. Knowing how the equipment is being used and by whom, helps the school to maintain a cybersafe environment for all users, and teaches the child the importance of personal security.

6) I can only go online or access the Internet at school when a teacher gives permission and an adult is present. There must be an educational purpose for children being online or accessing the Internet at school. Having an adult present (teacher or teacher's aide) will help to ensure children's safety.

7) I understand that I must not, at any time use the Internet, email, mobile phones or any ICT equipment to be mean, rude, offensive or to bully, harass, or in any way harm anyone else connected to our school, or the school itself, even if it is meant as a 'joke'.

Unfortunately, along with many benefits, technology has also provided new ways to carry out anti-social activities. Bullying and harassment by text message, for example, is becoming a major problem in New Zealand and in many other countries. Often children become involved in these acts through peer pressure, without thinking of the consequences.

8) While at school, I will not:

- Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing
- Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school. The school has a number of steps in place to prevent students accessing inappropriate or illegal material. The students also have an individual role to play in this process by not attempting to access information they know will not be acceptable at school.

Disciplinary procedures will result if a student is attempting to bypass school Internet filtering or security systems.

9) If I find anything that upsets me, is mean or rude, or things I know are unacceptable at our school, I will not show others, I will click on the Hector Safety Button or turn off the screen and get a teacher straight away. Because anyone at all can publish material on the Internet, it does contain material which is inappropriate, and in some cases illegal. The school has taken a number of steps to prevent this material from being accessed. However, there always remains the possibility that a student may inadvertently stumble across something inappropriate. Encouraging the student to tell a teacher immediately if they find something which they suspect may be inappropriate, encourages critical thinking and helps children to take responsibility for their actions and keep themselves and others safe. This way, they

contribute to the cybersafety of the school community. The “Hector Safety Button” can be downloaded by parents for use on home computers from www.netsafe.org.nz.

10) I understand that I must not download or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws. Many files available on the Internet are covered by copyright and although they can be easily downloaded, it may be illegal to do so. Sometimes these files can contain malicious content such as viruses, spyware programs or even inappropriate, age-restricted or illegal material.

11) I will not connect any device (such as a USB drive, camera or phone) to school ICT or run any software without a teacher’s permission. This includes wireless technologies. Connecting devices and installing software bought from home may cause conflicts with the school ICT systems. The school must also abide by software licensing requirements included with software. This means that if the school has not purchased the software, the school may not be legally entitled to install it.

12) The school cybersafety rules apply to any ICT brought to school, like a mobile phone. The school will also have additional rules regarding when a mobile phone may be used at school. The rules outlined in this document govern the safe and responsible use of all ICT (refer to rule 7 above).

13) I will ask my teacher’s permission before I put any personal information online. I will also get permission from any other person involved. Personal information includes: name, address, email address, phone numbers, and photos. This reduces the risk of children being contacted by someone who wishes to upset or harm them, or use their identity for purposes which might compromise children’s privacy or security online.

14) I will respect all school ICT and treat ICT equipment/devices with care. This includes not intentionally disrupting the smooth running of any school ICT systems, not attempting to hack or gain unauthorised access to any system, following all school cybersafety rules, not joining in if other students choose to be irresponsible with ICT, and reporting any breakages/damage to a staff member. In addition to promoting student safety, the rules help the school to protect the considerable investments made in expensive ICT equipment. Intentionally disrupting ICT systems will be seen by the school as intentionally setting out to disrupt the learning of others.

15) I understand that if I break these rules, the school may need to inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. Depending on the seriousness of the breach, possible school responses could include one or more of the following: a discussion with the student, informing parent(s), loss of ICT privileges, the family possibly having responsibility for repair/replacement costs, the school taking disciplinary action.

* The term ‘parent’ used throughout this document also refers to caregivers and legal guardians.

Privacy

The Privacy policy enables us to promote and protect the privacy of all individuals associated with the school, i.e., students, staff, parents and any others. The policy follows the key principles of the Privacy Act, 1993, which describe how we may collect, use, and store personal information. The Act also created the position of Privacy Commissioner to administer it. Among the many functions of the Privacy Commissioner’s Office is that of investigating any alleged breaches of the Privacy Act.

Each school has a privacy officer who deals with requests for personal information, and who, if required, liaises with the Privacy Commissioner in any investigations. At this school the role belongs to the board chairperson.

The policy gives us guidelines about:

- how we collect and store information
- what information we collect
- how we use and disclose information about individuals
- how individuals may access information relating to them that is held by the school

- how to manage the rights of parents regarding information about their child.

Relevant Legislation: Privacy Act, 1993 Official Information Act, 1982 Education Act, 1989 Children, Young Persons and their Families Act, 1989

Privacy Guidelines

The Act is primarily concerned with good information handling practices, and is made up of information privacy principles. These principles are summarised in the following guidelines. The number in brackets after each guideline refers to the relevant information privacy principle.

Guidelines for collecting, using and storing personal information:

- When we collect information we make the purpose known, and only collect it:
- for purposes connected with the function of the school, and only when it is necessary to have this information
- directly from the person concerned, unless it is publicly available from elsewhere
- in as unobtrusive a manner as possible. [1,3,4]
- In general, we collect information directly from the person concerned unless it is publicly available from elsewhere or the person's interests are not prejudiced when we collect the information from elsewhere. [2]
- We have reasonable safeguards in place to protect information from loss, unauthorised access, use, or disclosure. These safeguards include the use of individual logins for computers, and lockable filing cabinets. [5]
- If an individual wants access to information we hold about them, we provide it. Individuals may request correction of this information or, when not corrected, that a record of the request is attached to the information. [6,7]
- We take reasonable steps to make sure personal information is correct, up to date, relevant and not misleading. [8]
- We only keep information for as long as it is needed, and for the purposes for which it was obtained. When a student moves to a new school and their records are requested, we cull the file and forward the remaining relevant information. [9]
- Information is only used for the purposes for which it was obtained except in certain circumstances (for example, for statistical purposes where the person's identity is not disclosed). [10]
- As a general rule, information about any person is not given to a third party without the person's knowledge, unless:
 - the information is already publicly available
 - it is being passed on in connection with a purpose for which it was obtained, for example, to the student's new school.
 - the right to privacy is over-riden by other legislation
 - it is necessary for the protection of individual or public health and safety. [11]

For most purposes, the best guide is to use good sense and to treat information about people with great respect.

Parents and the Privacy Act

State and integrated schools must observe the Privacy Act, and also the Official Information Act, and the Education Act.

Under the Privacy Act, individuals are entitled to access personal information held about them. There is no age limit to this, children and young people have the same rights as everyone else. This means that parents have no automatic right to access all of the information the school may hold about their child.

Parents and guardians are entitled to access educational information, and are usually able to access other information if they request it, through the provisions of the Official Information Act. This act overrides the Privacy Act in most circumstances.

In considering a request from a parent, the school must consider the following:

- Is it information that the parent has a right to, for instance, about their child's academic progress, or is it information the child has a right to keep private?

- Is the parent acting as the child's representative, or acting without the child's consent?
- Is the child of an age or maturity that allows them to decide to give consent or not?
- Is disclosure of the information a breach of the child's confidentiality?
- Is it in the child's best interest?
- Does other legislation affect the decision? For example, the Education Act, 1989, requires principals to tell parents about matters which are preventing or slowing a student's progress at school, or harming the student's relationships with teachers or other students. In practice there are very few occasions when a school would be justified in withholding any information from a parent. One example of such a situation might be a child at school who finally has confidence to confide in a counsellor who is trying to help the child and the child insists that the parents or (perhaps in a situation of abuse), a particular parent, are not to be told the child's information by the counsellor. A counsellor is required to respect and consider the wishes of the child.

When in doubt, seek advice. A good place to start is the Office of the Privacy Commissioner. Note: in the case of separated parents, each parent is entitled to educational information about their child, for example, school reports. These should be provided unless there is a Court Order preventing it. It is the responsibility of the custodial parent to alert the school of any such Order.

Parents have no automatic right to request corrections of information held about their child. The school, however, is bound by the principles of the Privacy Act and one of them is to endeavour to keep information about a person up-to-date and correct. If a parent points out that information is incorrect, the school should correct it.

Parents are not entitled to information about other parents, or students who are not their own children.

Publishing Student Information

The school sometimes publishes students' photographs and work in the newsletter and/or online, and has an obligation to:

- protect students' privacy and safety in relation to information about them, or images of them, published by the school, and
- protect students' copyright in relation to the material they create. Images of students and/or their work are published to recognise student achievement, report on learning to the school and wider community, and to promote the school.

The following guidelines help us to protect our students:

- The school seeks parents' written consent before their child's photo or work is published online. Parents give this consent at enrolment, or as needed if the child is already enrolled, by completing the Student Information Consent form. Parents can withdraw their consent at any time.
- The school takes special care with personal information about students, that is, information that identifies an individual. With consent, we share no more than a student's first name and/or photograph via the newsletter, or the wider online community via the school website.
- The school publishes photos and students' work that positively depict the student and school.
- The school seeks students' consent before publishing their work.
- As the author of a copyright work, a student has the right to be identified when their work is exhibited in public, such as on the internet. At KKO we prefer to identify the student by their first name and year at school only to protect their privacy. Requests for a child's full name to be published are considered by the privacy officer. If the school is aware of a special circumstance regarding a student's presence at the school, such as a court order preventing access to the child, any information that could identify the child is kept out of the website/newsletters.

Note: Parents are welcome to contact the school's privacy officer to discuss these issues.
Relevant Legislation: Copyright Act, 1994 Privacy Act, 1993

Head Lice

Head lice infection is not a problem of schools but of the wider community. Parents have the primary responsibility for the identification, treatment and prevention of head lice in a family. The school educates and reminds parents of their responsibilities for the prevention and treatment of head lice.

- When head lice are detected at school, the teacher contacts the school office and notification and treatment information are sent home to the affected student/s.
- If a child has a head lice infestation, school contacts the parent immediately to collect the child to take home for treatment.
- The Public Health Nurse does not undertake hair checks, but can provide a parent education meeting to discuss prevention, treatment and answer questions. The Public Health Nurse is also available to liaise with families individually at their homes. This is sourced through the school office or by ringing the Public Health Nurse directly.
- Information about head lice is distributed to families during epidemics.
- The school's health coordinator includes regular reminders in the school newsletter promoting family hair checks.

Bicycles

The police recommend that no child under the age of ten should cycle to school unless accompanied by an adult.

- Students cycling to and from school are expected to observe the road rules - hand signals, looking behind, mounting/dismounting, keeping well left, etc.
- Each student must wear a Standards Approved cycle safety helmet and have a roadworthy bicycle.
- Students may not "double" other students to school, and may not cycle in the school grounds during school hours.
- Students must place their cycles in the cycle stands.

Separated Parents, Custody and Guardianship

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

While the school makes every attempt to monitor the situation in relation to custody and access orders, it is not the place of the school to police or enforce such orders. Custodial parents have a responsibility to advise the school if there is a serious issue regarding the safety and/or wellbeing of a child in relation to another parent.

The school will involve the police and/or government agencies if an issue arises regarding access to a child by a non-custodial parent.

Custody and Guardianship

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

A person with custody of a child, is the guardian of the child. This refers to parents living together, and to separated parents who share custody of a child. It is very rare for a person to lose guardianship, ask to see the court order authorising this, if it is claimed.

When parents separate, it is usual for one to be granted custody. Having sole custody doesn't give a parent sole control over the child's education. Guardians also have rights. Increasingly, parents share custody and arrange between themselves for the day to day care of the child.

In the absence of formal custody arrangements, both separated parents retain custodial and guardianship rights.

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

Access

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

Wardship

A child may be made a ward of court, i.e., placed under guardianship of the Court. Both parents retain guardianship and the child has three guardians. Court, as the child's guardian, decides the control and care arrangements of the child and can over-rule the rights of the parents.

CYPS may be appointed the sole guardian of child to the exclusion of the parents.

The Rights of the Guardian and the School

Both parents as guardians are entitled to:

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

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

Access Rights and the School

A non-custodial parent wishing to see their child during school hours should go to the office first. The principal only grants access during class hours if the care and custody order specifies that time for access. With older students, the wishes of that child are important and should be respected.

If the principal is suspicious about a person wanting to contact a child at school (for instance, doubt over identity, good faith, or legal rights) they should:

- contact the custodial parent and ascertain the person's right of access.
- ask to see the court order, or to contact the person's solicitor, if the person claims access under a court order. If the court order says "reasonable access", then the principal may refuse access until after school hours so that the running of the school is not unnecessarily disrupted, nor the child's schooling inhibited.
- deny unrestricted access to the child, especially if it is suspected the person may remove the child from school.
- supervise the meeting with the child in the principal's office.
- use professional judgement, having the welfare of the child as the paramount consideration.

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

Surnames

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

Visitors

At various times the school may have parents, tradespeople, and staff from support agencies visiting the school. The following guidelines ensure the safety of everyone on the school site.

- All visitors to the site, except the parents of presently enrolled children, are asked to report to the school office and state their business. Non-custodial parents must also report to the office.
- Health and safety requirements prohibit vehicles from entering areas of the school where children may be present and vehicles would not usually be expected. If it is necessary to access these areas a vehicle must have an adult escort walking before

it. The walking adult scans for children and restricts the vehicle's speed to walking pace. Cars must be driven slowly and carefully in driveways and car parks.

- All staff members monitor visitors to the school, and report any strange behaviour by adults on site to the administration.
- In the event of an evacuation, staff members carefully check each building to ensure that all rooms and spaces are empty.
- All non-teaching staff and contractors employed on site who have, or are likely to have, unsupervised access to students during normal school hours are cleared by police vet.

The definition of unsupervised access, as defined in the Education Act, is as follows:

Unsupervised access to students, in relation to a school, means access to any student on the school's premises that is not access by, or supervised by, or otherwise observed by, or able to be directed (if necessary) by, any one or more of the following:

- a registered teacher or holder of a limited authority to teach
- an employee of the school on whom a satisfactory Police vet has been conducted within the last 3 years
- a parent of the student.

Order Lunches

The school has an obligation to educate students and staff about making healthy decisions in relation to diet, and to model healthy food choices in lunches sold to children.

A range of food options is available and healthy foods are promoted so that students learn to make responsible choices for themselves.

The acts applicable to create a safe school environment include but are not limited to

- Animal Welfare Act 1999 □
- Building Act 1991
- Civil Defence Emergency Management Act, 2002
- Copyright Act 1994
- Education (School Attendance) Regulations 1951
- Education Act 1989
- Education Standards Act 2001
- Employment Relations Act 2000
- Health (Immunisation) Regulations 1995
- Health and Safety in Employment Act 1992
- Human Rights Act 1993
- Local Government Official Information and Meetings Act 1987 (Part VII)
- New Zealand Bill of Rights Act 1990
- Official Information Act 1982
- Privacy Act 1993
- Protected Disclosures Act 2000
- Public Finance Act 1989
- Smoke-Free Environments Act 1990
- State Sector Act 1988

PART E - Professional development

Professional Development Policy

KKO is committed to support all staff (principal, specialist tutors, teachers) with on-going professional development both through an annual formal programme and by encouraging staff to pursue personal study and engage in research activities. Rather than a workshop or event being at the heart of professional development, improved practice and particularly transformative learning for our students is at the heart of KKO's approach to Professional

Development. To this end, KKO will provide an annual budgeted fund. Principles of equity are important as is the need for alignment with KKO's special character and purpose. Professional development will be both institutionally focused (ie activities for all staff related to the special character of KKO learning programme) and individually focused (related to staff particular contribution). As a result of our self-review processes and as part of the budget setting process (typically August/September) institutional KPI foci will be identified and an appropriate budgeted amount identified. Early in the school year, individual staff Appraisal Plans will be developed and these will include a particular KPI related to Professional Development for the year, including required financial support for its successful achievement.

Professional development at KKO is for all staff and includes engagement in:

- Activities related to innovative practice and professional knowledge specifically related to implanting the special character of KKO
- Activities related to furthering professional knowledge or skills
- Activities involving collegial sharing of professional knowledge
- Further study at a personal level in order to gain higher qualification.

Professional Development at KKO is guided by the following principles for effective professional development as outlined by Norsworthy (2012) – a summary of these principles is included here. Effective professional development is:

Owned: It arises from the teacher's desire to grow as an effective and responsive educator and is motivated by their commitment to improved student learning. For example, while teacher inquiry or teacher research used to be viewed as belonging to those in the 'ivory tower', such activity is proven to be some of the most effective transformative and equipping professional development. In part, this is because it works with what is, rather than what we think is our practice.

Personalised but where possible Collegial: It connects strongly to the person who is the teacher, and then to everyday components of the teacher's own practice – usually a wondering or observation about that practice. Even when a group of educators may participate in a school, syndicate or group-based programme, it will be designed so that each staff member can explore and apply the learning to themselves and their practice. It involves the whole person. Too often we can see this process as a thinking process only. Far from it – teaching and learning are very emotive, spiritual and social activities. Significantly, for this reason, it is also collegial; involving a critical friend or group of co-travellers. In a school setting, professional development which has long term influence involves those in leadership as participants, as those who also are vulnerable, humble and committed to improved understanding, practice and children's learning.

Inquiry based: Effective learning comes when we bring an 'inquiry stance' to the observation. This inquiry stance involves the educator's disposition, a desire to be wise, a willingness to learn from observation and through a critical reflective cycle.

Practice focused: It is not about gimmicks, the latest educational technology, a 'new' approach to creative writing, etc. There will be new tools, and new ways of using old tools – but these will not be the focus for effective professional development. The focus will be on the teacher's practice SO THAT students are transformed, changed, grown. Consequently, the professional development engagement will continuously invite participants to visualise how their practice and children's learning may look.

Accountable: Humans need accountability – both in terms of an opportunity to celebrate change and growth, but also to provide evidence of fruit for the investment and demonstrate thoughtful and grateful stewardship. Without a phase of accountability we can tend to be careless stewards. Consequential evidence or insight in terms of the owned, personalised goals which were the trigger for the professional development should be required and made public. This could be part of a formal appraisal process, or a teacher's professional portfolio, or collegial discussion.

Iterative: In the first instance, effective professional development occurs over a significant period of time in order to enable multiple phases of interruption, modelling and trialling in and reporting on changed practice. Secondly, the celebration of the accountability phase can lead to the setting of new 'insightful' goals which arise out of the joy of learning and personal, professional growth. Cycles of critical reflection, focused on assumptions which inform and sustain practice together with contribution from others (literature, colleagues, student voice, etc) are the keys to change.